

Y7 HISTORY: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Students select and use a range of sources to establish accurate facts, justify their choices, and explain how bias, gaps, or limitations affect what a source can tell us • Students use relevant evidence to support ideas about the past, choosing increasingly appropriate sources and explaining how these strengthen their interpretations. • Students describe and explain changes in the local area and wider world, compare different historical periods, and show understanding of the diversity and characteristics of past societies. • Students can order events, describe major changes within and across periods, and identify patterns such as rapid or slow change. • Students can use subject-specific terminology with accuracy to communicate historically both verbally and in written work.	• Students critically evaluate a wide range of sources, explaining in detail how provenance, purpose, context, and bias shape what each source can and cannot reveal about the past. • Students construct well-supported interpretations, selecting evidence with precision and clearly justifying how their chosen sources strengthen or challenge particular arguments. • Students analyse change across different periods and places, offering nuanced explanations that link local, national, and global developments and show insight into the diversity of past societies. • Students make sophisticated use of chronology, connecting events across long time spans, explaining patterns of continuity and change, and evaluating the significance of rapid or slow developments • Students communicate with clarity and authority, using subject-specific terminology fluently.

Term	Unit of Work	KPIs
AUT1	What can Dorset tell us about History? Where did England come from?	• Students describe and explain changes in the local area and wider national story. • Students order events across a wide chronological range (c.1200BC – present) and identify patterns of change. • With support, students deploy newly-acquired subject-specific terminology during both verbal and written work.
AUT2	How did power change in medieval England?	• Students describe and explain medieval history through the lens of political change. • Students use a range of English sources to support valid ideas about the past. • With support, students deploy subject-specific terminology during both verbal and written work.
SPR1	What can the lives of disabled people tell us about the Middle Ages?	• Students describe and explain medieval life through the lens of disability. • Students use a range of English and wider European sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.
SPR2	How did the Islamic Golden Age shape Europe?	• Identify and describe the connections and contrasts between the Islamic Golden Age and medieval Europe. • Students use a range of non-European sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.
SUM1	How have historians interpreted the Crusades?	• Students can order and describe patterns across the high medieval period. • Students use a range of European and non-European sources to support and explain interpretations about the Crusades. • Students confidently deploy subject-specific terminology during both verbal and written work.
SUM2	How did the Silk Roads change the world?	• Students identify and explain connections across range of historical topics and time periods, such as the Crusades and the Islamic Golden Age. • Students use relevant historians and sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.