



# SOUTH WILTS GRAMMAR SCHOOL

## Year 7 Standards – History

This will feed into much more precise task specific mark schemes as judgements need to be made in the context of the topic. There is also formative assessment in the form of knowledge tests and feedback on activities completed in lessons.

| <b>Towards SWGS standard</b>                                                                                                                                                            | <b>Working at the SWGS standard</b>                                                                                                                                                       | <b>Working beyond the SWGS standard</b>                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recall of knowledge is developing (less than 60%).                                                                                                                                      | Recall of knowledge is acceptable/good (above 60%).                                                                                                                                       | Recall of knowledge is very strong (at least 90%).                                                                                                                                    |
| Extended written work shows quite weak range and/or depth of knowledge of the topic.                                                                                                    | Extended written work shows good range and/or depth of knowledge of the topic.                                                                                                            | Extended written work shows outstanding range and depth of knowledge of the topic.                                                                                                    |
| An outline understanding of the substantive concepts of the course (for example kingship in the medieval period, Christendom in the medieval period, feudalism in the medieval period). | A developing understanding of the substantive concepts of the course (for example kingship in the medieval period, Christendom in the medieval period, feudalism in the medieval period). | A secure understanding of the substantive concepts of the course (for example kingship in the medieval period, Christendom in the medieval period, feudalism in the medieval period). |
| Read and comprehend historical sources.                                                                                                                                                 | Read historical sources and demonstrate understanding of the links between the source and the historical context.                                                                         | Read and draw inferences from sources in the context of the historical context.                                                                                                       |
| Read and comprehend an historian's argument.                                                                                                                                            | Read an historian's interpretation and recognise the argument being made. Be able to apply own knowledge to this argument.                                                                | Understand an historian's argument and apply their own knowledge to the argument. To start to be able to make links between argument and source material.                             |
| In places evidence may lack relevance.                                                                                                                                                  | Written work demonstrates selection and use of relevant evidence.                                                                                                                         | Evidence is selected with care and with precise reference to the question.                                                                                                            |
| An argument in the written work is limited. The work makes claims about the past in places, which are sustained with some evidence (though this may lack depth).                        | An argument in the written work is present. The work makes sound historical claims in most sections, which are sustained with specific evidence.                                          | The argument in the written work is clear and signposted. The work makes clear historical claims in all sections, which are sustained with precise evidence.                          |
| Vocabulary relating to the specific concept is used in places but randomly or without specific focus.                                                                                   | Vocabulary relating to the specific concept is used accurately in places to support points.                                                                                               | Vocabulary relating to the specific concept is used accurately throughout the written work to shape writing.                                                                          |

