

**Subject: History
Pagan Lady**

Year 7 Autumn Term 1

**Time of Assessment: Between 7th and
17th October**

Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- In our depth study on the Pagan Lady, students will develop the core skills of forming opinions and theories based on evidence.



Skills to be assessed:

- Historical investigation
- Evaluating sources
- Forming theories based on evidence.

Resources to help Revision:

- <https://manxnationalheritage.im/learn/family-learning/museum-on-the-move-pagan-lady-of-peel/>
- *Try to discuss which sources might be more useful and why, and how we can use sources to support our opinion.*

Emerging	Developing	Secure	Mastering	Extending
Students can choose basic facts from a source	Students can describe information presented in the sources.	Students can select and combine information from the different sources.	Students can explain which sources they trust and use them to support their opinions.	Students can explain why they've chosen certain sources and evaluate them to support detailed arguments.

Subject: History
History Heroes

Year 7 Autumn Term 2

Time of Assessment: Between 2nd and 16th December

Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- In our study of an important person from the past, students are expected to do some research and present their findings. They need to ask questions like: what were their key attributes and what is their legacy.



Skills to be assessed:

- Research skills
- Independent study
- Time management
- Questioning skills
- Presentation skills

Resources to help Revision:

- <https://www.ducksters.com/biography/>
- <https://www.biography.com/>
- Try to research your important in an objective way and make a conclusion as to whether they had a positive or negative influence on society both then and today.
- Students can present their findings as a PPT, a YouTube clip, an essay or a poster etc.

Emerging	Developing	Secure	Mastering	Extending
Students can show limited understanding of people from the past.	Students can show basic understanding of interpretations of a person from the past	Students can recognise different interpretations of the past and suggest why these interpretations are different.	Students use their own knowledge and various sources to test contrasting interpretations.	The student evaluates the accuracy of various interpretations and makes a judgement.

Subject

History

Year 7 Spring 1

Time of Assessment

Spring Term Week 6

Knowledge to be Assessed:

- Studying the 'Discoveries' module, students will gain a broad overview of history, from Neolithic man to the Present Day.
- Students need to recap their work since September on our 'Discoveries' development study.
- Students need to use their exercise books as a revision tool.



Skills to be assessed:

The assessment will test students recall, memory, fact checking and revision skills.

Resources to help Revision:

- *Look at key events and people such as key moments in Manx history plus people like Alexander the Great & Alfred Nobel, the development of printing and flight and key events in human history etc.*
- *Try to discuss the contents of a student's exercise book.*

Emerging

Students can use basic dates and terms in relation to the developments in history.

Developing

Students can show basic factual knowledge and understanding of key developments.

Secure

Students can show and increased depth of factual knowledge and can identify different periods and past societies.

Mastering

Students use their own knowledge to under key aspects of chronology and anachronisms.

Extending

The student makes links between their factual knowledge and their understanding of the Isle of Man, Britain and the wider world.

Subject

History

Year 7 Spring 2

Time of Assessment

Spring Term Week 12

Knowledge to be Assessed:

- Studying the 'Romans' module, students undertake a depth study and ask 'were the Romans civilised?' Students will look at ideas about democracy and Empire, along with famous people like Caesar, Hannibal and Boudica etc. We will also look at day-to-day life in Pompeii.



Skills to be assessed:

Students are expected to research an aspect of Roman society that interests them and present their findings. Students often look at topics not covered in lessons.

Resources to help Revision:

- https://www.ducksters.com/history/ancient_rome.php
- <https://www.bbc.co.uk/bitesize/topics/zhxmn39>
- *Try to be objective in your research and make a conclusion as to whether your topic had a positive or negative influence on Roman society.*
- *Students can present their findings as a PPT, a YouTube clip, an essay or a poster etc.*

Emerging

Students can show limited understanding as to how Ancient Roman's lives can be interpreted.

Developing

Students can show basic understanding of the lives of Ancient Romans. Student will make a clear presentation, but it will lack rigour.

Secure

Students can recognise how Ancient Romans lived and will pick out a specific factor to focus on. Students understand the word subjective.

Mastering

Students use their own knowledge and various sources to produce their museum project. Implicit reference to subjectivity is made.

Extending

The student shows detailed knowledge that examines the key factors in relation to their Ancient Rome museum project and makes a critical evaluation.

History

Year 7 Summer 1

Summer Term Week 7

Knowledge to be Assessed:

- Studying the 'Romans' module, students undertake a depth study and ask 'were the Romans civilised?'
- Students will look at ideas about democracy and Empire, along with famous people like Caesar, Hannibal and Boudica etc.
- We will also look at day-to day life in Pompeii.



Skills to be assessed:

Students are expected to research the legacy of Ancient Rome and make a judgement on its positive or negative influence on society both in the Roman period and today.

Resources to help Revision:

- https://www.ducksters.com/history/ancient_rome/legacy_of_rome.php
- <https://www.worldhistory.org/article/1601/legacy-of-the-ancient-romans/>
- <https://www.youtube.com/watch?v=Qc7HmhrqTuQ> (Monty Python – careful swear word at the start!)
- <https://www.bbc.co.uk/teach/class-clips-video/ks2-history-the-romans-legacy-of-ancient-rome/zrt9qyc>
- *Try to discuss at home the legacy of Rome in both positive and negative ways.*

Emerging

Students show limited knowledge and there is no overall judgement on the legacy of Ancient Rome.

Developing

Students show basic knowledge and there is a limited overall judgement on the legacy of Ancient Rome.

Secure

Students can show accurate information showing some knowledge and understanding of Rome's legacy. A vague overall judgement is given.

Mastering

Students show good knowledge and understanding linked to the question. The student starts to use second order concept words.

Extending

The student makes accurate and sustained assertions showing clear knowledge with explicit links to the question, with a clear use of second-order concept words. Clear judgements are made.