

## **CFS Year 7 History attainment criteria**

These descriptors provide a framework for assessing Year 7 pupils in History against age-related expectations broadly aligned with Key Stage 3 National Curriculum standards. They are intended to support professional judgement rather than function as a mechanistic checklist.

Assessment should draw upon class discussion, written work, source analysis, retrieval and recall, extended historical writing, chronological understanding, historical enquiry and use of evidence.

The criteria reflect the Year 7 curriculum focus on:

- Ancient Rome
- Early Christianity
- The Rise of Islam and the spread of the Islamic empire
- Anglo-Saxon and early Medieval Britain

and align with the National Curriculum expectations that pupils:

- develop a chronologically secure knowledge of British, local and world history
- establish clear narratives within and across periods
- analyse connections, contrasts and trends
- use historical terms and concepts accurately
- understand methods of historical enquiry
- understand how evidence is used to make claims
- discern interpretations and evaluate their validity

## **Y7 HISTORY ATTAINMENT CRITERIA**

**Emerging:** The pupil can recall some basic historical facts and identify simple features of past societies. They can place some events in order with support and identify straightforward information from sources, but need guidance to explain significance, use evidence or understand different perspectives in sources.

**Developing:** The pupil can describe key events and developments with some accuracy and begin to explain causes and consequences. They can use evidence from sources to support simple ideas and are beginning to recognise that sources may reflect different viewpoints or purposes. Chronology and historical vocabulary are mostly secure.

**Secure:** The pupil can explain key events, causes and historical significance clearly across the Year 7 curriculum. They use evidence appropriately to support explanations and can evaluate sources by considering perspective, purpose and reliability. The pupil places events securely within a chronological framework and communicates understanding clearly using accurate historical vocabulary.

**Advanced:** The pupil can analyse historical events and interpretations in depth, making perceptive comparisons across periods and societies. They evaluate sources critically by considering context, bias and competing perspectives, and construct well-supported arguments using carefully selected evidence. Written work is analytical, precise and well organised.

**SECURE**

Pupils working at the Secure level demonstrate confident understanding of both substantive historical knowledge and disciplinary historical skills.

**Historical knowledge and understanding**

- Demonstrates secure and accurate knowledge across the Year 7 curriculum.
- Explains causes, consequences and significance clearly.
- Understands how societies changed over time.
- Makes relevant links and comparisons across periods and civilisations.
- Uses concepts such as empire, invasion, monarchy, religion, power and society accurately.

**Chronology**

- Maintains a secure chronological framework across topics studied.
- Explains connections between periods and developments.
- Understands broad historical patterns and continuity over time.

**Historical enquiry and evidence**

- Uses evidence purposefully to support explanations and judgements.
- Evaluates sources by considering provenance, purpose and viewpoint.
- Understands that interpretations of history can differ.
- Selects relevant evidence independently.

**ADVANCED**

Pupils working at the Advanced level demonstrate understanding and historical thinking beyond the expected Year 7 standard.

**Historical knowledge and understanding**

- Demonstrates detailed and wide-ranging historical knowledge.
- Explains complex causes and consequences with depth and precision.
- Makes perceptive comparisons across societies and time periods.
- Understands interplay between religion, politics, economics and culture.
- Shows mature understanding of historical significance and interpretation.

**Chronology**

- Uses chronology fluently to explain long-term developments and patterns.
- Connects developments across different civilisations and periods with confidence.
- Understands how earlier events influenced later historical change.

**Historical enquiry and evidence**

- Evaluates sources critically and perceptively.
- Identifies limitations, bias and context independently.
- Weighs competing interpretations using evidence.
- Constructs sustained arguments supported by carefully selected evidence.

**Historical communication**

- Produces clear, organised and developed written responses.
- Uses historical vocabulary accurately and appropriately.
- Constructs balanced explanations and supported judgements.
- Writes coherent paragraphs with logical sequencing.

**Typical characteristics**

A pupil at this level may:

- explain how Roman government, military strength and infrastructure supported imperial expansion
- analyse reasons for the decline of the Roman Empire
- explain how Christianity changed Roman society and influenced later Europe
- compare governance and social structure across Rome, the early Islamic empire and Anglo-Saxon England
- evaluate the usefulness of different historical sources.

**Indicative assessment guidance**

- Consistently meets Year 7 expectations
- Demonstrates independent application of core historical skills
- Uses evidence, chronology and explanation effectively.

**Historical communication**

- Produces sophisticated and well-structured historical writing.
- Uses precise subject terminology fluently.
- Develops balanced arguments and substantiated conclusions.
- Responds thoughtfully to counter-arguments or alternative interpretations.

**Typical characteristics**

A pupil at this level may:

- compare the political organisation of Rome and Anglo-Saxon kingdoms with insight
- analyse how religious belief shaped political authority and culture within both the Roman and early Islamic worlds
- evaluate the long-term legacy of Rome on Britain and Europe
- explain differing interpretations of historical events using evidence
- produce extended analytical writing that is precise, balanced and independently argued

**Indicative assessment guidance**

- Frequently exceeds Year 7 expectations
- Demonstrates analytical and evaluative thinking beyond age-related norms
- Produces sustained, well-supported historical arguments.

<b>EMERGING</b>	<b>DEVELOPING</b>
<p>Pupils working at the Emerging level demonstrate partial understanding of Year 7 content but require significant support to apply historical knowledge and skills consistently.</p> <p><b>Historical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● Can recall a limited number of isolated facts.</li> <li>● Shows insecure understanding of key events, individuals and periods.</li> <li>● May confuse periods, people or events chronologically.</li> <li>● Gives simple descriptions rather than explanations.</li> <li>● Has limited awareness of cause, consequence, change or significance.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>● Places some events in the correct order with support.</li> <li>● Uses basic chronological terms inconsistently.</li> <li>● Struggles to link developments across different periods or civilisations.</li> </ul> <p><b>Historical enquiry and evidence</b></p> <ul style="list-style-type: none"> <li>● Can identify obvious information from a source.</li> <li>● Requires guidance to understand what sources show.</li> <li>● Makes simple observations but rarely supports ideas with evidence.</li> <li>● Has limited understanding that sources may reflect viewpoint or bias.</li> </ul>	<p>Pupils working towards the expected standard demonstrate Developing understanding of Year 7 historical content and can apply some historical skills independently, though inconsistently.</p> <p><b>Historical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>● Recalls a growing range of relevant knowledge.</li> <li>● Describes key features of periods studied with some accuracy.</li> <li>● Begins to explain causes and consequences of events.</li> <li>● Shows some understanding of similarity, difference and significance.</li> <li>● Makes straightforward links between historical developments.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>● Places major events and periods in broadly correct chronological order.</li> <li>● Uses chronological vocabulary appropriately in most cases.</li> <li>● Understands broad connections between ancient, medieval and early modern periods.</li> </ul> <p><b>Historical enquiry and evidence</b></p> <ul style="list-style-type: none"> <li>● Uses sources to answer questions with some relevant evidence.</li> <li>● Recognises that different sources provide different information.</li> <li>● Begins to comment on reliability or viewpoint.</li> <li>● Can select some evidence to support a judgement.</li> </ul>

<p><b>Historical communication</b></p> <ul style="list-style-type: none"> <li>● Produces brief responses with limited detail.</li> <li>● Uses some historical vocabulary inaccurately or inconsistently</li> <li>● Written explanations may lack clarity or organisation.</li> </ul> <p><b>Typical characteristics</b></p> <p>A pupil at this level may:</p> <ul style="list-style-type: none"> <li>● know that Rome invaded Britain but struggle to explain why</li> <li>● identify that Christianity spread in the Roman Empire but not explain its significance</li> <li>● describe features of Anglo-Saxon life without explaining their importance</li> <li>● rely heavily on teacher prompting.</li> </ul> <p><b>Indicative assessment guidance</b></p> <ul style="list-style-type: none"> <li>● Significant gaps in understanding</li> <li>● Requires regular scaffolding and prompting</li> <li>● Inconsistent use of evidence and chronology</li> </ul>	<p><b>Historical communication</b></p> <ul style="list-style-type: none"> <li>● Produces organised responses with some supporting detail.</li> <li>● Uses relevant historical vocabulary appropriately.</li> <li>● Begins to structure extended explanations logically.</li> </ul> <p><b>Typical characteristics</b></p> <p>A pupil at this level may:</p> <ul style="list-style-type: none"> <li>● explain several reasons for Roman expansion</li> <li>● describe how the Roman army helped maintain the empire</li> <li>● identify similarities and differences between Roman and Anglo-Saxon society</li> <li>● explain key reasons for the rapid expansion of the early Islamic empire</li> <li>● support answers with simple evidence from sources.</li> </ul> <p><b>Indicative assessment guidance</b></p> <ul style="list-style-type: none"> <li>● Partial but developing mastery of Year 7 expectations</li> <li>● Some independence in historical thinking</li> <li>● Greater consistency needed in explanation and evidence use.</li> </ul>
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Final teacher judgement should consider the pupil's overall consistency across the key strands rather than isolated performance in a single task.

Source context: Year 7 curriculum content drawn from the school's Curriculum Map for History - Condensed 2026.