Year 7 Topic 1. Pre 1066				8 Lessons
	Emerging	**Developing**	**Secure**	**Excellence**
Memory Recall	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. **Emerging = >10%**	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. **Developing 10-39%**	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. **Secure = 40-69%**	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. **Excellence = 70%**
Change and Continuity	• Scores less than 19 % across q1-3 on Baseline assessment (0 - 2 mark questions)	• Scores between 20 - 49 % across q1-3 on Baseline assessment (3-7 mark questions)	• Scores between 50 - 79 % across q1-3 on Baseline assessment (8-12 mark questions)	• Scores above 80 % across q1-3 on Baseline assessment (13-16 mark questions)
Causation	• Doesn't attempt the question or no awardable reasons given	• Can state reasons for choices although may have muddled contenders up	• Reasons will be valid but more described than explained	• Can develop their answer to q12 to explain why their reason makes a good king