



Year 7 Topic 6. The Stuarts				12 Lessons
	Emerging	Developing	Secure	Excellence
Memory Recall	<p>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.</p> <p>Emerging = Less than 10%</p>	<p>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.</p> <p>Developing 10-39%</p>	<p>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.</p> <p>Secure = 40-69%</p>	<p>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.</p> <p>Excellence = More than 70%</p>
Source Analysis	<p>S1 – Identify origin of a source S2 – Identify the origin of a source S3 – Can pick out a detail from a source</p>	<p>S4 – Describe key features of a source S5- Identify when a source may be biased S6 – Can make a suggestion about what you can learn from details in the source S7 – Outline the usefulness of a source based on the content</p>	<p>S8 – Explain Nature and Origin of a source S9 – Explain how the origin effects the reliability S10 – Will use quotes to support an inference S11 – Apply knowledge of nature and origin to assess usefulness.</p>	<p>S12 – Consider the purpose of the source based on Nature and Origin S13 – Evaluate the reliability of a source S14 – Make a judgement on the intended impression of a source S15 – Judge usefulness based on NOPC</p>
Causation	<p>C1 – can describe why something happened. C2 – Can state one consequence of an event</p>	<p>C3 – Can explain why something happened. C4 – Can describe several consequences of an event C5 - Rank causes/consequences in order of importance</p>	<p>C6 – Can evaluate the main reason why something happened. C7 – Assess the impact of an events C8 - Explain why some events/factors are more important than others</p>	<p>C9 - - Can evaluate causes based on the impact it had. C10 - Assess the impact of an event on more than one factor C11 - Judge the importance of the given stimulus C12 – Develop links between a variety of causes /consequences</p>

