

## Example Year 7 Student Work - History

The following gives some examples of the level of work covered in History in Year 7 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps, review which of the Core Concepts requires the most development and responds to the individual feedback they have been given, will make the best progress.

### Responding to Teacher Assessed Work

'Response work' is clearly given a title which is underlined and in green pen

History teachers may provide feedback to students work in different ways. One of the most common is through a coded marking system, such as the one below. Students should highlight the codes relevant to their piece of work and record the relevant targets into their progress sheets at the front of their books.

Response Task

**How far was the Black death a disaster?: Coded marking** Please highlight the feedback given to you for this question and complete the response task next to the question in your book.

A	Focus your point on the question	CC2
B	Keep your evidence specific to the qu	CC1
C	Add more evidence to this point	CC1
D	Avoid vague statements	CC1
E	Explanation should link the point to the question	CC2
F	Explain this further/in more specific detail	CC2
G	What do you mean by this?	
H	Avoid hyperbole (exaggerated )/colloquial language in History - focus on PEE	CC2
J	Make sure your information is correct	CC1
K	Try to avoid repeating yourself	CC2
L	Avoid using 1 <sup>st</sup> person in History	
M	Make sure your judgement is clearly explained	CC2
N	Make sure your judgement is convincing - supported by your essay	CC2
Q	Explain this against the other side of the argument	CC2
P	Include both sides of the argument in your essay/Make sure it is more balanced	Cc1/cc2
gr	Grammar issue, rewrite the sentence in green pen 04	
sp	Spelling error - right out correct version 3 times	

  

R1	Explain this point again, adding more detail and using specific language focusing on the question
R2	Rewrite this section, adding more detail in your evidence
R3	Write a paragraph - one clear point, one piece of evidence and then a sentence of explanation linking back to the question
R4	Rewrite your conclusion (or write one). How far do you think it was a disaster? Why does one side outweigh the other?

  

G1	Good analytical point
G2	Good detailed evidence
G3	Clear, well explained point

**E (end of Paragraph 2):** Due to these critical points, historians can suggest that the Black Death was a disaster.

**E (Paragraph 3):** Since wealth got distributed among all types of classes, perhaps the Black Death was a success after all.

Students should **respond to the comments given in green pen**. As above, they should indicate which comment they are responding to.

Alongside responding to comments the teacher has made, the student may be required to complete **'response tasks'**. These may ask them to rewrite a small section of their work (a conclusion or paragraph) responding to the comments within that section.

A typical response comment may require a student to clearly link back to the wording of the question at the end of their paragraph.

Here is an example of some response tasks as well as the student clarifying the use of some phrases which the teacher had identified as vague or unsupported

**E, J, R1 (Paragraph 2):** It also got increasingly harder for lords to employ workers as Walsham records state and it became common for lords to arrive at their property as finding out that valuables were stolen and the Reeve was not doing as told. For example, if the Lord instructed the Reeve for the house to be cleaned, the Reeve would make the home dirtier. During the time of the Black Death, many working-class families could not afford basic necessities because of the breadwinner of the family dying or the worker having been laid off. Due to these critical points, historians can suggest that the Black Death was a disaster.

**G (Paragraph 2):** old phrase: 'honest and good'  
new phrase: 'diligent'

Why?

This is so because during the essay, I meant by 'honest and good' as of loyal hard-working workers in that sentence. In hindsight, I should have used a shorter word due to 'good' not being an appropriate word for my vocabulary in Year 7.

**H (Paragraph 2):** old phrase: 'little to no workers'  
new phrase: 'fewer workers'

**O (Paragraph 4) / N (Paragraph 4):** (rewriting sentence two of Paragraph 4 to end of Paragraph 4) After all, workers from all classes and social groups were getting a higher pay due to an abundance of wealth to divide up. Although people got laid off their jobs and how many people died whilst ~~working~~ working a job, this only ~~let~~ let more people get employed after the Black Death. To justify why the Black Death was a success is not only about higher wages and more job openings, but about hygiene. Walsham records show that after the Black Death, more investments were made on hygiene-related items and hospitals were made a place to cure sick people compared to before the Black Death happened and a hospital at that time was

The final reason of William's success was the Bayeux Tapestry - a medieval embroidery depicting the events of William's role over England. The nation needed to know that William was better than Harold Godwinson, the best king ever to have come to England. However, there were still ~~some~~ people a vast population that was unsure whether to support William or not. The Bayeux Tapestry provided positive <sup>illustrated</sup> propaganda ~~of~~ on William's power, strength and tactics. (In those times a good king <sup>needed to have</sup> ~~had~~ strength, power, an army and be able to make quick and decisive choices.) Whoever saw the Tapestry would see William's exaggerated valour. To conclude, this ~~was~~ played a huge <sup>D</sup> role in William's success.

William had/ achieved success with these three points: the Domesday Book, the Bayeux Tapestry and the Feudal System. Moreover, this also made William one of the best, the best king of England.

CC1 - 7/10  
CC2 - 8/15

13/25

M

P4

Teacher assessed work will be given a mark for each **core concept** that the piece of work is assessing. Whilst the marks will give a guide to how well the student is engaging with these core concepts, the marking throughout the piece of work is far more valuable to the student's progress. Therefore, the **response work is essential for student progress.**

## Classwork and Homework

All Classwork or Homework should be labelled (cw/hw) and should have a title or subtitle which is underlined with a ruler. Each piece of work must also include a date at the top which is underlined.

Key words should be highlighted or put in a separate colour. Any word which a student needs clarification for (either in homework or classwork) should be written into their book as shown below.

7<sup>th</sup> September 2022

(Cw) How did people decide who should be King in 1066

A good monarch in 1066

- Wealth and power
- Common sense/intelligence
- Able to make decisions
- Relatively decent at fighting/has an army
- A relation of the previous monarchs (Harold Godwinson is the only person to have this)

**KEY WORD**  
Heir - a person entitled to the rank of another, on the result of their death

William - Duke of Normandy

William claimed that after his meet-up with Edward the Confessor, Ed promised that he would be King.

Harold Godwinson, brother in law of Edward the Confessor

Harold, Earl of Wessex, was an extremely powerful baron. His sister Edith was Edward the Confessor's wife. He also claimed that the king named him as his successor.

Harold Hardrada - King of Norway

Harold was already the King of Norway and had lots of power. As a result of being a descendant of King Canute, Harold had a claim to the English throne. (Supported by Harold Godwinson's brother)

- Being a descendant of King Canute was considered powerful.

CHALLENGE

The Witan Council needed a new King urgently as Edward the Confessor had no heir was about to die without a heir.

7<sup>th</sup> September 2022

(Hw) The Bayeux Tapestry

The Bayeux Tapestry is a medieval ~~stape~~ embroidery of the Norman conquest of England. 70 metres long, the tapestry describes William the Conqueror invading and ~~defeat~~ defeating King Harold Godwinson (King of England). The tapestry ~~was~~ was presumably authorised by Bishop Odo, William's half-brother, to decorate his cathedral in Bayeux, France. However, 3 metres of fabric is believed to be missing from the tapestry. Some believe, it had been torn off or never completed.

Currently, the Bayeux Tapestry is preserved in Normandy.

8<sup>th</sup> September 2022

Dear Witan Council,

I, William the Conqueror (Duke of Normandy), should be King of England because Edward promised me that I would be the next king.

I, William the Conqueror (Duke of Normandy) should be King of England. A candidate should ~~be~~ have wealth/power/be willing to use his riches for the benefit of England. I can do this. I can help England. ~~Furthermore~~.

Furthermore, Edward the Confessor was raised in Normandy. ~~With~~ and had several, willing Normans around him in the court. One of them was me. I helped him make crucial ~~of~~ life-changing decisions. He, Edward (King of England) promised me a link to the throne, that I - William should be heir. I can help England like I helped Edward.

avoid swearing statements without evidence detail

Highlighting work can be a useful exercise when reviewing it.

If an error is made by the student, this should be neatly crossed out. Please do not use Tippex or ink erasers. It is useful for teachers to see how students have corrected themselves.

All handwriting is neat and readable. Subtitling and bullet points are used effectively and appropriately.