

Year 7 What was the legacy of the British Empire? (Summer 1)

Knowledge and Understanding

- I can give a description of how Elizabeth I created a 'Golden Age' for England
- I can identify the effects of piracy on both the British Empire, and the countries it affected
- I can identify the methods used to create the British Empire

Historical Argument

- I can give a basic description of how the British Empire was created, however my work may not always be fully detailed.
- I can give my opinion about the impact of the British Empire and a simple reason for this.

Using Sources

- I can use sources as evidence to help me describe the past.
- I can describe some ways in which people or events have been interpreted and begin to give some simple reasons for this.

Quality of written communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate.
- I use punctuation correctly in my work.
- I am beginning to use paragraphs independently to help structure my work.

Year 7 How did the Slave Trade develop and end? (Summer 2)

Knowledge and Understanding

- I can give a description of the Trans-Atlantic slave trade
- I can identify the effects of the Slave Trade on US history
- I can identify the methods used to achieve the abolition of the Slave Trade

Historical Argument

- I can give a basic description of the Slave Trade, however my work may not always be fully detailed.
- I can give my opinion about the impact of the Slave Trade and a simple reason for this.

Using Sources

- I can use sources as evidence to help me describe the past.
- I can describe some ways in which people or events have been interpreted and begin to give some simple reasons for this.

Quality of Written Communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate
- I use punctuation correctly in my work
- I am beginning to use paragraphs independently to help structure my work.

Minimum Expected Standards

History Year 7

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Year 7 Why did William win the Battle of Hastings? (Autumn 1)

Knowledge and Understanding

- I can describe the contenders for the throne in 1066
- I can give at least three key reasons as to why William the Conqueror won the Battle of Hastings.

Historical Argument

- I can give a basic description of the Battle of Hastings; however, my work may not always be fully detailed.
- I can give my opinion about the most important reason why William won the Battle of Hastings

Using Sources

- I can use sources as evidence to help me describe the past.

Quality of written communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate.
- I use punctuation correctly in my work.
- I am beginning to use paragraphs independently to help structure my work.

Year 7 How did William the Conqueror control England? (Autumn 2)

Knowledge and Understanding

- I can describe the methods that William I used to control England.
- I can use key facts in my work, and they are usually detailed and specific.

Historical Argument

- I can give my opinion about the most important method that William used to gain control.
- I can suggest some reasons why these methods could be both 'good' and 'bad' for English citizens at this time

Using Sources

- I can use sources as evidence to help me describe the past.

Quality of written communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate.
- I use punctuation correctly in my work.
- I am beginning to use paragraphs independently to help structure my work.

Year 7 How religion change England? (Spring 1)

Knowledge and Understanding

- I can describe the key events that brought religious change to medieval England
- I can use specific facts in my work to support my opinions.

Historical Argument

- I can give my opinion about which religious event created most change in medieval England
- I can also give reasons why non religious events also had an impact on England

Using Sources

- I can use evidence from sources as evidence to help me describe the past.

Quality of written communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate.
- I use punctuation correctly in my work.
- I am beginning to use paragraphs independently to help structure my work.

Year 7 How did the Tudors change religion in England? (Spring 2)

Knowledge and Understanding

- I can describe the key religious changes brought about by the Tudor monarchs
- I can describe some of the factors that caused this religious change
- I am beginning to use specific and detailed facts in my work.

Historical Argument

- I can give a basic description of why the Tudor monarchs changed England from Catholic to Protestant
- I can give my opinion about which factor was most important in creating this religious change

Using Sources

- I can use sources as evidence to help me describe the past.

Quality of written communication

- I can use key words and dates in my work to help describe the past and my spelling is usually accurate.
- I use punctuation correctly in my work.
- I am beginning to use paragraphs independently to help structure my work.