



Minimum Expected Standards History Year 11

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 11 Elizabethan England (Autumn 1)

Fundamental Skills

- To be able to argue how convincing an interpretation of a historical event is
- To be able to explain why a historical event was important
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify where the Tudor dynasty originated from
- To identify the reasons for Henry VIII's break with Rome
- To identify how Elizabeth's childhood impacted on her as a woman
- To identify how Elizabeth's relationship with Mary impacted on her reign
- To identify how Elizabeth structured her government to control England
- To identify the role of the Privy Council in Elizabethan government
- To identify the nature of the relationship between Elizabeth and parliament
- To identify the causes, events and effects of the Essex rebellion

Year 11 Elizabethan England (Autumn 2)

Fundamental Skills

- To be able to explain why a historical event was important
- To be able to write an account of the impact of a historical event
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify how England changed as a result of the 'English Renaissance'
- To identify how fashion and architecture became 'gentrified'
- To identify how theatres led to the gentrification of England
- To identify the role of Shakespeare in molding Elizabethan society
- To identify how Elizabeth created a cult of personality
- To identify the conditions faced by the poor, and the causes of poverty
- To identify how Elizabethan society reacted to the 'problem' of the poor

Year 11 Elizabethan England (Spring 1)

Fundamental Skills

- To be able to reach a judgement regarding the main reason for the occurrence of a historic event
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify the reasons why Elizabeth invested in global exploration
- To identify the role of Sir Francis Drake in this exploration
- To identify the role of Sir Walter Raleigh in this exploration
- To identify how exploration had an impacted on life in England
- To identify the impact of exploration of foreign relations
- To review life in Elizabethan England
- To identify the importance of prodigy houses, and how fare they reflect the gentry class

Year 11: Revision (Spring 2)

Fundamental Skills

- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify the importance and impact of Elizabeth's religious settlement
- To identify the causes and impact of the Treason Act
- To identify how Jesuits opposed Elizabeth
- To identify how Puritans opposed Elizabeth
- To identify the importance and impact of Mary Queen of Scots on Elizabeth's reign
- To identify the causes, events and impact of the Northern Rebellion
- To identify the causes, events and impact of the Ridolfi plot
- To identify the causes, events and impact of the Throckmorton Rebellion
- To identify the causes, events and impact of the Babington Plot
- To identify the causes, events and impact of the Spanish Armada