

Year 9 Anglo-Saxon and Norman England (Summer 1)

Fundamental Skills

- To be able to describe two features of an aspect of History
- To be able to justify why a statement on an event is correct or not, and reach a justified conclusion.
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify how William gained control over the earls
- To identify how William rewarded loyal followers
- To identify how William gained control of the borderlands
- To understand the reasons why William built castles
- To identify the causes, events and results of the Edwin and Morcar revolt
- To identify the causes, events and results of Edgar the Aethling's revolt
- To identify the causes, events and results of Hereward the Wake's revolt
- To identify the causes, events and results of the Harrying of the North
- To identify how land ownership developed under William I
- To identify how William I maintained his control, after its establishment
- To identify the causes, events and results of the Revolt of the Earls

Year 9 Anglo-Saxon and Norman England (Summer 2)

Fundamental Skills

- To be able to describe two features of an aspect of History
- To be able to explain why an event occurred
- To be able to justify why a statement on an event is correct or not, and reach a justified conclusion.
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify the different layers of the Feudal System, and understand how it operated
- To identify the importance of the church in Norman England, and compare this to the church in Saxon England
- To identify the roles of Stigand and Lanfranc
- To identify how William I changed government in England
- To understand the role of the sheriff and the demesne in Norman England
- To understand the importance of 'the forest'
- To identify how the Normans impacted on culture in England
- To understand the significance of Bishop Odo
- To understand the nature of the relationship between William I and his sons
- To identify the causes, events and results of the succession crisis in 1087

Expected Standards History Year 9

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 9 Medicine Through Time (Autumn 1)

Fundamental Skills

- To be able to explain why there was change/continuity during this time period
- To be able to explain why an event happened/occurred the way it did
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To understand Medieval beliefs about where disease came from
- To identify what the Theory of the Four Humours was and where it came from
- To identify at least two ways that Medieval people treated disease
- To identify how Medieval people responded to the Black Death
- To identify treatments of disease during the Renaissance period
- To identify the differences between Medieval and Renaissance doctors
- To identify the work of William Harvey and his significance to medicine
- To identify how Renaissance people responded to the Plague

Year 9 Medicine Through Time (Autumn 2)

Fundamental Skills

- To be able to explain why there was change/continuity during this time period
- To be able to justify why one event is more important than another, and reach a justified conclusion.
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To understand Industrial beliefs about where disease came from
- To identify how hospitals developed during the Industrial period,
- To identify how Florence Nightingale impacted on medicine
- To identify how anaesthetics were discovered and developed
- To identify how antiseptics were discovered and developed
- To identify the role of Edward Jenner, and the impact of vaccination
- To identify how public health improved in England during the Industrial period
- To identify how cholera was dealt with during the Industrial period
- To identify how genetic factors were identified and the impact this had on medicine
- To identify the role that the NHS has played in 20th century medicine
- To identify how penicillin was discovered and developed
- To identify how lung cancer has been treated in the modern world

Year 9 Medicine Through Time (Spring 1)

Fundamental Skills

- To be able to explain how sources are limited, and might be improved
- To be able to describe two features of an aspect of History
- To be able to explain why a source is both useful and not useful
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To identify the key features of a trench
- To identify what life was like for soldiers in the trenches
- To identify the key battles of WW1
- To identify the main medical issues faced by soldiers in WW1
- To identify the role and work of the RAMC and FANY
- To identify the importance of new technologies for medicine in WW1
- To identify how injured soldiers were organised and treated during WW1

Year 9: Anglo-Saxon and Norman England (Spring 2)

Fundamental Skills

- To be able to describe two features of an aspect of History
- To be able to explain why an event occurred
- Use key words and dates in work, and ensure these are spelt correctly

Fundamental Knowledge

- To understand how Anglo-Saxon society was organised
- To identify the role of the church in Anglo-Saxon England
- To understand why there was a succession crisis in 1066
- To identify the role of Earl Tostig in 1066
- To identify the rival claimants to the throne in 1066
- To identify the significant battles that took place in 1066
- To identify the factors that allowed William to win the Battle of Hastings