Subject: History

*Explanation and evaluation skills underpin the History criteria for those who are capable and expert throughout all of Key Stage 3. We would expect capable and expert pupils to begin to be able to explain and evaluate at a more basic level and understanding than at year 9.*

*Year 7 evaluation: A basic judgement supported by evidence.*

*Year 8 evaluation: Beginning to synthesise evidence to support their wider judgements and evaluation.*

*Year 9 evaluation: A complex and more sophisticated evaluation with specific pieces of evidence.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 7 – Novice | Year 7 – Capable | Year 7 – Expert |
| Unit 1 | Students should be able to:* Identify the definitions of key historical words such as cause, consequence and chronology.
* Identify that in History there has been progress and regress.
* Know why there was a crisis of succession in 1066.
* Identify the 3 contenders to the throne in 1066.
* Recall some facts about each of the 3 contenders to the throne in 1066.
* Describe the events at the Battle of Stamford Bridge.
* Describe the events at the Battle of Hastings.
* Identify the main reason for the Normans win at the Battle of Hastings and begin to explain how it helped.
* Identify the ways that William the Conqueror gained control of England.
 | Students should be able to:* Define the definitions of key historical words such as cause, consequence and chronology.
* Explain what progress and regress is and apply it to historical events.
* Explain what the crisis of succession was in 1066 and why it happened.
* Apply the knowledge of the 3 contenders to assess which would be the best King of England.
* Explain what happened at the Battle of Stamford Bridge.
* Explain what happened at the Battle of Hastings.
* Assess the main reason for the Normans winning the Battle of Hastings and be able to explain their reasoning.
* Write a paragraph which demonstrates clear evidence and explanation which is linked to the question.
* Identify reasons why William needed to increase his control over England.
* Explain the ways that William the Conqueror increased his control over England.
* Begin to form an interpretation about William’s rule over England.
 | Students should be able to:* Explain key historical concepts such as cause, consequence, chronology and be able to support these with examples.
* Evaluate reasons for progress and regress within historical events.
* Evaluate the causes and consequences of the succession crisis in 1066.
* Form a judgement on which of the contenders would be the best contender to the throne and evaluate the evidence.
* Recall the events in depth of the Battle of Stamford Bridge and the Battle of Hastings
* Analyse why William won the Battle of Hastings.
* Explain the significance of the Battle of Hastings.
* Explain why William needed to enhance his control over England.
* Evaluate the most and least effective ways that William began to control England.
* Form an evidence-based interpretation on William’s rule over England.
 |
| Unit 2  | Students should be able to:* Identify the key facts about life in Medieval England.
* Identify that Medieval towns were unsafe and unhygienic and give some examples of why this may be.
* Identify that the majority of England were peasants and relied on the land.
* Understand that change has happened to make England in the Medieval times different to England now.
* Begin to infer facts from images about Medieval England.
* Understand the importance of religion in the Middle Ages.
* Recall facts about religion, medicine, and life in Medieval England.
* Make a judgement about how positive or negative life was for people in the Middle Ages.
* Identify what the Black Death was and how it was spread.
* Recall what people believed were causes, treatments and preventions of the Black Death.
 | Students should be able to:* Explain what life was like for a variety of people within Medieval England.
* Compare the lives of rich and poor people in Medieval England.
* Explain the causes and consequences of the unhygienic nature of the Medieval towns.
* Compare the lives of those who live in the countryside compared to those who live in the towns.
* Infer facts from images and interpretations of Medieval England.
* Explain the impact of religion on people in England during the Middle Ages.
* Recall and apply key facts about religion, medicine and life in Medieval England.
* Substantiate a judgement about life in Medieval England using recall of key knowledge.
* Comprehend what caused the Black Death.
* Understand why the Black Death was significant.
* Explain the causes, treatments and preventions people believed in during the Black Death.
 | Students should be able to:* Evaluate the lifestyles of people living in Medieval England and compare to other time periods including present day.
* Assess the differences between the rich and poor in Medieval England.
* Assess the differences between the people living in the countryside and towns in Medieval England.
* Evaluate the consequences of Medieval towns for people’s health.
* Make clear inferences from interpretations of the time and substantiate this with own knowledge.
* Explain key knowledge on the time period covering religion, medicine and lifestyle in Medieval England.
* Evaluate an interpretation about life in Medieval England and use own knowledge and explanations to argue an agree and disagree.
* Explain why the Black Death was significant in History.
* Evaluate the effectiveness and logic of the causes, treatments and preventions of the Black Death which were believed at the time.
 |
| Unit 3  | Students should be able to:* Identify the different powers of Monarchy and Religion.
* Recall and describe the story of Thomas Becket.
* Conclude who was responsible for the death of Becket – Monarch or Religion.
* Identify what the Magna Carta was.
* Understand the causes of the creation of the Magna Carta.
* Identify who Eleanor of Aquitaine was and recall what she did to have some power.
* Comprehend the gender imbalances of power in the Middle Ages.
* Identify what the Crusades were.
* Identify what caused the Crusades.
* Summarise why people went on a crusade.
* Independently construct a paragraph with an argument and evidence.
* Form a judgement on who had the most power in the Middle Ages, the Monarch or Religion.
 | Students should be able to:* Describe the differences in the power of religion and the monarchy in the Middle Ages.
* Explain what happened the Thomas Becket.
* Apply knowledge of what happened to Becket and create a judgement on who had more power.
* Explain how the Magna Carta changed England.
* Explain the causes of the creation of the Magna Carta.
* Explain the power struggles between gender roles in the Middle Ages.
* Describe the role of Eleanor of Aquitaine in attaining power in the Middle Ages.
* Explain the causes of the Crusades.
* Compare the Muslim and Christian involvement in the Crusades.
* Explain the different reasons for why people went on a Crusade.
* Identify why the Crusades were significant during the Middle Ages.
* Identify who had the most power during a Crusade – the Pope or the Monarchy.
* Apply knowledge to be able to create a judgement on who had the most power.
 | Students should be able to:* Apply knowledge and evaluate the different roles of power in the Middle Ages.
* Compare the different power structures of religion and Monarchy.
* Assess the events of Thomas Becket’s murder and create an interpretation based on whether religion or monarchy was to blame.
* Explain the causes and consequences of the creation of the Magna Carta.
* Explain the significance of the Magna Carta.
* Evaluate the effectiveness of the Magna Carta and compare who was affected by the changes it caused.
* Compare power structures between different genders and understand the reasoning from the time period.
* Summarise the actions of Eleanor of Aquitaine.
* Evaluate the actions of Eleanor of Aquitaine within the context of gender and power.
* Evaluate the causes of the crusades and why people joined a crusade.
* Explain the significance of the Crusades.
* Apply the knowledge of crusades to who had more power – the church or the monarchy.
* Create an evaluative judgement using evidence about who had the most power in the Middle Ages.
 |
| Unit 4 | Students should be able to:* Identify the Tudor reign follows on from the Medieval time period.
* Recall the two sides during the War of the Roses.
* Summarise the events of the Battle of Bosworth.
* Identify when the Tudor reign began.
* Identify the chronology of the Tudor reign.
* Identify the problems that faced Henry VII when he became King.
* Link the problems to Henry VII creating solutions.
* Identify Henry VIII’s wives and consider the causes of marriages.
* Describe some of the visual differences between the Catholic and Protestant churches.
* Describe what the break from Rome was, why it happened and what it changed in England.
* Identify the consequences of the Break from Rome such as the dissolution of the monasteries.
* Summarise the events of Henry VIII’s life.
* Recall facts about Edward VI.
* Identify when the Mid-Tudor Crisis was during the Tudor reign of England.
* Summarise why Mary I was nicknamed Bloody Mary.
* Recall facts about Elizabeth I.
* Identify the religious changes Elizabeth I implemented.
* Summarise the events of the Spanish Armada.
 | Students should be able to:* Understand the chronology of how time passes and the Medieval period links to the Tudor reign.
* Describe the events of the War of the Roses.
* Explain the events of the Battle of Bosworth.
* Explain the significance of the Battle of Bosworth and how it changed England.
* Explain what the problems were in England and that Henry VII faced when he became king.
* Explain how Henry VII solved his problems.
* Recall key facts about Henry VIII.
* To understand the chronology of the Tudor Monarchy.
* Identify the key problems of Henry VIII.
* Explain the causes for Henry VIII’s multiple marriages.
* Describe some of the doctrine differences between the Catholic and Protestant churches.
* Explain some of the visual differences between the Catholic and Protestant churches.
* Identify the causes of the Break from Rome.
* Form a judgement on the causes of the Break from Rome.
* Explain the consequences of the Break from Rome.
* Explain the consequences of the dissolution of the monasteries.
* Describe what the Mid-Tudor crisis was.
* Explain how the Mid-Tudor crisis impacted on Britain.
* Identify why Edward VI was important to the English Monarchy.
* Explain why Mary I was nicknamed Bloody Mary.
* Summarise the changes that Elizabeth I made to the religion.
* Explain the causes and events of the Spanish Armada.
 | Students should be able to:* Explain how the chronology of British History leads up to the Tudors.
* Explain the events of the War of the Roses why it was significant.
* Analyse the events of the Battle of Bosworth.
* Evaluate the significance of the Battle of Bosworth and the impact this had upon the British Monarchy.
* Evaluate the problems in England when Henry VII became King.
* Evaluate the solutions to Henry VII’s problems and judge which were the most significant.
* Explain the chronology of the Tudor Monarchy.
* Analyse the importance of Henry VIII.
* Assess the causes for Henry VIII’s 6 marriages.
* Evaluate the visual and doctrine differences of the Catholic and Protestant religions.
* Explain the Reformation.
* Evaluate the causes for the English Reformation / Henry’s Break from Rome.
* Create a judgement on the consequences of the Break from Rome.
* Categorise the reasons for and against closing down the monasteries.
* Create a judgement about Henry VIII as a King and his Reformation.
* Summarise the Mid-Tudor Crisis.
* Assess the reasons for the Mid-Tudor Crisis.
* Evaluate how Edward and Mary’s reign impacted long-term on England.
* Explain why Edward VI and his religious changes were significant.
* Evaluate and assess the evidence to judge whether Mary I deserved the nickname Bloody Mary.
* Explain the impact of Elizabeth I’s reign on England.
* Evaluate the changes to religion during Elizabeth I’s reign.
* Examine the events of the Spanish Armada.
* Evaluate the causes and consequences of the Spanish Armada.
 |

Subject: History

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 8 – Novice | Year 8 – Capable | Year 8 – Expert |
| Unit 1 | Students should be able to:* Recognise the chronological link between the Tudors and the Stuarts.
* Identify the relationship between the Tudor and Stuart monarchs.
* Recall facts about James I.
* Know the religious problems between the Catholics and Protestants.
* Identify the causes of the Gunpowder Plot.
* Recall the events of the Gunpowder Plot.
* Summarise the events of the Gunpowder Plot including specific factual detail.
* Identify reasons why the Gunpowder Plot could be a conspiracy.
 | Students should be able to:* Explain the chronology between the Tudor and Stuart Monarchy.
* Explain the relationship between the Tudor and Stuart Monarchs.
* Identify key facts about James I.
* Explain the religious problems between the Catholics and Protestants.
* Assess the causes of the Gunpowder Plot.
* Explain the events of the Gunpowder Plot.
* Examine reasons why the Gunpowder Plot was a conspiracy.
* Examine various interpretations of the Gunpowder Plot.
* Make a judgement on whether the Gunpowder Plot was a conspiracy.
 | Students should be able to:* Explain the chronology between the Tudor and Stuart Monarchy and the relationship between the two families.
* Explain key facts about James I.
* Evaluate the existing religious problems between Catholics and Protestants.
* Explain the impact of the previous religious divisions on James I’s reign.
* Evaluate the causes of the Gunpowder Plot.
* Assess the events of the Gunpowder Plot.
* Evaluate the reasons why the Gunpowder Plot was a conspiracy.
* Explain various interpretations of the Gunpowder Plot.
* Create a judgement on whether the Gunpowder Plot was a conspiracy.
 |
| Unit 2  | Students should be able to:* Recall facts about Charles I.
* Identify the problems which Charles I had when he became King and why he faced opposition.
* Consider interpretations about Charles I and whether he was a tyrant or not.
* Identify the causes of the English Civil War.
* Recall the two sides of the English Civil War.
* Recall facts about the different battles of the English Civil War.
* Identify which factors helped Cromwell to win the Civil War.
* Use sources to identify a judgement on whether Charles I should have been executed.
* Form a judgement on the execution of Charles I.
* Identify the changes to the country when Oliver Cromwell became Lord Protector.
* Use sources to identify the different interpretations of Cromwell.
* Summarise the events at Drogheda and how this changed the relationship between England and Ireland.
* Identify what happened during the restoration period.
* Identify the causes of the Glorious Revolution.
* Explain the events of the Glorious Revolution.
* Identify how the Glorious Revolution impacted upon British History.
 | Students should be able to:* Explain who Charles I was and the impact he had on England.
* Show evidence of the problems Charles I had when he became king and how this led to people opposing him.
* Create an interpretation about Charles I and whether he was a tyrant or not.
* Explain the causes of the English Civil War and how England was divided.
* Summarise the events of the main 3 battles of the English Civil War.
* Compare the similarities and differences between the main 3 battles of the English Civil War.
* Explain which factors helped Cromwell to win the Civil War.
* Create a judgement on whether Charles I should have been executed from the use of sources.
* Explain what changes happened to England when Oliver Cromwell became Lord Protector.
* Assess sources about Cromwell to explain the different interpretations of Cromwell.
* Create an interpretation of whether Cromwell was a hero or a villain.
* Explain the events at Drogheda and explain how this alters the relationship between England and Ireland.
* Explain the events of the Restoration period.
* Assess the causes of the Glorious Revolution.
* Consider the impact of the Glorious Revolution on British History.
 | Students should be able to:* Explain who Charles I was and assess the significance of his reign on England.
* Evaluate the problems Charles I had when he became King and the consequences of this in forming parliamentary opposition.
* Assess the evidence of Charles I being labelled a tyrant and form a positive or a negative explained interpretation.
* Evaluate the causes of the English Civil War.
* Explain how and why England was divided during Charles’ reign.
* Analyse the events of the main 3 battles of the English Civil War.
* Analyse the differences and similarities between the Civil War battles.
* Evaluate why Cromwell and the Parliamentarians won the English Civil War.
* Create inferences from sources about Charles I’s execution.
* Evaluate whether Charles I should have been executed.
* Analyse change and continuity from when Oliver Cromwell became Lord Protector in comparison to when Charles I was King.
* Analyse various sources and interpretations about Cromwell’s rule.
* Create their own interpretation about Cromwell from evidence and knowledge.
* Assess the significance of Cromwell’s reign.
* Evaluate the events at Drogheda from sources and interpretations.
* Analyse the events of the restoration period.
* Evaluate the causes of the Glorious Revolution.
* Evaluate the significance of the Glorious Revolution and the consequences of this in British History.
 |
| Unit 3  | Students should be able to:* Identify what an Empire is
* Recall which countries were part of the British Empire.
* Identify the negative consequences of British rule on other countries such as India and Australia and support this with examples.
* Identify the positive consequences of British rule on other countries such as India and Ceylon and support this with examples.
* Know the consequences of the British Empire on colonial states.
* Know how the British Empire links to slavery.
* Identify what slavery is.
* Identify the 3 main causes of slavery.
* Describe the Trans-Atlantic slave trade triangle.
* Outline the journey of an enslaved person.
* Describe the conditions of the Middle Passage.
* Examine sources to understand the conditions of slavery.
* Identify what happened when enslaved people arrived at America.
* Identify the purpose of plantations.
* Recall facts about the conditions on the plantations for enslaved people.
* Identify how the slave trade was abolished.
* Outline the different factors of why the slave trade ended.
* Identify how slavery had impacts on America post-slavery.
* Understand the legacy of slavery and how it led to further inequalities.
 | Students should be able to:* Define an empire and give examples
* Recall which countries were part of the British Empire.
* Explain the negative consequences of British rule on other countries such as India and Australia and support this with examples.
* Explain the positive consequences of British rule on other countries such as India and Ceylon and support this with examples.
* Assess the impact of the British Empire on colonial states.
* Explain how the British Empire links to slavery.
* Explain why slavery was necessary to the economy of the British Empire.
* Define slavery.
* Categorise the causes of slavery and explain how each one led to slavery.
* Explain the various features of the Trans-Atlantic slave trade triangle.
* Connect each feature of the slave trade triangle together.
* Identify the purpose of the Middle Passage.
* Explain the conditions on the Middle Passage.
* Assess sources and interpretations of the Middle Passage to comprehend the conditions.
* Describe what life was like for enslaved people living on the plantations.
* Assess why the slave trade was abolished, categorising different factors.
* Explain how slavery had long-lasting impacts on countries such as America.
* Identify how the present day has been affected by slavery.
 | Students should be able to:* Explain what an Empire is and give consequences.
* Recall which countries were part of the British Empire.
* Evaluate the consequences, both positive and negative, of British rule over other countries such as India, Ceylon and Australia.
* Evaluate the overall impact of the British Empire on the colonies.
* Explain how the British Empire links to slavery.
* Explain what slavery is and provide links to modern day slavery.
* Evaluate the importance of slavery on the British economy and judge whether this was the main reason for slavery.
* Evaluate the causes of slavery and categorise them.
* Form an interpretation judging the main cause of slavery.
* Analyse the various stages of the Trans-Atlantic slave trade triangle.
* Assess how the slave trade triangle links from one feature to another.
* Explain the purpose of the Middle Passage.
* Evaluate the conditions on the Middle Passage.
* Analyse sources and interpretations focusing on the conditions of slavery to form a judgement.
* Assess what life was like for enslaved people living on the plantations and explain the use of the plantations.
* Explain how the slave trade was abolished.
* Evaluate the various reasons for the abolition of slavery.
* Create an interpretation on the main reason for the abolition of slavery.
* Evaluate the long-term impacts of slavery on countries such as America.
* Explain how the present day is affected by the legacy of slavery.
 |
| Unit 4 | Students should be able to:*
 | Students should be able to:*
 | Students should be able to:*
 |

Subject: History

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 9 – Novice | Year 9 – Capable | Year 9 – Expert |
| Unit 1 | Students should be able to:* Identify features of democracy.
* Recall why democracy is important in modern-day Britain.
* Identify the position of women in the 19th Century.
* Recall key facts about the Suffragettes such as their leaders, tactics and successes.
* Identify the tactics used by the Suffragettes.
* Recall key facts about the Suffragists.
* Describe the differences between Suffragettes and Suffragists.
* Infer from sources about the attitudes towards the women’s’ campaigners.
* Study sources to conclude and form an argument on the death of Emily Wilding-Davison.
* Identify the progress of women and democracy throughout history up to the present day.
 | Students should be able to:* Define democracy.
* Explain why democracy is important in the modern day.
* Explain the perception of women in the 19th century.
* Explain key facts about the Suffragettes such as their leaders, tactics and successes.
* Explain the tactics used by the Suffragettes.
* Describe the role of the Suffragists.
* Explain the differences between the Suffragettes and Suffragists.
* Use sources to explain about the attitudes towards the women’s’ campaigners.
* Examine sources to conclude and form an argument on the death of Emily Wilding-Davison.
* Explain the progress of women and democracy throughout history up to the present day.
 | Students should be able to:* Explain what Democracy is.
* Evaluate the importance of having democracy around the world.
* Analyse the perception and attitudes of women in the 19th century.
* Evaluate the impact of the Suffragettes based on their leaders and tactics.
* Evaluate the effectiveness of Suffragette tactics.
* Explain the role of the Suffragists.
* Analyse the differences between the Suffragettes and Suffragists.
* Analyse sources about the attitudes towards the women’s’ campaigners.
* Analyse and evaluate sources to conclude and form an argument on the death of Emily Wilding-Davison.
* Evaluate the progress of women and democracy throughout history up to the present day.
 |
| Unit 2  | Students should be able to:* Recall the key terms such as imperialism and militarism.
* Know the short-term cause and trigger event of the First World War.
* Know the long-term causes of the First World War.
* Identify why the First World War took place in trenches.
* Use sources to identify what life was like in the trenches for soldiers.
* Summarise the problems in the trenches of ill health, food, terrain etc.
* Recall key battles from the First World War.
* Recall key facts about what happened at the Battle of the Somme.
* Identify different interpretations on why the Battle of the Somme failed.
* Identify medical advancements which took place due to the First World War.
* Recall facts about the new medical advancements on the Western Front.
* Describe how the First World War ended.
* Identify what the Treaty of Versailles was and why it was created.
 | Students should be able to:* Define the key terms such as imperialism and militarism.
* Explain the short-term cause and trigger event of the First World War.
* Explain the long-term causes of the First World War.
* Summarise why the First World War took place in trenches.
* Assess sources to describe what life was like in the trenches for soldiers.
* Explain the problems in the trenches such as ill health, food, terrain etc.
* Identify turning point battles of the First World War.
* Summarise what happened at the Battle of the Somme.
* Explain the different interpretations on why the Battle of the Somme failed.
* Explain the medical advancements which took place due to the First World War.
* Describe the impacts of the new technology and medical advancements on the Western Front.
* Summarise how the First World War ended.
* Explain what the Treaty of Versailles was and why it was created.
 | Students should be able to:* Explain the key terms such as imperialism and militarism.
* Evaluate the significance of the short-term cause and trigger event of the First World War.
* Evaluate the significance of the long-term causes of the First World War.
* Explain why the First World War took place in trenches.
* Analyse sources to explain what life was like in the trenches for soldiers.
* Evaluate the significance of the various problems of soldiers living in the trenches.
* Explain why some battles during the First World War were significant turning points.
* Explain what happened at the Battle of the Somme.
* Evaluate the differing interpretations on why the Battle of the Somme failed.
* Create an interpretation on the failure of the Battle of the Somme.
* Explain the impacts of the new technology and medical advancements on the Western Front.
* Evaluate the effectiveness of medical advancements on the Western Front.
* Explain how the First World War ended.
* Evaluate what the Treaty of Versailles was and its purpose.
* Predict the effectiveness of the Treaty of Versailles.
 |
| Unit 3  | Students should be able to:* Recall the differences between democracy and dictatorship.
* Identify different extremist political ideas.
 | Students should be able to:* Explain the differences between democracy and dictatorship.
* Compare the different extremist political ideas.
 | Students should be able to:* Compare democracy and dictatorships to define them by using examples.
* Evaluate the different extremist political ideas with examples from History.
 |
| Unit 4 | Students should be able to:*
 | Students should be able to:*
 | Students should be able to:*
 |