

Subject	Y7 Threshold Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term What is History? -</p> <ol style="list-style-type: none"> 1. Place events in chronological order. 2. Identify features of the Stone Age, Bronze Age and Iron Age. <p>Persian Civilisation -</p> <ol style="list-style-type: none"> 3. Demonstrate knowledge using key terms effectively. 4. Identify geographical location. 5. Describe features of the Persian civilisation. 6. Explain changes in ancient Persia. 7. Reach judgments on why aspects of ancient Persia took place. 8. Compare key individuals in Persia. 9. Use evidence to explain historical context. <p>Wider Civilisation -</p> <ol style="list-style-type: none"> 10. Compare periods of civilisations. 11. Explain consequences of different civilisations in Britain. 12. Infer content and nature of sources. <p>How did the Norman's conquer England? -</p> <ol style="list-style-type: none"> 13. Explain changes in England from conquest. 14. Provide a narrative of key events. 15. Explain impact of events. 16. Consider how different interpretations are reached. 17. Describe how William kept control. 18. Prioritise reasons for control. <p>Spring Term King and Church -</p> <ol style="list-style-type: none"> 19. Identify reasons for religious importance in Medieval England. 20. Describe social conditions in Medieval England. 21. Form judgments on power and control in the period. 22. Describe why key events took place. 23. Explain how relationships between key groups and figures changed. 24. Form judgments on the significance of key events and individuals. 25. Understand the diversity of individuals in Medieval Britain. 26. Use evidence to reach judgments. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • Encourage your child to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Visit sites/museums/online displays when safe to do so. E.g., Tamworth Castle/Warwick Castle (historic sites and museums also have useful resources on their websites). • Watch historical documentaries and programmes together (e.g., Dan Snow/Horrible Histories). • Encourage them to research further aspects of their course. • Ask them about their home learning and check their understanding of key terms.

	<p>Summer Term</p> <p>Crown, Church and Society -</p> <ol style="list-style-type: none"> 27. Explain the changes in power and control over time in England. 28. Identify key turning points in changes in medieval England. 29. Explain differences in English monarchies. 30. Explain the significance of religious change. 31. Evaluate the most important aspect from key events. 32. Consider the purpose of sources created. 33. Assess what is meant by a period of a 'golden age'. 34. Describe what life was like for different people in Tudor England. 35. Recognise alternative perspectives in reaching judgments. 36. Assess the extent of change that takes place over time. 	
--	--	--