



### Knowledge and Skills Check List (For students to R.A.G. rate)

**Red - emerging=** I know some factual details about this topic, but without my book, this would be very challenging to recall and apply in my assessment.

Topic / Enquiry	Key knowledge and factual details about:	Key historical skills	R	A	G
<b>Medieval England</b>	1. Who were the Medieval Kings between 1087 and 1307?	<ul style="list-style-type: none"> <li>Use a historical timeline and family tree</li> <li>Make basic inferences about the kings and develop a sense of who the good and the bad kings were</li> <li>Create your own family tree</li> </ul>			
	2. What was life like for ordinary people in a medieval village?	<ul style="list-style-type: none"> <li>Explain what life was like for ordinary people in Medieval England</li> <li>Analyse sources to make inferences about what life was like for ordinary people in Medieval England</li> <li>Evaluate how far villagers in the Middle Ages had a healthier lifestyle than ours</li> </ul>			
	3. What was life like in Medieval Towns and villages?	<ul style="list-style-type: none"> <li>Identify the differences between medieval towns and villages</li> <li>Describe what life was like in medieval towns and villages</li> <li>Make a judgement on whether life was better in a village or a town</li> </ul>			
	4. Why was religion so important in the Middle Ages?	<ul style="list-style-type: none"> <li>Describe the religious beliefs of Christians in 1500</li> <li>Explain why the church was so important to Christians in 1500</li> <li>Explain the most important impact of religion on people's lives in the Middle Ages</li> </ul>			
	5. What ideas were there about medicine in medieval times	<ul style="list-style-type: none"> <li>Describe the ideas people had about medicine in the medieval period</li> <li>Explain why some of these ideas were sensible and some were not!</li> </ul>			
	6. Why was public health so bad in medieval London	<ul style="list-style-type: none"> <li>Describe what public health was like in medieval London</li> <li>Explain the reasons why public health was bad in medieval London</li> <li>Make links between the causes of bad public health and create one PEEL paragraph for a GCSE style question</li> </ul>			
	7. How much crime was there in Anglo-Saxon England compared to contemporary Britain?	<ul style="list-style-type: none"> <li>Describe what was classified as 'criminal' in Anglo-Saxon England compared to contemporary England</li> <li>Explain what methods of law enforcement were used in Anglo-Saxon England compared to contemporary England</li> <li>Evaluate the purpose of Anglo-Saxon laws in England</li> </ul>			
	8. How similar were crimes and punishments used in Norman times compared to contemporary Britain?	<ul style="list-style-type: none"> <li>Describe different types of crimes and punishments used in Norman times</li> <li>Explain how Norman crimes and punishments compare to present-day Britain</li> <li>Reach a judgement on how similar crimes and punishments were in Norman times compared to contemporary Britain</li> </ul>			
	9. What was the Magna Carta and how significant has its impact been?	<ul style="list-style-type: none"> <li>Describe what the Magna Carta was and who was involved</li> <li>Analyse the short term and long term impact of the Magna Carta</li> <li>Evaluate how significant the Magna Carta was</li> </ul>			



Topic / Enquiry	Key knowledge and factual details about:	Key historical skills	R	A	G
	<p><b>Self-improvement knowledge target:</b></p> <p><i>Highlight two of the key knowledge and factual details in the above column that you seek to improve your understanding and application of.</i></p> <p>Choose <b>one method</b> from below to help you improve your grasp of the knowledge and factual details:</p> <p>A. Create flash cards with support of your parent(s) or carer(s).</p> <p>B. Watch an audio-visual resource that your teacher has recommended for revision and make detailed notes.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>	<p><b>Self-improvement historical skills target:</b></p> <p><i>Highlight two of the key historical skills in the above column that you seek to improve ready for your assessment.</i></p> <p>Choose <b>one method</b> from below to help you improve your grasp and application of the key historical skills identified:</p> <p>A. Complete a practice assessment question.</p> <p>B. Go back and review the skills from the relevant lesson and complete the task again to show progress.</p> <p>C. Discuss this with your teacher during a lesson and ask for clarification.</p> <p>Please showcase this work in your exercise books before your assessment.</p>			

**Amber – developing** = I am quite confident that I know about some of the factual details, but I would still need to use my book to double check statistics and wider knowledge to apply in my assessment.

**Green – secure** = I am confident and secure about this. I don't need to refer to any notes. The grasp of the knowledge is excellent as I can refer to factual details with ease and apply these in my assessment.