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| **History Medium Term Planning** | | | |
| **Year/Term** | Y7 Autumn 2 | **Unit** | The Norman Conquest |
| **Weeks** | 7 | **Themes** | Monarchy, Warfare, Conquest, Individual Actions, Power & Control |
| **Note** |  | **Curr. Link** | The development of Church, state and society in Medieval Britain 1066-1509 |
| **Overview and Rationale for Unit**  Briefly outline the main issues covered in this unit. How does it fit into the larger programme of study? Why are these Key Question important ones to ask? How does it fit into our vision statement for History? | | | |
| The Norman Conquest is a hugely important period in the history of the British Isles, not just for its own fame, but also because it allows students to appreciate the chaotic origins of England as a nation state. It allows students to perceive the diversity of Britain before the conquest, as well as exploring how the Normans altered the power dynamics in the country. The Norman Conquest also allows us to shed light on the major religious and social changes which go on to define the Middle Ages and ultimately shape our heritage landscape.  Importantly, this unit doesn’t just tell the story of William and the Conquest, it also takes a step back to look at the peoples of Britain before and after the conquest, asking questions about how far the country and people were changed by these events. The first part of the topic looks at how the actions of individuals and underlying conditions shape events. The second half takes a much broader, social history approach and looks at the longer term changes brought by the Normans in terms of power dynamics, but also how the Normans adapted and became part of the British story in their own right. | | | |

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| **Resources** | | |
| TEXTBOOKS | WEBSITES | VIDEOS |
| * SHP Medieval Realms pp. 1-30 * Medieval Realms pp. 1-23 * Medieval Minds pp. 42-48 * The Middle Ages JDC pp2-18 | * Anglo Saxon Chronicle Online [HERE](http://avalon.law.yale.edu/medieval/ang11.asp) * British Museum – Anglo Saxons [HERE](https://www.britishmuseum.org/explore/young_explorers/childrens_online_tours/anglo-saxon_england/anglo-saxon_england.aspx) * BBC Anglo-Saxons [HERE](http://www.bbc.co.uk/history/ancient/anglo_saxons/) * BBC Anglo-Saxons for kids [HERE](http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/) * Essential Norman Conquest [HERE](http://www.essentialnormanconquest.com/) * BBC Normans [HERE](http://www.bbc.co.uk/history/british/normans/) * British Library – Norman Language [HERE](http://www.bl.uk/learning/langlit/changlang/activities/lang/norman/normaninvasion.html) | * Class Clips – Anglo-Saxons [HERE](http://www.bbc.co.uk/learningzone/clips/topics/primary/history/anglo_saxons.shtml) * Class Clips – Impact of the Normans [HERE](http://www.bbc.co.uk/learningzone/clips/topics/secondary/history/monarchy_medieval.shtml) * Timelines TV – Norman Conquest [HERE](http://www.youtube.com/watch?v=PE0RAgHr06U) * Medieval Realms – Norman Conquest [HERE](http://www.youtube.com/watch?v=oQtFeiEsSOs) * Horrible Histories – Vikings to Normans [HERE](http://www.youtube.com/watch?v=G4iMQcz1YDQ) * Horrible Histories 1066 [HERE](http://www.youtube.com/watch?v=FdtFW6SYtfw) * Bartlett Battle of Hastings [HERE](http://www.youtube.com/watch?v=oLy1LskT6Y8) * Battlefield Britain – Hastings [HERE](http://www.youtube.com/watch?v=u_rAXH09qRY) * A New Jerusalem – The impact of the Normans [HERE](http://andallthatweb.wordpress.com/2012/03/03/a-new-jerusalem-reaching-for-heaven-1130-1300/) (teacher) * Michael Wood – Anglo Saxons (3 parts) [HERE](http://www.youtube.com/watch?v=0L2fYvguLL0), [HERE](http://www.youtube.com/watch?v=huRPB10ghd8) and HERE (teacher) * Michael Wood Great British Story – Saxons [HERE](https://vimeo.com/47947172) * Michael Wood Great British Story – Saxon Lord [HERE](https://vimeo.com/47948873) * Michael Wood Great British Story – Norman Castles [HERE](https://vimeo.com/47950231) * Michael Wood Great British Story – Impact of Normans [HERE](https://vimeo.com/47951299) |

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| **These are the core concepts for History. Where suitable, particular SIGNPOSTS of historical mastery should be targeted as part of lessons. These should form a guide when deciding how to teach a particular aspect of the course. The aim is to get sound coverage over the year. In addition to these the KNOWLEDGE required is outlined in the Programme of Study.** | | | |
| **LO1) Causation** | | **LO4) Change & Continuity** | |
| **SIGNPOST 1**  Causal Webs | Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences. | **SIGNPOST 1**  Identifying Change | Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods. |
| **SIGNPOST 2**  Influence of Factors | Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes. | **SIGNPOST 2**  Interweaving Continuity and Change | Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time. |
| **SIGNPOST 3**  Personal and Contextual Factors | Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors. | **SIGNPOST 3**  Flows of Continuity and Change | Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS. |
| **LO2) Historical Evidence** | | **LO5) Historical Interpretations** | |
| **SIGNPOST 1**  Inferences from Sources | When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past. | **SIGNPOST 1**  Identifying Interpretations | Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations. |
| **SIGNPOST 2**  Cross Referencing Sources | Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources. | **SIGNPOST 2**  Drawing Inferences from Interpretations | It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation. |
| **SIGNPOST 3**  Source Utility | Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked. | **SIGNPOST 3**  Evaluating Interpretations | The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation |
| **SIGNPOST 4**  Evaluating Sources | Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT for a purpose. | **SIGNPOST 4**  Interpretations in Context | Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created and what conditions and views existed at the time. |
| **SIGNPOST 5**  Sources in Context | Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and what conditions and views existed at the time. |  | |
| **LO3) Historical World Views** | | **LO6) Knowledge & Communication** | |
| **SIGNPOST 1**  Appreciating World-Views | There are major differences between modern WORLD-VIEWS and those of people in the past, this means their beliefs, values and motivations. We must avoid PRESENTISM. | **SIGNPOST 1**  Knowledge | Historical knowledge and evidence is used to develop and prove an argument. Historical evidence should be ACCURATE and RELEVANT. |
| **SIGNPOST 2**  Perspectives in Context | The perspectives of HISTORICAL ACTORS are best understood by thinking about the CONTEXT in which people lived and the WORLD-VIEWS that influenced them | **SIGNPOST 2**  Structure | All writing needs a clear structure. This means introducing your work, developing ideas in paragraphs and reaching an overall conclusion. |
| **SIGNPOST 3**  Perspectives from Evidence | Looking at the perspective of an HISTORICAL ACTOR means drawing INFERENCES about how people thought and felt in the past. It does not mean using modern WORLD-VIEWS to imagine the past | **SIGNPOST 3**  Argument | All historical essays require some form of argument to develop. This means you need to clearly answer the question set and build a clear line of argument throughout your work. |
| **SIGNPOST 4**  Diversity | A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history. |  | |

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| **Key Question 1** | | Why was 1066 a year of crisis in Britain? (3 lessons) | | | | | |
| **Target Concepts** | | LO1 – Causation; LO6 – Knowledge & Communication | | | | | |
| **Aim for the end of the enquiry** | | By the end of this enquiry, students should be aware of the context in which the Norman invasion happened. They should also have some basic understanding of the culture which existed in England before the invasion. They should appreciate why the death of a king without a clear heir is a problem and the issues this caused historically. The content aims to prepare students to understand the events of the Norman Conquest. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * Anglo-Saxon England   + different kingdoms; Anglo-Saxon villages; beliefs; law; role of the King * Death of Edward the Confessor * Main claimants to the English throne   + Harold Godwinson; Harald Hardraada; William of Normandy | | | | **INFORMAL ASSESSMENT**  In-class/homework assessment – Why was 1066 a year of crisis? Suggestions for a task include:   * Written causation piece (a good preparation for the main task) * Newspaper homework * Radio/TV report * Roleplay – Harold Godwinson – my worst week!   **FEEDBACK**  Comment marking and effort grade as part of normal marking cycle eg.  ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark ie. (+) Making Progress; (=) Staying put (-) Going backwards! | | | |
| **Lesson** | **Enquiry Sub Question/Topic & LOs**  A set of potential Learning Objectives which might help answer each sub question | | **How could we answer these questions? (Activities)**  Think about ISM, main activities allowing extension, means of assessing understanding of the main questions asked | | **SIGNPOSTS**  Particular signposts to be targeted | **Resources**  List of specific resources for this lesson – if they are digital, where are they located? |
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| **Key Question 2** | | Why did William win the Battle of Hastings? (5 lessons) | | | | | |
| **Target Concepts** | | LO1 – Causation; LO2 – Historical Evidence; LO6 – Knowledge & Communication | | | | | |
| **Aim for the end of the enquiry** | | By the end of this question students should have a clear understanding of the main events of the Battle of Hastings, as well as an appreciation of why the Normans were victorious. They should have a grasp of the key events which turned the battle in William’s favour. In addition to the substantive concepts, this unit aims to serve as an introduction to historical essay writing. Students should be taught to communicate ideas about historical causation, considering the impact of multiple factors on the outcome of events, as well as looking at the impact of individual actions and impersonal, contextual factors. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * Who the Normans were * England’s preparedness for invasion * The invasion of Harald Hardraada and the Battle of Stamford Bridge and its impact * The Bayeux tapestry as a source on the Norman battle * William’s preparations for invasion and their impact * The events of the Battle of Hastings   + Battlefield positions; William’s tactics – use of cavalry & archers; Harold’s tactics – shield wall, Housecarls; William’s ‘death’ Harold’s death, the defeat of the English * The immediate aftermath of the battle   + Destruction of the English resistance, mutilation of bodies etc. | | | | **FORMAL ESSAY ASSESSMENT (2000 pts)**  In class essay task: “Why did William win the Battle of Hastings?”  1 lesson should be spent planning the essay and another lesson writing up in controlled conditions.  Students need to answer the question with a focus on causal reasoning: LO 1.1; LO 1.2 and LO 1.3 as well as knowledge and communication LO 6.1; LO 6.2 and LO 6.3  Full essay task and mark scheme will be available on the staff drive  **FEEDBACK**  Students should have formal, comment-based, responsive feedback.  Effort: ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark:. (+) Making Progress; (=) Staying put (-) Going backwards!  Mastery Points: They should also be given a Mastery Points mark (0-2000 pts) taken from the mark scheme. This should be recorded in their books. | | | |
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| **Key Question 3** | | How far did the Normans change England? | | | | | |
| **Target Concepts** | | LO2 – Historical Evidence; LO4 – Change & Continuity; LO6 – Knowledge & Communication | | | | | |
| **Aim for the end of the enquiry** | | This key question aims to get students thinking beyond the conquest itself and considering instead IF and WHY it matters. Students will look at different changes the Normans tried to bring to England and then make a judgement about the PACE and EXTENT of change the Normans brought. This is a great opportunity for students to see how the power structure in England was changed and the impact this had on ordinary people. It is also a good point to explore how some groups resisted the Normans for this exact reason – a nice link into issues of power and control. Finally students should also have some appreciation that many things in England did not change and that some Anglo-Saxon customs and influences continued. There may be some great opportunities to use sources such as the Anglo-Saxon chronicle here too. | | | | | |
| **Core Content** | | | | **Assessment** | | | |
| * Issues faced by William after the Battle of Hastings   + Control of regions; rebellions; threats of invasion lack of resources * Attacks on the population   + Harrying of the North; crushing rebellions eg. Hereward the Wake * Political changes   + Governance before the Normans; The feudal system – removing the Anglo-Saxon aristocracy; land redistribution; taxation and Domesday * Social Changes   + Anglo Saxon language & culture; Norman changes to language – impact on names etc. * Physical changes   + Anglo Saxon towns before the Normans; Impact of building castles and cathedrals – building of abbeys etc.; Merging of Anglo-Saxon and Norman culture – evident in church decoration. | | | | **INFORMAL ASSESSMENT**  In-class/homework assessment – Prepare a TV programme which covers the impact of the Normans on England   * Focus on 3 key issues from the ones covered * Script in groups and then record or present * Needs to cover the PACE and EXTENT of the change the Normans brought   **FEEDBACK**  Comment marking and effort grade as part of normal marking cycle eg.  ☹☹=unacceptable, ☹=poor, 😐=below par, ☺=good, ☺☺=v good  Progress mark ie. (+) Making Progress; (=) Staying put (-) Going backwards! | | | |
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