

Implementation: Scheme of Learning

Subject: History

Year: 7

Unit Title: The Norman Conquest

Summary of unit:

In this Scheme of Work, pupils will apply their skills from Term 1 (History Hows) to explore the Anglo-Saxon period and the Norman conquest. Key questions to be explored throughout this unit include: 1) What was England like before 1066? 2) Which contender was worthy of the throne? 3) What happened in the Battles of Fulford and Stamford? 4) Why did William of Normandy win the Battle of Hastings?

See attached: 1) Norman Conquest Knowledge Organiser and 2) Norman Conquest prep and homework booklet

Key Concepts: cultural, religious and ethnic diversity; chronological understanding; interpretations of history; cause and consequence; significance; interpretation

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: Extended writing: the best contender for the throne

End of Unit assessment: Causation: why did William win the Battle of Hastings?

Links to future learning/key stage 4:

Chronology (KS3 & 4)

Edexcel Paper 1-2 (causation and significance)

Source utility and reliability

Key concepts

Development in church, state and society

Links to prior learning:

Chronology: Ks2

Battle of Hastings (Ks2)

Key skills and key concepts (Term 1 – History Hows)

RWCM: Reading: matching key words with their definition; wider reading opportunities; key word quiz; whole class reading; paired reading and individual reading activities; spot key words and label;

Writing: discussion and modelling of writing strategies for interpretation questions, making inferences, source utility and writing to argue; self and peer-assessment to reflect on writing; prompts to use full sentences, connectives and key words; extended writing; writing definitions for key words; comprehension questions; creating own interpretations as a historian; writing to persuade;

Communication: using tables to organise information e.g. usefulness of sources....; communicating historical knowledge in, comprehension questions, mind-maps, annotation of sources and non-fiction writing; use of videos and visual learning aids; student-led learning

Term 2

Challenges faced when coming to power (Ks3 and Ks4: Elizabeth)

with pupils playing role of teachers; SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks;

Mathematics: identification of primary and secondary data; data handling: concept of bias; arguments and reasoning based on historical evidence; placing events in chronological order and reorganising narrative; AD and BC; creating timeline for individual life events; prioritising information according to importance.

Cross Curricular Links: (see RWCM) Further: Art e.g. designing part of the Bayeux tapestry , weaving techniques and design of original; English e.g. writing to advise; Geography e.g. battle locations and reasons for victory; Citizenship e.g. exercising voting rights; Drama e.g. re-enactment of the Battle of Hastings

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Cultural Capital

- Voting for the best contender
- The Bayeux tapestry
- Who would I dine with activity (before 1066)?

SMSC & British Values Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely. Role of individuals in shaping England's history.

Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to reinterpret what happened to Richard III. Pupils will consider the moral and ethical decisions made by monarchs and their impact as well as subsequent interpretations of them. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind;

Strategies to Support & Stretch:

word bank; sentence starters; exemplar answers; teacher modelling class work; scaffolded questioning in class discussions and written work and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; teacher support; group work for peer support; opportunity to choose varied task e.g. using pictures instead of words; multiple and varied teaching strategies suitable for audio visual learners too e.g. video with comprehension; extension and challenge tasks; recap definition of keywords from memory; use colour to highlight information that is useful; rank your facts from least important to most

they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other Pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically. Lessons are interactive and engaging so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. They will consider the development of castles and modern ways of consolidating power.

important; collect 10 pieces of evidence and infer etc.