

Implementation: Scheme of Learning

Subject: History

Year: 7

Unit Title: **Who's the Boss?**

Summary of unit:

In this Scheme of Work, pupils will study the Middle Ages post 1066. The focus of their study will be the methods used by William the Conqueror to keep control over Medieval England. Key topics and questions will be as follows: 1) What problems did William face? 2) What was the Harrying of the North? 3) How did William control taxes? 4) How did the feudal system help William keep control? 5) Why did castle design change over time?

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

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

Mid Unit assessment: Extended writing practice (e.g. How did the feudal system help William keep control?)

End of Unit assessment:

Part 1) How useful is ...

Part 2) Extended writing. Key concept: significance

Links to future learning/key stage

4:

Chronology (KS3 & 4)

Edexcel Paper 1-2 (causation and significance)

Source utility and reliability

Links to prior learning:

Chronology: KS2

Battle of Hastings (KS2 and KS3)

Castles (Ks2)

Strategies to Support & Stretch:

word bank; sentence starters; exemplar answers; crib sheet (to aid source 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

<p>Feudal system (Elizabethan England and Crime and Punishment)</p> <p>Domesday Book (Crime and punishment)</p> <p>Development in church, state and society</p> <p>Development of castles (Holiday project)</p> <p>Challenges faced when coming to power (Ks3 and Ks4: Elizabeth)</p>	<p>Key skills and key concepts (Term 1 – History Hows)</p> <p>Earls and Earldoms</p>	<p>teaching strategies suitable for audio visual learners too e.g. video with comprehension task; 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 important etc.</p>
<p>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.</p>		<p>Cross Curricular Links: (see RWCM) Further: Art e.g. creating playdoh model of Motte and Bailey; Mathematics e.g. tax rate and Domesday Book; Drama e.g. conversion of feudal system (freeze-frame)</p>
<p><u>Cultural Capital</u></p> <ul style="list-style-type: none"> • Gallery walk (Harrying of the North) • Taxes – what we pay/how much we pay/why we pay • How can surveys be carried out? • Castle design over time • Consolidation lesson – creative task (playdoh/posters/freeze frame/symbols) 		

- Who wants to be a millionaire (quiz)
- Castle project – holiday homework

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. reliability of the accounts of the Harrying of the North. 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; 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.

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 and problems and solutions; 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 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

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.

Specific examples from this Scheme of Work include:

- Considering modern day invasion of Britain
- In the shoes of a newly reigning monarch
- Team work: what four problems did William face?
- Problem solving: what solution could you propose?
- Gallery walk: Harrying of the North
- Group work: creating castles out of playdoh/converting information into symbols/creating a poster/drama-freeze frame
- Individual project – castles

events in chronological order and reorganising narrative; AD and BC; creating timeline for individual life events; prioritising information according to importance.