

HISTORY AUTUMN 2 - YEAR 7: 3) NORMAN CONQUEST

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on learning at KS2 e.g. death of Edward the Confessor and context provided by the 'Invasions of Britain' unit Prior learning links include impact of conquest and invasion of these shores e.g. Roman Empire, Anglo-Saxons, Vikings etc. Shows students the creation of Medieval Britain and the origins of our monarchy Introduces origins of monarchy; a 'United Kingdom'; understanding of society and its hierarchy; origins of economic structure and controlling society – feudal system & Domesday Book; social history Significance of foreign rule both short and long-term Builds on understanding of the concept of empire, from earlier units, i.e. Angevin Empire Provides students with an opportunity to see the relevance of Acle and their locality to history by visiting Norwich Castle as well as analysing the Acle entry in the Domesday Book 	<ul style="list-style-type: none"> <i>Claimants to the throne in 1066 – who they were and why they thought they had a claim</i> <i>Battles of Stamford Bridge and Hastings – who fought in them, who won, why, tactics and weapons used</i> <i>Rule of William the Conqueror; How William kept control; Feudal System;</i> <i>Norman castles – Motte and Bailey into Stone Keep – advantages and disadvantages</i> <i>Domesday Book; life in Norman England</i> Local study surrounding Norwich Castle history links to Norwich Castle built by the Normans and Acle's entry in the Domesday Book – what was Acle like in the 11th century <i>Developing research skills – enrichment grid</i> <i>Source analysis – Acle in the Domesday Book</i> <i>Interpretations of the Harrying of the North and Domesday Book – what they suggest about Norman rule</i> 	<p><i>Claimant; conquer; census; reign; heir; cause; Witan; monarch (Greek mono –alone; arkhein –to rule = monarkhes = monarch); throne; consequence; effect; interpretation; similarities; coronation; vassals; nobles; clergy; crenellations; motte; bailey; palisade; Domesday; villain; feudal, concentric; harrying; rebellion (Latin – rebellis); succession; shield wall; berserker; housecarl; fyrd; 'feigned retreat'; cavalry; archer; survey; tax; Bayeux Tapestry</i></p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <i>In depth study includes political; social and economic history – in depth knowledge of the period</i> <i>Use of new vocabulary both verbally and in written form in the correct historical context</i> <i>VIP for disadvantaged students; writing frames; sentence and question stems</i> <i>Identifying the themes of control; making connections to controlling the country and extending understanding of imperial control</i> <i>Extended writing resulting in making independent, supported judgements</i> <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEN</i> 	<ul style="list-style-type: none"> <i>Impact of change of leadership on lives of the population</i> <i>Exploring examples of popular resistance to political regimes, e.g. Harrying of the North</i> <i>Impact of foreign 'interference' in overseas government</i> <i>Significance of foreign affairs – relations with other countries</i> <i>Relevance of the Domesday Book – first census and how most countries now use censuses for similar reasons</i> <i>Modern day feudal system – taxation</i> <i>Exploring social experiences and examples of discrepancy in social and economic experiences within Norman England</i> 	<ul style="list-style-type: none"> <i>World geography – where in the world are Norway; France – languages spoken in these countries – use examples; modes of travel around the globe</i> Storming the Castle – <u>trip to Norwich Castle</u> – local history and its links to the national situation Local interest looking at Acle in the Domesday Book <i>Enrichment grid home learning task – opportunity for students to learn beyond the curriculum delivered in lessons, hone research skills and get creative in the presentation of their work</i>

<ul style="list-style-type: none"> Recommended reading: <i>The Chosen Queen</i> by Joanna Courtney, <i>Anglo-Saxon Boy</i> by Tony Bradman, <i>Knight's Fee</i> by Rosemary Sutcliff 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Cause of conflict; impact of conflict upon the conquered Morality of war: how those in power choose to justify decisions which lead to deaths of the innocent Religious justification for invasion – still used today Differences between European cultures and the subsequent influence e.g. language; hairstyle etc 	<ul style="list-style-type: none"> Cross curricular links with MFL – culture and language Cross curricular links with geography – location of France and Norway as well as geography of England -getting from London to York Numeracy – chronology; understanding measurements of time – which year is in which century etc. Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences 	<ul style="list-style-type: none"> Winning the Battle of Hastings alone led to Norman control Battle of Hastings was the only battle of 1066 Battle of Hastings took place in Hastings
Assessment timeline:		
<ul style="list-style-type: none"> Regular recap quizzes as starters Knowledge retrieval and 'explanation' focused extended writing – William I's methods of control 		
Home learning		
<ul style="list-style-type: none"> Meanwhile, Elsewhere – Byzantine Empire – beginning of SOL Normans Enrichment Grid – middle of SOL Create a revision resource, supported by the knowledge organiser for the assessment on the Norman Conquest – end of SOL 		
Feedback		
<ul style="list-style-type: none"> In line with school policy; feedback 4 – all students will complete green pen improvement activities as part of assessment feedback Live feedback using 'iscan' 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 3																													