

AUTUMN 2; YEAR 7, NORMAN CONQUEST, HISTORY DEPARTMENT

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 Prior learning links include impact of conquest and invasion on these shores e.g. Roman Empire 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 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>Research skills for project</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; Domesday; villain; feudal, concentric; harrying; rebellion (Latin – rebellis)</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</i> <i>Extended writing resulting in making judgements</i> <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEN</i> <i>Recommended reading: The Chosen Queen by Joanna Courtney, Anglo-Saxon Boy by Tony Bradman, Knight's Fee by Rosemary Sutcliff</i> 	<ul style="list-style-type: none"> <i>Impact of change of leadership on lives of the population</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> 	<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 – trip to Norwich Castle – local history and its links to the national situation Local interest looking at Acle in the Domesday Book

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 • Cross curricular with ICT in terms of research for the project • 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 • Conquest project with success criteria • Interpretations – main difference between them and why they are different – mark scheme 		
Home learning		
<ul style="list-style-type: none"> • Meanwhile, Elsewhere – Byzantine Empire – beginning of SOL • Bedrock Learning Assignment on key vocab (15 words) – middle of SOL • Revision using knowledge organiser for assessment on the Norman Conquest – end of SOL 		
Feedback		
<ul style="list-style-type: none"> • In line with school policy; self-assessment • 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
<p>Unit:</p>																													