

History HT1

Year 7: Norman Conquest

Who are the English?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 1: Who are the English?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p>TBAT: Compare the claimants to the throne in 1066.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Describe the story of the Battle of Hastings in 1066.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will assess the developments of each group and the ingenuity. Students will look to their own abilities to invent and link to careers in architecture and engineering.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 History Department Curriculum 2024 – 2025

Half Term 1 Scheme of Learning Focus: Norman Conquest	Enquiry Question Who are the English?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to explore the history of England before 1066 and the Norman Conquest. Students will assess how these foundations shaped England today.	Students will have studied the KS2 curriculum analysing pre 1066 periods, and also one modern unit. The KS2 curriculum allows primary schools to select topics and so there will be a range across Year 7 students. In Year 8, students will use their knowledge of the Roman Empire in HT1 as they explore the development of the British Empire.

Disciplinary Knowledge	Substantive Knowledge
<p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concept of change and continuity across the timescale.</p> <p>Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of:</p> <p>Mary Beard - Roman Empire David Olusoga - Early migration</p>	<p>British Knowledge: Students will learn about England pre-1066 and the significance of different groups who had an impact.</p> <ul style="list-style-type: none"> • Early settlers and migrants • Celts • Romans • Vikings <p>Meanwhile elsewhere in Europe and/or the Wider World:</p> <ul style="list-style-type: none"> • Roman Empire

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will assess the developments of each group and the ingenuity. Students will look to their own abilities to	Through the study of this scheme of learning, students will access topics which link to the core values of the Academy. Students will study the Resilience of Boudicca and express Compassion towards the Viking surrender at Stamford Bridge.

Assessment 1: Who are the English?	invent and link to careers in architecture and engineering.	
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Tier 2 vocab	<i>Significance</i>	<i>Evaluate</i>	<i>Change</i>	<i>Resistance</i>	<i>Compare</i>	<i>Describe</i>	<i>Interpret</i>	<i>Indicate</i>	<i>Failure</i>	<i>Success</i>
Tier 3 vocab	<i>Empire</i>	<i>Conquer</i>	<i>Invade</i>	<i>Tribe</i>	<i>Emigrate</i>	<i>Claimants</i>	<i>Heir</i>	<i>Contender</i>	<i>Seize</i>	<i>Tapestry</i>

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Explain the significance of the Roman Empire	<ul style="list-style-type: none"> From a Republic to an Empire Julius Caesar, Mark Anthony, Lepidus, Octavian Army, government and society 	<ul style="list-style-type: none"> Outline the scale of the Roman Empire Describe the leadership of Rome and Roman life Explain the significance of the Roman Empire
2	Evaluate the changes the Romans made to England	<ul style="list-style-type: none"> Roads & development of transport Religion & introduction of Christianity to England Ethnic Diversity in the Roman Empire 	<ul style="list-style-type: none"> Identify the changes the Romans made Describe the changes the Romans made Evaluate the changes and their significance
3	Describe resistance against the Roman Empire	<ul style="list-style-type: none"> English rule before the Romans Resistance to Roman rule Boudica's rebellion against the Romans 	<ul style="list-style-type: none"> Identify why some people were unhappy with the Romans List the actions of Boudica Describe the actions of Boudica
4	Explain who invaded England before 1066	<ul style="list-style-type: none"> English rule before 1066 Invading England before 1066 Raiders, settlers, and conquerors 	<ul style="list-style-type: none"> Identify why people move to different countries Describe reasons why people want to raid, settle and conqueror England Explain which group of invaders had the greatest impact
5	Compare the claimants to the throne	<ul style="list-style-type: none"> Death of Edward the Confessor Problems of Edward the Confessor (heir) Claimants to the throne Support for different claimants 	<ul style="list-style-type: none"> Outline who the contenders to the throne were Explain the reasons why the contenders believed they had a claim

			<ul style="list-style-type: none"> • Compare the claims of the contenders
6	Describe the events of the Battle of Stamford Bridge	<ul style="list-style-type: none"> • Harald Hardrada's army and resources • Viking arrival in England • Battle of Stamford Bridge • Death of Harald Hardrada & Viking surrender 	<ul style="list-style-type: none"> • Identify the participants at the Battle of Stamford Bridge • Describe the events of the Battle • Explain the significance of the Battle
7	Describe the story of the Battle of Hastings	<ul style="list-style-type: none"> • William's military tactics • William's army (Archers & Cavalry) • Harold's army (Fyrd & Housecarls) • Events of the Battle of Hastings 	<ul style="list-style-type: none"> • Identify the participants at the Battle of Hastings • Describe the events of the Battle • Explain the significance of the Battle
8	Explain why William won the Battle of Hastings	<ul style="list-style-type: none"> • The Battlefield • William's army (Archers & Cavalry) • Harold's army (Fyrd & Housecarls) • Events of the Battle of Hastings 	<ul style="list-style-type: none"> • Identify reasons why William won • Prioritise the reasons why William won • Explain the reasons for William's win reaching a judgement
9	Analyse sources to assess how King Harold died	<ul style="list-style-type: none"> • Battle of Hastings • Bayeux Tapestry • Interpretations of King Harold's death 	<ul style="list-style-type: none"> • Describe the images in the Bayeux Tapestry • Compare historical sources • Analyse sources to assess how King Harold died