

History HT2

Year 7: Contested Power

What problems did Medieval Monarchs face after 1066?

<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 2: What problems did Medieval Monarchs face after 1066?</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: Describe threats to the Byzantine Empire.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Explain how William maintained control of England.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, weigh up evidence to reach a judgement about the problems faced by Monarchs. Students will also judge the decisions made and assess their own decision-making skills. Career links to construction, engineering and military.</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 2 Scheme of Learning Focus: Contested Power	Enquiry Question What problems did Medieval Monarchs face after 1066?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to understand the problems that Monarchs faced and how they can overcome. Students can liken this to problem solving and decision making in their every day lives.	Students will study the Byzantine Empire which links to the Crusades in HT3 when students learn about the conflict in the Middle East between Christians and Muslims. In Year 8, students will revisit the theme of empire when learning about the British and Mali Empire in HT1 & HT2.

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: Marjorie Chibnall - Empress Matilda</p>	<p>British Knowledge:</p> <ul style="list-style-type: none"> • Reign of William the Conqueror • Development of Castles • Norman monarchs of England <p>The enquiry question is linked throughout with opportunities for students to review and debate.</p> <p>Meanwhile elsewhere in Europe and/or the Wider World:</p> <ul style="list-style-type: none"> • Byzantine Empire and Constantinople

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
<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 2: What problems did Medieval Monarchs face after 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, weigh up evidence to reach a judgement about the problems faced by Monarchs. Students will also judge the decisions made and assess their own decision-making skills. Career links to construction, engineering and military.</p>	<p>Through the study of this scheme of learning, students will access topics which link to the core values of the Academy. Students will realise the ambition of Matilda and link to their own ambitions.</p>

Tier 2 vocab	<i>Control</i>	<i>Content</i>	<i>Origin</i>	<i>Purpose</i>	<i>Limitations</i>	<i>Solve</i>	<i>Strengths</i>	<i>Problems</i>	<i>Solutions</i>	<i>Effective</i>
Tier 3 vocab	<i>Harrying</i>	<i>Feudalism</i>	<i>Reign</i>	<i>Domesday</i>	<i>Motte</i>	<i>Bailey</i>	<i>Concentric</i>	<i>Motives</i>	<i>Pilgrim</i>	<i>Trade</i>

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Describe William's control of England	<ul style="list-style-type: none"> English Resistance to William the Conqueror Events of the Harrying of the North Bayeux Tapestry 	<ul style="list-style-type: none"> Describe the Harrying of the North Explain the need for the Harrying of the North Evaluate the usefulness of the Bayeux Tapestry in learning about the Harrying of the North
2	Evaluate the reign of William the Conqueror	<ul style="list-style-type: none"> Survey of England & the Domesday Book Roles in the feudal system William's methods of control 	<ul style="list-style-type: none"> List the events of William's reign Compare the success of the tactics he used Evaluate William's reign
3	Evaluate the strengths of motte and bailey castles	<ul style="list-style-type: none"> Features of motte and bailey castles Negatives of castles William's use of castles as a method of control 	<ul style="list-style-type: none"> Identify the features of motte and bailey castles Describe the features of motte and bailey castles Evaluate motte and bailey castles
4	Explain how castles changed over time	<ul style="list-style-type: none"> The development of castles Concentric castles Siege techniques & weapons 	<ul style="list-style-type: none"> Describe examples of change and continuity Compare the changes in castles Explain the reason for the changes
5	Assess interpretations on the death of William Rufus	<ul style="list-style-type: none"> Norman family tree Death of William II Different theories of the death 	<ul style="list-style-type: none"> Describe the events of the death of William II Evaluate the interpretations regarding the death Make a judgement about the death of William Rufus
6	Assess Matilda's claim to the throne	<ul style="list-style-type: none"> Norman family tree Role and status of women in medieval England Conclusion & Henry II 	<ul style="list-style-type: none"> Identify Matilda's claim to the throne Describe Matilda's actions Assess the problems for Matilda in her claim

7	Describe the threats to the Byzantine Empire	<ul style="list-style-type: none">• Spread of the Roman Empire• Reasons for the split of the Empire• Threats to the Byzantine Empire	<ul style="list-style-type: none">• Identify how the Byzantine Empire began• Describe the threats to the Byzantine Empire• Assess the significance of the Byzantine Empire
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