

History Year 7 – 1066 and all that

This unit introduces Year 7 to the key historical skills that they will need throughout their History curriculum at Rye College. It serves to introduce students to the key turning point in British history - 1066. Students will examine the situation in the 1060s and use this to begin their journey of comparison over time. They will look at the events leading up to the conquest and the competition for the throne of England. This sets the scene for Term 2 – where students will examine the Battles of 1066 and the methods of control used by William, directly feeding forward the power struggles of the Medieval period and the GCSE Normans unit.

	<b>Lesson Intent</b> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<b>Vocabulary – Daily Retrieval/Teach for memory</b>	<b>Activities/Assessment (to including the metacognitive/learning verb)</b>	<b>Homework/Literacy Map</b>
<u>K/G Identify key historical terms and ideas</u>  This is likely to take around 3 lessons	<ul style="list-style-type: none"> <li>- Establishing routines</li> <li>- To identify key terms describing time.</li> <li>- To describe the difference between BC and AD.</li> <li>- To give names to centuries.</li> <li>- To position events into chronological order.</li> </ul> <p>Feeds on from prior learning in KS2. Feed forward to Lesson 7 – Assessment.</p>	Anno Domini / BC Chronology Time periods Centuries Decades Millennium	<p>Overview of KS3 History. RETRIVAL - Pupils discuss topics learnt throughout KS2. Students identify time-periods and sort into chronological order.</p> <p><b>Define - What is History?</b> Introducing/revising how time is divided in History. Demonstrate how a time line works - discuss BC/AD and how to calculate centuries.</p>	<p>Create a timeline of their lives to put 10 events in chronological order.</p> <p>Set in second lesson.</p> <p>Give 2 weeks from setting.</p> <p>So due in lesson 5</p>
<u>KG/s Identify and categorise types of evidence</u>  Lesson 4	<ul style="list-style-type: none"> <li>- To identify key terms for evidence.</li> <li>- To recognise different types of evidence.</li> </ul> <p>Feeds on from ‘investigations’ in Primary School. Feeds on from initial lessons of Year 7. Feed forward to later investigations, such as Lessons 5/6 - working out what Anglo-Saxon life was like.</p>	Annotate investigate Primary evidence Secondary evidence Written/physical/spoken evidence	<p>What you could learn about a person by looking at the evidence that they leave behind? Define primary and secondary sources – link to bias and utility briefly</p> <p><b>What will we leave as evidence for future generation?</b> <b>MARKED WORK TASK</b></p>	
<u>KG/s Describe and explain key aspects of Life in Anglo-Saxon England</u>	<p>Feeds on from key terms used in unit and types of evidence Feeds forward to GCSE ‘Normans’ course, establishing change and continuity (1060s-1070s).</p>	Foreign Head of state Mutilation Agrarian Monasteries	<p>Use Invasion Plague and murder to establish what England was like before 1066.</p> <ul style="list-style-type: none"> <li>- Who ruled England before 1066?</li> <li>- How many people lived in England in 1066?</li> <li>- How wealthy was England?</li> </ul>	Prepare for History skills assessment – encourage students to take books to revise – covers skills

Lesson 5 and 6  Hw Due	Feeds forward to knowledge of the events of 1066 - Lesson 7.	subsistence farmers	- Were people religious? - How do we know about life in England at this time? <b>MARKED TASK – Give 1 lesson to gather information, one lesson to complete work</b>	and AS Society points
<u>Week 4: Knowledge Assessment</u>  Lesson 7	- Recall of prior learning. Feeds on from Lessons 1-6 (knowledge and skills taught) Feeds forward to the concept of 'Bias', and using these skills through out Ks3/4		<b>KNOWLEDGE TEST</b> – CAN BE PEER MARKED	
<u>Week 5: KG/s Discuss and evaluate Contenders to the throne</u>  Lessons 8-9	Produce research and analysis of a key concept through group work presentations, this will enable students to get to know others in the group through shared discussions and establish key knowledge of individuals. Feeds on from key terms used in unit such as 'evidence'. Feeds forward to the events of 1066, the three battles and assessment on 'Why William won at Hastings'. Feeds forward to GCSE 'Normans' course – looking at the contenders to the throne and their inter-relationships. Feeds forward to future 'Compare and Contrast' tasks throughout next term.	- Contenders - Heir - Inherit - Warrior - Novissima Verba - Sub Regulus - Oath	Discussion of contenders and inheritance. Divide the class into equal groups – three groups for LAB, four for HAB – create campaigns for a contender to the throne - to be presented before a debate task. Complete the analysis grids for the different contenders from what students have seen/heard and information given. Then explained judgement paragraph – which of the contenders was best suited to be king after Edward's death.	Literacy "Contender"  Give 1 week for this
<u>Week 6: KG/s Describe what happened in the first invasion of 1066</u>  Lesson 10	Create an overview of the battles of 1066, and place the events at Stamford Bridge and the death of Hardrada into context. Feeds on from 'Contenders' Lessons 8/9 – why they felt they should be King. Feeds forward to GCSE 'Normans' unit – the debates and reasons for battles in 1066.	- Honour a promise - Sub Regulus - exile	Discussion– What would you need to invade England? Annotate maps to show locations of contenders. Discussions of key people and their reactions to events Read the information about the battles of Fulford Gate and Stamford Bridge Write a description of the events of 1066 studied so far using the prompts <b>MARKED WORK</b> Possible re-enactment of the battles – dependant on class	HERSTORY RESEARCH HW  Who was Emma of Normandy?  Her family tree Her marriages Her children

<u>Contender literacy HW due</u>	Feeds forward to learning about the 'Battle of Hastings' and assessed piece - 'Why did William Win?'			Her importance as a pawn for alliances
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