

History Year 7 – William and Power

This unit develops the key historical skills that they will need throughout their History curriculum at Rye College. It serves to develop understanding of the events of the Norman Conquest, whilst allowing students to examine the events of the Battles of 1066 and the methods of control used by William. This directly feeds forward to the power struggles of the Medieval period and the GCSE 'Normans' unit. Through the events of the Battle of Hastings, students explore key concepts like Bias, in order to begin developing their genre writing skills.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p>K/G <u>Describe the events of the Battle of Hastings</u></p> <p>2 lessons?</p> <p>Emma of Normandy HW due</p>	<p>Establish an overview of the events at the Battle of Hastings, ensuring understanding of the chronology of events and the impacts of different groups</p> <p>Feeds on from Term 1 – ‘Comparing to Stamford Bridge/Fulford Gate’.</p> <p>Feeds forward to assessment – how to write an essay - lessons 3 + 4 – Why did William win?</p> <p>Feeds forward to GCSE Normans unit – looking at the events of 1066 and the battles of the time.</p>	<p>Fyrd Housecarl Archer Cavalry Infantry Knights Soldiers Attacks Senlac Hill Feigned retreat</p>	<p>Key fighting terms for both sides. Comparison of armies – Saxon vs Norman armies – and key types of troops for each. Who do you think will win and why?</p>	<p>Prepare for Hastings Assessment</p>
<p>KG/s <u>Identify and practice the skills to write like an historian – using the SOOT model</u></p> <p>Lesson 3/4</p>	<p>This is to set up the SOOT style of analytical essay writing that will be a major assessment model through KS3 and GCSE. The students will become familiar with the writing style and the methods for answering this type of question.</p> <p>Feeds on from prior learning in the unit on the contenders, three battles and weaponry.</p> <p>Feeds forward to next SOT analysis task essay task – Term 3, Lesson 7.</p>	<p>Fyrd Housecarl Archer Cavalry Infantry Knights Soldiers Attacks Senlac Hill Feigned retreat</p>	<p>Starter – using connectives. This assessment asks pupils to write an essay on why William won. This means that they will write a causal essay. To do this, they will look at a model causal essay but of a different focus, which is ‘who had best claim to the throne in 1066. In this causal essay pupils look at the three claimants, their justifications, the causal connectives. This essay is deconstructed, 1 – the context is given 2 - the topic sentences are identified (which start with the noun/noun phrases (eg the oath was a reason...and not ‘one reason why was the oath’ 3 -identify the causal connectives. Create a plan for the essay so that students can see how to construct one – record this in exercise books.</p>	

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	Feeds forward to GCSE 'Norman's through content, and to all four units for the writing style.		Pupils then look at reasons why William won the battle of Hastings – Weakness in Harold, Cavalry, Tactics and decide what they think was the main reason. Pupils then plan using the same 'formula' as the sample essay. They should choose their causal connectives, key words, reasons. Pupil should then use their information and write their essay – students may look back through exercise books to help. AIM TO HAVE THESE MARKED ASAP AND RETURN TO STUDENTS FOR REDRAFTING ACTIVITIES – GIVE FORMATIVE FEEDBACK ONLY NOT SUMMATIVE MARKS but teacher could record a score /16 in markbook.	
<u>KG/s Identify aspects of bias and relate to prior learning</u> lesson 5	This lesson is designed to examine the concept of Bias by looking at the Bayeux Tapestry as a source of information for the events of the Norman Conquest. Feeds on from prior learning in the unit on the Anglo-Saxon Society. Feeds back to claims to the throne and events of the Battle of Hastings /aftermath. Feeds forward to GCSE 'Normans' and control lessons on the events of the battle and on control under the Normans. Feeds forward to lessons of bias such as the reputation of King John.	Bias Bayeux Tapestry Neutral Opinion Reliability	Discussion of the Bayeux Tapestry – what it is and why created. Discussion and definition of bias - Look at the scenes from the tapestry and spot the bias being shown. Relate this to questions of reliability and utility. Comparing English and Norman sources for bias – compare and contrast. Discussion of the Arrow in the eye story.	Literacy – Bias Create your own Bayeux Tapestry – either drawing or using http://www.bayeuxtapestry.org.uk/BayeuxActivities.htm Give 2 weeks
<u>KG/s Examine and evaluate the problems William had to overcome when 'conquering' England?</u> Lesson 6	Examine the possible problems that William would be facing, and the role of Terror in controlling the population. Feeds on from prior learning in the unit on the Anglo-Saxon Society. Feeds on from learning on the Battle of Hastings. Feeds forward to GCSE 'Normans' and control – rebellions and the Harrying of the Norths.	Invade Conquer Terrorise Rebellion Slaughter Cease Inhabitants Sustenance Perished	Define key terms - 'invade' and 'conquer'. Students identify and debate Possible Problems and Possible Solutions post Battle of Hastings. In this lesson, the concept of TERROR is covered – linking to concepts such as the Harrying of the North and evaluations of the effectiveness of this as a method of control – both short term and long term. Students to do a "lazy SOT" – bullet point analysis table for S and O, and a paragraph to explain T Judgment forms the MARKED WORK.	

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	Feeds forward to other methods of control – feudal system lesson 7, Domesday survey lesson 8 and Castles lessons 9-11.			
KG/s <u>Describe the Feudal System and relate it to William's problems</u> Lessons 7	Overview of the feudal system as a method of organisation and control – understanding how this led to ridged social hierarchy. Feeds on from prior learning in the unit on the Anglo-Saxon Society. Feeds on from last lesson William's problems. Feeds forward to impacts on society in the Black Death, as well as the roles of different social classes in power and control - Term 3. Feeds forward to GCSE 'Normans' feudal control and comparisons between AS and Norman society structures.	Hierarchy Feudalism Control Knights/under tenants Tenants in chief/Barons	Feudal System –a social and military system. Define the key term 'society', discussion of different types of societies and social hierarchies. Discuss how fluid society is now – compare to the past and the reasons for this. Model on PPT using the land of England, and demonstrate how this was divided up and portioned out to different people/social groupings. Triangle model of the feudal system. http://www.youtube.com/watch?v=Lts_1HSOQhY – LEGO version of feudal system – explained! Students could act out roles in the system – paying homage to the group above. Where would you like to be in this system?? How did the Feudal system help William get control?	
KG/s <u>Summarise key points about the Domesday Book and relate it to William's problems?</u> Lesson 8 HW due on Bias and Bayeux tapestry	Creating an understanding of the Domesday survey – linking to local examples of Domesday villages. This demonstrates a form of evidence about the past and allows comparisons over importance of locations then/now. Feeds on from prior learning in the unit on the Anglo-Saxon Society. Feeds on from lesson 6 - William's problems. Feeds on from lesson 7 feudal society and importance of certain lords/areas. Feeds forward to GCSE Normans and control through land ownership. Feeds forward to castles lessons and role of land in power and control.	Domesday Pasture Survey Commissioned Manor Livestock Arable Acre Hectare Ploughs	Domesday book Video link 1 – introduces the idea of the domesday book, its purpose as a tool for taxes and the significance of the survey. Discussion of the reactions to this/reasons for it. Students can also examine examples of Domesdays entries and create their own both in the style of the time/modern language and “essentials to tax”. HA extension activity http://nationalarchives.gov.uk/education/lessons/lesson44.htm You could have the pupils do the activities on the national archives.	

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<p>KG/s <u>Describe</u> <u>how castles</u> <u>changed and</u> <u>Evaluate</u> <u>their</u> <u>features</u></p> <p>Lesson 9 – 11</p>	<p>The use of castles to control was a new Norman invention – brought over with the conquest. Castles remain a key aspect of the British landscape and understanding their development shows how warfare and society changed over time.</p> <p>Feeds on from prior learning in the unit on the Anglo-Saxon Society.</p> <p>Feeds on from lesson William’s problems</p> <p>Feeds on from prior analysis tasks such as contenders to the throne.</p> <p>Feeds on from Norman arrival at Pevensey and first castle construction.</p> <p>Feeds forward to analysis of society – comparison to role of church in controlling and dominating - Term 3, Lesson 1.</p> <p>Feeds forward to GCSE Normans and control – role of castles in the Norman governance of England.</p>		<p>Lesson 9: Worksheet – with diagrams of the castle types – students identify key features and record, creating analysis of each type of castle – think Cost, Speed to build, defensive properties, Status symbol, comfort etc and make a justified judgment on castle they prefer.</p> <p>Lesson 10: Discuss how castles could be used by William to control the population. Look as possible sites for a castle and discuss/analyse locations.</p> <p>Give judgments on best/worst location of castle MARKED WORK ANALYSIS TASK.</p> <p>Lesson 11: Designing your own castle plan for Attack/defence Use the Invasion, Plague etc textbook</p> <p>Create leaflets about attacking/defending a castle MARKED WORK TASK.</p>	<p>HERSTORY Research</p> <p>What jobs did women do in medieval castles? Why were these “Women’s roles”?</p>
<p>Medieval Christmas</p> <p>TO BE TAUGHT WHEN FITS IN THE TERM</p>	<p>Create compassions between traditions over time and with modern celebrations.</p> <p>Links forward to yr8 and Cromwell – Puritan Christmas</p> <p>Links forward to Year 9 and Christmas in the Trenches</p>		<p>Discuss the PPT and word document information</p> <p>Students to work independently/in pairs to create Christmas displays – focusing on the customs and comparing to today. Set up the PPT to loop through images to support students during the task.</p>	

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