

KS3 YEAR 7

Lesson	Learning Objectives	Lesson activities	Resources	Differentiation	Homework TBC
1 Introduction	To establish starting points	Introduction of standards and Baseline assessment.	Baseline assessment		
2 Skills lesson	To understand time and gain insight into the Middle Ages	Baseline assessment feedback. Tasks based on baseline. Chronology (Human Timeline) and Bias.	MSH pgs. 8-9		
3 Skills lesson	To introduce evidence and sources	Chronological overview of Middle Ages, stick in timeline and keywords.	SHP yr. 7 pgs. 7-9		
	Enquiry 1	Did the Norman Conquest change England? 13 lessons			
1 Anglo Saxon Life	To understand what life was like in Anglo Saxon England before 1066	<p>Starter: Purple Polishing.</p> <p>Main: Source analysis - independent task - in books. Sen/lower ability use bullet points to list. SEN/Lower ability - red describe what they can see Middle - Green More able/higher - Red</p> <p>Museum walk task & feedback - moving around museum exhibits students are to collect information about Life in Anglo Saxon England.</p> <p>Extension: in no more than 50 words write a paragraph</p>	<p>Keywords table</p> <p>PPT</p> <p>Gallery worksheets to be printed</p>	<p>Levelled source analysis (Green, amber, red)</p> <p>Differentiated worksheets - MA, LA and Middle.</p>	

		<p>summarising life before 1066.</p> <p>Peer Marking of museum walk task - correct using purple pens.</p> <p>Plenary: Contrast Norman England to present day - write onto tables, picture using IPad.</p>	Online stopwatch (IWB)	Differentiated information - LA.	
2. 1066- Contenders to the throne	<p>Who the 3 contenders to the English throne in 1066 were and why they had a claim</p> <p>Historical Skill: Cause and Consequence</p>	<p>Starter: Pupils will be shown the date 1066- pupils should try and guess why it is a significant date in history.</p> <p>Main: Ppt outlining the death of Edward. Pupils should suggest the issues/ conflict this may cause.</p> <p>Contenders to the throne- pupils will work in groups. Each group will be given a contender to the throne. They have a 30 minute challenge to create a speech and poster in support of their contender. (ppt. slides to be printed out as information)</p> <p>Plenary: Pupils must listen to each presentation and identify positive and negative aspects of each contender. They should record this on a table in their books or may be done verbally if there is not much time.</p>	<p>Ppt. slides to be printed as resource for pupils</p> <p>Images of contenders</p>	<p>Peer support- pupils will be placed in mixed ability groups</p> <p>Different roles- pupils should take turns completing the different roles</p>	<p>Pupils will complete a project about local castles (see homework sheets) to run throughout unit</p>
3. What happened at Hastings?	Key stages of the battle	<p>Role play Lesson.</p> <p>Go over background to battle - see PowerPoint</p> <p>Split students into Normans and Anglo Saxons - assign MA as William and Harold.</p> <p>See set up page 3.</p>			

<p>4. 1066- Why did William win the Battle of Hastings?</p>	<p>How Norman strengths and English weaknesses had an impact on the battle What were the long, medium and short term reasons for Norman victory Historical Skill: Cause and Consequence</p>	<p>Starter: True or false activity about the events of the Battle of Hastings- pupils hold up red and green cards to show if they think it is true or false after listening to explanation (could be done as visual demonstration) (also have them in planner)</p> <p>Main:</p> <p>Pupils will be shown a target diagram on ppt. they should be introduced to causation and should suggest the short, medium and long term reasons why someone would fail a school test.</p> <p>Pupils will then be given statements about the reasons William won the battle. Pupils should categorise these into short, medium and long and colour code. They are to do this as individuals (sheets are differentiated)</p> <p>Pupils should then categorise the same statements into William's strengths and Harold's weaknesses write on sheet (tell them that this will be important for next lesson's assessment)</p> <p>Plenary: Pupils to discuss the most important reasons why William won with a partner. Teacher questions what partner said to make sure they have done it!</p>	<p>Ppt. Activity sheets (differentiated)</p>	<p>By resource-differentiated activity sheets Levelled frameworks for discussion of plenary task</p>	<p>Plan essay</p>
<p>5. Battle of Hastings assessment (FOCUS- CAUSATION)</p>	<p>To explain why William won the Battle of Hastings</p>	<p>Starter: Pupils will be given framework sheet and mark scheme. Teacher should discuss criteria of each level. Main: Pupils will complete essay 'Why did William win the Battle of Hastings?' in their exercise books</p>	<p>Assessment mark scheme criteria sheet</p>	<p>By outcome- pupils will have mark scheme to refer to and they can pitch their essay</p>	

		<p>Plenary: Pupils should use the mark scheme to give themselves a level and they must say why they have achieved this level.</p>		accordingly	
6. Feedback Assessment		Class/individual/self			
7 How useful are sources for finding out about Hastings?		<p>Starter: health check questions</p> <p>Main: research on Bayeux Tapestry (internet)</p> <p>http://www.primaryhomeworkhelp.co.uk/bt/tapestry.htm</p> <p>How useful is this source (Bayeux Tapestry) for a historian studying the Battle of Hastings?</p> <p>Answer in book.</p> <p>Plenary: read out answers.</p>			How useful is this source (Bayeux Tapestry) for a historian studying the Battle of Hastings?
7 Methods of control: Development of castles		<p>Focus on change from Anglo Saxons - recap Anglo - Saxon life before 1066 SHP 14-17</p> <p>Venn diagram</p>			
8 Methods of control: Feudal System and Domesday Book		Split into 2 lessons - see resources			
11 William star or monster? Did the Norman Conquest change England	How to use evidence to decide if William I was a good King Historical Skills: Cause and Consequence	<p>Starter: Pupils will be questioned about what makes someone a star or a monster. They will be given real life examples and they should decide if they are a star o monster. They should be asked to explain their reasons.</p>	Textbook Ppt.	Access given teacher support using textbook	

		<p>Main: Pupils should read historical sources in the textbook & should pick out examples to place on table activity. MA: all 5 Middle: 1, 3 & 5 SEN: 1 & 5</p> <p>They should then devise their own interpretation with reasons (causes). Levelled frameworks available. If no time to write answer in pairs 1 & 2. 1 to argue that William was a star and 2 to argue that he was a monster using evidence from sources.</p> <p>Plenary: Pupils should come up with a new nickname for William. These will be shared in whole group discussion.</p>		Levelled frameworks for written task-interpretation	
12	SPARE				
13	SPARE				
	Enquiry 2	Why is there disagreement about the motives of Crusaders? 7 lessons			
1 How important was religion in Medieval times?	What can doom paintings tell us about Medieval beliefs?	<p>Starter: doom paintings - What? Where? Why?</p> <p>Main: Label parts of the doom painting - stick into books</p> <p>GAAPT activity.</p> <p>Plenary: Tell me 3 things you have learned about medieval religion</p>	Doom paintings PDF Medieval church PPT	Differentiated doom painting tasks.	
2 What were the Crusades?	To be able to describe and explain what the Crusades were, who was involved.	<p>Starter: Crescent and the Cross video students to make notes of answers to: Who? What? Why? When?</p>	Video		

		<p>Where?</p> <p>LA: who & what Middle: who, what, why MA: all</p> <p>Main: Word fill - WHAT WERE THE CRUSADES?</p> <p>Use planners to find Israel on world map - how did people travel from Europe? Source analysis sources 1-4 what impressions does each give you of the crusades? Write a sentence to sum up the interpretation. You could use: hero, dangerous, noble, cruel, exciting.</p> <p>SEN sources 1 & 2 Middle sources 2&3 MA: sources 3 & 4</p> <p>Plenary: Share interpretations - positive/negative - why? Why do interpretations differ?</p>	Word fill	Differentiated for SEN Pgs. 88-89 SHP yr. 7	
3 & 4 Were Richard and Saladin that different?	How and why do interpretations differ?	<p>Starter: Health check questions</p> <ol style="list-style-type: none"> 1. Century the crusades began 2. Who was involved 3. Why the happened 4. How long they lasted <p>Create a mini fact file about the 3rd crusade</p> <ul style="list-style-type: none"> • Date • Who was involved • Summary of what happened 		Sen to bullet point summary. MA to write paragraph.	How and why do these interpretations differ about Saladin the Magnificent?

		<p>SEN: http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/the_crusades/revision/5/</p> <p>Middle: http://www.ducksters.com/history/middle_ages_crusades.php</p> <p>MA: http://www.medieval-life-and-times.info/crusades/third-crusade.htm http://www.history.com/topics/crusades</p> <p>Modern day pilgrimage: http://www.telegraph.co.uk/news/picturegalleries/worldnews/9628218/Millions-of-Muslims-gather-in-the-Saudi-city-of-Mecca-to-perform-the-Hajj.html?frame=2376518</p> <p>Main: Venn diagram - Richard, both, Saladin.</p> <p>Plenary: Interpretations-how and why they differ?</p>	Differentiated sources		
5 Why did people go on a Crusade?	To learn why Medieval people went on crusades	<p>Starter: GAAPT Source activity - Pope Urban's speech</p> <p>Card Sort - reasons why people went on crusade</p> <p>Plenary: Most important reason people went on crusade: Religion or Power? 2 corners must move to corners and verbally explain why using evidence to support.</p>	Differentiated		
6 Prepare for assessment		<p>Feedback HWK Prepare for assessment</p>			Plan essay

7 Assessment		Which of the following was the most important reason for people to go on a crusade? Religion (or power) Power(or religion)			
8 Assessment feedback		Purple polishing Verbal feedback			
9 SPARE					
Enquiry 3		Could a Medieval King do whatever he wanted? 8 lessons			
1. Who was the best Medieval King?	Who the most successful and powerful kings were in the Middle Ages	<p>Starter: Who is the odd one out? Pupils will be given examples of English Kings. They should identify Charles I as he was not a King they have learnt about and is not from Middle Ages but discussion and other answers will be encouraged.</p> <p>Main: Top trumps activity (see textbook pg. 121) Each pupil will be given a card with a King on (MA will be given more than 1 card) - pupils must read card then turn to the person next to them/move to sit next to someone else and teach the person something about their king/queen.</p> <p>Pupils must place their King on appropriate position on large living graph line dependent on 'war' and 'Peace at home'. This should be done as a whole class.</p>	<p>Ppt.L10</p> <p>Tables set up for living graph</p> <p>Copies of top trump cards - laminated</p> <p>Record Table</p>	<p>1.1- chronological understanding</p> <p>1.4- cause and consequence</p> <p>1.5- significance</p> <p>1.3- change and continuity</p>	Activity is active and visual.

		<p>Encourage children to check others' answers.</p> <p>Who was the worst kings? Who was the best king? What made this king a success?</p> <p>In mixed ability groups of 3/4 - MA to be allocated group leaders. Students must use the cards to find the answers to the questions. 1 merit will be awarded to group which has the most correct answers.</p> <p>Mark answers.</p> <p>Plenary: Groups to justify (verbally) using levelled frame on board which medieval king they would like to meet and why.</p>			
<p>2. Who was the blame for the death of Thomas Beckett?</p>		<p>Starter: look up responsible in dictionary - discuss meaning</p> <p>Thomas Becket murder mystery - in mixed ability groups of 3, students will be given a pack of evidence. They must discuss and debate the answer to the question: 'who is responsible for the murder of Thomas Becket?'</p> <p>After 10 minutes play the following video to provide context into the relationship between Becket and Henry II:</p> <p>http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/thomas_becket_henry_ii/video/</p>			

		<p>Continue previous task.</p> <p>3 places- knights, Becket, Henry II - verbally explain - justifying interpretation using evidence to support.</p> <p>Plenary: write a paragraph explaining interpretation/can be done verbally</p>			
3. Was King John that bad?		<p>Starter: Reputations - what does it mean? Who judges your reputation? You or someone else?</p> <p>From mam and dad, Grandma and grandad Research king John's reign, his rivals, relationship with the church and Magna Carta.</p> <p>Interpretations PPT and Trip Advisor</p> <p>contemporary source task - sources A-G</p> <p>Why do interpretations differ?</p>			How and why do these interpretations differ about King John?
Was King John that bad?		<p>Starter: recap interpretations</p> <p>Main: Research king John to find out:</p> <ul style="list-style-type: none"> • His reign as king • His rivals • His relationship with the church • Magna Carta <p>LA: http://www.bbc.co.uk/schools/primaryhistory/british_history/magna_carta/ http://www.ducksters.com/history/middle_ages/king_john_magna_carta.php</p>			

		<p>Middle: http://www.ducksters.com/history/middle_ages/king_john_magna_carta.php http://www.historylearningsite.co.uk/medieval-england/king-john/</p> <p>HA: http://www.historylearningsite.co.uk/medieval-england/king-john/ http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/king_john_magna_carta/revision/3/</p> <p>Videos: http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/king_john_magna_carta/video/</p> <p>Horrible Histories – king John</p> <p>Plenary: Teach someone something</p>			
<p>4. Was King John that bad?</p>		<p>Starter: BBC Bitesize quiz http://www.bbc.co.uk/bitesize/quiz/q93241824</p> <p>Show Disney's 'phony king of England' song from Robin Hood. Record what claims are made about John in the song. https://www.youtube.com/watch?v=8v1NSsFVfEA</p> <p>Come up with a hypothesis about John based on song.</p>			

		Tudor interpretation Historiography			
5 Assessment		How convincing is the interpretation of King John? King John deserves to be remembered as Bad king John, do you agree? use the evidence and your own knowledge.			
6. Assessment feedback		Purple polishing Verbal feedback			
7. Two Princes in the Tower: How evil was Richard III?	What happened to the Two Princes in the Tower and was King Richard responsible Mag.7 skill: Enquiry	Starter: Job advert for a detective: what should be included in it? Pupils should suggest answers as a whole class. This will be a guide for the skills and success criteria for pupils today. Main: Pupils will be given evidence before they decide to charge Richard with the murder. They must place the evidence on police style evidence boards which suggest if he is guilty or not (could use display boards in class or large sheets as sugar paper for evidence boards) Pupils will work in pairs with someone of a similar ability- teacher to assign these pairs. Independently pupils will then be asked to explain what they think happened on a police report and decide whether to charge Richard with the murder. Pupils: Talk Talk- explain what skills have been used today	Ppt.L9 Evidence packs Evidence boards Challenge sheets for higher ability	2.1- historical enquiry 16.- interpretation 2.2- evidence using	Pupils will work in similar ability pairs. Higher ability asked to identify which sources contradict each other. And should also question reliability.
8 SPARE					
	Enquiry Question	Did rats and rebels change people's lives completely? 9 lessons			
1. What did medieval people believe caused the Black	Knowledge: How people dealt with the Black Death Historical Skill: Cause and Consequence	Starter: Fill your post it notes with everything you know about the BD and stick in front of you. Word search to familiarise with key vocabulary.	Word search		

<p>Death?</p>	<p>Magnificent 7 Skill: Independence</p>	<p>Main: Watch video and answer questions: http://www.bbc.co.uk/education/guides/z7r7hyc/video</p> <p>Evidence scattered around the classroom students have to collect information about the causes, cures and treatments of the Plague.</p> <p>Extension: find 3 facts out about the BD</p> <p>Plenary: Add to post it notes using a different colour pen</p>	<p>BBC clip</p> <p>Black Death information sheets & tables</p> <p>Online countdown timer</p>		
<p>2 How did the Black Death effect people?</p>	<p>Knowledge: what were the symptoms of the Black Death?</p> <p>Historical Skills: Knowledge and understanding</p>	<p>Starter: it's chocolate time - fold paper into 16 write as many things down as you can remember from last lesson.</p> <p>Main:</p> <p>Go over glossary of terms</p> <p>look up symptom in dictionary</p> <p>On post it write symptoms of Black Death</p> <p>Label body with symptoms</p> <p>In groups recreate plague victims using symptoms learned.</p> <p>Plenary: act out/describe symptom</p>	<p>Questions</p> <p>Dictionaries</p> <p>Blank body sheet</p> <p>Symptoms sheet</p> <p>Face paints paper, cameras, face wipes, etc.</p>		
<p>3.How did the Black Death change Britain?</p>	<p>Knowledge: What impact did the Black Death have?</p> <p>Historical Skills: Significance/cause and consequence</p> <p>Magnificent 7 Skill: Participation</p>	<p>Starter: Pupils are shown an image about the Black Death. In pairs they should discuss their views about the image and what they think might happen next. In their pair they should come up with a description but can not use more than 30 words.</p> <p>Main:</p>	<p>Packs with topic and impact cards</p> <p>Learning log</p>		

		<p>Pupils work in pairs. They will be given packs with topic cards and impact cards. They should match up the cards.</p> <p>If they are finished they should check their answers with another group (verbal peer assessment of understanding). Teacher can then review answers as whole class.</p> <p>Pupils will then use the same cards and place them on a change and continuity diagram. Again they can check answers with another group.</p> <p>Teacher to question class about links between the changes that occurred. Pupils should be asked if there were more changes or continuities and why? Do they see any trends? Discuss significance.</p> <p>Pupils will answer levelled questions displayed on ppt.</p> <p>Pupils to answer question 'How significant was the Black Death in changing people's lives'? They should use the cards to help them answer it. More able students must do this. Other students may attempt</p> <p>Plenary: Pupils should fill out their black death learning log with what they have learnt and now what they would like to know. Tell pupils their homework is to find out the answers to their third column.</p>			
4 Assessment		Explain the significance of the Black Death in changing the lives of Medieval people.			
5 Assessment feedback					
6. Peasants Revolt	<p>What happened during the rebellion of 1381</p> <p>Magnificent 7 Skill: Enquiry</p>	<p>Starter: Question pupils about the causes of the Rebellion. Which were most significant factors?</p> <p>Main: Explanation of events from ppt. May want to get pupils to volunteer to read from this.</p>	<p>Statement sheet</p> <p>Audio clip (on shared area or L.F has disc)</p> <p>Red and green</p>		

		<p>Pupils put statements from Thomas of Walsingham of events into chronological order. (audio version to be played at end to to review answers- this is on shared area and I also have disc)</p> <p>They should then answer questions about the accuracy and reliability of Thomas Walsingham's account. Try to get pupils to think about facts and opinions (bias etc).</p> <p>Plenary: Pupils assess the success of the revolt. They should write answer in exercise books or you could use red and green cards to assess pupil ideas and question this.</p>	cards		
7-8 What was life like in Medieval Times?		To include topics below amongst others?			
1. Health and Cleanliness	<p>Knowledge: How clean and healthy people were in the middle ages</p> <p>Historical Skills: Using sources to respond to an interpretation</p> <p>Magnificent 7 Skills: To take part in an enquiry</p>	<p>Starter: Pupils watch Horrible Histories clip about Middle Ages. They should tell their face partner 3 things they have learnt. Teacher to question. They with their shoulder partner they should describe what they have learnt about health and cleanliness in one sentence.</p> <p>Main: Doctor Who Time Travel- Pupils will be introduced to 'Doctor Who' time travel activity. Firstly as a whole class they should discuss what skills a time traveller would need and teacher is to display these on board. Pupils will be asked to gather information about health and cleanliness at each work station. They will have 4 minutes at each station and will move when they hear the Doctor Who theme music (which can be accessed through youtube). They will be shown the statement ' Health and Cleanliness were terrible during the Middle Ages'. At each station pupils will be asked to gather and categorise this information onto a table divided into Yes/No (in regards to the statement). Sheets are differentiated.</p>	<p>Information packs. One heading per table.</p> <p>Doctor Who theme from youtube.</p> <p>Differentiated record sheets.</p>		

		<p>Interpretation- pupils will now be asked to respond to the statement 'Health and Cleanliness were terrible during the Middle Ages' by writing a paragraph using the information they have gathered.</p> <p>Plenary: Pupils will place themselves on an opinion line dependant about how far they agree with the interpretation.</p>			
2. Fun ****CAN BE DONE AS DISCUSSION LESSON ****	<p>Knowledge: How different people had fun in the Middle Ages Skills: Use of sources Magnificent 7 Skill: Participation</p>	<p>Starter: What did people do for fun? Pupils will be shown 5 images on the board. They should suggest what they learn from the source. Pupils should discuss in pairs and then teacher to question at random. Teacher to also question pupils about type of sources and why they may/may not be useful (target questioning effectively)</p> <p>Main: Role play- pupils will work in groups of 6. Each pupil in the class will be given a character card. In their groups they should act out what they think their character would like and dislike. They can not speak and the other group members should try to guess.</p> <p>Groups will then be given some chance cards. Each person must take in turns to choose one card and read it out.(****OPTIONAL dependant on class **** Each character must write down on their record sheet the impact that this event would have on the fun they had****)</p> <p>Plenary: Pupils shown starter images again. Pupils must guess who did each activity. What can we infer from this? Hopefully pupils will work out that it depended on money...like today!</p>	<p>Role play character cards Chance cards Fun record sheet</p>	Source question?	
9 Spare					

Total= 37 lessons including 4 spare lessons. Some lessons may be cut if not directly required for homework of assessment

SELF- suggested for Assessment portfolio (students ay chose another example if they wish)

PEER- diagnostic comments in exercise book

TEACHER- to be included in Assessment portfolio and level recorded on database

Currently 37 lessons with 4 spare-too many