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| **Year** | 7 | **Subject** | History |
| **Lessons** | 12 | **Topic** | Topic 1 - How did the Normans win and keep control of England?  |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | Role of the King | * To describe the role of a medieval King
* To evaluate which was the most important job of a medieval king.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 2 | Who should be King?  | * Describe the different claims to be king using historical language.
* Explain the different claims to be king using historical language and detailed evidence.
* Evaluate the different claims to be king using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 3 | What happened at the Battle of Hastings? | * I can describe why Harold lost the Battle of Hastings.
* I can explain why Harold lost the Battle of Hastings.
* I can evaluate why Harold lost the Battle of Hastings
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 4 | Why did William win the Battle of Hastings?  | * I can describe why William won the Battle of Hastings.
* I can explain why William won the Battle of Hastings.
* I can evaluate why William won the Battle of Hastings
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 5 | Bayeux Tapestry  | * All: To explain what the Bayeux tapestry is.
* Most: To describe how it was made.
* Some: Analyse it’s usefulness to historians.
 | Live markingExtended writing – PEE formatSource analysis Group work  | Embedded in lessons and resource folder. |
| 6 | The Feudal System | * Describe the different reasons the Feudal System was created using historical language.
* Explain the different the different reasons the Feudal System was created using historical language and detailed evidence.
* Evaluate the most important reasons the Feudal System was created using historical language and detailed evidence
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 7 | Domesday Book  | * Describe the different reasons the Domesday book was created using historical language.
* Explain the different the different reasons the Domesday book was created using historical language and detailed evidence.
* Evaluate the most important reasons the Domesday book was created using historical language and detailed evidence
 | Live markingExtended writing – PEE formatSource analysis  | Embedded in lessons and resource folder. |
| 8 | Harrying of the North | * Describe the different reasons the North was ‘Harried’ by William using historical language.
* Explain the different the different reasons the North was ‘Harried’ by William using historical language and detailed evidence.
* Evaluate the most important reasons the North was ‘Harried’ by William using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 9 | Castles  | * Describe the different reasons the Norman’s built castles using historical language.
* Explain the different the different reasons the Norman’s built castles using historical language and detailed evidence.
* Evaluate the most important reasons the Norman’s built castles using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 10 | New Laws  | * Describe new laws the Normans created.
* Explain how these laws helped the Normans keep control.
* Assess the most effective law to help the Normans keep control.
 | Live markingExtended writing – PEE formatSource analysis  | Embedded in lessons and resource folder. |
| 11 | How did William keep control of England?  | * Describe new laws the Normans created.
* Explain how these laws helped the Normans keep control.
* Assess the most effective law to help the Normans keep control.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 12 | Assessment  | * Assess progress over the first half term.
 | Exam-style questions linked to KO’s  | Embedded in lessons and resource folder. |
| **Prior Knowledge** | **Assessment Opportunities** |
| Students should know the role of a King from KS2. The students should know what laws are and how they affect society from KS2.  | Live marking opportunitiesPeer assessmentPEE format DPR Assessment 1 (Y7) |
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