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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 marking  Extended 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 marking  Extended 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 marking  Extended 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 marking  Extended 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 marking  Extended writing – PEE format  Source 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 marking  Extended 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 marking  Extended writing – PEE format  Source 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 marking  Extended 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 marking  Extended 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 marking  Extended writing – PEE format  Source 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 marking  Extended 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 opportunities  Peer assessment  PEE format  DPR Assessment 1 (Y7) | |
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