

What Changes did settlers bring to Britain?

History, Year 7, unit 1 of 4

What previous learning am I building on?	What am I learning that is new?		
<ul style="list-style-type: none"> - Key first and second order concepts, e.g.: - Government/society/civilization migration etc. - Cause/consequence - Chronology - Source/interpretation - We expect students to have a varied knowledge of these ideas from their learning in primary school. 	By the end of this unit, I will: <ul style="list-style-type: none"> - Understand key history words, such as change and chronology - Know what Britain was like under different settlers - Be able to use this knowledge to describe what Britain was like. 		
Learning Journey – lesson title and main activities			
1. 'What is chronology?' - Students will understand what is meant by chronology. - Why chronology is important. - To become familiarised with the different units of time such as: decade and century.			
2. Who were the early settlers to England? - Describe Britain's early settlers before 1066. - To evaluate the contributions of different settler groups.			
3. Lesson Three - How did the Romans, Celts and Vikings change Britain? - To investigate where the Romans, Celts and Vikings came from. - To examine the contributions these groups made to the nation.			
4. Who were the Anglo-Saxons? - Explore where the Anglo-Saxons came from. - To study how the Anglo-Saxons controlled England before 1066.			
5. Why were the Anglo-Saxons significant? - To consider and evaluate the achievements of the Anglo-Saxons prior to 1066.			
6. Assessment Students will sit an in-class assessment – What impact did early settlers have on England?			
How will I be assessed at the end of this unit?			
1. Knowledge test on key words. 2. Extended writing- Describe what changes happened in Britain under different groups of settlers.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will develop skills of writing descriptive paragraphs in historical context. Guided reading of factual paragraphs.	Quizzes on key words and facts	Carousel study packs	BBC Bitesize https://www.bbc.co.uk/bitesize/subjects/zk26n39

Why did William win?

History, Year 7, unit 2 of 4

What previous learning am I building on?	What am I learning that is new?		
Key first and second order concepts, e.g.: <ul style="list-style-type: none"> • Cause and consequence 	<ul style="list-style-type: none"> - Unit 1 sets the scene for England before 1066 to understand the land that William takes over. - By the end of this unit, I will: Understand the key events that led to the Battle of Hastings. - Know who the main contenders for the throne were and what claims they had. - Be able to explain why William won the Battle of Hastings using historical evidence and thinking skills like evaluating causes. 		
Learning Journey – lesson title and main activities			
1 Edward dies – who is the next king? <ul style="list-style-type: none"> - Investigate the death of Edward the Confessor. - Examine the rival claims to the English throne and create character profiles of Harold, William, and Harald Hardrada. 			
2 How did contenders prepare for war? <ul style="list-style-type: none"> - Analyse the military, political, and logistical preparations of each claimant. - Consider alliances and tactics. 			
3 The Battle of Stamford Bridge <ul style="list-style-type: none"> - Understand the surprise victory of Harold Godwinson over Hardrada. - Discuss the impact of this battle on Harold’s army and readiness for Hastings. 			
4 The Battle of Hastings <ul style="list-style-type: none"> - Analyse battle tactics, terrain, and leadership. - Use sources to examine how the battle unfolded. 			
5 Why did William win the Battle of Hastings? <ul style="list-style-type: none"> - Evaluate different reasons for William’s success. - Rank the importance of key actors: leadership, preparation, Harold’s mistakes, Norman tactics, luck 			
How will I be assessed at the end of this unit?			
You will answer the question ‘Why did William win the Battle of Hastings.’ You will write about 4 different reasons and decide which reason is most important.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
You will develop skills of writing descriptive paragraphs in historical context.	Quizzes on key words and facts	Schools History series BBC Teach	Satchel – revision resources

Who had the power in Medieval England?

History, Year group, unit 3 of 4

What previous learning am I building on?	What am I learning that is new?		
What is change? Cause and consequences of change Source interpretation Government role The feudal system	By the end of this unit, I will: <ul style="list-style-type: none"> - Understand the pace and nature of change and how power can be measured [vocabulary, concepts] - Know [factual content] - Be able to [skills] - Power of the church - The role of Parliament - Knowledge of Democracy 		
Learning Journey – lesson title and main activities			
1 Who controlled the Peasants Life? Students understand how the Feudal System worked and role of people within it. Who had the most and least power in this system			
2 What was the relationship between Henry II and Thomas Beckett? Students investigate the relationship between the Monarch and the Church. For example, Henry VII and Thomas Beckett			
3 Who killed Thomas Beckett? Students investigate the murder of Beckett and those responsible for his death. Students research three potential suspects. What was the link between Becketts death and power in medieval times			
4 How did King John rule England? Students to investigate the reign of King John and investigate why people disliked and why were Baron so angry with King John			
5 What was the Magna Carta and why did King Richard sign it? Students investigate the falling out of King Richard and the Barons- Why did King John have to sign the documents and how this changed the power in medieval times			
6 What was role of Parliament in the Medieval period? Students to investigate the power of Parliament and the power of the Monarch- What power did Parliament have?			
7 What were the causes and impact of the Black Death? Students look at the effect of the Black Death. How did the Black Death alter the power between the rich and power			
8 What were the causes and impact of the Peasants Revolt? Pupils to look at the causes and consequences of the Peasant Revolt and its effect on the power in medieval times			
How will I be assessed at the end of this unit?			
Students will be assessed through recalling the keywords definitions and writing an essay explaining how power changed overtime in the medieval period selecting four events that show how power changed			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Literary skills will be used through extensive reading of sources regarding the power changing in this period	Consolidate homework every 3 lessons	Students can learn more through using historical textbooks,	BBC Bitesize Medieval society, life and religion - KS3 History - BBC Bitesize YouTube Timelines series medieval power timelines.tv

“Medieval Religion”

History, Year 7, unit 4 of 4

What previous learning am I building on?	What am I learning that is new?		
William the Conqueror and the Papal Banner. Conflict between Henry II and Thomas Becket. The role of the Church in the Feudal System.	By the end of this unit, I will: <ul style="list-style-type: none"> - Understand how the Catholic Church affected people’s lives. - Know what powers and roles the Church held, how monks and nuns lived, and the causes, events, and impacts of the Crusades. - Know key words such as pilgrimage, Church and church, tithe, Pope, excommunication. - Be able to use this knowledge to analyse and evaluate the importance of the Church in Medieval England. 		
Learning Journey – lesson title and main activities			
1 Church v. King <ul style="list-style-type: none"> • Why the Medieval Church played such an important role in people’s everyday lives. • Ideas of Heaven and Hell. • The Church’s roles, responsibilities and structure (hierarchy). • Who was more powerful, Church or King? 			
2 Monks and nuns <ul style="list-style-type: none"> • What are monks and nuns? • What was everyday life like for monks and nuns? 			
3 The Murder of Novice John. <ul style="list-style-type: none"> • Using knowledge of the daily routine of a monastery and analysing witness statements, find out who murdered the novice Monk 			
4 What were the Wars of the Cross? <ul style="list-style-type: none"> • What was a Crusade? • Why did people go on Crusade? 			
5 What happened during the Crusades? <ul style="list-style-type: none"> • What were the motives and experiences of Crusaders? 			
6 What were the consequences of the Crusades? <ul style="list-style-type: none"> • How did the Crusades affect life back in Europe? • What knowledge and understanding did the Crusaders bring back to Europe? 			
How will I be assessed at the end of this unit?			
A knowledge test on the Crusades.			
How will my literacy skills be developed?	What homework will I be set?	How can I learn more/stretch myself?	Where can I go for more help?
Key word recall. Reading textbook paragraphs on the importance of religion and the Church.	Knowledge consolidation every three lessons.		