

Acquiring Unit of Learning

History Spring

Unit: Norman Conquest

Subject Coverage: History

	Key theme	Key knowledge	SMSC Opportunities
Skills Map			
Key Vocabulary	Heir, throne, Norman, battle, Viking, Battle of Hastings, Harold Hardrada, Harold Godwinson, William the Conqueror, fyrd, conquest, knight, cavalry, archers, housecarls, foot soldiers, Domesday book, Feudal system, church		

Lesson Title: should be king?

Learning Intention: I can describe who the claimants to the throne were. I can explain the strengths and weaknesses of each claimant. I can reach a judgement about who the next king should be.

Key Skills: analytical skills.

Lesson Guide:

smart start – England pre 1066 (Romans, Anglo-Saxons only).

Do now: source layers of inference

Why was 1066 a year of crisis in England? Edward the confessor dies and leaves no heir. Pupils become the members of the Witan and must choose a new king. What kind of qualities must a king have? Brainstorm. Rank the 4 key qualities given in order of importance.

Meet the candidates – Harold Godwinson, Harald Hardrada, William of Normandy, Edgar Atheling. As a class, read through the information and identify the candidates background, strengths and weaknesses. Provide a ranking per candidate which can later be used to decide who should be king. Once voted, reveal the scores and final decision of the Witan.

Allude that William and Hardrada are outraged, and both decide to build large fleets of ships to invade England.

Resources: BBC teach part 1 in series.

Lesson Title: Battle of Stamford Bridge

Learning Intention: I can explain what happened during the Battle of Stamford Bridge. I can identify key features of the Battle of Stamford Bridge. I can place events into Chronological order.

Key Skills: writing in PECE paragraphs. Chronology.

Lesson Guide:

smart start – the 4 candidates.

Use the BBC Teach video (part 1) to introduce the Battle of Stamford bridge. In a table, evaluate the strengths and weaknesses of both sides. Consider army, travel, training, weather etc.

Why did England take victory? Write using PECE paragraph (point, evidence, connective, explain).

Review your learning – place the events of the Battle of Stamford Bridge into chronological order.

Resources: BBC teach part 3.

Lesson Title: The Battle of Hastings p.1

Learning Intention: I can explain my reasoning. I can identify key features of Medieval armies. I can evaluate different armies.

Key Skills: Explaining paragraphs (PECE).

Lesson Guide:

Smart start – Grid of the past.

In this lesson, do not go into too much detail about the battle. Instead, pick up at the end of the battle of Stamford bridge when Harold hears of Williams landing. Explain the travel from York to Hastings.

Go through both sides armies in detail including: housecarls, fyrd, Norman foot soldiers, archers and knights. Match the group to the definition then colour code to the correct army.

Predict what will happen in the Battle of Hastings using a PECE paragraph to evaluate the armies.

review your learning – why was the battle of Stamford bridge significant to the battle of Hastings?

Resources: BBC teach part 4

Lesson Title: The Battle of Hastings p.2

Learning Intention: I can explain the importance of the Battle of Hastings. I can describe the outcome of the Battle of Hastings. I can summarise key events in the Battle of Hastings.

Key Skills: Summarising. Timelines / chronology.

Lesson Guide:

smart start – stone age, bronze age, iron age.

Recap knowledge so far of Stamford Bridge, armies and travel. Watch the BBC Teach video – part 4. Watch again and this time, as pupils watch, create a timeline of events in bullet points. Use these bullet points to put the cards into chronological order.

Create a storyboard showing the main events within the battle – writing a description below.

Why is the Battle of Hastings important? Consider that England has never been conquered since and all kings and queens since have been descended from William the Conqueror.

Review your learning – Summarise the battle in 3 sentences.

Resources: BBC teach part 4

Lesson Title: Why did William win?

Learning Intention: I can identify different reasons why William won the battle. I can describe factors in detail. I can reach a judgement on the most important reason why William won.

Key Skills: Drawing conclusions, justification.

Lesson Guide:

smart start – what happened at the battle of Hastings? Snapshot storyboard.

Do now – look at the key terms and make sentences using these, summarising content covered so far in the topic. How many key terms can you fit in one sentence accurately?

Source analysis – what can be inferred from source A and B about the death of Harold Godwinson? (Norman monk, extract from Bayeux Tapestry) – annotate the sources, identify 2-3 things we can learn from each source. Pose the question: why do we see two different interpretations of the Battle? Prompt discussion of different audiences, viewpoints, time periods, different evidence etc. optional: Summarise what can be learned from the sources into a PECE paragraph and then self-assess.

Causation? Complete the card sort into 2 groups – events which happened before the battle and events during the battle.

Once in groups, choose the 9 most important to make a diamond 9 – justify top choice in a PECE paragraph (how important question).

Review your learning – clap when heard a reason for winning.

Resources: card sort.

Lesson Title: Life after 1066

Learning Intention: I can identify the problems William faced as King of England. I can describe how William solved these problems. I can examine sources to identify the impact William had on the lives of the Saxons.

Key Skills: examining sources.

Lesson Guide:

smart start – spelling practice.

Do now – how would you solve these problems? (school based/ SMSC / PSHE linked problems).

William is now King in Hastings but has some problems – what should William do? Look at the scenarios and choose A,B or C for the response. Vote and then reveal the response William chose. Complete the sheet matching Williams problems to his solutions.

What was the Harrying of the North, complete the carousel to find the answers to the questions and then watch the video. Look at source A, B and C and make a verbal comparison between them about the events. Why is their information different?

Review your learning - Write a brief newspaper article in 'the Saxon Standard' describing the events of the Harrying of the North

Resources: BBC teach part 6

Lesson Title: Feudal system

Learning Intention: I can describe feudalism. I can explain how feudalism helped William keep control of England. I can evaluate how much feudalism affected people living in England.

Key Skills: problem solving

Lesson Guide:

smart start – word association (blend of topics)

Do now – feudalism in action. 1 William, 2 Barons, 3 Knights. Any others are Villeins (peasants) – include staff with numbering. Provide a piece of paper to ‘William’ and follow the instructions of the script (sharing the land between hierarchy).

Watch the video to identify the meaning of feudalism. Provide pupils with a blank pyramid and add the 4 key groups to the correct part (King, Knights, Barons, Villeins). Write on the outside ‘grants land to’ next to the down arrows and ‘provides _____ to’ on the up arrows. Place the correct descriptions in the pyramid for the correct group.

On the UK map, split the land so that each group has the right proportion, the king had forests and batons are not too close together.

Link learning – Look at the groups of people in school – do we still have feudalism in present-day Britain?

review your learning – I think the feudal system helped William to gain control of England because...

Resources: piece of paper, pyramids, UK maps.

Lesson Title: Castles

Learning Intention: I can identify key features of a castle. I can describe why William built castles. I can explain how and why castles changed over time.

Key Skills: creativity.

Lesson Guide:

smart start – true/false quiz.

do now – can you work out the sentence using the images as clues?

Watch the English heritage video to identify why William built castles and what they were like.

Motte and Bailey castles – memory game to identify key features, label onto image. Then add the key information (description) onto the diagram for each feature.

Identify the weaknesses of these castles (wooden – burned down, labour intensive, difficult to defend).

Introduce the square keep castle – how is it different? What problems did it solve?

Build a stone keep castle out of Lego or Playdoh (or it can be drawn) and annotate the key features. Optional: advertise your stone keep castle (online listing) stating why this castle is appealing.

review your learning – complete the correct action per statement – is it Motte and Bailey or Stone Keep?

Resources: Lego, playdoh, colouring pencils.

Lesson Title: Domesday Book

Learning Intention: I can describe what the Domesday Book was. I can explain how the book allowed William to secure control, I can evaluate the significance of the book in allowing William to secure control over England.

Key Skills: evaluating, mathematical skills.

Lesson Guide:

smart start – 4, 3, 2, 1

What can William do – time jump 19 years of ruling England and William needs money – he is unsure who owns what and how much tax people should be paying. Watch the video (BBC teach part 5) to consolidate the questions. what did William want to find out? E.g. how many people, how much livestock, who held the land etc.

Provide pupils with a character card. Act as your character and as a Domesday official by talking to other members of the class and recording their details. Each item is worth a certain amount of money. William wanted 10% as tax – how much tax did each person owe?

Look at the village of Patcham account from the Domesday book – use the information to answer the questions.

How useful is the Domesday book? The Domesday book had 3 objectives (value the country, tax, discover areas of support and opposition). Look at the 6 evaluation points.

Review your learning - stand on the line of 'very useful' to 'not useful at all'.

Resources: BBC teach part 5

Lesson Title: Towns in Medieval life

Learning Intention: I can explain the importance of a medieval Church. I can explain what life was like in a medieval town.

Key Skills: categorising.

Lesson Guide:

smart start – key term definitions.

Do now – Life in a medieval town – annotate the image by answering the questions about what you can see.

Read through the information about Medieval towns including: crime and security, shops and markets, living conditions, health and diseases, roads, rivers and buildings. Then complete a Venn diagram comparing Medieval towns to modern day towns.

Review your learning – Towns were significant in Medieval England because...

Resources:

Lesson Title: Churches in Medieval life

Learning Intention: I can explain the positive and negative aspects of the Church.

Key Skills: justification, ranking.

Lesson Guide:

smart start – Norman England quiz.

Recap life in a Medieval town and then focus in on the church and watch the BBC teach video on Medieval churches.

Completed the layers of inference (doom painting) and consider what the purpose of these paintings was. Complete a table of the positives and negatives of the church.

Sort the cards into belief, practice, people in the church, other.

Review your learning - Churches were important in the Middle Ages because...

Resources:

Lesson 12	Mastery Content	Lesson Title: Could you have fun in Medieval England? Learning Intention: I can identify key features of ordinary lives in Medieval England. I can explain the role of women in Medieval towns. I can explain how societal norms have changed over time. Key Skills: justification, ranking. Lesson Guide: smart start – grid of the past (include feudal system) Carousel activity considering: holy days, games that were played (poor vs rich), football, music and dance, minstrels, plays, fashion (poor vs rich) and food/feasts. Pupils to choose either to create medieval music or play some of the games e.g. conkers, bowling, golf, archery. Complete a venn diagram: Medieval Britain, Modern Britain. What are the similarities and differences? review your learning – was life different for peasants compared to the rich? Explain your answer using evidence. Resources: pages 82-93 – invasion, plague and murder, toy box from the library – medieval Britain.
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