



### Big Question

AoLE: Humanities	Subject: History	Year: 7
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Big Question / Aim / Objective / Concept	Vision (Proposed outcome) / Purpose of curriculum	Prior knowledge / Learners previous knowledge
How did the Norman Invasion Change Britain?	Pupils will be introduced to the succession crisis after the death of Edward the Confessor. They will then identify the strengths and weaknesses of the three claimants to the English throne in 1066. Pupils will then analyse the subsequent Battles of Stamford and Hastings. Pupils will evaluate the short and long term effects of the Norman invasion and determine the impact of the feudal system, castles and the Domesday book on Britain.	Castles The Saxons Cause and effect

What does progression look like in this 'Big Question'?

Progression Indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.</p> <p>I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.</p> <p>I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs.</p>	<p>To evaluate each contender's claim for the throne.</p> <p>To make a judgement on who you think should be king in 1066.</p> <p>To make a judgement on which was the main factor for H's success.</p> <p>To evaluate whether William or Harold had a better army.</p> <p>To make a judgement on why William won.</p> <p>To evaluate the reasons for William's success</p> <p>To evaluate whether castles were effective in helping William consolidate his power.</p> <p>To make a judgement on the best location for a castle.</p> <p>To analyse a segment of the Domesday Book.</p> <p>To evaluate what method helped William consolidate his power the most.</p> <p>To analyse contemporary sources on the Black Death</p>
Advancing	<p>I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</p> <p>I can explain and compare how communities have been shaped by the past and I can explain how a range of factors contribute to this.</p> <p>I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time.</p>	<p>To explain reasons why Harold Godwinson won the Battle of Stamford Bridge</p> <p>To compare the strengths and weaknesses of both armies.</p> <p>To explain how the feudal system helped William control England</p> <p>To explain why William built castles across England</p> <p>To compare the different methods used by William to consolidate his power over England.</p> <p>To explain how people thought the Black death was spread.</p>
Securing	<p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.</p> <p>I can describe the different ways that countries and societies, including Wales, have</p>	<p>To describe the sequence of events that happened at the Battle of Stamford Bridge.</p> <p>To describe the events of the battle of Hastings</p> <p>To describe the role of the different people in the feudal system.</p> <p>To describe the key features of a motte and bailey castle.</p> <p>To recognise suitable and unsuitable geographical locations.</p> <p>To describe the symptoms of the Black Death.</p>



	<p>been governed in the past and present.</p> <p>I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.</p> <p>'I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence.</p>	
Beginning	<p>I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.</p> <p>I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.</p> <p>I can recognise the difference between facts and beliefs.</p> <p>I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>I can collect and record information and data from given sources</p>	<p>To identify the three contenders for the throne of England</p> <p>To identify the features of both armies.</p> <p>To identify the key people in the feudal system</p> <p>To locate different locations for a castle site.</p> <p>To identify what information Domesday Book told William.</p>

Authentic learning experiences (Local / National / International)	Skills (Literacy / Numeracy / DCF) / Cross Curricular links
<p><b>Authentic learning experiences:</b> Pupils create their own black death mask</p> <p><b>Local Links:</b> Pupils study a local castle</p> <p><b>National links:</b> Pupils create a presentation on Castles across Wales</p> <p><b>International links:</b> Pupils analyse at the impact of the Black Death across Europe</p>	<p><b>Literacy:</b> Describe and explain using connectives to structure reasoning. Read interpretations and infer the interpretation accordingly. Focus on the command word of describe. Extended writing formalising sentences and structuring paragraphs. Pupils use connectives to explain their reasoning. Summarise information. Read statements and create an argument. Use oracy skills to present an argument.</p> <p><b>Numeracy:</b> Pupils calculate rounded distance travelled by Harold Godwinson Pupils compare size of Saxon and Norman armies Chronology Map Skills</p> <p><b>DCF:</b> Pupils use minecraft to create a motte and bailey castle</p>



Assessment (How will we know that students have learnt what we taught them?)

**Formative Assessment:**

Oral questioning  
Mini Plenaries  
Self Assessment  
Peer-Assessment  
Misconception checks  
Circulation  
Quizzes  
Exit cards  
Think-Pair-Share  
Find Someone who

**Summative assessment:**

AP3 - Black Death Assessment

Evaluation (to be completed 2024)

Strengths

Areas for Development

Pupil Voice