

Date	Lesson Objectives WALT (We Are leaning To...): Aims of lessons SUCCESS CRITERIA: What pupils will be expected to do	Resources, Classwork and Homework
<p>AUTUMN TERM</p> <p>Week 1</p> <p>Weeks 2-3</p> <p>Week 4</p> <p>Weeks 5-9</p>	<p>One lesson per week</p> <p>Assessment 1: History Baseline Test (NC Level)</p> <p>Introduction to Historical Skills</p> <p>1. What is History?</p> <p>WALT:</p> <p>(a) Place events and people in chronological order.</p> <p>(b) Discover the meaning of key words and concepts such as 'evidence', 'utility', 'reliability', 'bias', 'fact & opinion'.</p> <p>(c) Appreciate that different historical sources can supply different sorts of information.</p> <p>SUCCESS CRITERIA: Pupils will be expected to...</p> <p>(i) Put a series of events in the right chronological order on a timeline.</p> <p>(ii) Use and deploy historical terms and concepts accurately.</p> <p>(iii) Interrogate a range of historical sources for information.</p> <p>The Medieval World</p> <p>2. What were the Middle Ages like?</p> <p>WALT:</p> <p>a) Appreciate that several different types of sources are useful for finding out things in history.</p> <p>b) Select relevant information from a variety of sources to draw conclusions about the past and to ask questions.</p> <p>SUCCESS CRITERIA: Pupils will be expected to...</p> <p>(i) Comprehend and extract information from different kinds of sources into various categories.</p> <p>(ii) Frame questions and draws conclusions about the past based upon evidence.</p> <p>The Norman Conquest</p> <p>3. Why did the Normans win the Battle of Hastings?</p> <p>WALT:</p> <p>(a) Evaluate some of the characteristics of successful medieval rulers and compare the strengths and weaknesses of the contenders to the throne.</p> <p>(b) Identify and explain the reasons behind William's victory at the Battle of Hastings.</p> <p>SUCCESS CRITERIA: Pupils will be expected to...</p> <p>(i) Produced a structured account of the Battle of Hastings using key words and/or the Bayeux Tapestry.</p> <p>(ii) Identify and explain the factors behind William's</p>	<p>Main Textbooks: Quest 'The Medieval World' SHP 'Re-Discovering Medieval Realms'</p> <p>Classwork:</p> <p>1. Poster/collage on 'What is History?'</p> <p>2. Personal / Medieval timeline.</p> <p>3. Worksheets on chronology, evidence, bias and reliability.</p> <p>Homework: Tollund Man Mystery (AfL)</p> <p>Extension work: Research one famous event or figure in the Middle Ages (ICT).</p> <p>Classwork:</p> <p>1. Gather information from a range of pictorial sources to write a short balanced account of life in the Middle Ages (AfL).</p> <p>Homework: 'Life in 1066' quiz.</p> <p>Extension work: More able pupils interpret additional sources / create their own quiz about medieval life.</p> <p>Classwork:</p> <p>1. CV, election poster, role-play or Weakest Link.</p> <p>2. Studying the Bayeux Tapestry as a source of information about the B of H.</p> <p>3. DART: card sorting exercise / 'tell and suggest' (TH 100, SfE, p.96).</p> <p>4. Assessment 2: 'Why did the Normans win the Battle of Hastings?' (NC Level)</p> <p>Homework: Newspaper report on the Battle of</p>

<p>Weeks 10-12</p>	<p>victory and make links between them. The Feudal System and the Domesday Book 4. How did William secure control of England? WALT: (a) Investigate the different ways in which William of Normandy secured the Conquest (terror, betrayal, feudal service). (b) Evaluate the advantages and disadvantages of the feudal system. (c) Read extracts from the Domesday Book.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Describe some of the events after the battle of Hastings, e.g. the harrying of the North, Hereward the Wake. (ii) Describe how the feudal system worked. (iii) Read and extrapolate information from the Domesday Book about life in England.</p>	<p>Hastings (ICT and AFL). Classwork: 1. Wanted poster for Hereward the Wake or short account of the harrying of the north. 2. Comparison of the school structure with the feudal system. 3. Domesday Book quiz. 4. Comprehension exercise on the Domesday Book (literacy). Homework: Advantages and disadvantages of the feudal system. Extension work: Research the Domesday Book for information about pupil's local area (ICT). Main Textbooks: Quest 'The Medieval World' SHP 'Re-Discovering Medieval Realms' Folens 'Castles and Cathedrals' Longman 'History First 1066-1500' John Murray, 'History and Literacy in Year 7', Christine Counsell</p>
<p>SPRING TERM</p>	<p>One lesson per week</p>	<p>Classwork: 1. Examining, drawing and labelling the features of a motte and bailey castle ('Thinking Skills' book). 2. DART: the siege of Bedford Castle, 1224 (literacy). 3. 'Siege!' - attacking and defending a castle (Rochester or Kenilworth). 4. Brochure on Beaumaris Castle (ICT / 'History First', p.68, 72-75). 5. Assessment 3: Test on Castles (NC Level). Homework: Essay: 'How and why did castles develop over time?' (AFL) Extension work: Castle for Sale brochure (ICT).</p>
<p>Weeks 1-5</p>	<p>Change over time: Castles 1066-1500 5. How and why did castles change over time? WALT: (a) Identify and explain the main features of different types of castles. (b) Examine the methods of besieging and defending a castle. (c) Analyse how and why castles declined over time.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Identify and describe the features of different types of castles. (ii) Use appropriate vocabulary and terminology to describe a castle under siege and life in a castle. (iii) Explain how and why castles first emerged under William I, how they developed over time and why they declined in the 16th century.</p>	

<p>Week 6</p>	<p>The Medieval Church 6. What impact did the Church have on people's lives? WALT: (a) Identify and explain the importance and role of the parish church / priest in medieval life.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Identify and explain the importance and range of activities undertaken by the medieval church.</p>	<p>Classwork: 1. Analysing / labelling / drawing a doom painting. 2. The Seven Deadly Sins. 3. Comprehension exercise on the power of the church.</p> <p>Homework: Design a job poster for a parish priest.</p> <p>Extension work: Drawing / making a stained glass window.</p>
<p>Weeks 7-9</p>	<p>Who was in control: Church or State? 7. Why did Henry and Becket's quarrel turn bitter and fatal? WALT: (a) Examine how and why Thomas Becket was murdered. (b) Consider the validity of differing interpretations of the murder of Becket.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Produce a structured account of Becket's life. (ii) Identify and explain the reasons why Becket and Henry II became enemies. (iii) Evaluate the reasons behind Becket's death.</p>	<p>Classwork: 1. 'Thomas Becket, This is your Life!' 2. Police or news report about Becket's death.</p> <p>Homework: Essay: 'Why did Henry and Becket's quarrel end in murder?' (History and Literacy in Year 7, Chapter 2 / AfL)</p> <p>Extension work: Write a play about the death of Becket.</p>
<p>Weeks 10-12</p>	<p>The Power of the Monarchy 8. Who was stronger: the King or the Barons? WALT: (a) Investigate and evaluate different interpretations about the reputation of King John. (b) Examine the importance of the Magna Carta in the development of parliamentary democracy.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Examine a variety of sources to make judgments about King John. (ii) Explain why King John lost the support of his barons. (iii) Demonstrate an understanding of the importance of the Magna Carta as a political document.</p>	<p>Classwork: 1. 'King John, This is your Life!' 2. Reporting to John: what problems does he face? 3. Create a modern day charter based around civil liberties / humanitarian issues (Citizenship). 4. Assessment 4: 'Was John really a bad king?' (History Grand Prix / NC Level)</p> <p>Homework: Examining a range of sources about the reputation of King John.</p>

<p>SUMMER TERM</p>	<p>One lesson per week</p>	<p>Main Textbooks: Quest 'The Medieval World' SHP 'Re-Discovering Medieval Realms' Collins 'Presenting the Past 1' Longman 'History First 1066-1500' QCA, 'History Teacher Assessment Activities'</p>
<p>Weeks 1-2</p>	<p>Medieval Life, Society and People: Town and Country 9. Did medieval peasants have a hard life? <u>WALT:</u> (a) Extract information from a range of sources to find out about rural life. (b) Categorise information relating to life in medieval villages.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Select and interpret information from a variety of sources about peasant life, e.g. Luttrell Psalter, extract from 'Piers Ploughman' etc. (ii) Make judgments about the hardships and draw conclusions about the good and bad aspects of medieval rural life.</p>	<p>Classwork: 1. Labelling and describing the main features of a medieval village, e.g. Wharram Percy. 2. A letter of complaint to the lord from a villein.</p> <p>Homework Designing one month of a medieval farming calendar / making a board game about the peasant's year (AfL).</p> <p>Extension work: Researching a medieval job.</p>
<p>Weeks 3-4</p>	<p>10. What was it like living in a medieval town? <u>WALT:</u> (a) Identify and describe the main features of medieval town life. (b) Carry out an investigation into life in medieval London.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Select and evaluate a variety of sources about the advantages and disadvantages of living in a town. (ii) Demonstrate detailed knowledge of life in medieval London.</p>	<p>Classwork: 1. A TV documentary on medieval town life. 2. Designing a badge for a merchant's guild. 3. Assessment 5: Sourcework on the role of women in medieval society (NC Level).</p> <p>Homework: Design a leaflet for medieval travellers to London.</p> <p>Extension work: Research medieval crimes and punishments, sports and pastimes.</p>
<p>Weeks 5-7</p>	<p>11. Why was the Black Death so terrifying? <u>WALT:</u> (a) Investigate the origins, causes and spread of the Black Death. (b) Examine the nature and impact of the Black Death upon English and European societies.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Describe the beliefs underpinning medieval medicine.</p>	<p>Classwork: 1. Medieval medicine handbook. 2. Medieval explanations of the Black Death. 3. Create a cure for the Black Death using contemporary remedies.</p> <p>Homework: Diary entry / story / newspaper report</p>

<p>Weeks 8-10</p>	<p>(iii) Identify some differences between medieval beliefs and attitudes and those of the present day. (ii) Plan and produce a structured account of the Black Death.</p> <p>12. Why did the Peasants revolt in 1381?</p> <p>WALT: (a) Evaluate the reasons behind the Peasants' Revolt. (b) Investigate the events surrounding the death of Wat Tyler using contemporary sources.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Identify and explain the causes of the Revolt and make links between them, e.g. resentment at government taxes, preaching of radical priests (John Ball) and the impact of the Black Death. (ii) Evaluate a range of sources to investigate the death of Wat Tyler.</p>	<p>on the Black Death (ICT / AFL).</p> <p>Classwork:</p> <ol style="list-style-type: none"> 1. BBC news report on the Peasants' Revolt. 2. Creating a Peasants' Charter. 3. Sourcework - Interpretations of the Death of Wat Tyler. 4. Assessment 6: 'Was life nasty, brutish and short for all people in medieval Britain?' (Teacher assessment activities, p.16-28 / NC Level). <p>Homework: Writing a speech about the grievances of the peasants.</p> <p>Extension work: Making a protest placard for the peasants revolt.</p>
<p>Weeks 11-13</p>	<p>The First Crusade</p> <p>13. How and why did the First Crusade occur?</p> <p>WALT: (a) Find out 'What is Islam?' 'What was a Crusade?' (b) Examine the clash of culture and religion that took place during the First Crusade. (c) Discover that the Crusades failed in the long-term to displace Islamic civilisation. (d) Investigate the career of Salah al-Din and the different ways he has been interpreted in the West and Middle East. (e) Evaluate the effects of the First Crusade in Europe.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Explain some of the central features of Islam as a religion, making accurate use of technical terms. (ii) Construct an analytical timeline that correctly details different key events in the story of the First Crusade. (iii) Categorise and explain the effects of the First Crusade on Western Europe.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> 1. Timeline of the First Crusade. 2. Mapping the journey of a crusader on a map. 3. Write a letter to parents explaining the reasons for going on a crusade. 4. Assessing the effects of the Crusade on European society. <p>Homework: Designing a crusader shield of arms.</p> <p>Extension work: Biography of Richard the Lionheart and Salah al-Din.</p>

2009-10

Year 7 Key Stage 3 HISTORY Curriculum

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