

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 7 Term 1	Unit: 2. How did a French man become King of England?
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Unit objectives: (NC Statements)

We will be studying how not one, but *three* battles completely transformed the country forever. This will involve looking at the contenders and their different tactics.

Students will know the significance of 1066- 2 invasions, 3 battles, 3 kings. Identify, explain, categorise and prioritise reasons for William's success at the Battle of Hastings. Students will know how to read interpretations and sources from the past as evidence and reflect on the question – How did Harold Godwinson die, using the evidence to come to a historical judgement based on the evidence provided. We will also be introducing the important disciplinary knowledge you'll need to be a successful historian, such as identifying and selecting specific knowledge, explanation and forming strong judgements.



Context for study:

KS2 students from MAT primary have been taught historical concepts such as chronology- cause and consequence – and how knowledge is constructed from past sources. Much of this is from Year 6 with the History Primary Curriculum. Student have previously studied this in Primary school with the study of topics such as early civilisations, Normans, as well as a British period after 1066. The purpose is to build on this foundation of knowledge, to revisit learning from the KS2 curriculum. To ensure all students from in the MAT and outside of the MAT have the same building blocks of knowledge of how a French man became King of England.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know how people lived in England in the 1060s

Know where the name **Bloxham** originates

Know that the population of England was very small in comparison to what it is today, and that most people lived off the land, working in Agriculture/ farming.

Know what the word **Medieval** means and which time period this refers to, know that Medieval can also be called the '**Middle Ages**'

Know what a **peasant, Anglo-Saxon, serf, nobleman** and **nobility** mean

Identify key features of **Medieval Bloxham**, style of homes, what people did in the village for a living.

Know what an **Archaeologist** does

Know how to read historical evidence and make **inferences**.

Know what a **hypothesis** is and be able to change one after based on the evidence available

Know why there were bodies found in a field in **Riccall**

Know why 1066 was a year of crisis

Know that **Edward the Confessor** did not name an **heir**

Know that **Harold Godwinson** was the strongest English **noble** who made himself king on Edward's death

Know who was **Harald Hardrada** and how he tried to take the throne from Harold. (Textbooks offer numerous spellings for Hardrada)

Know who was **William Duke of Normandy** and the reasons why he thought he should be king

Know the disciplinary knowledge of how to structure written historical explanations using a PEEL framework (this is used through ks3, ks4, ks5)

Know how medieval battles were fought

Know how different people from different countries fought with different weapons and tactics

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Know when the **Battle of Fulford** was – 20 September 1066, know how the loss of this battle of the English **Earls** to the Norwegian invaders then had a knock-on effect for **King Harold** having to march north to defeat the Norwegians at the Battle of **Stamford Bridge** 25 September, the knock-on effect of this then meaning Harold was at the wrong end of the country or at a correct state of preparedness to face the invasion from Normandy at the Battle of **Hastings** 14 October 1066.

Know how **Harold Godwinson** won the **Battle of Stamford Bridge**.

Know the impact of location of battles, that marching to the north of the country facing a battle then having to march to the south coast and face another invading force resulted in a weakened force, best soldiers already being dead, wounded, tired.

Know the impact of having more than one invading force to battle and defend your throne against

Know the 3 battles, 3 kings, 2 invasions of 1066

Know what is the **Bayeux Tapestry**, know who made it, know where it now is, know what you can learn about 1066 from this **artefact**

Know the significance of the **Bayeux Tapestry** as a piece of historical evidence

Know the events of the **Battle of Hastings**, know the reasons for **Harold Godwinson** losing the Battle and know the reasons why **William of Normandy** won the battle.

Know the importance of medieval battle tactics, weapons, preparedness, leadership, luck in winning a medieval battle

Know what Senlac Hill was and the importance of holding the high ground in a medieval battle

Know what fyrd, housecarl, mercenary, cavalry, shield wall, archers were

How did **Harold Godwinson** die?

Know what an **interpretation** is and how they are made.

Know how the background of an author can influence their account of an event

Know that higher members of society spoke in **Latin, leaders of the Church, nobility, monarchs**.

Know how to read **interpretations** of the past and infer meaning.

Know how to construct an **historical argument**

Know how to make a historical judgement and support that judgement with historical evidence

Tier 2

Monarch, Military, Normandy, Contenders, Hostages, Supplies, Invasion, Tactic, Pope, Defeated, tapestry, retreated, cavalry.

Tier 3

Heir, longboats, earls, Stamford bridge, armour, knight, chain mail, battle axe, shield wall

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

What is a Norman, what is a French man, what is the difference between Normandy and France.

How do armies travel around the country in 1066- awareness of no means of transport and the fastest means of transport in 1066 being a horse. Knowing that the upkeep of horses was expensive, so most of a medieval army walked, carrying their weapons, food, equipment, carts pulled by horses were made with wooden wheels.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

- *Use of tier 2 tier 3 pre-teaching of vocabulary*
- *Use of medieval interpretations of the time*
- *Live modelling of structured written explanations with supporting evidence*

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That an interpretation is not useful as it is 'bias' this is not a word we use, all interpretations are useful for illustrating different perspectives from that time.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

The assessment will be 4 questions:

- How do you know interpretation A was made by a supporter of Duke William of Normandy? (4)
- In what ways are the interpretations of _____'s death different? (8)
- Explain why _____ won the Battle of Hastings. (8)
- How did Harold Godwinson die?