



Subject: History	Year Group: 7	Unit: How did William consolidate his power?
Unit objectives: (NC Statements) Students will gain an understanding of how the Battle of Hastings led to a complete change of English politics and royalty.		
Context for study: In this topic, we will be setting the scene for most of our studies in year seven – the Medieval period. At the beginning of year 7, students will have encountered the Battle of Hastings and how William the Conqueror came to power on 25th December 1066. Here, we will look at how William established himself as king and ensured that the country was firmly under his control throughout his reign. The knowledge from this unit of work facilitates engagement for study throughout year 7 and into year 8 – William’s consolidation laying the foundation for the behaviour of many future English monarchs. It is this behaviour and attitude which leads to rebellions from the people and later, a Civil War.		
Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i>		
Tier 3 Tier 3 language- Anglo-Saxon, Feudal System, Baron, Knights, Peasants, Villeins, Domesday Book, Motte, Bailey, Drawbridge, Earldoms Tier 2 words- loyalty, taxation, conquest, siege, rebellions, coronation, oppress, harrying, fort		
<ul style="list-style-type: none"> Students will know who William the Conqueror was and how he came to be crowned King of England in December 1066. Know what harrying of the north is Students will know the problems William faced when he came to the throne, namely the rebellions in the North which threatened his reign. Students will know how William dealt with these issues, the harrying of the North ensuring that others would not want to go against William. Students will know what the Feudal System is, a hierarchy of power that William put in place to secure control over his people. With the King at the top, followed by the Barons, followed by the knights and then finally the peasants/ villeins, this system ensured that groups in society were under the control of another – responsibility not just falling on William himself. Students will know what the Domesday Book is, a book William ordered to be created in order to record what households in England owned. This helped William determine people’s wealth and how much tax they could afford to pay. Students will know the design of Motte and Bailey Castles which William built across England to provide protection and show the Normans power and strength. Know the defensive features of these castles, such as the Motte, Bailey, drawbridge, moat and curtain wall. Students will know how Motte and Bailey Castles developed over time to make them stronger and better for protection. For example, the move towards stone keeps and curtain walls. Students will know why castles were built in our local area. For example, Warwick Castle, Banbury Castle, Deddington Castle and Oxford Castle. 		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i>		Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i>
<ul style="list-style-type: none"> Confusion between Harald Hardrada, Harold Godwinson, and William the Conqueror. 		Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.

The Warriner School Subject Curriculum Map

<ul style="list-style-type: none">▪ Inaccurate prior knowledge on the fight for the English throne following the death of Edward the Confessor.▪ Confusion between Normans and Anglo-Saxons.▪ Confusion between the Domesday Book and the Feudal System.▪ Confusion between different aspects of castles. Especially mottes and moats. <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as the Domesday Book.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>On the next unit, a summative assessment of key knowledge – short answer questions.</p> <p>Consistent focus on how each event helped William to keep control of England. E.g. The Harrying of the North, the Feudal System, the Domesday Book and castles.</p> <p>Students will demonstrate understanding of how to analyse historical evidence such as the Domesday Book.</p>	