

Scheme of Learning: Year 7

Topic Sequence:

1	2	3	4	5	6	7	8
What is History?	The Norman Conquest	The Silk Roads	Religion and the Medieval Monarchy	Life in the 14 th Century	Religion and the Tudors	Tolerance in Tudor England	The English Civil War

Topic Overview:

This unit sees students explore the key question “How far was The Norman Conquest a seismic change?” The aim of this unit is for students to be able to explain how and why The Norman Conquest took place and form judgements on how far life changed for certain groups. This unit begins where there KS2 study of History should finish, continuing the chronological narrative that will eventually see students learning about modern world history.

The Unit is centred around the book by Marc Morris entitled “The Norman Conquest.” In which he gives the interpretation that England experienced “greater and more seismic change than at any point before or since.”

The unit does not just cover Norman England, we also consider what is happening around the medieval world, exploring medieval kingdoms such as African Kingdoms and The Silk Roads. The knowledge of The Silk Roads will help students to understand the second unit of study too.

Lesson Sequence:

Students will begin by exploring Medieval Kingdoms from around the world. They will look at where civilizations were based, how wealthy they were and how countries were linked together. This helps to give students the understanding that Norman England is part of a connected medieval world.

The next few lessons are focused on England before The Norman Conquest. This is a critical part of the unit as they will need to be reflecting on the extent of change. For example, did Peasants daily life change? Did the lives of women change?

In order to understand why some Historians might argue that the Norman Conquest was a seismic change, students are then going to need to understand the conquest itself. We begin by analysing the situation in January 1066 with Edward the Confessor’s death. Students learn about who claimed the throne and why. For example, we will look at how William of Normandy alleged he was promised the Throne by Edward. Within this, we will also think critically about the usefulness of the Bayeux Tapestry as a historical source.

Following this, we will examine the events of 1066 so that students are able to give a chronological narrative of how William became King of England. We will look at how William dealt with rebellions, how society was organised and whether the lives of different groups in society changed significantly. We explore the story of Gytha, from the Godwin family, which is excellent at giving students an understanding of the prominence some wealthy women in medieval times rose to.

Sequence of Lessons:

1	What was happening in the world in the 11 th century?
2	What was England like before 1066?
3	Why was there a succession crisis in England in 1066?
4	Why did William become king of England in 1066?
5	How far was the Feudal system a change?
6	How did William deal with rebellions?
7	What was life like in a Norman village?
8	What can the story of Gytha teach us about Norman women?
9	What does The Domesday Book teach us?
10	Assessment revision
11	Assessment
12	Feedback

Topic Resources:

Knowledge Map:	1- Norman Conquest	Any other Resources:	N/A
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Assessment:

Knowledge:	Multiple choice knowledge test
Application of Knowledge:	Students will be assessed on their ability to explain the extent of change and continuity in two differing examples e.g Peasant’s Life.

Supportive Reading:

Any supported reading listed here	Marc Morris- <i>The Norman Conquest</i>