

**Barnsley Academy – Year 7 History Curriculum**  
**Scheme of Work – 2023-24**

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	Welcome to History!	History baseline assessment
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>History is the study of the past.</li> </ul>	N/A
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Definition of chronology</li> <li>Difference between B.C and A.D.</li> <li>Definitions of decade, century and millennium.</li> <li>Definition of inference.</li> </ul>	N/A
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Chronology task</li> <li>How to make an inference</li> </ul>	N/A
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Chronology task</li> <li>Tollund Man inference task.</li> </ul>	N/A
<b>Assessment (Informal/Formal)</b> Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement.	Circulation Green pen improvement / self-assessment
<b>Resources</b> (Hyperlink)	N/A	N/A
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation	Seating plan and circulation. Chunk reading. Highlight key words and define

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	What were the key features of the Roman Empire?	How did the Roman Empire begin?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Understanding of chronological order – Rome is at the start of our chronology in KS3 history.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of chronological order – Rome is at the start of our chronology in KS3 history.</li> <li>Geographical location of Rome.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Rome started as a democratic republic governed by a senate and two consuls.</li> <li>Eventually ruled by an emperor who had absolute power.</li> <li>Britain was conquered by the Romans in 43A.D.</li> <li>Latin was the main language spoken in the Roman Empire – common language made trade, migration and expansion much easier.</li> </ul>	<ul style="list-style-type: none"> <li>Romulus and Remus raised by the wolf Lupa.</li> <li>Two twins represent the two consuls who later governed Rome.</li> <li>Romulus killed Remus and named the city of Rome after himself.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model comprehension/SFD task.</li> <li>Model ‘describe two features’ task.</li> <li>Model Point, SFD, Explanation paragraph task.</li> </ul>	<ul style="list-style-type: none"> <li>Model how to identify key SFD in long texts and highlight it.</li> <li>Model answering in full sentences.</li> <li>Model chronology task.</li> <li>Model Point, SFD, Explanation paragraph task.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>SFD comprehension questions</li> <li>4 Mark features question</li> <li>Extended writing – paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension questions.</li> <li>Chronology task</li> <li>Extending writing – paragraph.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement. Visualiser for paragraph feedback	Circulation Green pen improvement / self-assessment Live feedback Visualiser for paragraph feedback
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation	Seating plan and circulation. Chunk reading. Highlight key words and define

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	How did the Roman Empire become so powerful?	Why did the Roman Empire collapse?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Legend of Romulus &amp; Remus</li> <li>Latin was the language spoken across the empire.</li> <li>Rome went from a democratic republic to ruled by an emperor with absolute power.</li> </ul>	<ul style="list-style-type: none"> <li>Two classes in Roman society – Plebians and Patricians</li> <li>They allowed other civilisations to keep their culture when conquered.</li> <li>Built roads across the empire.</li> <li>Strong trade and agriculture promoted growth.</li> <li>Rome had a standing, full-time, army.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Two classes in Roman society – Plebians and Patricians</li> <li>They allowed other civilisations to keep their culture when conquered.</li> <li>Built roads across the empire.</li> <li>Strong trade and agriculture promoted growth.</li> <li>Rome had a standing, full-time, army.</li> </ul>	<ul style="list-style-type: none"> <li>Rome declined gradually because of corruption, infighting and constant attacks.</li> <li>In 285A.D the Roman Empire is divided into East and West.</li> <li>The fall of the Roman Empire begins the period known as the Dark Ages.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model full sentence writing for comprehension questions.</li> <li>Model categorising task.</li> <li>Model paragraph writing using step by step guide built into slides.</li> </ul>	<ul style="list-style-type: none"> <li>Model Big Class Read highlighting.</li> <li>Model writing of full sentences.</li> <li>Model categorising task.</li> <li>Model paragraph if needed.</li> <li>Model diamond-9 plenary.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Comprehension questions.</li> <li>SFD categorising task.</li> <li>Point, SFD, explanation paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>SFD categorising task</li> <li>Point, SFD, Explanation paragraph</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation. Chunk reading. Highlight key words and define.	Seating plan and circulation. Chunk reading. Highlight key words and define.

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	Why was the classical world important?	Why was Constantinople such an important city by 1100?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>Geographical location of Rome.</li> <li>Governance of Rome.</li> <li>Chronological understanding where Rome is in KS3 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>The Roman Empire collapsed into the Eastern and Western Empire.</li> <li>Both the East and West empires were Christian.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Ancient Greece and Ancient Rome were very similar.</li> <li>The Romans were inspired by a lot of what the Greeks.</li> <li>The Greeks created organised sport, democracy, philosophy, etc.</li> <li>Roman engineering spread throughout the world – roads, aqueducts, etc.</li> <li>Both civilisations provided strong governance and amassed a wealth of knowledge that was lost when they collapsed.</li> </ul>	<ul style="list-style-type: none"> <li>Constantinople became the capital of the Eastern Roman Empire.</li> <li>The Eastern Roman Empire later became known as the Byzantine Empire.</li> <li>Constantinople was originally called Byzantium but was renamed by Emperor Constantine 330A.D.</li> <li>Many saw Constantinople as the ‘heart of Christendom’ which rivalled Catholicism in Rome.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model importance explanation task.</li> <li>Model paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Model highlighting of text.</li> <li>Model categorising task.</li> <li>Model paragraph writing if needed.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>SFD table based on embedded videos.</li> <li>Importance explanation task.</li> <li>Point, SFD, explanation paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Categorising task.</li> <li>Point, SFD, Explanation paragraph.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb">https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation. Chunk reading. Highlight key words and define.	Seating plan and circulation. Chunk reading. Highlight key words and define.

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	What does the location of Baghdad reveal about the Muslim world in the Dark Ages?	Why was the House of Wisdom important?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>• Geographical location of Rome and Constantinople.</li> <li>• Understanding of chronology and historical dating (B.C. and A.D.)</li> <li>• Constantinople valued knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions of key terms – Caliph, Dynasty &amp; Tax.</li> <li>• Baghdad was first built and ruled by Caliph Al-Mansur of the Abbasid dynasty.</li> <li>• Baghdad was built in a perfect circle and they used the stars to determine when to start building.</li> <li>• Baghdad was in a central position in the Islamic World.</li> <li>• Baghdad was built between two rivers, the River Tigris and the River Euphrates.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>• Definitions of key terms – Caliph, Dynasty &amp; Tax.</li> <li>• Baghdad was first built and ruled by Caliph Al-Mansur of the Abbasid dynasty.</li> <li>• Baghdad was built in a perfect circle and they used the stars to determine when to start building.</li> <li>• Baghdad was in a central position in the Islamic World.</li> <li>• Baghdad was built between two rivers, the River Tigris and the River Euphrates.</li> </ul>	<ul style="list-style-type: none"> <li>• The caliphs and scholars of Baghdad valued knowledge greatly.</li> <li>• As the centre of the Islamic world traders would bring knowledge from their travels.</li> <li>• When the Greek Library of Alexandria fell in Egypt that knowledge was moved to Constantinople then to the House of Wisdom in Baghdad.</li> <li>• Scholars in the House of Wisdom translated old knowledge and used to to find new knowledge.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>• Model full sentence writing for comprehension questions.</li> <li>• Model importance explanations task.</li> <li>• Model paragraph writing using step by step guide built into slides.</li> </ul>	<ul style="list-style-type: none"> <li>• Model Big Class Read highlighting.</li> <li>• Model writing of full sentences.</li> <li>• Model paragraph if needed.</li> <li>• Model jumble plenary.</li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>• Comprehension questions.</li> <li>• Importance explanation task.</li> <li>• Point, SFD, explanation paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Inference grid.</li> <li>• Comprehension questions.</li> <li>• Point, SFD, Explanation paragraph.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>• Cold Call questioning on prior knowledge and to check comprehension.</li> <li>• Live feedback of paragraph.</li> <li>• Visualiser of paragraphs (WWW/EBI).</li> </ul>	<ul style="list-style-type: none"> <li>• Cold Call questioning on prior knowledge and to check comprehension.</li> <li>• Live feedback of paragraph.</li> <li>• Visualiser of paragraphs (WWW/EBI).</li> </ul>
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw">https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw">https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation. Chunk reading. Highlight key words and define.	Seating plan and circulation. Chunk reading. Highlight key words and define.

The Ancient & Classical World	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	What does the development of knowledge in Baghdad reveal about the Muslim world?	How did medicine and science develop in medieval Baghdad?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	<ul style="list-style-type: none"> <li>The caliphs and scholars of Baghdad valued knowledge greatly.</li> <li>As the centre of the Islamic world traders would bring knowledge from their travels.</li> <li>When the Greek Library of Alexandria fell in Egypt that knowledge was moved to Constantinople then to the House of Wisdom in Baghdad.</li> <li>Scholars in the House of Wisdom translated old knowledge and used to to find new knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Definitions – Astrology, Astronomy &amp; Astrolabe.</li> <li>The Caliphs Euclid’s book on Geometry titled the Elements (Euclid was an Ancient Greek mathematician whose work was almost lost.</li> <li>Astrolabes were inventions that used the stars to help travellers navigate.</li> <li>Al-Masudi was an Islamic scholar who travelled far and wide to acquire knowledge.</li> </ul>
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	<ul style="list-style-type: none"> <li>Definitions – Astrology, Astronomy &amp; Astrolabe.</li> <li>The Caliphs Euclid’s book on Geometry titled the Elements (Euclid was an Ancient Greek mathematician whose work was almost lost.</li> <li>Astrolabes were inventions that used the stars to help travellers navigate.</li> <li>Al-Masudi was an Islamic scholar who travelled far and wide to acquire knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Definitions – Antiseptic, Anatomy &amp; Encyclopaedia.</li> <li>Galen – Roman Doctor</li> <li>Al-Razi – Islamic Doctor</li> <li>The House of Wisdoms translations and acquiring of knowledge aided in the development of science and medicine.</li> <li>New ideas spread out from Baghdad around the world – including Medieval Europe.</li> </ul>
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	<ul style="list-style-type: none"> <li>Model full sentence writing for comprehension questions.</li> <li>Model importance explanations task.</li> <li>Model paragraph writing using step by step guide built into slides.</li> </ul>	<ul style="list-style-type: none"> <li>Model Big Class Read highlighting.</li> <li>Model writing of full sentences.</li> <li>Model paragraph if needed.</li> <li></li> </ul>
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	<ul style="list-style-type: none"> <li>Comprehension questions.</li> <li>Point, SFD, explanation paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Inferences from images.</li> <li>Comprehension questions.</li> <li>Point, SFD, Explanation paragraph.</li> </ul>
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>	<ul style="list-style-type: none"> <li>Cold Call questioning on prior knowledge and to check comprehension.</li> <li>Live feedback of paragraph.</li> <li>Visualiser of paragraphs (WWW/EBI).</li> </ul>
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw">https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw</a>	<a href="https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw">https://www.bbc.co.uk/bitesize/topics/z4v6m39/articles/zw8nhcw</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation. Chunk reading. Highlight key words and define.	Seating plan and circulation. Chunk reading. Highlight key words and define.



The Norman Conquest	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	What happened when the Romans left Britain?	What was life like in England before 1066?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	Romans ruled since AD43 Romans established democracy Roman empire was run from Italy Romans established Christianity	Romans left in 410. England had been invaded multiple times.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	Romans left in 410 Romans used soldiers from across the world. Angles and Saxons ruled 450-700 Viking ruled 793-1035	England was a Catholic country. Population was 1.5-2.5 million. Edward the Confessor was King of England in 1066. Most people worked on land owned by the Lord.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Model full sentences of comprehension questions Model describe question- feature/SFD x2	SFD hunt modelled Full sentences modelled. Describe sentence modelled.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Comprehension questions Describe sentence. Full describe answer.	SFD hunt. Comprehension questions Describe sentence.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement Visualiser for 4 mark questions. Describe two features of Britain under the Romans Describe two features of Britain after the Romans	Circulation Live feedback Green pen improvement Visualiser for 4 mark questions. Describe two features of life in Britain before 1066.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation Migration explained as a concept	Seating plan and circulation. Chunk reading. Highlight key words and define- eg. Infant mortality.

	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	Who should be King in 1066?	What happened at the battle of Stamford Bridge?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	Edward the Confessor ruled England. England had been invaded numerous times.	Edward died without an heir. 4 contenders for the throne.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	Edward without an heir Four separate claimants to the throne Harold Godwinson, William of Normandy, Harald Hardrada, Edgar the Atheling.	Harold Godwinson is King of England Harold Godwinson travelling 185 miles north in 4 days Harald Hardrada dies English launch a surprise attack.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Edgar Atheling table modelled. Explain why xxx had a claim to the throne- Point, SFD, Explanation.. Hardrada model given, Godwinson as we do, William independent.	Model full sentences for comprehension questions. Model geography of England with map on board. Explain why Harold Godwinson won at the Battle of Stamford Bridge- point, SFD, explanation.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Strength and weakness table. Explain why xxx had a claim to the throne in 1066.	Comprehension questions Explanation paragraph.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement Visualiser for explanation paragraph. Explain why xxxxx had a claim to the throne in 1066.	Circulation Live feedback Green pen improvement Visualiser for explanation paragraph. Explain why Harold Godwinson won at the Battle of Stamford Bridge.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan and circulation. Contenders chunked- done one by one. Ensure understanding of heir—used throughout 5 years.	Seating plan and circulation. Geographical understanding of England may be weak. Stamford Bridge is in the North, France is South, Hastings is South. Chunk reading.



	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	How did William of Normandy become King of England?	Explain why William won at Hasting. Extended writing.
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	Harald Hardrada defeated at Stamford Bridge William of Normandy based in France Edward the Confessor died with no heir	14 <sup>th</sup> October 1066. Harold Godwinson vs William of Normandy. Harold Godwinson had fought at Stamford Bridge. 185 miles walked in 4 days.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	Harold Godwinson march south unprepared to face William of Normandy William of Normandy wins battle of Hasting Harold Godwinson dies William of Normandy becomes William the Conqueror and King of England 14 <sup>th</sup> October 1066	Tactics- feigned retreat Luck- wind changed to allow William to sail earlier. Godwinson's army marched 185 miles north and back south.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Guided reading questions modelled Categorisation task modelled.	Planning- luck section completed. Answer structure- point, SFD, explanation x3.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Guided reading categorisation	Explain why William won at Hastings.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement	Explain why William won at Hastings. Deep mark
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan, circulation and teacher support. Clarity that this is a different battle to Stamford Bridge. Harold Godwinson is different to Harald Hardrada.	Seating plan, circulation and teacher support. Split into paragraphs with timer for LAP groups but expectation remains three paragraphs of independent work. Focus on causation and explanation. Key phrase 'This meant William won because...'

	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	How did William strengthen his position after Hastings? The Harrying of the North	How did William strengthen his position after Hastings?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	William won at Hastings- 14 October 1066. Defeated Harold Godwinson. William was from Normandy.	William won at Hastings- 14 October 1066. Defeated Harold Godwinson. William was from Normandy. Immediate rebellions stopped through the Harrying of the North.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	Took place in 1069 Stopped rebellions by destroying villages around York and Durham. 100,000 died.	Set up the Feudal system- King, Lords/Barons, knights, peasants. Took land away from English nobles. Domesday book 1086- first mention of Barnsley- record incomes/tax.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Table note taking task modelled. Explain how the Harrying of the North increased William’s power- point, SFD, explanation.	Model comprehension questions Model feudal system- additional teacher explanation. Model first problem on table. Explain how Willim strengthened his position after Hastings.- perfect paragraph analysis.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Note taking Explain how the Harrying of the North increased William’s power.. Plenary quiz.	Comprehension questions Problem/solution table. Explain how Willim strengthened his position after Hastings.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement Explain how the Harrying of the North increased William’s power. Plenary quiz.	Circulation Live feedback Green pen improvement Explain how the William strengthened his position after Hastings.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan, teacher circulation and support. William is French and so would face opposition. Geography may be weak. York and Durham in the North of England.	Seating plan, circulation and teacher support. Domesday book is pronounced Doomsday. Comparison of feudal system to hierarchy within a school can help understanding.

	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	How did William use castles to control England?	Closing the Gap
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	William was French- needed to stop rebellions. Domesday book, feudal system and Harrying of the North helped to increase his control.	14 <sup>th</sup> October 1066. Harold Godwinson vs William of Normandy. Harold Godwinson had fought at Stamford Bridge. 185 miles walked in 4 days.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	The first castles were wooden motte and bailey castles. Castles built in rebellious areas. Wooden castles were quick and easy to build, rebuilt in stone when rebellions calmed	Tactics- feigned retreat Luck- wind changed to allow William to sail earlier. Godwinson's army marched 185 miles north and back south.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Model full sentences for comprehension questions. Definitions of features for castle label. Describe two features of a motte and bailey castle- feature, description x2.	Structure discussed- Point, SFD, explanation x3 Model paragraph analysed
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Comprehension questions. Labelling Gap fill. Second feature of describe question.	CTG improvement task Knowledge test
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement Describe two features of a motte and bailey castle. Describe two features of William's control of England.	Deep mark of answer before lesson. Circulation Life feedback Green pen improvement Visualiser for CTG improvement show call.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan, teacher support and circulation. The first castles were wooden. Misconceptions- not all castles had a moat, Kings did not live in the castles.	Seating plan, teacher circulation and support. Ensure clear and specific feedback- actionable tasks.

	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	Why was a castle built at Pontefract?	How far did the Norman conquest change England?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	Castles built to increase power after Hastings. Castles given to Lords and Barons in return for loyalty. First castles were motte and bailey castles.	Norman conquest from 1066. William was French. Control through castles, Domesday book and feudal system. Most ordinary people worked for the Lord. Christianity main religion prior to 1066.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	Pontefract castle was built by Ilbert De Lacey. Located on the Great North Road. Located close to the River Aire.	Land taken from English nobles and given to Norman barons. Forest laws introduced. Castles built to maintain control. French language influenced English for example beef.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Model categorising tasks. Definition of military, economic and geographical. Explain why a castle was built at Pontefract- Point, SFD, explanation.	First row of table modelled. Change- before and after. Explain how England changed following the Norman conquest- point, SFD, explanation. Modelled paragraphs with focus on the change explanation.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Categorising reasons. Judgment of importance for reasons. Explain why a castle was built at Pontefract.	Table. Explanation paragraph about religion.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live feedback Green pen improvement Explain why a castle was built at Pontefract.	Circulation Live feedback Green pen improvement Explain how England changed following the Norman conquest.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan- teacher circulation and support. Aware of geographical knowledge. Show Pontefract on a map relative to Barnsley.	Seating plan, teacher circulation and support. Understanding of feudal system is key to understand the reallocation of land.

	Lesson 1	Lesson 2
<b>Lesson Focus</b> Big Picture – success criteria.	Explain how William controlled England after winning the Battle of Hastings. Extended writing practice.	How far had England been transformed by 11000?
<b>Prerequisite Knowledge</b> What knowledge are they building on (previous units/years)? Informs Do Now/Retrieval.	Harrying of the North 1069 Domesday book 1086 Castles from 1066 Feudal system- king, barons, knights and peasants.	Pre 1066 conditions had declined after the Romans. Short life expectancy, worked for the Lords, dislike of foreigners and Jews.
<b>Core Knowledge</b> Key terms and agreed definitions, any other key information essential to students, succeeding. In practical subjects this can include skills.	NA- focus on extended writing.	Monasteries, abbeys, and cathedrals were built. Church courts and forest laws increased law and order. French was spoken by the clergy and nobility and influenced the English language.
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge) Name the steps that student need to take – agreed department approach.	Explanation structure- Point, SFD, Explanation x3 Paragraphs written one by one with visualiser feedback after each.	Class discussion of two drawings to identify change and continuity Definitions- Political- power and leaders. Economic- money and taxes. Social- ordinary people and relationships. Model first categorising task. Describe two features of England’s politics in 1100.
<b>Independent Practice</b> The task and reference back to the Big Picture Slide	Planning grid. Independent writing of three paragraphs.	Categorising task. Judgement task. Describe two features of England’s economy in 1100. Describe two features of England’s society in 1100.
<b>Assessment</b> (Informal/Formal) Circulation/live feedback/self-assessment/class assessment/whole class feedback (marking cycle)/quiz.	Circulation Live marking Green pen improvements Knowledge test Explain how William controlled England after winning the Battle of Hastings.	Circulation Live marking Green pen improvements Describe two features of England’s economy in 1100. Describe two features of England’s society in 1100.
<b>Resources</b> (Hyperlink)	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>	<a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a>
<b>Specific SEN(D)/EAL support</b> Overview for the lesson – can be repeated strategies	Seating plan, teacher circulation and support. Chunking of planning. Chunking writing. Sentence starters.	Seating plan, teacher circulation and support. High ability- Debate over what is meant by ‘transformed’. Consider number of people, extent of change, length of time that change lasted.