

## Scheme of Work 2020 - 2021

### Subject: History

**Year Group: Year 7**

**Express and mainstream**

**Purple indicates Active Learning tasks**

Week	Topic & Objectives	Key Activities & Specialist Terminology	Big Think Qs & Stretch	GCSE Q stem/NC strand	Homework	Lit Num SMSC Codes
1 Term for students begins Thurs 3rd September so 3rd - 4 <sup>th</sup> only.  Possibly some disruption due to transition	<b>L1 What is history? Introduction to History: (Chronology and significance)</b> <ul style="list-style-type: none"> <li>Describe events/people</li> <li>Establish chronology</li> <li>Evaluate significance</li> </ul>	Key words: Chronology, significance <ul style="list-style-type: none"> <li>Do now: Refer to and assess prior knowledge questions</li> <li>Card sort of key events/people to construct a timeline</li> <li>Reflection: Judgement of significance of these events/others</li> </ul>	What is history? (Intro to key concepts)  Evaluate importance of key events and judge most significant	GCSE stem:  'Explain the significance of'  NC strand: 'Extends chronological knowledge before 1066'	Monopolise your homework sheet 1	SMSC:  So3, So6, So7, C1, C3, C5 Sp2/5/9, M1
2 7 <sup>th</sup> Sep	<b>L1: What is history? Relevance and evidence</b> <ul style="list-style-type: none"> <li>Define History</li> <li>Describe historical skills</li> <li>Judge what History is</li> </ul> <b>L2: What is history? Sources and interpretations</b>	Key words: Evidence, connectives, quotes, relevance <ul style="list-style-type: none"> <li>Do now: Write down what you think history is.</li> <li>Read and discuss quotes about history around the room before assessing them</li> </ul> Reflection: Defining thought map about how/why we study the past  Key words: Evidence, source, interpretation, bias, inference	Assess interpretations and evidence  What can you infer?	GCSE stem:  Explain why...  What can you infer from source x about?  GCSE stem:	Monopolise your homework sheet 1	SMSC:  So3, So6, So7, C1, C3, C5 Sp2/5/9, M1

	<ul style="list-style-type: none"> <li>• Describe a source</li> <li>• Infer from a source</li> <li>• Identify viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Do now: define/Discuss key terms</li> <li>• Complete King John interpretation/source questions <b>MARK/PEER</b></li> <li>• 'Back to the Future' source usefulness activity/reflection task</li> </ul>	<p>Infer from a source Evaluate usefulness Consider NOP of sources.</p>	<p>'How useful is this source'</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>		
3 14 <sup>th</sup> Sep	<p><b>L1: Complete activities from 2-part lesson above</b></p> <p><b>L2: What is history? The mystery of the skeletons of Wharram Percy</b></p> <ul style="list-style-type: none"> <li>• Create a causation hypothesis</li> <li>• Revise hypothesis using evidence</li> <li>• Make an evaluation based on the evidence</li> </ul>	<p>As above lesson</p> <p>Key words: Hypothesis, revenant, carbon-dating, archaeologists. Heretics</p> <ul style="list-style-type: none"> <li>• Do now: Use source clues to give a hypothesis</li> <li>• Discuss and adapt the hypothesis based on further clues</li> <li>• Reflection: Write up conclusion using remaining clues/evidence</li> </ul>	<p>As above</p> <p>Infer from sources. Make judgements using evidence</p>	<p>As above</p> <p>GCSE stem: Explain why/what can you infer?</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p>	<p>Monopolise your homework sheet 1</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
4 21 <sup>st</sup> Sep	<p><b>L1 and 2: Tollund Man mystery and assessment/feed forward</b></p> <ul style="list-style-type: none"> <li>• Hypothesise</li> <li>• Use historical interpretations and sources to</li> <li>• Create own interpretation</li> </ul>	<p>Key words: Hypothesis, coroner, sacrifice, evidence</p> <ul style="list-style-type: none"> <li>• Do now: Adapt thought map on purpose/ways to study history</li> <li>• Complete investigation using sources and interpretations as clues</li> <li>• Complete assessment piece</li> </ul>	<p>What can you infer? How convincing is this?</p>	<p>GCSE stem: Explain why/what can you infer from source x? How far do you agree? How convincing is interpretation x for?</p>	<p>Monopolise your homework sheet 1</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

		<ul style="list-style-type: none"> <li>Reflection: Self assess work based on STEPS <b>DEEP MARK</b></li> </ul>		NC strand: 'Extends chronological knowledge before 1066'		
<b>PART 2 OF HALF TERM 1</b>						
5 28 <sup>th</sup> Sep	<p><b>L1: What was life like in Britain pre-1066?</b></p> <ul style="list-style-type: none"> <li>Identify and describe aspects of life in times before 1066</li> <li>Explain which group of settlers changed Britain the most before 1066</li> </ul> <p><b>L2: What do we know about crime in Roman Britain?</b></p> <ul style="list-style-type: none"> <li>Describe, explain and analyse</li> </ul>	<p>Do now: Feed forward</p> <p>Key words: Iron Age, Roman, Anglo-Saxon, Viking</p> <p>What do you think? List some possible reasons why Britain might have been seen as a prize by foreign invaders like the Vikings.</p> <p>Video clips of Britain pre-1066 – Iron Age, Roman, Anglo-Saxon, Viking and fill in sheet to provide overview of Britain pre-1066 e.g. homes, jobs, religion etc.</p> <p>Individual research on one time period adding to table – meet as a group of four (one from each time period) and feedback to complete table.</p> <p>Reflection: Rank Romans, Anglo-Saxons and Vikings /10 for group which changed Britain the most and explain decision.</p> <p>Key words: Crime against the person, Crime against property, Crime against authority</p>	<p>Which group changed Britain the most?</p> <p>Which source has the most useful content for finding out about crime in Roman Britain?</p>	<p>GCSE stem: Describe features of... Explain greatest change...</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p> <p>GCSE stem: Describe features of... Which source is most useful...</p>	Monopolise your homework sheet 1	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<p><b>different types of crimes in Roman Britain using sources</b></p>	<p>Do now: What is a crime? Introductory questions</p> <p>Definitions of Crime against the person, Crime against property, Crime against authority</p> <p>Add crimes committed in Rome under each definition and decide whether minor or major</p> <p>Paired source investigation to find out</p> <ol style="list-style-type: none"> <li>1. The types of crimes in Roman Britain</li> <li>2. How much Roman crime there was</li> <li>3. Where and when crime took place</li> <li>4. Whether crime was mainly serious or minor</li> </ol> <p>Which source has the most useful content for finding out about crime in Roman Britain?</p> <p>Reflection: 2 stars and a wish – 2 pieces of info learned and 1 new thing they would like to know</p>		<p>NC strand: 'Extends chronological knowledge before 1066'</p>		
<p>6 5<sup>th</sup> Oct</p>	<p><b>L1: How were criminals punished in Roman Britain?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify key features of Roman punishment</b></li> <li>• <b>Describe Roman punishments</b></li> </ul>	<p>Key terms: Flogging, amputation, execution, exile, rehabilitation, reparation, retribution</p> <p>Do now: Identify the punishments</p>	<p>Explain the link between crimes and punishments in Roman Britain</p>	<p>GCSE stem: Describe features... Explain why ...</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p>	<p>Monopolise your homework sheet 1</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> <li>• <b>Explain the links between Roman crimes and punishments</b></li> </ul> <p><b>L2: What do we know about crime in Anglo-Saxon England?</b></p> <ul style="list-style-type: none"> <li>• <b>Describe, explain and analyse different types of crimes and methods of catching criminals in Saxon England</b></li> </ul>	<p>Match up key word with definition – Rehabilitation, Reparation, Retribution, Deterrence</p> <p>Match crime with appropriate punishment and purpose</p> <p>Roman crimes and punishments game</p> <p>Reflection: Extended piece of writing with sentence starters. Explain the links between crimes and punishments in Roman Britain</p> <p>Key Terms: Crime against the person, Crime against property, Crime against authority ,Moral crime, Tithings, Hue and Cry , Trial by Jury, Trial by Ordeal</p> <p>Do now: Recap on definitions of types of crime and add in moral crime</p> <p>Look at the picture and identify:</p> <ol style="list-style-type: none"> <li>a) different types of crime (against the person, property, authority or moral crimes)</li> <li>b) different punishments</li> <li>c) different forms of policing and/or crime prevention</li> <li>d) different trials</li> </ol> <p>Draw and label tithing system and hue and cry – analyse advantages and disadvantages of these</p> <p>Clip and reading on types of trial – Trial by Jury and Trial by Ordeal (Cold</p>	<p>Were the different types of trial fair?</p>	<p>GCSE stem: Describe features... Explain why ...</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p>		
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		Water, Trial by Hot Iron, Trial by Blessed Bread)  Reflection: Do you think these methods were a good way to catch criminals? Explain.				
7 12 <sup>th</sup> Oct	<p><b>L1: How were criminals punished in Anglo-Saxon England?</b></p> <ul style="list-style-type: none"> <li>• Describe Anglo-Saxon punishments</li> <li>• Compare Roman and Anglo-Saxon crime and punishment</li> <li>• Assess whether Anglo-Saxon punishment was harsher than Roman punishment</li> </ul> <p><b>L2: What was crime and punishment like in Viking England?</b></p> <ul style="list-style-type: none"> <li>• Describe crimes and punishments in Viking England and the purposes of the Thing</li> </ul>	<p>Key words: Wergild, fine, hanging, drowning, whipping, mutilation, branding, stocks, exile</p> <p>Do now: Picture of branding – what do pupils think is happening? Match crime with appropriate punishment and purpose</p> <p>Clip – define blood feud and Wergild</p> <p>Pupils work out how much compensation they are owed according to the Wergild system for their missing body parts</p> <p>Compare similarities and differences between Roman and Anglo-Saxon crime and punishment</p> <p>Reflection: Were Anglo-Saxon punishments harsher than Roman punishments?</p> <p>Key Terms: Thing, Holmgang</p> <p>Do now: “Everything has a price” – pupils write down what they think the statement means</p> <p>Clip and reading – pupils describe “The Thing” and its purposes</p>	<p>Were Anglo-Saxon punishments harsher than Roman punishments?</p> <p>“The Viking system of crime and punishment punished offenders fairly”. Do you agree?</p>	<p>GCSE stem: Describe features ... Compare similarities/differences ...</p> <p>NC strand: ‘Extends chronological knowledge before 1066’</p> <p>GCSE stem: Describe features ... Explain ... Judge....</p> <p>NC strand:</p>	<p>Monopolise your homework sheet 1</p>	<p>SMSC:  So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> <li>• <b>Compare Viking with Roman and Anglo-Saxon crime and punishment</b></li> <li>• <b>Analyse the Viking system of law and punishment</b></li> </ul>	<p>List and discuss crimes committed in Viking England</p> <p>Pupils work in groups of four to act out a Thing, decide punishments to crimes - murder, stealing, witchcraft, insults</p> <p>Compare Viking with Roman and Anglo-Saxon crime and punishment</p> <p>Reflection: "The Viking system of crime and punishment punished offenders fairly". Do you agree?</p>		'Extends chronological knowledge before 1066'		
8 19 <sup>th</sup> Oct	<p><b>L1: Assessment - How similar were crimes and punishments in Roman, Anglo-Saxon and Viking England?</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, describe, explain and evaluate similarities and differences between Roman, Anglo-Saxon and Viking crime and punishment</b></li> </ul> <p><b>L2: Self/peer assessment, feed forward and reflection</b></p> <ul style="list-style-type: none"> <li>• <b>Identify, describe, explain and evaluate similarities and differences between Roman, Anglo-Saxon and</b></li> </ul>	<p>Key Terms: Similarities, Differences</p> <p>Do now: Revision table of crimes and punishments in Roman, Anglo-Saxon and Viking Britain</p> <p>Discuss steps and explain how to answer each question on the assessment</p> <p>10 question assessment – multiple choice, short answer (state), longer answer (describe) and one essay</p> <p>Key Terms: Similarities, Differences</p> <p>Do now: Pupils self-assess multiple choice and short answer questions</p> <p>Peer assessment of longer describe questions</p>		<p>GCSE stem: Compare similarities and differences</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p> <p>GCSE stem: Compare similarities and differences</p> <p>NC strand: 'Extends chronological knowledge before 1066'</p>	Monopolise your homework sheet 1	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<b>Viking crime and punishment</b>	<p>Essay <b>DEEP MARKED</b> by teacher, pupils complete feed forward</p> <p>Reflection: Assessment of unit – www and ebi</p> <p>Self assessment of performance this term – www, ebi</p>				
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**October Half Term break Mon 26<sup>th</sup> – Fri 30<sup>th</sup> Nov**  
**THIS HALF TERM WILL INCLUDE AP1 – SEE POTENTIAL WEEK BELOW\***

<p>9 2<sup>nd</sup> Nov</p> <p><b>Remembrance week so possible disruption</b></p>	<p><b>L1: What happened during the Middle Ages? Overview</b></p> <ul style="list-style-type: none"> <li>Practise getting information into chronological order.</li> <li>Establish themes or big stories across 400 years of history.</li> <li>Test different hypotheses.</li> </ul>	<p>Key words: Hypothesis, chronology, themes, Renaissance, barons</p> <ul style="list-style-type: none"> <li>Do now: Match people to era and put into time order</li> <li>Order events chronologically and colour code to show themes (categorise)</li> <li>Test hypotheses and create own</li> <li>Reflection: give examples of events linked to the key themes and judge most important</li> </ul>	<p>Which events link to power/religion/ordinary lives?</p> <p>Which theme appears to be the most significant? Why?</p>	<p>GCSE stem:</p> <p>Explain why/Explain significance</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>	<p>Monopolise your homework 2</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
	<p><b>L2: Contenders to the Throne in 1066:</b></p> <ul style="list-style-type: none"> <li>Identify contenders</li> <li>Explain claims</li> <li>Judge claims</li> </ul>	<p>Key words: Contender, heir</p> <ul style="list-style-type: none"> <li>Do now: Re-cap q and Discuss situation in 1066</li> <li>Information gathering to inform choices of contender via sound and visual sources</li> <li>Judge based on criteria</li> <li>Reflection: PEE judgement paragraph/history bingo to assess some key terms</li> </ul>	<p>Who should be king of England in 1066?</p> <p>Consider difference in monarchs today and in Middle Ages/similarities</p> <p>Evaluate strengths of claims to the throne</p>	<p>GCSE stem:</p> <p>Explain similarities and differences</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>		

<p>10 9<sup>th</sup> Nov</p> <p><b>*POTENTIAL AP WEEK</b></p>	<p><b>L1: Battle of Stamford Bridge:</b></p> <ul style="list-style-type: none"> <li>Establish chronology</li> <li>Write a narrative</li> <li>Identify consequences</li> </ul> <p><b>L2: Battle of Hastings 1: (Events)</b></p> <ul style="list-style-type: none"> <li>Describe a source/infer</li> <li>Describe features</li> <li>Explain reasons</li> </ul>	<p>Key words: Vikings, narrative account</p> <ul style="list-style-type: none"> <li>Do now: Codebreaking</li> <li>Watching for learning to establish events/chronology</li> <li>Use sheet/literacy mat to create a narrative</li> <li>Reflection: Consider outcome/what would happen next (tweet sheet)</li> </ul> <p>Key words: Fyrd, housecarl, archers, cavalry, Bayeux Tapestry</p> <ul style="list-style-type: none"> <li>Do now: Describe/infer from scene from the Bayeux tapestry</li> <li>Watch for learning – create categorising thought map</li> <li>Judge reasons for importance</li> </ul>	<p>Why did Harold win at Stamford?</p> <p>What might be the impact?</p> <p>How do you construct a narrative?</p> <p>What can you infer from this picture?</p> <p>What are the strengths and weaknesses of the two sides?</p> <p>Why did William win?</p> <p>What is the most important reason for William's win?</p>	<p>GCSE stem: Write an account of x</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem: What can you infer/Explain why/similarities and differences?</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>	<p>Monopolise your homework 2</p> <p>Revise for causation assessment. Can use p9 from AQA workbook to help practise explanation of causes</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
<p>11 16<sup>th</sup> Nov</p>	<p><b>L1: Battle of Hastings 2: Reasons why William won</b></p> <ul style="list-style-type: none"> <li>Describe events</li> <li>Explain reasons for victory</li> <li>Evaluate causes</li> </ul>	<p>Key words: Explain, shield wall, fake retreat, housecarls, Fyrd</p> <ul style="list-style-type: none"> <li>Do now: Number reasons for win in order of importance then discuss</li> <li>Q and A re key points in the battle to add further notes to thought map from last lesson</li> <li>Complete assessment <b>DEEP MARK</b></li> <li>Reflection: check and self-assess based on STEPS</li> </ul>	<p>Why did William win at Hastings? (causation)</p> <p>Categorising and explaining reasons for events and outcomes</p> <p>Evaluating causes</p>	<p>GCSE stems: 'explain why...' 'importance of factors'</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>	<p>Monopolise your homework 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<p><b>L2: Did the artist do his homework?</b></p> <ul style="list-style-type: none"> <li>• Select information from different kinds of evidence</li> <li>• Make inferences</li> <li>• Assess an artist's reconstruction of Hastings</li> </ul>	<p>Key words: reconstruction, inference, infantry, cavalry, knight, chainmail, chronicler, housecarl</p> <ul style="list-style-type: none"> <li>• Do now: Post it challenge – match features to reconstruction</li> <li>• Use chronicles and pictures to complete inference chart</li> <li>• Reflection: Decide on best statement to sum up whether artist did his homework/create own</li> </ul>	<p>What can you infer from chronicles/pictures?</p> <p>Describe features Judge interpretations</p>	<p>GCSE stems: How convincing is the interpretation/how far do you agree?</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>		
12 23 <sup>rd</sup> Nov	<p><b>L1: Is Simon Schama's view of the impact of Hastings correct?</b></p> <ul style="list-style-type: none"> <li>• Identify reasons for significance</li> <li>• Judge significance</li> <li>• Assess interpretation</li> </ul> <p><b>L2: What did William do to keep control? Overview:</b></p>	<p>Key words: significance, interpretation, consequences, annihilated</p> <ul style="list-style-type: none"> <li>• Do now: Q. How do we know an event is significant?</li> <li>• Discuss Schama's interpretation and criteria for judging how convincing an event is (radar chart)</li> <li>• Place character cards on significance scale</li> <li>• Use checklist to test accuracy of Schama's statement</li> <li>• Reflection: Write own explanation /statement to Improve on accuracy of Schama re the impact of Hastings</li> </ul> <p>Key words: Harrying, Feudal system, Domesday book</p> <ul style="list-style-type: none"> <li>• Do now gap fill task</li> </ul>	<p>How do we know an event is significant?</p> <p>How convincing is historian x for...?</p> <p>What was Norman England like?</p> <p>What was Norman England like? What sort of ruler was William?</p>	<p>GCSE stem: Explain the significance of...</p> <p>How convincing is the interpretation?</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem: How useful? Describe features</p>	<p>Monopolise your homework 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> <li>• Describe features of Norman England</li> <li>• Explain content and assess usefulness of a source</li> <li>• Explain William's methods of control</li> </ul>	<ul style="list-style-type: none"> <li>• Watch for learning to complete feudal system diagram</li> <li>• Source analysis re 'Harrying of the North' PEER ASSESS</li> <li>• Watch for learning to complete Domesday book tasks</li> <li>• Reflection: Link learning back to key themes and decide on which theme featured the most</li> </ul>	<p>How did he gain control? How useful is the source for understanding...?</p> <p>Explain consequences How successful was this method?</p>	NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'		
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**Autumn term 2: Part 2**

13 30 <sup>th</sup> Nov	<p><b>L1: Complete overview lesson above</b></p> <p><b>L2: What are Motte and Bailey castles?</b></p> <ul style="list-style-type: none"> <li>• Describe features of Norman England</li> <li>• Explain castles as methods of control</li> <li>• Assess strengths and weaknesses of early castles</li> </ul>	<p>As above, + Do now to begin categorising thought map on methods of control (Domesday book/Terror/Feudal system)</p> <p>Key words: motte and bailey, moat, keep, palisade</p> <ul style="list-style-type: none"> <li>• Do now: Choose from images as to best method of keeping soldiers safe</li> <li>• Complete chart to determine best places for castles</li> <li>• Label features of early Norman castle and judge the best features</li> <li>• Explain advantages and disadvantages</li> <li>• Reflection: Definitions check and 3-2-1</li> </ul>	<p>As above</p> <p>Why did William need castles?</p> <p>Explain advantages and disadvantages</p> <p>Best method of control so far?</p>	<p>As above</p> <p>GCSE stem: Explain why/significance</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>	Monopolise your homework 2	SMSC:  So3, So6, So7, C1, C3, C5 Sp2/5/9, M1
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<p>14 7<sup>th</sup> Dec</p>	<p><b>L1: How did castles develop?</b></p> <ul style="list-style-type: none"> <li>• Identify features of stone keep and concentric castles</li> <li>• Describe changes/continuities</li> <li>• Explain/evaluate how and why castles changed and declined</li> </ul> <p><b>L2: ASSESSMENT: Either; How did William gain control or how did castles change</b></p>	<p>Key terms: concentric, stone keep, portcullis, arrow slits, murder holes, battlements, curtain walls</p> <ul style="list-style-type: none"> <li>• Do now: label picture of stone keep castle</li> <li>• Explain how this was an improved version of a castle</li> <li>• Identify changes and continuities in designs</li> <li>• Reflection: Explain one key change in castles over time</li> </ul> <ul style="list-style-type: none"> <li>• Do now: Revision sheet/thought map prep</li> <li>• Assessment</li> <li>• Reflection: Self-assess based on STEPS</li> </ul> <p>MARK</p>	<p>How did castles change over time?</p> <p>What were the similarities and differences between them?</p> <p>Strengths and weaknesses?</p>	<p>GCSE stem: Explain similarities/differences</p> <p>Explain change over time</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>	<p>Monopolise your homework 2</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
<p>15 14<sup>th</sup> Dec</p> <p>Term ends Thurs 19<sup>th</sup> Dec</p>	<p><b>L1: What happened in a castle siege?</b></p> <ul style="list-style-type: none"> <li>• Identify medieval weapons and defence systems.</li> <li>• Explain how they worked/ advantages and disadvantages.</li> <li>• Evaluate medieval weapons</li> </ul> <p><b>L2: What makes a great castle?</b></p>	<p>Key words: Trebuchet, siege tower, battering ram, scaling ladders, under mining.</p> <ul style="list-style-type: none"> <li>• Do now: Feed forward from assessment</li> <li>• Explain how medieval weapons worked/ advantages and disadvantages.</li> <li>• Reflection: Grade them out of 10 before explaining judgement on the best method/why</li> </ul> <p>Key words: curtain walls, towers, moat, arrow slits, keep etc.</p>	<p>Describe and evaluate medieval weaponry and defence systems.</p> <p>What similarities and differences are there between medieval and modern weapons?</p> <p>What reasons can you give for these similarities/differences?</p> <p>What makes a great castle?</p>	<p>GCSE stem: Explain why</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem: Describe features/explain key ideas</p>	<p>Monopolise your homework 2</p> <p>If present for this lesson according to</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> <li>• Describe key features</li> <li>• Explain reasons for choices</li> <li>• Evaluate designs</li> </ul>	<ul style="list-style-type: none"> <li>• Do now: Give 3 key features of a castle</li> <li>• pupils create a castle design, using resources pack and budget constraints. and their knowledge. This should be labelled.</li> <li>• Pupils should explain their choices</li> <li>• PEER ASSESSMENT based on success criteria</li> <li>• Reflection: compare for similarities and differences</li> </ul>	<p>What materials were available?</p> <p>What resources/time would be needed?</p> <p>What techniques of attack would you need to account for?</p>	<p>Use own knowledge</p> <p>NC strand:</p>	<p>timetable, can take home design to complete</p>	
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**Christmas break Monday 21<sup>st</sup> Dec – Tue 5<sup>th</sup> Jan**