



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
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Band 9 is not reached as the period we study is 1066 only; other periods of time are not covered.

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	1. Why did people want to invade and settle in England?	<p>Must: Know who the different invaders were (L3)</p> <p>Should: Understand why people were drawn to England. (L4)</p> <p>Could: Be able to rank the push and pull forces in order of importance. (L5+)</p>	Match the name to the invader	<p>History in Progress, pp.8-9</p> <p>Photocopy 'Invaders Map'</p> <p>Writing Frame slide 7</p>	<p>Activity 1: Whole class reading page 8 (History in progress) Why was England so amazing? Make a spider diagram of reason why people would want to invade England.</p> <p>Activity 2 Examine the map on page 9 Using your sheet write the name of the settler/invader and the reasons why they wanted to invade / settle in England. Aim for two bullet points per group.</p> <p>Extension: What do you think was the most important reason why people wanted to come to England? <ul style="list-style-type: none"> - Why were people drawn to England? (PULL FORCES) - What factors pushed people to England? (PUSH FORCES) </p> <p>List the different reasons in order of priority with the first reason being the most important. Next to each reason write down if it is a push or a pull force.</p>	None	<p>Thinking about everything we have learnt in today's lesson answer the question: Why did people come to England?</p> <p><i>Differentiation: Writing Frame:</i> People came to England for different reasons, one reason is because... Invaders were pushed to England because... Some invaders were pulled to England by... Overall...</p>



2.	2. Who should be King of England after Edward dies in 1066?	<p>Must: Know what happened when Edward died in 1066 (L3)</p> <p>Should: Understand who the different candidates were for the throne.(L4)</p> <p>Could: Be able to explain the reasons for and against the different candidates for King of England. (L5+)</p>	Match the heads and tails- write out the word and the definition in your books.	Activity 2: Information sheet and Worksheet	<p>Activity 1: What makes a good King?</p> <p>Discuss in pairs then make a spider diagram of qualities or characteristics which make a good King.</p> <p>Activity 2: Step 1: Who were the four candidates who wanted to be King of England? As a class read the sheet provided.</p> <p>Step 2: Using the candidate information fill in the table provided. Make sure you name the candidate and explain the reasons for and against being king.</p> <p>Worksheet is differentiated for low, middle and higher achievers.</p> <p>Step 3: Time to vote:</p>	None	Who do you think should be King? Pick the person you think should be the next King of England and explain your choice. Write this down in your books.
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<p>3.</p>	<p>3. How did the two armies prepare for the Battle of Hastings?</p>	<p><u>Must:</u> Know what happened at Stamford Bridge (L3)</p> <p><u>Should:</u> Explain why Harald lost the battle (L4)</p> <p><u>Could:</u> Be able to peer assess a piece of work. (L5+)</p>	<p>Re-cap Read paragraph. Who wanted to be King of England after the death of Edward the Confessor in 1066?</p> <p>Extension: How do you think the other candidates would feel about this? How do you think they would react?</p>	<p>Activity 1: http://www.youtube.com/watch?v=nL_gkVsEQ7U</p> <p>Act 2: Card sort</p> <p>Extension: Card sort</p> <p>Plenary - sentence starters on slide 10</p>	<p><u>Activity 1:</u> Watch the video: (Start 1:30 & 5:20) Who was the Battle of Stamford bridge between? What happened?</p> <p><u>Activity 2:</u> Using the cards provided- Put the story of Stamford Bridge in the correct order. Model first or last card.</p> <p>Check answers</p> <p><u>Extension:</u> Match the Pictures to the cards. Sort the cards into 2 piles: The Norman Army and The Saxon Army</p> <p>Discuss which army was the strongest Who was better prepared?</p>	<p>Slide 6 (Act 2) H/W to rewrite this paragraph in full and explain how Harold G prepared for the Battle of Hastings</p>	<p><u>Plenary:</u></p> <p>How did Harold and William prepare for battle? Describe how Harold and William prepared for battle and decide who was in the better position.</p> <p>Differentiation - writing frame Harold's army consisted of... William's army was strong because... There are lots of different jobs in the army, like... However Harold was at a disadvantage as... ...was best prepared for the battle because...</p> <p>Peer assessment: How did Harold and William prepare for battle? Swap your work with a partner, think about: What was good about it? What did you learn from it? How can it be improved?</p>
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4.	4. What happened at the Battle of Hastings?	<p><i>Must:</i> Know what happened at the Battle of Hastings in 1066(L3)</p> <p><i>Should:</i> Understand how events unfolded and how these impacted upon the outcome of the battle. (L4)</p> <p><i>Could:</i> Be able to explain the outcome and significance of the battle. (L5+)</p>	<p>Look at the different reasons why there was a 'Battle of Hastings'</p> <p>You must tick the ones which are true and cross the ones which are false.</p>	<p>Starter: True/false sheet</p> <p>Act 1: History in Progress pp. 10 -11</p> <p>Act 2: Card sort</p> <p>Act 3: http://www.youtube.com/watch?v=EOwW04V4NA4</p> <p>H/W Sheet</p>	<p>Activity 1: Read pages 10/11 in History in progress</p> <p>Examine source A:</p> <ol style="list-style-type: none"> 1. What is happening? 2. Which group of people do you think are the Normans and why? <p>Activity 2: What happened on the day of the battle? Read the cards provided- You must put them in order then match the pictures to the statements.</p> <p>Activity 3: Watch the video and make notes: What can you see? What happened?</p> <p>Extension: What can you see in this picture? What is happening?</p>	Complete the Norman Conquest Puzzle sheet	<p>Plenary:</p> <p>Using the cards and pictures you have stuck into your books answer this question: What happened at the Battle of Hastings?</p> <p>Differentiation: low achievers can receive these extra questions to help them think about the enquiry qn.</p> <p>When was the battle? Who was it between? What happened during the battle? What was the outcome / consequence of the battle? Why was this significant / important?</p>
5.	5. What happened at the Battle of Hastings? (Part 2)	<p><i>Must:</i> Identify the factors that helped William become King(L3)</p> <p><i>Should:</i> Describe the factors that helped William become King (L4)</p> <p><i>Could:</i> Explain the factors that helped William become King (L5+)</p>	<p>2 minutes in pairs discuss: In your own words, describe and explain the Battle of Hastings without looking back at your notes!</p>	Snakes and Ladders/causation web	<p>Activity 1</p> <p>Create table with two headings: Things that helped William become King and things that made it harder for William to become King.</p> <p>Pupils will place 10 statements into the correct column.</p> <p>Extension: Choose your most important reason to explain why it was difficult for William to win the Battle of Hastings.</p> <p>Activity 2: In groups, create snakes and ladder game showing the two categories.</p>	None	Pupils can then swap and play the game.



6.	6. Why was Harold defeated at the Battle of Hastings?	<p>Must: Describe the events of the Battle of Hastings (L3)</p> <p>Should: Present the events in a role play (L4)</p> <p>Could: Explain why Harold lost the battle (L5+)</p>	<p>Show map Stamford Bridge and Hastings on ppt.</p> <p>2 minutes in pairs, pupils discuss:</p> <p>William's army landed in Hastings on the 28th September 1066. What problems did this pose for Harold and his men?</p>	<p>Role play script</p> <p>Extension sheet</p>	<p>Activity 1: Nominate 8 pupils to read the script to the class.</p> <p>Pupils are to create a role play of the Battle of Hastings. Get into groups of at least 5 people. Use the script and pages 16-19 of Invasion, Plague and Murder to add more detail to your play.</p> <p>AFL - Pupils perform. WWW + EBI verbal feedback given by audience.</p> <p>Extension Task: What have you learnt from the Battle of Hastings role play? Use worksheet to answer questions.</p>	None	<p>Why do you think Harold lost the Battle of Hastings?</p>
7.	7. How did Harold really die?	<p>Must: Know how Harold might have died (L3)</p> <p>Should: Understand that sources disagree and that there are different interpretations about how Harold actually died. (L4)</p> <p>Could: Be able to explain why the sources differ by looking at the ORIGIN(L5+)</p>	<p>Show Bayeux Tapestry on ppt. Answer these questions in your books: What can you see? What do you think is happening?</p>	<p>History in Progress p.13</p> <p>Source Grid</p>	<p>Activity 1 Read page 13 (History in Progress) Examine sources A-D</p> <p>Complete the table on the sources</p> <p>Extension: Which source do you trust the most? Why?</p>	None	<p>Plenary: Using the source you trust the most answer the question: How did Harold really die?</p> <p>Differentiation (sentence starters) King Harold died by... I learnt this from source... In this source it explains... I trust this source because... I think this because... There are different opinions because...</p>



8.	8. Why did William win the Battle of Hastings?	<p><u>Must:</u> Know the outcome of the Battle of Hastings (who won) (L3)</p> <p><u>Should:</u> Understand how and why William won the Battle of Hastings (L4)</p> <p><u>Could:</u> Be able to rank and explain the different reasons in order of significance. (L5+)</p>	Create a brainstorm on the Battle of Hastings. You must include answers to all questions on slide.	<p>Act 1: Sources 1 and 2</p> <p>Activity 2: differentiated statements</p> <p>Post-it notes</p> <p>Sugar paper/A3 paper</p>	<p>Activity 1: What do the sources say about why did William win the battle? Read sources 1 and 2 as a class.</p> <p>As we read highlight any reasons you think enabled William to win the Battle.</p> <p>Make a quick table in your books to analyse the sources.</p> <p>Activity 2: Categorise factors in to preparation, luck and leadership using highlighters.</p> <p>Statements have been differentiated.</p> <p>Activity 3: Looking at your cards think about the most important reason why William won the Battle of Hastings. Pick one from each category.</p> <p>In your books you must explain why you chose those three reasons. Why are they important / significant?</p> <p><i>Extension: Was William lucky he won the battle of Hastings or was it good organisation, preparation and leadership?</i></p>	You must revise for an assessment on 'Why did William win the battle of Hastings?' You will do the assessment next lesson.	<p>Why did William win the Battle of Hastings? Using the post it notes provide- write your top reason why you think William won the Battle of Hastings?</p> <p>Which category does this go in? When instructed go place your post-it note on the corresponding sugar paper around the room.</p> <p>Class vote: Why did William win the Battle of Hastings?</p>
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9.	<p>9.Assessment Preparation</p> <p>Why did William win the Battle of Hastings?</p>	<p><u>Must:</u> Know the outcome of the Battle of Hastings (who won) (L3)</p> <p><u>Should:</u> Understand how and why William won the Battle of Hastings (L4)</p> <p><u>Could:</u> Be able to rank and explain the different reasons in order of significance. (L5+)</p>	Put the jumbled up events into the correct chronological order - oral activity	<p>Revision Sheet</p> <p>Information Sheet</p>	<p>Activity 1: In groups read the information and cards provided:</p> <p>Put a heading (Why did William win the Battle of Hastings in the middle of your sugar paper)</p> <p>You must choose three or four main reasons why William won the Battle of Hastings. Write these in the circles, cut these out, and stick on to your sugar paper.</p> <p>Now look at the small reason cards. Cut these out and stick them on to your sugar paper.</p> <p>You need to draw arrows to show how they connect to the main reasons. Remember, some cards might connect to more than one reason. If you think of ideas that are not on the cards, you can write them on the sugar paper.</p>	Complete revision sheet. Type answer on Word, print and glue in books.	Plenary: Present your answer to the class!
10.	<p>10.Assessment</p> <p>Why did William win the Battle of Hastings?</p>	<p><u>Must:</u> Understand the mark scheme(L3)</p> <p><u>Should:</u> List the reasons for William's victory(L4)</p> <p><u>Could:</u> Write a supported argument (L5+)</p>	Read success criteria	<p>Assessment help sheet</p> <p>EAL writing frame</p> <p>SEN writing frame</p>	<p>Read structure sheet + show example PEE paragraph</p> <p>Differentiation for SEN + EAL sheet (Writing frames) + connectives bank provided to all students (slide 16)</p> <p>Pupils begin writing + finish essay at home.</p>	Complete Assessment	Collecting essays