



# YEAR 7, 2023-2024 Autumn TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic:

1. Anglo-Saxon England & Norman Conquest,
2. Medieval Institutions: The Power of the Church



Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><b>NC Link:</b> the development of Church, state and society in Medieval Britain 1066-1509, the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p><u>A. What do primary sources tell us about life in Anglo-Saxon England? Use of sources/ evidence.</u> Students will begin with a short introduction to how historians work and introduction to chronology. They will have an overview of key features of Anglo-Saxon life and how historians know about this. For instance, they will consider key finds from the Sutton Hoo burial site.</p> <p><u>B. Why did William win the Battle of Hastings? Causation</u> Pupils will complete a depth study into the Battle of Hastings and consolidation of power by William the Conqueror. Pupils will understand how William was able to win the battle of Hastings and will consider the factors involved in his victory.</p> <p><u>C. How far did Anglo-Saxon England survive the Norman Conquest? Change and continuity</u> Students will consider changes such as the feudal system and Domesday Book, as well as continuity such as local customs and systems of monarchy.</p> <p><u>D. Why was the Church so important? Use of sources/evidence</u> Students will be introduced to key features of the Church and religious beliefs in the medieval period. They will consider how the Church was so central to medieval lives and its impact on society.</p>
Spiritual, moral, social, and cultural development	Spiritually, it encourages reflection on the role of religion and the transition from Anglo-Saxon paganism to Norman Christianity. It fosters moral development by exploring themes of power, conquest, and the ethical implications of historical events. Socially, it promotes an understanding of social structures, class dynamics, and the impact of conquest on different social groups. Culturally, it introduces students to the merging of Anglo-Saxon and Norman influences, helping them appreciate the rich tapestry of historical and cultural heritage that has shaped England. Such study encourages empathy, critical thinking, and an appreciation of diversity and historical context.
Numeracy	Understanding of chronology, use of statistics and dates.
Literacy	<p><b>Vocabulary Tier 2:</b> Causation, primary source, change and continuity, evidence, chronology, contender, annotate.</p> <p><b>Vocabulary Tier 3:</b> Conquest, Invasion, Feudalism, Nobility, Monarchy, Succession, Hierarchy, Allegiance, Governance, Aristocracy, Rebellion</p> <p><b>Reading:</b> Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p><b>Writing:</b> Students will learn how to write a PEE paragraph in their first topic and will consolidate this by writing a full essay to consider why William won the Battle of Hastings. Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources.</p> <p><b>Oracy:</b> Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	<b>Careers/Employability:</b> Students are signposted to jobs that could be relevant to their study of History, e.g. archaeologist, lawyer, journalist.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p><b>By product:</b> Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p><b>By resource:</b> sources and interpretations have glossaries included to support students.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p>

	<p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<p><b>Implementation Curriculum Delivery</b></p>	<p><b><u>What do primary sources tell us about life in Anglo-Saxon England?</u></b></p> <p><b>Substantive knowledge:</b></p> <p>The Anglo-Saxons were a Germanic people who settled in England between the 5th and 11th centuries. They had a hierarchical society with kings, nobles, freemen, and slaves. Anglo-Saxons lived in small villages and were skilled farmers and craftsmen. They followed pagan beliefs before the conversion to Christianity. They had a strong warrior culture and were known for their epic poems like Beowulf. They also developed a legal system called the Wergild and had a strong oral storytelling tradition.</p> <p><b>Disciplinary knowledge:</b></p> <p>Students should learn that primary sources provide valuable insights into life in Anglo-Saxon England. These sources, such as manuscripts, charters, and archaeological artifacts, offer first-hand accounts and direct evidence from the period. Primary sources reveal details about daily life, social structures, religious beliefs, and cultural practices of the Anglo-Saxon people. They should start to make inferences from sources and how they are used as evidence for enquiries.</p> <p><b><u>Why did William win the Battle of Hastings?</u></b></p> <p><b>Substantive knowledge:</b></p> <p>Students should understand that William's triumph can be attributed to several factors. Firstly, William had a well-organised and disciplined Norman army, which included skilled cavalry. Secondly, his claim to the English throne had support from influential Norman barons and the papacy. Additionally, William utilised strategic planning, such as building castles. They should be able to use evidence from the battle itself as well as events preceding to explain the outcome of his victory.</p> <p><b>Disciplinary knowledge:</b></p> <p>Historians evaluate various factors that contributed to William's success, such as military tactics, leadership, and the political context of the time. They examine the strengths and weaknesses of William's army, including the use of cavalry and archers, as well as Harold Godwinson's own military decisions. Additionally, historians consider broader factors like the claim to the English throne, alliances, and the Norman invasion fleet. By assessing these causes, students should understand that there is not just reason but a wide network of factors to lead to an outcome. They should understand how historians prioritise these reasons.</p> <p><b><u>How far did Anglo-Saxon England survive the Norman Conquest?</u></b></p> <p><b>Substantive knowledge:</b></p> <p>Political Changes: The Normans established a new ruling elite, replacing the Anglo-Saxon nobility. The feudal system was introduced, with land grants to Norman nobles in exchange for loyalty and military service.</p> <p>Language and Culture: French became the language of the ruling class, while English continued to be spoken by the common people. A blend of Anglo-Saxon and Norman-French culture emerged, influencing architecture, literature, and language.</p> <p>Legal and Administrative Changes: The Domesday Book was commissioned to survey and record landholdings and resources. The feudal system brought changes to local governance and the rights and responsibilities of landholders.</p> <p>Church and Religion: The Norman Conquest led to the appointment of Norman bishops and abbots, bringing changes to the Church hierarchy. New Norman-style cathedrals and monasteries were built, replacing some Anglo-Saxon religious structures.</p> <p>Impact on Society: The Normans introduced a more hierarchical society, with clear divisions between the nobility, freemen, and peasants. Feudal obligations and serfdom affected the lives of peasants, while knights and barons gained wealth and power.</p> <p>Continuities: Agriculture remained the primary economic activity, with manors and estates continuing to be centres of production. Local customs and traditions persisted, albeit influenced by Norman customs.</p> <p>The concept of the English monarchy and royal authority continued, although with Norman rulers.</p> <p><b>Disciplinary knowledge:</b></p> <p>Students should understand that historians look at change and continuity in a number of ways. The focus of this enquiry is to consider the extent of change. Students should understand that historians compare different sources, events, or periods to identify patterns and shifts over time. By examining similarities and differences, they can identify changes and continuities in various aspects of society, culture, politics, and economy.</p>

<b>Learning Outcomes (Powerful Knowledge)</b>	<p><b><u>Why was the Church so important? Use of sources/evidence</u></b></p> <p><b>Substantive knowledge:</b></p> <p>Structure of the Church: The Church had a hierarchical structure, with the Pope at the top, followed by bishops, priests, and monks/nuns. Cathedrals served as religious centres, while parishes provided local worship.</p> <p>Beliefs in the afterlife: The Church emphasised the importance of salvation and the afterlife. Believers sought forgiveness through confession, received sacraments, and believed in heaven, hell, and purgatory.</p> <p>Life of monks, nuns, and priests: Monks and nuns lived in monasteries and convents, dedicating their lives to prayer, study, and manual labour. They followed strict rules, such as those established by St. Benedict. Priests served as spiritual leaders, conducting religious ceremonies and providing guidance to the faithful.</p> <p>Influence of religion on society: The Church shaped medieval society in various ways. It provided education, charity, and healthcare. Religious holidays and rituals structured people's lives, and the Church influenced laws and morality. Cathedrals and monasteries were centres of culture, preserving knowledge and commissioning art and architecture.</p> <p><b>Disciplinary knowledge:</b></p> <p>Historians use a variety of sources to uncover and understand medieval religious beliefs. They analyse primary sources such as religious texts, sermons, prayers, and devotional literature to gain insights into the theological concepts, rituals, and practices of the time. Additionally, they examine artistic representations, including paintings, sculptures, and stained glass, to explore visual expressions of religious beliefs. Architectural remains of churches and religious structures provide further clues. By critically analysing these sources, historians can reconstruct the medieval mindset, trace the development of religious ideas, and gain a deeper understanding of the profound influence of religion on medieval society.</p> <p>These link to PLC statements that pupils have in their books.</p>
<b>Current learning to be developed in the future within:</b>	<p>Pupils will continue to build on their disciplinary knowledge of cause and consequence and change and continuity as they move up to Year 8.</p> <p>They will also continue to develop their essay writing skills throughout KS3.</p> <p>Substantive concepts to be revisited: monarchy, Church, Empire, culture.</p>
<b>Assessment</b>	<p>Please see marking policy.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>