

**Unit Overview: The Normans**

<b>Half- Term:</b>	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	<b>No of Lessons:</b>	<b>14</b>
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**Key Focus for Unit:**  
*What is the key knowledge being delivered?*  
*What is the intent of this unit?*

Students will examine the Norman invasion of Britain and the impact that this had on life for the Anglo-Saxons. Students will start by learning about Harold Hardrada and William the Conqueror’s battle in 1066. They will develop their understanding of life in Norman Britain by learning about how William I tried to maintain control over the Anglo-Saxons, including the building of Castles and the Domesday Book. Students will then learn about the experiences of ordinary people in Britain and learn about the daily experiences of these people in order to compare how this was different to life in the Roman Empire.

**Key Knowledge and Big Ideas:**  
*What **Powerful Knowledge** and **Big Ideas** are explored in this Unit?*  
*How have these progressed from previous learning? What **gaps in knowledge** have you identified from **baselining** and how are the being closed?*

- Powerful Knowledge:**
- Norman Invasion of 1066
  - Motte and Bailey Castles
  - Domesday Book
  - Monarchy and Kingship

- Big Ideas:**
- **Time and Place:** Students will develop their understanding of Medieval Britain.
  - **Power:** Students will learn about the way William I maintained control over Britain.
  - **Change and Continuity:** Students will learn about the developments of Britain under the Normans.
  - **Peace and Conflict:** Students will learn about the 1066 conflict.

**Unit Assessment:**  
*How will this unit be assessed?*  
*What is the frequency of assessments – baselines etc?*

End of unit assessment about life in Norman Britain. To develop students’ ability to describe and explain, students will be expected to write a piece from the perspective of a peasant in Norman Britain and use key knowledge gained in the unit to explain their experience and evaluate what they like and dislike about Norman Britain. This will help to develop our students AO1 skills in key knowledge and their AO4 skills in evaluation.

Each lesson incorporates a low stakes quiz to enable knowledge retention

MS Teams homework quizzes and worksheets to consolidate learning

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<ul style="list-style-type: none"> <li>• Historical analysis</li> <li>• Map Skills</li> <li>• Source and interpretation analysis</li> <li>• Chronology</li> <li>• Evaluation</li> <li>• Utility</li> </ul>	<p><b><u>Castle, Conquered, Medieval, Feudal</u></b></p>	<p>Students will be able to link their understanding of life in Britain under the Normans to experiences of people in the Roman Empire. Students will also develop their understanding of politics that they started in the Ancient Greece Unit to</p>

		understand how this changed under the Normans.
<b><u>Links to Careers/Employability</u></b>	<b><u>How does this unit prepare students for the next unit?</u></b>	
<ul style="list-style-type: none"> <li>• Lawyer</li> <li>• Activist</li> <li>• Politician</li> <li>• Journalist</li> <li>• Historian</li> <li>• Writer</li> </ul>	<p>This unit enables students to understand life in Norman Britain and the experiences of different people within this time period.</p> <p>As well as knowledge, this unit challenges students to use their evaluative skills within second order concepts to judge factors, legacy and change over time. An understanding of cause and consequence, significance, and change and continuity will help those who will choose GCSE History to build up their skills for KS4.</p> <p>This unit also supports students' abilities to evaluate and interpret sources which will help them to reach their own conclusions on the units we shall study throughout KS3, 4 and 5.</p>	