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Serve others
Work hard
Value all

Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Use of evidence. **The Tolland Man**	Understand the difference between Primary and Secondary sources. To History. think about how we use sources in	Evidence Source Fenn Historiography Analyse Evaluate	Explain the discovery of the mystery body. Analyse sources to gain evidence about the event. Evaluate the utility of the sources Extended writing targeting the use of sources as supporting evidence.	Skill base for study of all units	Research on rituals of Fenn tribes. Knowledge organisers
1066—Background	Describe and explain the changes in the rulers of England. Analyse the strength of claim for each claimant to the throne of England.	Heir Claimant Analyse Evaluate Monarch Witan Subregulus Justify	Create a fact file on Edward the Confessor. This is to be used as a base for the next series of lessons. Describe the crisis caused by Edward the Confessors death. Explain who the claimants to the throne of England were in 1066. Analyse the different claims to the throne. Compare these to the concept of a good monarch. Reach a conclusion about who should be the next King of England. This should be justified using evidence.	Year 8—Study of the claims of Elizabeth I and Mary Queen of Scots to the English throne.	Dual coding task on the claimants to the throne and their strength of claim Knowledge organisers

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1066—Battles	Explain and begin to analyse the reasons for William's victory and Harold's defeat Justify opinion on the greatest reason for William's victory	Stamford Bridge Hastings Housecarls Fyrd Cavalry	Events and outcomes of the Battle of Stamford Bridge Events and outcomes of the Battle of Hasting. Map work to tie these two events together. Analyse why William the Conqueror won and the causes of Harold Godwinson's defeat.	Year 9—cause and consequence of events that led to changes in power/governments e.g. Rise of Hitler.	Evidence the reasons for Williams victory—review of work so far. Knowledge organisers

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1066— The Harrying of the North	Understand the impact of Harold's death	Rebellion Harrying	Explain the importance and impact of Harold Godwinson's death Describe the Harrying of the North	Year 8—The impact of Henry VIII's Edward and Mary I's deaths and the problems Elizabeth had as a result	Knowledge Organisers Newspaper articles
1066—the Consolidation of Power	Understand the ways William installed power in England The Feudal System The Domesday Book	Feudal Domesday	Describe the methods William used to establish control in England Explain how this helped William control England Analyse the effectiveness of each method	Year 9—the ways Hitler established a police state	Assess the effectiveness of William's attempts at controlling England Research the ways William attempted to control England
1066— Castles	Understand why castles were built Explore the development of castles Analyse the developments of warfare in relation to castles	Motte and Bailey Keeps Siege Weapons	Describe the key features of the castles Explain the strengths ad weaknesses of the castle designs Evaluate the effectiveness of the weapons, tactics of warfare when attacking and defending castles	Year 8—methods Elizabeth I used to control her population	Knowledge Organisers Extra research about the ways castles developed Examination of the effectiveness of the castles

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Understanding Medieval life	Describe living conditions in Medieval England Explain why conditions were so poor	Manor Cobbles Excrement Sewers Latrines	Use sources to compare living conditions in medieval towns and medieval villages Reach a conclusion as to the overall nature of living conditions, why they were like that and why few actions were taken to improve them	Year 9—the living conditions of people in the Industrial Revolution Year 10—The living conditions of people in Medieval England	Knowledge Organisers Extra research about the lives of Medieval peasants Dual coding tasks regarding Medieval living conditions
Medieval medicine	Understand what Medieval people believed caused disease Explain the treatments that Medieval people used and why	Four Humours Aristotle Hippocrates	Use sources to investigate what Medieval people believed about illness and disease Explore the changes and continuity regarding medical care Evaluate the significance of the Church within medicine Describe the Four Humours Explain why the Four Humours was so significant	Year 10— The Medieval medical beliefs at the time	Knowledge Organisers Assess the effectiveness of the treatments in Medieval medicine Assess the role played by the Church in Medieval medicine
The Black Death	Explain what the Black Death was (including symptoms) Explain what people tried to do about the disease Analyse the impact of the Black Death on Medieval society	Buboes Pneumonic Bubonic	Describe the spread of the Black Death Explain the reasons and link the medieval conditions to the spread of the Black Death Explore and investigate the impact the Black Death had on Medieval society	Year 10—The treatment of the Black Death	Knowledge Organisers Extra research about the Black Death Dual coding tasks regarding the Black Death. Assess the significance of the Black Death on medieval society

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Medieval Crime and Punishment	Explain the types of crime that happened in Medieval England and why they occurred Explain how criminals were caught Analyse and make a judgement on the effectiveness of the capture and punishment.	Curfew Tithing Watchmen Hue and Cry Constables	Link to living conditions to explain why Medieval people may commit crimes. Compare to modern day. Retrieve information to explain the crimes that took place, why and what this tells us about Medieval society. Reach a conclusion about the effectiveness of the ways Medieval society dealt with criminals.	Year 8—Jack the Ripper murders.	Knowledge organisers Extended writing tasks Further research into medieval crime and punishment
Understanding Medieval Religion	Explain the importance of religion on Medieval society. Understand the life of a Medieval monk and their role in Medieval society. Analyse sources to investigate the murder of Thomas Beckett.	monk Archbishop	Use sources to infer the importance of the church in Medieval society Use sources to infer the what the lives of monks were like and reach a conclusion about their role in society. Evaluate the utility of the sources in an investigation about the murder of Thomas Beckett, in order to reach a conclusion. Extended writing targeting the use of sources as supporting evidence.	Year 8 and GCSE—the importance of religion in everyday life	Knowledge organisers Extended writing tasks Further research into religion, Medieval monks and Thomas Beckett

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Becoming a Medieval Knight	Explain who Knights were, why Knights were needed and how they completed their training. Make a judgement about why Knights were important.	Chivalry Knight Noble Page boy Jousting Tournament Coat-of-arms	Define key terms and describe the process of becoming a Knight. Explain the importance of becoming a Knight. Analyse the importance of chivalry and the role of Knights in Medieval society	Year 9—Recruitment of soldiers in WWI—a sense of duty and service to their King and country and God.	Knowledge organisers Creation of their own coat-of-arms with application of acquired understanding of Medieval Knights.

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The Crusades	Explain why the Crusades happened Analyse the reasons why people went o a crusade	Crusade Saracen Heretic Pilgrimage Christendom	Describe why the Crusades started Create a fact file on the types of people that went on a Crusade. This is to be used as a base for the next series of lessons. Explain why people fought in the Crusades	Year 9— the causes of WWI and WWII	Knowledge Organisers Dual Coding task on the people who fought in the Crusades
The Crusades: **The Siege of Jerusalem**	Explain events at the Siege of Jerusalem	Siege Battering rams Siege towers	Describe the siege of Jersalem Explore the role of Pope Urban within the call to arms Understand the tactics used by both sides	Year 7—Attacking castles and medieval battle techniques	Knowledge Organisers Newspaper articles about the Siege
The Crusades: **What did the Crusades do for us?**	Analyse the effect the Crusades had on life in Europe	Impact Technology Medicine	Create a comparison of things gained from conflict and things gained through peace. Analyse how the Crusades led to increased knowledge in Europe	Year 9—the impact of WWII on Britain	Justification of views—how much impact did the Crusades have?