Learning Programme Template History Department. First Year Unit 4: The Story of Britian up to 1066

Topic/ Content	Objectives/Skills	Homework	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
The impact of migration of people to the British Isles before 1066	Historical Enquiry *Students will investigate the impact of a) the Romans b) The Saxons c) the Normans on Britain Most students will be able to explain the impact of at least 3 groups on Britain; some students will be able to explain which the most significant group is.*	Which invader, the Roman, the Saxons or the Normans made the biggest difference to life in Britain?	How useful is the Bayeux Tapestry to an historian writing about the reasons for and success of the Norman Invasion?	KNOWLEDGE: Claimants to the throne Kingship in the 11th Century, Battle tactics Geography of Western Europe & Britain Fealty SKILLS/STRANDS: Inferences from Historical Sources; Reliability; Utility; Purpose; Provenance; Judgement; Communication; Cross-Referencing; Evaluation. 75% ^ <u>EXCELLENT</u>:	Use the following links for further research and activities on the Battle of Hastings. http://www.bbc.co.uk/history/trail/conquest/norman/battle_hastings_01.shtm
Who should be King?	Change *Students will research the strengths and weaknesses of the candidates for the throne of England after Edward the Confessors death and make a judgment on which is the best candidate. .* *Most students will be able to explain the advantages and disadvantages of each candidate and explain their choice.*	Explain the strengths and weaknesses of • Edgar • Harald Hadraada • Harold Godwinson • William the Conqueror. • As Candidates for the throne of England. Who do you think is the best candidate and why?		• Shows a clear understanding of the possible problems of provenance. • Motive of the author; hidden meanings explained as a consequence of Saxon seamstresses; Odo's specific motives. • Judgement is given as to <u>extent</u> of reliability, probability of bias in light of author; audience and purpose of source. • Evaluates a variety of factors regarding the context of the Tapestry's construction. Cross-references with alternatives sources/knowledge. Recognises limitations, gaps in utility and explains alternative aspects of relevance. • Recognises that utility is not a fixed value, that the tapestry has a range of uses to an historian beyond the content of the tapestry – eg. Fabric used; power politics.	http://www.bbc.co.uk/history/trail/conquest/norman/battle_hastings_01.shtm http://www.bbc.co.uk/news/uk-england-36486790
Why did William win the Battle of	Causation *Student understand a range of reasons for*	Explain why William won the Battle of Hastings. In your		65% ^ <u>SECURE</u>:	

Hastings?	*William's successes*	answer you should refer to the strengths and weaknesses of both sides and include a range of factors such as military strength, tactics etc.		• Recognises that the utility is not complete and provides some examples to illustrate gaps in coverage, though not exhaustive. • Refers clearly to concepts of bias, prejudice in regard to motive of the author. May not be aware of the possibility of 'hidden meaning' by Saxon seamstresses. • Cross-references to alternative sources in evaluating the utility of the Tapestry. • Offers a conclusion as to the relative usefulness of the source with some, though not exhaustive, substantiation.
What can students learn about the Norman invasion from the tapestry	Evaluation, Interpretation of Sources	Revise your knowledge of the Battle of Hastings and your interpretation skills for the assessment question		50% DEVELOPING: • Accepts the content of the source as reasonably accurate/trustworthy as it is a primary source. • May recognise some general queries over reliability – Norman, therefore biased. • Doesn't tell the historian everything, yet with no examples to substantiate the gaps/limitations of coverage. • Uses the source in isolation with no/little reference to context • May not arrive at a conclusion as to the extent of utility. Lacks a specific focus on the key concept.