

St Ambrose College History Department Scheme of Work 2016 : First Year  
 Unit Four : The Story of Britain up to 1066 and the Norman Conquest  
 Lesson One:

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Historical Enquiry	The impact of migration of people to the British Isles before 1066.	What did Foreign invaders and settlers bring to Britain before 1066?	<ul style="list-style-type: none"> <li>Complete questions on p13</li> <li>Complete questions on p 16. Students create mind maps which illustrate what the Celts, Romans, Anglo-Saxons and Vikings brought to Britain? Students could work in groups of 4 to complete the work individually and feed back to the rest of the group. Students then write up their answer as an essay which includes their opinion on which group contributed more.</li> </ul> <p>( q 4 a and b p 15 Invasion, Plague and Murder Aaron Wilkes</p> <p>OR ( using SHP History year 7 , textbooks available )                      Students work in groups of 4 to complete research into one of the following groups of settler's in Britain</p> <ul style="list-style-type: none"> <li>Iron Age Settler,</li> <li>the Romans</li> <li>the Saxons or</li> <li>The Normans.</li> </ul> <p>Students deed back to their group their findings.                      Students write up their research Which invader, the Roman, the Saxons or the Normans made the biggest difference to life in Britain?</p>	<p><i>Invasion, Plague and Murder</i>                      AARON WILKES 1066 – 1509.                      P12 -15 ( PHOTOCOPIES ONLY)</p> <p>OR SHP HISTORY YER 7 9                      TEXTBOOKS AVAILABLE P 12 – 17</p>
				<b>Curriculum Opportunities</b>
<b>Key processes</b>	<b>Learning Outcomes</b>			
<b>Communication (group work)</b>	<p><i>All students will have worked in groups to identify the impact of one group on Britain before 1066</i></p> <p><i>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.</i></p>			<b>Spirituality</b>

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change	Development of political power	Who should be King?	<p>Students use the information from the text book to decide on a successor to Edward the Confessor. Students should identify the strengths and weaknesses of each candidate and chose one of the four candidates. Students to feed back to the class and explain their answers.</p> <p>Use of power point presentation to discuss the strengths and weakness of each candidate</p>	<p><i>UH p74 -75</i></p> <p><i>Heinemann p28</i></p> <p><i>Power point presentation</i></p> <p><i><a href="http://www.bbc.co.uk/history/british/normans/">http://www.bbc.co.uk/history/british/normans/</a></i></p>
				<b>Curriculum Opportunities</b>
				Use of ICT (see resources)
				<b>Spirituality</b>
<b>Key processes</b>	<b>Learning Outcomes</b>			
<b>Communication (group work)</b>	<p><i>Students have worked in groups to identify which of the following candidates should be King</i></p> <p><i>Edgar</i>  <i>Harold Godwinson</i>  <i>Harold Hadrada</i>  <i>William of Normandy.</i></p> <p><i>Most students will be able to explain the advantages and disadvantages of each candidate and explain their choice.</i></p>			

St Ambrose College History Department Scheme of Work:  
 Unit Five:  
 Lesson Three/Four:

First year  
 The Norman Conquest  
 The Battle of Hastings

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation	Development of political power	Why did William win the Battle of Hastings?	<p>Students use the information to write an explanation of William's victory. Students should identify the strengths and weaknesses of both sides and be able to divide their reasons into different types e.g. military strengths , tactics etc</p> <p>Complete the activity on p32 Heinemann</p> <p>Students watch Battlefields video to identify and explain reasons why William won.</p> <p>Complete interactive game</p>	<p>UH p76 -77</p> <p>Heinemann p29 – 30</p> <p><a href="http://www.bbc.co.uk/history/british/normans/">http://www.bbc.co.uk/history/british/normans/</a></p> <p>interactive game : The Battle of Hastings (se above website)</p> <p>BBC Curriculum Bites Who rules? Module 1</p> <p>DVD Battlefields Jon and Dan Snow.</p>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Curriculum Opportunities</b>
<b>Historical enquiry</b>	<i>Student understand a range of reasons for William's successes</i>			Use of ICT
<b>Communication (group work)</b>				<b>Spirituality</b>
				Students to learn about Williams support from the Pope

St Ambrose College History Department Scheme of Work:  
 Unit Five:  
 Lesson 5/6/7/8:

First year  
 The Normans  
 The Bayeux Tapestry

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Interpreting the Bayeux tapestry	Understanding the relationship between the Norman settlers and the Saxons.	What can students learn about the Norman invasion from the tapestry	<p><b>Chronology exercise</b>            Students work in groups to place scenes from the tapestry in chronological order.</p> <p>Students use Sources B and C and evidence from the documentary to come to conclusions about the past.</p> <p>( visual and auditory)</p> <p>Homework activity</p> <p>Students use examples of the text to reproduce one of the scenes. Students use their linguistic skills to translate the Latin description of the scene</p> <p>Activities on p33 Heinemann</p> <p>Assessment: Class assignment            How reliable is the Bayeux tapestry to an historian studying the reasons for an the success of the Norman invasion</p>	<p><i>UH p76 -77</i></p> <p><i>Scenes from the Bayeux Tapestry.</i></p> <p><i>Documentary (Clive Anderson) Whose linen is it anyway?</i></p> <p><i>Replicas of five scenes form the Bayeux tapestry.</i></p> <p><i>Heinemann p32 33</i>  <i>Ex Heinemann p33</i></p>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Curriculum opportunities</b>
<b>Using the Bayeux tapestry to come to conclusions about the past/</b>	<i>Students will have developed their source evaluation skills with particular emphasis on the content and origin of the source</i>			Cross Curricular with Latin and French
				<b>Spirituality</b>

--	--	--	--	--