



Pathway
2,3,4

Year 7

Term Autumn 2
Battle of Hastings

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Curriculum objective)

In this unit students will be developing the key concepts and processes through learning about the Battle of Hastings. Children will begin by looking at the three contenders for the throne in 1066, and the battles that were fought between these men before William, Duke of Normandy, was crowned King of England. Children will learn why castles were built, and how to become a Norman knight. They will move onto learning about how England changed under William the Conqueror's rule.

Key knowledge that should be learned during this SoW	All	Most	Some
Concept:	what is the key concept pupils need to take away / understand	what is the key concept pupils need to take away / understand	what is the key concept pupils need to take away / understand
Knowledge:	<p>Do children know who the main contenders for the throne were in 1066?</p> <p>Do children know what happened at the Battle of Stamford Bridge?</p> <p>Can children recount the events of</p>	<p>Can children explain the claim each of these men made?</p> <p>Do children know what happened at the Battle of Stamford Bridge?</p> <p>Can children recount the events of the Battle of Hastings?</p>	<p>Can children give their own opinions and explanations of who they think should have been King?</p> <p>Do children know what happened at the Battle of Stamford Bridge?</p> <p>Can children recount the events of</p>

	<p>the Battle of Hastings?</p> <p>Can children list some of William's problems?</p>	<p>Can children infer how the three men may have been feeling at different points?</p> <p>Can children explain how he solved them?</p>	<p>the Battle of Hastings?</p> <p>Can children infer how the three men may have been feeling at different points?</p> <p>Can children share and explain their own thoughts and opinions of William's decisions?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent inquirers – students to show independence in what they include in their work</p>

Language and/or communication skills:	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply	what 'words' will pupils learn and be able to apply
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8			
9			
10			
11			
12			
13			
14			

Talking points

Implementation

Impact