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| **CORE KNOWLEDGE**Pupils will identify the three contenders to the throne and understand why there was a fight for the throne at this time. Pupils will understand why Harold Godwinson was considered the best candidate for the throne and why the other candidates were not seen as worthy.Pupils will know about the Battle of Stamford Bridge as well as its outcome, whilst also considering how the geographic location of this battle was beneficial to William Duke of Normandy. Pupils will understand the types of soldiers in each army at the Battle of Hastings and how this influenced the outcome of the battle. Pupils will also understand some of the key reasons for the outcome of the battle. Pupils will understand the importance of source material to our understanding of history by using the Bayeux Tapestry.Pupils will consider the problems faced by William I and the three methods he used to consolidate his power: Motte and Bailey (later stone) castles, The Domesday Book and The Feudal System.  | **ABOVE AND BEYOND**Use evidence to support their own opinions on who should be King of England in 1066.Evaluate the main reasons why William was able to win the Battle of Hastings. Evaluate which of William’s methods of control was the most effective and why.**Key Skills****AO1 – Knowledge & Understanding.****AO2 – Second Order Concepts e.g. cause; effect; consequence; continuity and change; significance; similarities; difference; importance.****AO3 – Source Evaluation.****AO4 – Interpretations Evaluation****VOCABULARY**Contender, Battle, Throne, Heir, Hastings, Stamford Bridge, Army, Cavalry, Archer, Infantry, Housecarls, Fyrd, England, Conquest, Viking, Normandy, Wessex, Motte and Bailey, Feudal System, Domesday, Bayeux Tapestry. | Personal DevelopmentPupils will develop transferable skills and an awareness of the importance of studying medieval life in order to develop their understanding of the world we live in. E.g. Crusades, Magna Carta, ideas of and consequences of the Black Death and Peasants RevoltLliteracy Focus Pupil will accurately spell subject specific words, connectives and high frequency words (tier 2 &3) and will use them correctly. Pupils can use a wide range of grammar and punctuation. Nnumeracy focusPupils will demonstrate the ability to work chronologically and be able to produce timelines. Pupils will be able to understand the economic developments that took place in Britain and the impact of finance. **WHERE NEXT?**Unit 3 The Development of Church, State and Society Medieval Life |

**Journey of Knowledge: Year 7 Unit 2: The Development of Church, State and Society: 1066-1509. Medieval England**

**Context and Introduction to Unit:** Pupils will learn about the reasons why there were three contenders to the throne in 1066. Pupils will analyse the events following the death of Edward the Confessor and the fight for the throne between the three contenders as well as investigating the events and consequences of the Battle of Hastings in 1066. Pupils will also consider the different ways in which William I aimed to control England.

***Prior knowledge (KS2/KS3):*** Pupils may have some previous understanding of the Battle of Hastings and the Norman invasion of England.Pupils will understand empires and religious beliefs from Unit 1.

**The bigger picture:**

*Personal development opportunities.*

*Career links-* Town Planning, Education sector, Retail, Historian, Politician, Armed Forces, Archivist.

*RSE-*To understand the relationships between a community and those in authority.