


Learning Plan: Autumn 2		Subject/Pwnc: History	Year/Blwyddyn: 7	
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.</p> <p>Knowledge focus/what matters: How did William I maintain control of and conquer England after 1066 ?</p>				
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress	
Week 1 How important were Motte and Bailey castles?	<ul style="list-style-type: none">Identify the key features of this type of castle.Recognise the strengths and weaknesses of this early form of castle.Justify how it helped the Normans begin their conquest of Britain.	<ul style="list-style-type: none">I will be able to use key vocabulary correctly.I will be able to explain the advantages and disadvantages of motte and bailey castles.I will be able to write a report to the King urging him to build stone castles instead, by using persuasive language and key vocabulary to convince him of the flaws of wooden ones.Assessment task: I will be able to justify my proposal to the King by composing a convincing argument using the key features I have identified.	Wk 1	Homework: Project task-create your own model of a wooden or stone medieval castle Set: Week 1 Due: Week 6
Week 2 What was the feudal system and why was it introduced?	<ul style="list-style-type: none">I will be able to use my assessment feedback to redraft and improve the part of my work the teacher has highlighted.I will be able to recognise how the feudal system worked and how William used it to control England.	<ul style="list-style-type: none">I will be able to correct any misspellings and adapt my highlighted paragraph to make it either more convincing, show improved SPaG or improved explanation depending on the S.C of the task.I will be able to differentiate between the different groups in the feudal system and the roles they held.I will be able to compare and contrast what each group were given and what they received.	Wk 2	Homework: Project task- create your own medieval castle. Set: Week 1 Due: Week 6

		<ul style="list-style-type: none"> I will use my understanding of this system to distinguish how it helped William assert his dominion over England. I will be able to propose why the feudal system was unfair to the English but beneficial to William. I will do this by playing the role of William and writing a diary entry detailing my plans of introducing this Norman system to England and explaining how it will benefit me. 		
Week 3-4 Stone castles- how did they keep the enemy out?	<ul style="list-style-type: none"> Provide arguments to demonstrate why stone castles were better than wooden ones. Explain their key design features Demonstrate what tactics were used to defend them under siege or to attack them. I can use the new key vocabulary competently. 	<ul style="list-style-type: none"> I will be able to compare and contrast the pros and cons of each type of castle. I will be able to locate and identify all the key features on a diagram. I will get into character as either the attacker of a medieval castle or the baron defending a medieval castle and I will create a useful top tips poster of 10 ways to either attack or defend a castle, ranking them in order of importance. 	Wk 3-4	Homework: Project task- create your own medieval castle. Set: Week1 Due: Week 6
Weeks 5-6 Who lived in a castle like this?	<ul style="list-style-type: none"> I will identify the key workers necessary for the maintenance of a medieval castle. I will be able to classify the different types of roles needed I will be able to distinguish the hierarchy of castle workers.. I will be able to understand what day to day life was like in a medieval castle. 	<ul style="list-style-type: none"> The King is coming to visit the castle, but the baron needs extra staff! You have one week to hire new staff. You will be able to create a job advertisement for one of the job roles, emphasising the key role and responsibilities, promotion possibilities, the pay and the perks of castle life! You will be able to create an inspiring, eye-catching job advertisement for the baron's recruitment campaign using key vocabulary effectively. You will create a comedy role play in groups to present to the class showing a disastrous tour around the castle by the baron to the visiting King-everyone in the group must play a role and think of what could possibly go wrong. What could the gong farmer do as the King walks around? The funnier the better. 	Wk 5-6	Homework: Complete your model of a medieval castle Set: Week 1 Due: Week 6
Week 7	<ul style="list-style-type: none"> Christmas Week I will be able to compare and contrast medieval Christmas traditions with 21st century traditions. 	<ul style="list-style-type: none"> I will explore how medieval Christmas was celebrated I will be able to identify and explain 5 medieval Christmas traditions that are either different or similar to today's. I will be able to explain to the class what medieval Christmas tradition I think I would like and why. 	Wk 7-	Homework: Research task: What other key changes did the Normans bring to Britain? (food/clothes/language/music)

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