

Title: Who became the King of England in 1066 and why?		Year: 7	Half Term: 1	Duration: 4-5 lessons
Overview: First History scheme of work for students, covering these key questions: 'Who should be the Saxon Leader?' 'What happened at the Battle of Hastings?' 'What are the problems with the evidence we have for the Battle?'				
Learning Outcomes:				
<p>All students will be able to:</p> <ul style="list-style-type: none"> • identify key beliefs and values of the Saxons, • identify characteristics of a good leader, and identify differences/similarities with what a Saxon would want • identify the 3 claimants for leadership, • identify some of the tactics use in the Battle of Hastings • identify the key primary sources for the Battle 		<p>Most students should be able to:</p> <ul style="list-style-type: none"> • Give reasons that the 3 claimants used to be leader/king • Discuss the effectiveness of the tactics used in the battle of Hastings • Explain/give reasons why the primary sources for the Battle may be biased 		<p>Some students might be able to:</p> <ul style="list-style-type: none"> • Make a balanced judgement about these claims • Identify the key tactics used in the Battle, and explain how these could be improved • Identify how/if the primary sources for the Battle could still be helpful
Key Concepts: 1.1a 1.4 1.5 1.6			Key Processes/Skills: 2.1 2.2 2.3a	
Transferable Skills: Team work Creative thinking Map skills Literacy – structured writing		Assessment: <u>Structured writing for: 'Who should be the Saxon Leader?'</u> -Identify the 3 claimants, and the values/beliefs of the Saxons (level3) -Match the claims with the claimants, give reasons why they like/would vote for them as a Saxon (level 4) -Evaluate which of the claims are the most significant (level 5) <u>Structured writing for: Interpreting Sources</u> -describe the primary sources (level 3) -give reasons why these might be biased, and in what way (level 4) -evaluate/make a judgement about how/if the sources could still; be helpful (level 5)		