

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Welcome and introduction to History.	Students will be able to make a judgement about what History is and what its place is in our learning.	To make a judgement as to what History is using the work of Historians 'What is History, Now?'.	Hardworking Critical Thinking Collaboration
	2	How similar were Baghdad and Anglo-Saxon England?	Students will use the work of Historian Ian Mortimer's 'Time Traveller's Guide to Medieval England', to describe Anglo-Saxon England.	To use the work of Historian Ian Mortimer to create a description of Anglo-Saxon England.	Creating Hardworking Collaboration Critical Thinking
	3	How similar were Baghdad and Anglo-Saxon England?	Students will explore 10 th century Baghdad. Students will make a comparison between 10 th century Baghdad and Anglo-Saxon England.	To explore 10 th century Baghdad. To compare life in 10 th century Baghdad to that of Medieval England.	Hardworking Linking Creating Critical Thinking Meta thinking Collaboration
	4	How similar were Baghdad and Anglo-Saxon England?	Students will explore the social structures and laws of Baghdad and Anglo Saxon England. Students will compare social structures and laws of Baghdad and Anglo Saxon England.	To compare social structures, laws and customs between Anglo-Saxon England and 10 th century Baghdad.	Hardworking Linking Creating Critical Thinking Collaboration
	5	How similar were Baghdad and Anglo-Saxon England?	Students will be able to compare trade and migration between 10 th century Baghdad and Anglo-Saxon England.	To compare trade and migration between 10 th century Baghdad and Anglo-Saxon England.	Hardworking Linking Creating Critical Thinking Collaboration
	6	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of evaluating evidence.	To demonstrate that I have mastered the historical concept of evaluating evidence.	Hard working Analytical Linking Critical Thinking Collaboration

Term 1.2

	1	Crisis of 1066	Students will be given the opportunity to evaluate key Primary and secondary sources to determine how the crisis of 1066 unfolded	To make a judgement using historical evidence as to who was the rightful king of England after the death of Edward the Confessor in 1066	Hard working Critical Thinking Linking Collaboration
	2	Battles of 1066	Students will review primary sources relating to the two major battles of 1066. They will analyse the outcomes of the battles and using secondary sources discuss the impact of them.	To be able to discuss with confidence the outcomes of the Battle of Stamford Bridge and Battle of Hastings and be able to	Collaborative Hardworking Link Meta thinking Critical thinking
	3	Feudal System	Students will review information regarding how England was controlled pre-1066, and how the implementation of that control changed after 1066.	To be able to describe the changes and continuities in the society due to the Norman Invasion of 1066	Hardworking Creating Linking Realizing Collaboration Critical Thinking
	4	The Bayeux Tapestry	Students will use the Bayeux Tapestry to evaluate its reliability as a primary source discussing the events of 1066.	To be able to differentiate between a bias and non-bias source. To be able to confidently discuss the difference between a primary and secondary source and be able to evaluate the reliability of all sources	Hardworking Linking Collaborative Classroom Critical Thinking
	5	The Domesday Book	Students will review aspects of the Domesday book to understand its purpose and value in early Norman England	Students will be able to discuss key aspects of the Domesday book and understand its use and importance as a historical source.	Meta thinking Hardworking Linking Collaboration Critical Thinking
	6	Mastery	Students will be given the opportunity to demonstrate that they have mastered the historical concept of evaluating evidence.	To demonstrate that I have mastered the historical concept of evaluating evidence.	Hard working Analytical Linking Critical Thinking Collaboration