

Year 7 British rulers 1066-1700

Focus Enquiry Question: How did British rulers control England?

Lesson	Lesson Aim/Objective	Historical content/concepts	Learning Activities	Resources	Differentiation	Assessment (with reference to KSU)
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Key Question: How did the Normans invade and control England?

1	Why was England invaded in 1066?	Saxons Normans Invasion	<p>Starter – Class discussion of what makes a good king.</p> <p>1. 3 men and a crown powerpoint and discussion of the 3 main claimants to the throne. Pupils can create and fill in a table as they go through each candidate including power, money, qualities etc.</p> <p>2. Pupils either create election campaign/poster/speech about candidate they think should be King. Depending on time this can be done in groups and/or extended for homework.</p> <p>Plenary – Class can share ideas so far and discuss who makes the best</p>	3 men and a crown powerpoint. Election resources.	Differentiated groups. Writing frame for speeches.	Interpretation Causation
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			candidate. Discuss what claimants will do next.			
2	What happened at the Battle of Hastings?	Hastings Stamford Bridge Fyrd housecarl	<p>Starter – Powerpoint and discussion of how Harold is made King and what pupils think he should do with his troops.</p> <p>1. Powerpoint and discussion of Stamford Bridge. Can use video clip for more information. Pupils answer questions on the change of wind direction and Harold's road to Hastings.</p> <p>2. Powerpoint and discussion of the Battle of Hastings and Harold's successes and failures. Pupils can put events in the right order then write their opinion of why the Battle ended in success for William.</p> <p>Plenary - Pupils read out responses to why William won. Discuss how many factors can cause an event.</p>	Powerpoint Video clip	.	Chronology Causation
3	Why did William win the Battle of		<p>Starter – Quiz to recap events of Hastings.</p> <p>1. Discuss how there are</p>	Assessment plan and	Writing frame for less able pupils. G and T	Causation

	Hastings? Opportunity for summative assessment.		<p>three main factors contributing to William's win – his skills, Harold's weaknesses and Harold's unluckiness. Pupils can draw up or have blank table.</p> <p>2. Read account of Battle again and watch video clip and fill in table together as a class.</p> <p>3. Go through assessment plan and mark scheme. Pupils can start assessment and complete for homework. All pupils set target to achieve.</p> <p>Plenary- Pupils can read out response so far and peer assess each other's work..</p>	mark scheme.	pupils encouraged to hit higher levels using bold print in the mark scheme.	
4	Was William a hero or a villain?	Harrying of the north	<p>Starter - Pictures of celebrities and heroes and villains on powerpoints.</p> <p>1. Study background of William and sources. Discuss and write how this may have affected William's character.</p> <p>2. Read harrying of the North sheet and discuss</p>	<p>Powerpoint</p> <p>Video</p> <p>Harrying of the North sheet</p>		Interpretations

			<p>whether William was right to take such extreme measures against the people in England.</p> <p>3. Watch video clip and discuss different interpretations of William and why these interpretations may have come about.</p> <p>4. Pupils write own responses to the question in books.</p> <p>Plenary - Class vote and some pupils can say why using what they have written.</p>			
5	How did William gain control of England?	<p>Feudal system</p> <p>Domesday book</p> <p>Castles</p>	<p>Starter –</p> <p>1. William’s problems sheet – how would William deal with the problems.</p> <p>2. William’s solutions sheet. Match up problems to solutions. Make sure feudal system and Domesday book are briefly defined.</p> <p>3. Case study – motte and bailey castles. Pupils look at strengths and weaknesses of the first castles, why they were built and how they</p>	<p>Powerpoint</p> <p>Problems and Solutions sheet and colours.</p> <p>Diagram of castle to label</p>	Paired work on problems and solutions.	<p>Chronology</p> <p>Diversity</p> <p>Causation</p>

			<p>could be improved.</p> <p>Plenary – What recommendations would you make to a Norman for future building of castles – explain how castles came to be built of stone.</p> <p>Homework could be to research a castle in the North West.</p>			
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Key Question: Why is Magna Carta so significant?

6	<p>How did King John rule England – why is Magna Carta so significant?</p> <p>Opportunity for summative assessment</p>	<p>Magna Carta Barons significant</p>	<p>Starter – Discussion of what makes a good King.</p> <p>1. Read sources about King John and fill in table to show whether John was a good or bad King. Pupils discuss what they think of John. Can use clip from Robin Hood.</p> <p>2. Powerpoint about what the barons decided to do. Pupils write down what they would have wanted John to do. Complete table to show who each promise would have helped.</p> <p>3. Pupils discuss which promise is most important.</p>	<p>Sheet on John with sources Powerpoint Table of who promises would have helped. Significance table sheet. Plan and mark scheme for assessment.</p>	<p>Mark scheme with clear targets. Writing frame for assessment.</p>	<p>Significance</p>
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			<p>4. Assessment is available if needed on the significance of the Magna Carta. Pupils fill in table to show significant and insignificant points.</p> <p>5. Either discussion of assessment or share opinions on John and Magna Carta with the class.</p>			
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Key Question: How was the United Kingdom formed?

7	How was Wales conquered?	Conquered Llewlyn Interpretation traitors	<p>Starter – Map of Britain in 1500. Consider disunited nature of the country and reasons for this.</p> <p>1. Consider United Kingdom today. Worksheet showing how countries in the United Kingdom joined up and effect on Union Jack flag.</p> <p>2. Worksheet on how Wales was conquered. Pupils study the English and Welsh versions and consider different interpretations. Pupils can write speeches and have a debate arguing which version of the events is</p>	<p>Map of Britain 1500 showing disunited Kingdoms.</p> <p>Worksheet – How was Wales conquered.</p>	<p>Differentiated pairs/group work.</p> <p>Writing frame for speech</p>	<p>Causation</p> <p>Chronology</p> <p>Interpretations</p> <p>Diversity</p>
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			correct. Plenary – Discuss effect on Britain today e.g. Prince of Wales. Also discuss why no dragon on the Union Jack.			
8	Why did the Act of Union between England and Scotland take place?	Union Merchant Protestant Catholic Highlander Lowlander	Starter – Consider different designs for a British flag in 1707. Which would have pleased the Scots and which would have pleased the English? 1. Card sort with reasons why some might support the Union and why others might be against it. 2. Series of questions including who has the stronger argument? How would a series of people feel about the Act? Including English merchant, A Scottish merchant wanting to sell to the Americas, a minister of the Scottish Presbyterian Church, A Highland chief and a member of the Church of England. 3. Make up 2 different headlines about the Act of Union for an English	Card sort Powerpoint?	Differentiated pairs	Interpretations Causation Diversity

			<p>newspaper and a Scottish newspaper.</p> <p>Plenary – Pupils could consider the word Union and how it is used today. Pupils could also summarise how they would tell a younger pupil about the making of the Union Jack.</p>			
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Key Question: How did Henry VIII keep power?

9	How did Henry VIII manipulate his image?	Parliament Manipulate portrait	<p>Starter – Celebrity images and discussion of how their image is manipulated by themselves and entourage, but also airbrushing and PR.</p> <p>1. Discussion of how this is new. Study of Holbein's portrait and Q and A regarding how Henry could have manipulated this image.</p> <p>2. Role play exercise where pupils consider the conversation between Henry and Holbein.</p> <p>3. Exercises on why Henry</p>	<p>Powerpoint</p> <p>Parliament's power sheet</p>		<p>Interpretations</p> <p>Causation</p> <p>Significance</p>
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			was more powerful than Parliament and the role of Tudor Parliament. Plenary – What made Henry powerful? Paragraph in books			
10	Why did Henry VIII have so many wives?	Beheaded Divorce Agony column heir	Starter - Video clip from TV Drama Henry VIII of Henry VII on his deathbed. What does he command Henry to do? 1.youtubeclip of wives to introduce. 2. Dear Catherine exercise, where pupils read and find out information about the first 5 wives of Henry and then write an advice letter to Catherine Parr, the 6 th wife. Plenary – Pupils can read out responses and discuss what Henry’s main motivation was.	http://www.youtube.com/watch?v=KV5jSXyoWd4 Henry VIII video Dear Catherine worksheet		causation
Key Question: Why was Elizabeth such a great monarch?						
11	Who did Elizabeth decide to marry?	Heir Suitor	Starter – what problems might Elizabeth encounter being a female monarch in the 16 th century? Elizabeth was one of the most	Elizabeth video Powerpoint		Causation Significance

			<p>successful monarchs ever...why?</p> <ol style="list-style-type: none"> 1. Blind date exercise – pupils use powerpoint to fill in table of Elizabeth’s suitors advantages and disadvantages. 2. Pupils vote for their choice of husband and justify choice in their books. Teacher reveals vote result. 3. What really happened? Pupils watch clip from Elizabeth film and discover that Elizabeth marries no one, remaining devoted to her country. <p>Plenary - Discuss who Elizabeth went to for advice instead of a husband?</p>	Blind date sheets		
12	Why did Philip II of Spain send the Spanish Armada?	<p>Armada Political Social Religious Long term Short term</p>	<p>Starter – Radio clip of armada reaching Britain and what this could mean for Britain.</p> <ol style="list-style-type: none"> 1. Card sort of reasons why Philip would want to invade England. 2. Pupils sort cards into Religious, Economic and Political, then into long term and short term. Each time 	<p>Radio clip Cards Powerpoint</p>	Differentiated card sort	Causation Interpretations

			<p>definitions are on PowerPoint to remind pupils.</p> <p>3. Pupils decide what the most important reason was and write a paragraph in their books.</p> <p>Plenary- Pupils decide who was more to blame and discuss what Elizabeth's reaction might be.</p>			
13	Why did the Spanish Armada fail?	Invade Armada crescent	<p>Starter - Show picture of the armada and the might of Spain traveling to Britain. Introduce question of failure or clip from Elizabeth the golden age to remind pupils why Philip wanted to invade.</p> <p>1. Read sheet of events of the Armada and put in chronological order.</p> <p>2. Complete worksheet on the reasons for the defeat which requires pupils to analyse reasons for the defeat and prioritize them. Pupils could also watch clips from Elizabeth the golden age to dramatize the story.</p>	<p>Elizabeth:the golden age film</p> <p>Worksheet on the defeat of the armada</p> <p>Powerpoint including armada portrait</p>		

			<p>Plenary – Analyse Armada portrait and discuss why this may have been painted. Links to Henry VIII lesson and link should also be made to the wider key question – why was Elizabeth I such a successful monarch? Pupils could also design a front page for a newspaper from with a Spanish or English point of view.</p>			
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Key Question: Why did English men start fighting each other in 1642?

14	Why did England fall into civil war in 1642?	Civil war Divine Right of Kings Ship tax	<p>Starter - Newspaper report on civil war to help pupils understand what it means.</p> <p>1. Study long term reasons of civil war. Pupils can divide into Religious, Economic and Political. Clip from Battlefield Britain and History file to illustrate causes.</p> <p>2. Pupils look at short term reasons from powerpoint and can fill in blank table. Diagram where pupils prioritise the reasons for the</p>	<p>Powerpoint</p> <p>Worksheet on long term causes</p> <p>Video clips from Battlefield Britain and History file</p> <p>Blank worksheet on short</p>		
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			<p>start of the war. Plenary – Pupils can decide on words to describe Charles and whether he was to blame.</p>	term causes.		
15	Why did Parliament win the civil war?	<p>Royalist Cavalier Naseby Artillery Cavalry Musketeers Infantry pikemen</p>	<p>Starter - Pupils recap who was most to blame for the civil war. 1. Pupils use powerpoint to discuss the 2 sides in the civil war and how they differed. 2. Pupils use video clip of Battle of Naseby from “Cromwell” and powerpoint to discuss why Parliament won. Pupils can fill in blank spider diagram. 3. Pupils use powerpoint to discuss the most important reasons for Parliament’s success and divide into categories using worksheet. Plenary – Pupils discuss and decide whether it was more to do with Parliament’s successes or the Royalist’s failures. Pupils can also consider Charles’ execution and</p>	<p>Cromwell video Powerpoint Blank diagram Categories worksheet</p>	Differentiated diagram	Causation

			watch clip from Cromwell.			
16	Was Oliver Cromwell a hero or villain? Assessment opportunity	Drogheda Lord Protector Republic	Starter - Show photographs of famous figures such as Martin Luther King and Hitler and discuss whether they are heroes or villains, Make links to William I lesson. 1. Introduce Oliver Cromwell and recap on last lesson using powerpoint. Discuss why Cromwell may not have wanted to be King. 2. Using worksheet and video from "Interpretations" pupils divide page into two and fill in evidence Cromwell was a hero and evidence he was a villain. Pupils could also use some sources on cards here. 3. Pupils write a paragraph about what they think in books and peer assess to see if they included enough evidence and were persuasive enough. Pupils could also write a list of questions to ask Cromwell and pupils could take turns at being Cromwell in a hot	Powerpoint Interpretations video on Cromwell. Worksheet on Cromwell	Differentiated cards	Interpretations Significance

			<p>seating role play activity. An assessment could also be carried out here using what pupils have done in the lesson to create an essay to answer the question – Oliver Cromwell: hero or villain?</p> <p>Plenary – Pupils have a vote on what they think of Cromwell. Who might remember him differently? How does where we are from affect our interpretations?</p>			
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