

## INTEGRATION WITH PRIOR LEARNING & FUTURE LEARNING

### KNOWLEDGE

- Students will likely have some knowledge of the features of the Middle Ages from the thematic study of water and sanitation.

### CONCEPTUAL UNDERSTANDING

- Students will already have some understanding that of change and continuity from the thematic study of water and sanitation.

### SKILLS

- Students will already have experience of using different types of historical sources to extract information about the past

### FUTURE LEARNING

- **Enquiry 2.3-** Students will develop their understanding of changing royal power
- **Enquiry 3-** Students will develop their understanding of key features of the Middle Ages through the thematic study of London through time

## KEY TERMINOLOGY AND VOCABULARY

Bayeux tapestry; Burh; Cavalry; Domesday book; Earl; Fleet; Forest Law; Gatehouse; Harrying; Housecarl; Merchant; Mint; Motte and bailey; Mudrum fine; Raid; Palisade; Rebellion; Shield wall; Shire; Slave.

## TASKS

### KEY ASSESSMENT TASKS

- Write an evaluation of how far the Normans used violence and brutality to conquer England.

### KEY HOMEWORK TASKS

- Learning key terminology and vocabulary
- Research key scenes in the Bayeux tapestry and what it tells historians about the Battle of Hastings.

## WIDER CURRICULUM

### BRITISH VALUES

- **Rule of law** – in this enquiry, students develop understanding of how laws were used to gain and keep control of England.

### SMSC

- **Moral** – Students are encouraged to reflect on the morality of using violence and brutality to conquer England.