



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

Unit: Anglo-Saxon England c.1000-1066	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Lesson topic question	<b>Title:</b> <i>What was the social structure in Anglo-Saxon England?</i>	<b>Title:</b> <i>How was Anglo-Saxon England governed?</i>	<b>Title:</b> <i>How was Anglo-Saxon law enforced?</i>	<b>Title:</b> How did the Anglo-Saxon Economy work?	<b>Title:</b> <i>Why were the Godwins so powerful in Anglo-Saxon England?</i>	<b>Title:</b> <i>Why was there a rising against Tostig in 1065?</i>	<b>Title:</b> <i>Why was there a succession crisis in 1066?</i>
Knowledge & Skills development	<b>Change and Continuity</b>  <i>Pupils need to be able to describe the main features of Anglo-Saxon society (see lesson titles above)</i>				<b>Cause and Consequence</b>  <i>Students should be able to provide multi-causal reasons for the power held by the Godwin family, the reasons for the revolt against Tostig in 1065 and the reasons for the succession crisis of 1066</i>		
Assessment / Feedback Opportunities	<b>Formative Assessment</b> <i>Range of self and peer assessment (see full scheme)</i>				<b>Summative Assessment</b> Past Paper activities- 1 Describe a feature of....(4 marks) 2 Explain why....(12 marks)		
Key Vocabulary	Anglo-Saxon   Aristocracy   Burh   Ceorls   Earls and Earldoms   Fyrd   Geld Tax   Hierarchy   Rebellion   Shire Reeve   Succession   Thegns   Witan						
Literacy/Reading opportunities	<ul style="list-style-type: none"> <li>Pearson official textbook-Edexcel GCSE History ‘Anglo-Saxon and Norman England, c1060-1088’</li> <li>Selected text extracts from the internet</li> </ul>						
Cross Curricular Themes							
Personal Development (including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> <li>Students are taught about the Witan and comparison are drawn between the Witan and modern-day Parliament</li> <li>Students are taught about law-making in this period in comparison with modern Britain.</li> </ul>						
Career Opportunities							

<b>Unit: The Norman Conquest</b>	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>
<b>Lesson topic question</b>	<b>Title:</b> <i>Why did the Vikings win the Battle of Gate Fulford?</i>	<b>Title:</b> <i>Why did the Saxons win the Battle of Stamford Bridge?</i>	<b>Title:</b> <i>Why was Harold and his Saxon army defeated in the Battle of Hastings?</i>
<b>Knowledge &amp; Skills development</b>	<b>Cause and Consequence</b> <ul style="list-style-type: none"> <li><i>Students should be able to provide multi-causal reasons for the outcomes of the battles of Gate Fulford, Stamford Bridge and Hastings</i></li> <li><i>Students should be able to explain how the consequences of each battle influenced the outcomes of the next battle.</i></li> </ul>		
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment</b> <i>Range of self and peer assessment (see full scheme)</i>		<b>Summative Assessment</b> Past Paper activities- How far was Harold's defeat at Hastings due to poor leadership?
<b>Key Vocabulary</b>	Anglo-Saxon   Archers   Aristocracy   Cavalry   Earls and Earldoms   Feigned Retreat   Huscarls   Succession   Witan		
<b>Literacy/Reading opportunities</b>	<ul style="list-style-type: none"> <li>Pearson official textbook-Edexcel GCSE History 'Anglo-Saxon and Norman England, c1060-1088'</li> <li>Selected text extracts from the internet</li> </ul>		
<b>Cross Curricular Themes</b>			
<b>Personal Development (including British Values, RSE, Citizenship)</b>	This unit should introduce the concept of Englishness/Britishness being a mixture of Viking, Saxon and Norman origin (as well as Celtic and Roman). Parallels between multi-cultural modern-day Britain should be drawn		
<b>Career Opportunities</b>			