

**Subject History**

**Core skill focus Analyse. Transferable Skills Aspiration. Historical skills Causation.**

<b>Year group:10</b>	<b>Module title: The Cold War 1945 - 58</b>	<b>Length of module: 7 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students will study the differences between Capitalism and Communism. The significant events that led to the start of the Cold War between the Super Powers.</p> <p>Students to identify key concepts in the development of the cold War such as Truman Doctrine and Marshall Aid and how this left the USSR feeling isolated.</p> <p>The Blockade of Berlin is looked at in detail for worsening relationships between the USSR and the West and the impact of the development of nuclear weapons on relationships.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This is the first topic taught of the EDEXCEL GCSE course. It reinforces what students have learnt at key stage three and delivers more knowledge with greater expectation. This content appears on paper two of the examination. It will link into what students have learnt at key stage two, in particular a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 and it will build further upon their knowledge gained at key stage three of challenges for Britain, Europe and the wider world 1901 to the present day. They will build upon these key stage three history skills understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses and expand upon these building blocks further throughout their key stage four course.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>	
<p><b>Key words:</b> Capitalism, Communism, Super Powers, significance, conferences, Yalta, Potsdam, Iron Curtain, Truman Doctrine, Marshall Aid, Comecon, Long and Novikov telegrams, international relations, crisis, Berlin, blockade, aggressive, deterrent, MAD Mutually Assured Destruction, nuclear, achieve, motivation.</p>	<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	What are the differences between Capitalism and Communism? Why was there tension between the Super Powers at the end of WW2?	Extended writing using trigger key words to help explain the process and how successful it was.	Define the key terms of Capitalism and Communism
2 & 3	What was the significance of the conferences at Tehran, Yalta and Potsdam? How and why could it be described as Iron Curtain had descended across Europe? What was the significance of this?	Use of sources and eye witness accounts into the agreements made and the disagreements that took place.	How did Yalta and Potsdam differ?
4 & 5	Why did the USA produce the Truman Doctrine and Marshall Aid? What was the Soviet response to these policies? What role did the Long and Novikov telegrams play in international relations during this period? What did each one say about the USA and the Soviet Union?	Case study of the Truman Doctrine and how it affected Europe. The students to produce an investigation.	What effect did Marshall Aid have on Europe?
6	Why did the Berlin crisis occur? Why did and how successful was the Soviet Blockade of Berlin. How did the Americans circumnavigate these actions? What was the aim of Stalin cutting off all access point into Berlin, what was he hoping to achieve?	Investigation into the Berlin crisis how close to war did we get?	The Berlin Crisis how did the US get around the blockade?
7	What was the significance of the Arms race? What was MAD (Mutually Assured Destruction) and was it successful in keeping nuclear war out of harm's way and being a deterrent?	Use of sources along with BBC video explaining the need for the Arms Race. Students to conclude if it was successful	Was MAD accurate?

**Subject History**

**Core skill focus Link. Transferable skills Independence Historical skills Change and Continuity**

<b>Year group:10</b>	<b>Module title: The Cold War 1958- 70</b>	<b>Length of module: 7 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students will study and understand the impact of Hungary in 1956 and how this was used by the USSR to reiterate their commitment to the Communist cause.</p> <p>Further case studies of key events of the period will be studied in detail, the Cuba Missile Crisis, the Prague Spring and the publishing of the Brezhnev Doctrine.</p> <p>Students to understand how from the abyss of nuclear war relationships dramatically improved during the 1970's which led to a period of Détente.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This is the first topic taught of the EDEXCEL GCSE course. It reinforces what students have learnt at key stage three and delivers more knowledge with greater expectation. This content appears on paper two of the examination. It will link into what students have learnt at key stage two, in particular a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 and it will build further upon their knowledge gained at key stage three of challenges for Britain, Europe and the wider world 1901 to the present day. They will build upon these key stage three history skills understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses and expand upon these building blocks further throughout their key stage four course.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.</p>	
<p>Key words: Hungarian uprising, response, Brezhnev Doctrine, Cuba Missile Crisis, impact, international, communications, Super Powers, Soviet, relationships, nuclear warfare, outcome, Prague Spring, Berlin Wall, construction, East, West, boycott, Olympics, space exploration, spheres of influence, communist, capitalist.</p>	<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
8	What impact did the Hungarian uprising have on International relations? What was the American and the Allies response?	Key explanations of the Hungarian uprising with students tasked to explain their meanings. Produce a piece of extended writing based on the evidence.	Narrative account of the Hungarian uprising.
9 & 10	Why was the Berlin Wall constructed? What changes did it bring to Germany and how did it affect the relationships between the East and the West?	Change and continuity how did relationships change due to these actions- students tasked in forming their own supported conclusions.	How and why was the Berlin Wall constructed?
11 & 12	The Cuba Missile Crisis – What was the impact on international relations? What was the impact on communications between the Super Powers? How and why did this nearly bring about nuclear warfare?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions.	Two features of the Cuba Missile Crisis explained
13	What was the Prague Spring? What was the outcome of the Czech uprising how did the Soviets respond? What was the Brezhnev Doctrine and how did it affect international relations during the period?	An empathy piece of what it must have been like to have been a student during this phase. Feelings, what they would have witnessed.	What was the Prague Spring?
14	What were the state of Cold War relationships at the end of 1970? How did competing ideologies prove they were dominant over each other in different spheres, for example, space exploration and sport?	Investigation into how relationships changed perceptions around the Cold War. Use of eye witness accounts to support	How did sport and space exploration affect capitalism v communism?

**Subject History**

**Core skill focus Identify. Transferable Skills Active Speaking. Historical Skills Significance.**

<b>Year group:10</b>	<b>Module title: The Cold War 1970- 1991</b>	<b>Length of module: 6 weeks</b>
<p><b>Module intent / knowledge to be gained</b></p> <p>Students will study and understand the importance of Détente during this period. Further important case studies will be evaluated for their importance. These will include the Afghanistan war from conception to ultimate failure for the USSR. The advent of the Strategic Defence Initiative and the effect this had on the formulation of Glasnost and the New Thinking of Gorbachev. The ultimate collapse of Communism with the bringing down of the Berlin Wall. How people felt and the effect it had on international relationships.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This is the first topic taught of the EDEXCEL GCSE course. It reinforces what students have learnt at key stage three and delivers more knowledge with greater expectation. This content appears on paper two of the examination. It will link into what students have learnt at key stage two, in particular a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 and it will build further upon their knowledge gained at key stage three of challenges for Britain, Europe and the wider world 1901 to the present day. They will build upon these key stage three history skills understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses and expand upon these building blocks further throughout their key stage four course.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>	
<p><b>Key words:</b> Détente, policy, SALT (Strategic Arms Limitation Treaty), Helsinki Accords, invasion, Soviet, reaction, cause and consequence, boycott, strategic defence Initiative, Star Wars, Second Cold War, New Thinking, Perestroika, Glasnost, summit, Berlin Wall, collapse, Republics, reunification, relations.</p>	<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
15	Why did the USA and the Soviet Union follow a policy of Détente in the 1970's? What was the purpose of SALT?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions.	What was the Détente?
16	What was the significance of the Helsinki Accords in 1975? What was the Second Cold War and why was it brought about? Why did Raegan call the Soviet Union the Evil Empire?	Change and continuity how did relationships change due to these actions- students tasked in forming their own supported conclusions.	What was agreed in Helsinki?
17 & 18	What happened during the invasion of Afghanistan in 1979? How did the USA react to this invasion? What was the Strategic Defence Initiative and how did this Star Wars programme affect the USSR? What was Gorbachev's New Thinking and what changes did it bring to the USSR?	An empathy piece of what it must have been like to have been a student during this phase. Feelings, what they would have witnessed.	How did the invasion affect Afghanistan and the USSR?
19	Why did the Soviet hold on Eastern Europe start to disintegrate? What was the significance of the collapse of the Berlin Wall?	Key explanations of the disintegration of the Soviet Union with students tasked to explain their meanings. Produce a piece of extended writing based on the evidence.	Why was the collapse of the Berlin Wall so significant? What did it symbolise?

20	Exam questions – How do you write a Narrative account and analyse it? Extended writing questions, what must be included to be successful?	Revision	Past paper question
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Subject History
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<b>Core skill focus Describe. Transferable skill Creativity. Historical skills Historical Perspectives</b>
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<b>Year group:10</b>	<b>Module title: Anglo Saxon and Norman England</b>	<b>Length of module: 6 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students will study the History of the Anglo Saxons and how they developed during the period.</p> <p>Students to study the social and political hierarchy that existed and the importance of both the king and the church.</p> <p>The importance of the succession after Edward and why there were rival claims to the throne of England.</p> <p>Key battles will be looked at as case studies and the effects of Gate Fulford, Stamford Bridge and Hastings will be evaluated in explaining the end of the Anglo Saxons as rulers of Britain.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This component is on the EDEXCEL paper two in conjunction with the Cold War. It builds upon prior learning at earlier key stages and reinforces previous learning of the topic at separate stages of the curriculum. It builds upon the key stage one and two curriculum by allowing students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Students have covered the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor at key stage two. At key stage three they have studied the development of Church, state and society in Medieval Britain already, including the Norman Conquest. They will also have knowledge that precedes 1066 as they have covered the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>	
<p>Key words: Social system, slaves, Thegns, Hides, oath, Shire Reeves, social status, Earls, Monarchy, limits, government, Witan, Danelaw, Embassy, Earldoms, Housecarls, Fyrd, Hundreds, Tithings, Blood Feuds, Wergild, economy, influence, church, succession, battles, significance, leadership, luck.</p>		<p>Use multi–sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> </ul>

		<ul style="list-style-type: none"> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
21	What was the social hierarchy system that was in place during this period? How powerful was the Anglo Saxon Monarchy during this period?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	The power of the Anglo-Saxon Kings?
22	What was the legal system that was in place at the time? What was the state of the Economy and how influential was the church?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	How were disputes resolved?
23	Who was Harold Of Wessex and why were his family so important? What were the reasons for the rising against Tostig?	Understanding of a key concept. Students to use available resources to form a supported conclusion.	Why was Tostig deposed?
24 & 25	Who were the rival claimants for the Throne after Edward the Confessor died? Why did the Embassy to William make such a difference to the Throne? What was the significance of the Battles of Fulford Gate and Stamford Bridge?	Change and continuity how did relationships change due to these actions- students tasked in forming their own supported conclusions	Why was Harold successful at Stamford Bridge?

26	What happened at the Battle of Hastings? Why did William win the battle? What tactics were employed to guarantee victory?	An empathy piece of what it must have been like to have been at the Battle of Hastings during this period. Feelings, what they would have witnessed.	What were the disadvantages and advantages held by the two forces?
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Subject: History		
Core skill focus Explain Transferable skills Resilience Historical skills Change and Continuity		
Year group: 10	Module title: Anglo Saxon and Norman England	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>Students to understand and gain knowledge of the key areas of the period. The Submission of the Earls and why they gave deference to the Normans.</p> <p>The impact of the Harrying of the North on the local population and the reputation of William.</p> <p>The results of these actions and how William was perceived as a result.</p> <p>The results of rebellions, in particular, those of Edwin and Morcar during the period. To evaluate why the rebellion at Ely was the last under the reign of William.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This component is on the EDEXCEL paper two in conjunction with the Cold War. It builds upon prior learning at earlier key stages and reinforces previous learning of the topic at separate stages of the curriculum. It builds upon the key stage one and two curriculum by allowing students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Students have covered the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor at key stage two. At key stage three they have studied the development of Church, state and society in Medieval Britain already, including the Norman Conquest. They will also have knowledge that precedes 1066 as they have covered the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in the context of historical events studied. AO4 analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied</p>	

Key words: Absolute power, chroniclers, confiscating lands & titles, Duchy, Earldoms, Ely, Fenlands, garrisons, Government, Harrying of the North, Hereward the Wake, Imprisonment, Kingship, Marcher Earldoms, Monarchy, Motte & Bailey castle, Mutilation, Ralph, Earl of Norfolk, Roger, Earl of Hereford, Revolt of Earls, Edwin & Morcar, The Anglo Saxon Chronicle, Submission of the Earls, Waltheof, Earl of Northumbria, William of Poitiers, Witan		Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
27	How and why did the Earls submit in 1066? How did William reward his loyal followers and gain control of the borderlands?	Understanding of a key concept. Students to use available resources to form a supported conclusion.	Submission of the Earls
28	What were the reasons for building castles? Were they successful in achieving their aims? What was their strategic importance? What materials were they built out of and why?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	Castles – Motte and Bailey
29 & 30	Why was there a revolt by Edwin and Morcar? and what was the impact? What were the rebellions in the North? How did they affect William's rule and how was the response of the Harrying of the North perceived by contemporaries and how did it become such a pivotal event? What was the rebellion at Ely? How was the revolt crushed? What were the effects of the defeat?	Change and continuity how did relationships change due to these actions- students tasked in forming their own supported conclusions	Who was Edwin and Morcar?

31	How and why did land ownership change? How was Royal power maintained? How did local populations cede their loyalties to local lords?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	Loyalty to William – rewards and forfeiture
32	What was the revolt of the Earls and what were the results and consequences? Why was this the last of the Revolts? Why had William broken the will of all those who would oppose him during this period?	An empathy piece of what it must have been like to have been at the centre of the revolt during this period. Feelings, what they would have witnessed.	Revolt of the Earls revise

### Subject History

#### Core skill focus Analyse Transferable skill Aspiration. Historical skills causation

<b>Year group: 10</b>	<b>Module title: William I in power.</b>	<b>Length of module: 7 weeks</b>
<p>Module intent / knowledge to be gained</p> <p>Students to study, understand and evaluate the role of Feudalism as a means of control of the population.</p> <p>To evaluate the changes in the Church from Anglo Saxon to Norman and the roles of the individual Archbishops.</p> <p>An evaluation of the Domesday book and changes to local laws that had a significant impact on the local population.</p> <p>The relationship between William and his sons and why the succession was a fraught episode of their history.</p>	<p>Sequence – where does this module fit? Links to past and future learning</p> <p>This component is on the EDEXCEL paper two in conjunction with the Cold War. It builds upon prior learning at earlier key stages and reinforces previous learning of the topic at separate stages of the curriculum. It builds upon the key stage one and two curriculum by allowing students to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Students have covered the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor at key stage two. At key stage three they have studied the development of Church, state and society in Medieval Britain already, including the Norman Conquest. They will also have knowledge that precedes 1066 as they have covered the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066.</p> <p>GCSE focus based upon the following;</p> <p>AO1 demonstrate knowledge and understanding of the key features and characteristics of the period studied AO2 explain and analyse historical events and periods studied using second order historical concepts. AO3 analyse, evaluate and use sources (contemporary) to make substantiated judgements, in</p>	

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Key words: aristocracy, blasphemy, centralised power, culture, demesne, Domesday Book earldoms, feudal system, forfeiture, homage, knights, knight service, labour service, landowner nobles, Lanfranc, language, monasteries, nepotism, Normandy, Normanisation, pluralism, reform, regents, sheriff, significance, simony, tenants-in-chief The 'forest', William Rufus.		<p>Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.</p> <ul style="list-style-type: none"> <li>- Use of regular short breaks/natural movement breaks.</li> <li>- Use reward systems (e.g. stickers).</li> <li>- Provide visual or written reminders for organising materials and equipment</li> <li>- Use a task plan/task management board.</li> <li>- Be very specific about how much work you expect to be completed within a set time.</li> <li>- Prompt the child with key words or information to listen out for. This could be visual form.</li> <li>- Writing frames to be incorporated for lower ability groups. Writing ramps available for pupils who require them. Differentiated worksheets to target pupils based on ability. Stretch and challenge for the more able pupils. Extension tasks and challenge wall to be formulated. Chunking for weak readers.</li> </ul>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
32 & 33	What was the Feudal System? What was the importance of the hierarchy? What was the nature and purpose of Feudalism?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	Feudal system diagram
34	What was the role of the Church and connection to Government? How did Stigand and Lanfranc compare? What were the changes to the Church due to Norman influence? What change and continuity was there?	Understanding of a key concept. Students to use available resources to form a supported conclusion.	Role of the Church

35 & 36	What were the changes to Government during the period? What were the Forest Laws and what impact did the Domesday Book have on the population?	Use of sources, eye witness accounts and historical evidence to help students produce detailed answers to key questions	What impact did Forest laws have?
37	What was the culture of the Norman Aristocracy? What was the significance of Bishop Odo in keeping William in power?	Use of sources, to help students produce detailed answers to key questions. The writing frame will be used for those requiring further assistance.	Odo factfile
38	What were the arguments between William and his sons? What was their relationship like?	Group discussion and formal conclusion made by students based on the sources provided.	William and succession