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| Lesson overview | Lesson objectives  (approx. 50 words) | **Objective of the lesson**  To explain why William of Normandy won the Battle of Hastings. |
| Core knowledge for all pupils from this lesson  (50 – 200 words) | **What the pupils should know by the end of the lesson**  Pupils should be able to explain they key reasons William of Normandy won the Battle of Hastings and be able to categorise those reasons. Higher attainers will be able to offer more detailed explanation of how each factor worked contributed to victory, whereas lower attainers may just be able to identify reasons and begin to start explaining them. Pupils should be encouraged to reflect on the nature of historical evidence, how we reach conclusions about the past, and what constitutes relevant information when addressing a specific historical question. |
| Vocabulary for this learning objective  (50 words) | **Key vocabulary pupils should know by the end of the lesson**  Tactics Pope/Papal Relevance  Strategy Feigned flight |
| Common misconceptions  (50- 200 words) | **Misconceptions teachers should be aware of and how to address these misconceptions if they come up.**  This lesson provides a good opportunity to address the difficulties presented by ambiguous pieces of evidence such as the section of the Bayeux tapestry that appears to show Harold Godwinson being killed with an arrow to the eye. Teachers can refer to the slide that shows this section of the story and show students that it isn’t actually clear who is being hit with the arrow; lots of students will have heard this story as historical fact and this is a chance to demonstrate how evidence relating to historical events can be interpreted in different ways. |
| Building on previous knowledge  (50-200 words) | Any vocabulary or concepts that the pupils should already be aware of  Most of the vocabulary in this lesson should be familiar to students from previous lessons where they have studied the build up to the battle of Hastings but |
| Core knowledge for teachers  (150 words) | There is an episode of the documentary series ‘Battlefield Britain’ presented by Dan Snow that covers the Battle of Hastings and preceding months in detail, with a focus on battlefield tactics.  Article on sources of evidence available to historians about the battle: <https://www.bl.uk/anglo-saxons/articles/the-battle-of-hastings-fact-and-fiction>  A collection of sources and information about the battle: <https://spartacus-educational.com/NORhastings.htm> |
| Rationale for the order of the lesson  (200 words) | Students will have studied the succession crisis of 1066 and the build up to the Battle of Hastings, including an examination of the claimants to the throne, preparations for conflict and the Battle of Stamford Bridge. The purpose of this lesson is to ensure students know the reasons William was able to achieve victory, can develop them into increasingly sophisticated explanations, and understand some of the issues with evidence from this period (and historical evidence in general.) How historical factors work together, leading to a particular conclusion, is the main focus in this lesson and something students will return to consistently throughout the key stage. |
|  | Suggested resources? | A3 paper |

Resources

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| Lesson Stage | Resource title | What is this resource? | Teaching with this resource | Time taken | Lesson Component – choose one of the below for each activity | File description in zipped folder | Content format | Printed Y/N | Preparation from teacher needed Y/N |
| 1 | Slide 1 Keyword match up | Quick do it now activity to link the lesson to prior learning through a focus on keywords | As students enter the room, direct them to try and match up each keyword with the correct definition. They should write the number with the correct letter in their books. Feedback and show correct responses. | 5 mins | Do it now | “Battle of Hastings” PPT | PPT | N | N |
| Slide 2 Recap quiz | As above | As students enter the room, direct them to answer the questions on the board either in their books or in pairs. Feedback and reveal correct responses. | Do it now | As above | PPT | N | N |
| Slide 3 Keyword anagrams | Anagrams | As students enter the room, direct them to try and solve the anagrams on the board which are all keywords they will have come across in previous lessons. Feedback and reveal correct responses. | Do it now | As above | PPT | N | N |
| d3 | Slide 6 and 7 and  “Description of the Battle of Hastings” word document | Teacher exposition and read through description of the battle. | For this lesson, students need to know the events of the battle in chronological order. Teacher uses maps on slides 6 and 7 to remind students what led up to the battle. Students then read word document “description of the Battle of Hastings either as a group taking it in turns to read aloud or independently. | 10 mins | Teacher instruction and reading | “Battle of Hastings” PPT  “Description of the Battle of Hastings” word document | PPT  Word | N  Y | N  N |
| Slide 8 Video clip | Video clip covering the build up to and events of the battle | As above, but the video clip serves to both recap events leading up to the battle and outline what happened on 14th October at Hastings. If the teacher stops the video several times, students can be asked to bullet point any information they think would help them to answer the key enquiry question for the lesson. | Watching video clip/note taking | “Battle of Hastings” PPT | PPT | N | N |
| “Battle of Hastings storyboard” word document | Story board the key events of the battle | For students who are, for example, at an early stage of learning English. there is a storyboard worksheet with simple steps that take them through the events of the battle which they can then illustrate with appropriate images to demonstrate understanding. | Drawing | “Battle of Hastings storyboard” word document | Word | Y | N |
| 4 | “Battle of Hastings order of events” word document | Word chain to check understanding (mini-plenary) | Give students slips of paper at random, but make sure the student with the first event knows who they are. Get them to read out their slip and see how smoothly the whole class can get through the story. This exercise requires participants to have understood the order of events and be alert for when their turn to read arises. You can make this more competitive by making students start again if there is a pause of more than a couple of seconds between each student. | 5 mins | Verbal recap | “Battle of Hastings order of events” word document | Word | Y | Y needs cutting up. |
| 5 | Slide 9 Card sort instructions  “Battle of Hastings card sort” word document | Card sort | Students can work individually, in pairs or in groups for this activity. Instructions for the activity are on slide 9. Students decide which statements on the cards are irrelevant to answering the question “Why did William win the Battle of Hastings” and discard them. Then they categorise the cards under different headings. Higher attainers can be encouraged to come up with their own category headings or think of alternatives to the one you give them. | 15 mins | Card sort | “Battle of Hastings” PPT  “Battle of Hastings card sort” word document | PPT  Word | Y | Y needs cutting up |
| “Battle of Hastings card sort” word document | Highlighting activity | Instead of completing this activity as a card sort, students can instead use the card sort worksheet to highlight different categories of reason William was able to achieve victory in different colours. They should include a key to show which category is represented by which colour. | Reading/highlighting | “Battle of Hastings card sort” word document | Word | Y | N |
| 6 | Slide 10 and 11 example paragraphs | Modelling | Show students example paragraphs and get them to verbally feedback on what they think is wrong with the first one. Then show the better paragraph, and use questioning to get students to identify what is better about this piece of writing before you show them the complete annotated version. | 5 mins | Teacher instruction/questioning | “Battle of Hastings” PPT | PPT | N | N |
| 7 | Slide 12 student paragraph instructions/writing frame | Developing description into explanation | Students attempt their own paragraphs. Starter sentences can be displayed on the slide for students who need more support. | 10 mins | Writing | “Battle of Hastings” PPT | PPT | N | N |
| 8 | Slide 13 Assessment checklist | Peer assessment | Ask students to use the checklist on the slide to feedback on the work of the person next to them. They can either award a mark for each element of the checklist that is present, or write an “WWW” and “EBI” for their partner. | 5 mins | Peer assessment | “Battle of Hastings” PPT | PPT | N | N |
| 9 | Slide 13 Assessment checklist | Whole class feedback | Ask a student to read out their paragraph and either offer feedback or get other students to offer verbal feedback. | 5 mins | Whole class plenary | “Battle of Hastings” PPT | PPT | N | N |