

	Developing	Secure	Extension
Content Knowledge	<p>Understand and explain the definition of History. (Unit 1)</p> <p>Understand the difference between primary and secondary sources. (Unit 1)</p> <p>Understand what the provenance of a source is. (Unit 1)</p> <p>Arrange dates and eras into chronological order (Unit 1).</p> <p>Give their own hypothesis for what happened to the Durotriges at Maiden Castle (Unit 1).</p> <p>Explain main causes for the Battle of Hastings, including the idea of legitimacy.</p> <p>Explain the consequences of the military strategies of both the Norman and Saxon armies at the Battle of Hastings.</p>	<p>DEVELOPING (plus):</p> <p>Interpret a wide range of sources to test the hypothesis that the Belgae killed the Durotriges (Unit 1).</p> <p>Explain why historians may challenge a range of hypotheses.</p> <p>Develop a balanced argument as to why William won The Battle of Hastings and became King of England. (Unit 2).</p> <p>Understand the crucial importance that digging into the provenance of the source gives historians. (Units 1-2)</p> <p>Examine the vexed issue of the legitimacy of succession in the last years of Edward the Confessor's reign. (Unit 2)</p>	<p>DEVELOPING + SECURE (plus):</p> <p>Use a wide range of sources in conjunction with contextualised knowledge in order to formulate an extended conclusion, which critically assesses the original hypothesis (Unit 1).</p> <p>Understand the consequences of the actions of both Harold and William and rigorously assess and explain why William won the battle of Hastings and how he became King of England. (Unit 2).</p>
Skills	<p>Reference research by making a bibliography of works read.</p> <p>Begin to write paragraphs that contain a PEEL structure.</p> <p>Ask questions about key dates/individuals involved in The Battle of Hastings. (Unit 2)</p> <p>Ask perceptive questions about the causes and consequences of the Battle of Hastings. (Unit 2)</p> <p>Describe what the provenance of a source is.</p>	<p>Understand utility and reliability of sources and explain the difference (Unit 1)</p> <p>Develop independent research skills ensuring websites are kept.</p> <p>Create and develop one's own hypothesis based upon source investigation. (Unit 1)</p> <p>Incorporate topic vocabulary & terms into written work.</p> <p>Develop research skills by being able to find relevant websites, books, TV documentaries, and film and magazine articles.</p> <p>Write extended answers that include an introduction, a middle section of paragraphs and a conclusion.</p> <p>SPaG used with increasing accuracy.</p> <p>Understand that hypotheses tested through a critical evaluation of several varied sources.</p>	<p>Cross-reference a range of sources in order to test one's hypothesis. (Unit 1)</p> <p>Explore the way historians' interpretations change over time, e.g. historians may now view the reasons for William's victory at Hastings differently than they did in the past. (Unit 2)</p> <p>Use ambitious vocabulary that shows evidence of a scholarly approach to learning.</p> <p>Conduct scholarly research using a wide range of websites, books, and academic articles. (Units 1 - 2)</p> <p>Develop independent research skills: be able to reference research by compiling a detailed bibliography of author, book title, and publication details. (Units 1 & 2)</p> <p>Explore the motives of authors of sources such as in the Roman historian Suetonius in his account for whom he believed killed the Durotriges. (Unit 1)</p> <p>Evaluate the arguments made by differing historians and begin to consider why these may offer a different analysis of the same event. (Unit 2).</p> <p>Understand why hypotheses change over time as new evidence comes to light through new archaeological finds. (Unit 1)</p>
Core Concepts	<p>Be able to give an accurate definition of History.</p> <p>Know what chronology and describe key terms associated with the concept.</p> <p>To know what a hypothesis is. (Unit 1).</p>	<p>Chronology, evidence, power, politics, militarism, interpretation</p> <p>Confidently use key vocabulary like archaeology and excavation when.</p> <p>Explore the complex concept of power in its various forms, such a military power but also psychological power.</p> <p>Think as to how history is often told from the point of view of the winners, hence the Bayeux Tapestry.</p>	<p>Understand that traditional interpretations need to be challenged but not necessarily rejected outright.</p> <p>Building on the concept of power, explore the Machiavellian notion of power as expressed in Machiavelli's <i>The Prince</i>, which explores the synergistic dynamic between the 'fox' and the 'lion'.</p> <p>Explore the idea behind the cosmopolitan nature of William's army, hence the use of Italian mercenaries.</p>