













<p><b>UNIT 1: Intro to Humanities (<i>bridging unit</i>)</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the key terminology/skills associated with being a historian.</li> <li>- Demonstrate independent understanding of one reason why Romans are significant in British history.</li> <li>-</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Social</li> <li>- Economic</li> <li>- Political</li> <li>- Chronology</li> <li>- Century</li> <li>- Evidence</li> <li>- Source</li> <li>- Interpretation</li> <li>- Significance</li> <li>-</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- Ongoing live assessment</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 2: Anglo-Saxon &amp; Norman England</b></p> <p>By the end of this unit of learning all students will be able to:</p> <ul style="list-style-type: none"> <li>- Demonstrate the independent ability to make inferences about a burh based a source.</li> <li>- Reach an independent conclusion on which figure represents the best claimant to the English throne in 1066.</li> <li>- Demonstrate independent understanding of one reason for why William was able to win the Battle of Hastings in 1066.</li> <li>- Independently judge. The usefulness of one source for learning about the fate of Harold Godwinson at the Battle of Hastings.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Wattle and Daub</li> <li>- Burh (byrig)</li> <li>- Barter</li> <li>- Succession</li> <li>- Succession Crisis</li> <li>- Housecarl</li> <li>- Feigned Flight</li> <li>- Motte and Bailey Castle</li> <li>- Feudalism</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 3: Life in the Middle Ages</b></p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> <li>- Identify and describe the key social and economic features of life in the Middle Ages.</li> <li>- Identify and describe the role of religion in society, linking to its significance to the people of the period.</li> <li>- Identify and describe attitudes to the Black Death, preventions as well as the consequences of the disease for society.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Pastoral farming</li> <li>- Arable farming</li> <li>- The Black Death</li> <li>- The Silk Road</li> <li>- Eternal Salvation</li> <li>- Parish</li> <li>- Pilgrimage</li> <li>- Charter</li> <li>- Harisa</li> </ul>

<ul style="list-style-type: none"> <li>- Evaluate the usefulness of sources for learning about life in the Middle Ages.</li> <li>- Compare life in the Middle Ages within the UK to that of the Middle-East.</li> </ul>		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>
<p><b>UNIT 4: Diversity and Power in the Middle Ages</b></p> <p>By the end of this unit of learning all students will be able to</p> <ul style="list-style-type: none"> <li>- Demonstrate independent understanding of one reason why Eleanor of Aquitaine is important.</li> <li>- Independently recount the narrative of Thomas Becket and his murder in the cathedral.</li> <li>- Demonstrate independent understanding of the causes behind the Peasants revolt.</li> </ul>		<p>List the Keywords that all students will be able to define by the end of this unit</p> <ul style="list-style-type: none"> <li>- Absolute Monarchy</li> <li>- Poll Tax</li> <li>- Revolt</li> <li>- Magna Carta</li> <li>- Peasants Revolt</li> </ul>
		<p>How is this unit being assessed?</p> <ul style="list-style-type: none"> <li>- End of unit assessment based on ambitious checkpoints</li> </ul>
		<p><a href="#">Knowledge Organiser Link</a></p>