

West Earlham Junior School Termly Planning

STAGE 1 – PLANNING THE INQUIRY

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	Local History Study – After the death of Edward the Confessor in 1066 a study of the Norman Invasion in 1066 and the impact upon the people of Norwich
2	Consider the aspects of the study that will interest you and the children.	<ul style="list-style-type: none"> • The change in the law and a move to feudalism and the conflict between locals and the French. • The legacy of landmarks in Norwich and how they were constructed. • The Motte and Bailey Castle and how it was replicated across the country. • The transport of goods and stone from Normandy to Norwich and the sea route they would have taken. • The route the invading party would have taken and the boats they arrived in. • How England was under pressure from the Viking Invasions in the North and the arrival of the Normans in the south and how armies were secured. • Benedictine Monks. • Re enactment – Bringing history to life. • Scientific investigations • Natural world – Observe Peregrine Falcon at Norwich Cathedral
3	Devise the Inquiry question(s)	<p>What was the royal transformation that took place in 1066?</p> <p>How did the lives of peasants change?</p> <p>How did feudalism affect the local people?</p> <p>What was feudalism?</p> <p>What caused the riots in 1272?</p> <p>How do we know what happened in history without us being there?</p> <p>What is reputable evidence?</p>

4	What lines of investigation can be planned for to support inquiry questions?	<p>Where could meetings take place?</p> <p>Maps to show change of land and buildings.</p> <p>Sea and river maps.</p> <p>Installing home comforts overseas – Dutch and French Quarters</p> <p>What can we tell about the age of the cathedral/castle due to the materials? (How have the materials changed over time?)</p> <p>Will it be there in another 1000 years? What do we need do to preserve it? Why have they held up the cleaning work? Importance/interest of the peregrines?</p> <p>When investigating bees, how do we treat them? Scientific ethical questions.</p> <p>Why was Caen stone chosen rather than English stone?</p> <p>Historical background/comparison between the Cathedral in Caen/Norwich.</p> <p>What causes a riot?</p> <p>What would be the impact of more human traffic to the Cathedral?</p> <p>How did the Monks live?</p>
STAGE 2 – CONTEXTS FOR LEARNING		
5	Invent the scenario	<p>Many internal battles and meetings will take place to understand who the Normans were?</p> <p>A team of local professional builders will be directed by the Normans to excavate a cutting off the River Wensum prior to the commencement of the erection of Cathedral and Motte and Bailey Castle.</p>
b	Exploration of points of view:	Comparing the views and feelings of the invaders and conquered people as feudalism took hold.
c	Decide on actual events/key moments:	<ul style="list-style-type: none"> • Change in leadership • Secret meetings about who these Normans were • The digging of the cutting • Life under feudalism

d	Outcomes based on FICTION:	<p>Non Chronological Report on feudalism, Motte and Bailey, hierarchical structure.</p> <p>Annotated Motte and Bailey.</p> <p>First hand recounts of peasant experiences.</p> <p>Poem about the life of misery when under Norman rule.</p>
STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS		
6	Create a list of possible activities centred on the context(s) bearing in mind the inquiry question(s)	<p>Visit to Norwich castle, cathedral, castle walls and Pull's Ferry.</p> <p>Visit to a typical Norman church.</p> <p>Visiting historian.</p> <p>Materials used to build cathedral.</p> <p>Visit from conservation officer.</p> <p>Science about conductivity and lightning</p> <p>Ozone</p> <p>Materials – acid rain</p> <p>Conservation of all different materials used in cathedral.</p> <p>Crops and food sources at the time</p> <p>Damage done by fire in 1272 during the riots – from a scientific point of view</p> <p>Science of things falling from heights.</p> <p>Levers - building of the cathedral.</p> <p>Map of people buried in Cloisters.</p> <p>Cross-sectional designs of Cathedral/Models</p> <p>Sketching illustrations of the architecture</p>

7	How do these integrate with any aspects of statutory curricula?	<p>Reading/Writing –</p> <ul style="list-style-type: none"> • Website content • Reading for research • Research notes of stories about Cathedral/Castle • Fact sheets • Scientific reports/Explanation texts • Biographies of dead people who worked here/who are buried here. <p>Maths -</p> <ul style="list-style-type: none"> • Measurements in science • Timings of each stage of transporting goods • Costs • Distances • Heights of building – scale for models • Map reading
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STAGE 4 – PLANNING THE START

9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"> 1. Dramatise a normal Saxon community who hear that their King (Edward the Confessor) is gravely ill. 2. Picture hooks Edward, William and Harold. 3. Dramatise the Battle of Stamford Bridge the march to the North and back to face the Normans at Hastings. 4. Talk for writing – Portal Story Battle of Hastings
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