

Implementation: Scheme of Learning

Subject: History

Year: 7

Unit Title: **Medieval Madness**

Summary of unit: the development of Church, state and society in Medieval Britain: 1066-1509

This unit follows chronologically from pupil learning about the Norman conquest and William's methods of maintaining control. Pupils will study the social aspects of medieval life in Britain including religion and culture. Pupils will also be given an opportunity to compare medieval Britain to Medieval Inca as well as examining the lives of medieval women across the world. This will afford pupils the opportunity to make links with their prior learning in Term One about the Inca Ice Maiden as well as understanding this historical period of study in the context of Britain and abroad.

This scheme of work focuses on the following: 1) Religious beliefs and the Medieval Church 2) Lives of monks and nuns 3) Significance of Doom Paintings 4) The Crusades 5) Life in medieval villages and towns 6) Fashion, food and fun 6) Women in the Medieval Ages including Matilda the Forgotten Queen 7) Medieval Incas

Key Concepts: similarities and differences; chronological understanding; interpretations of history; cultural, ethnic and religious diversity.

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment:

Crusades: creative project

End of Unit assessment:

Knowledge and Interpretation assessment

Links to future learning/key stage 4:

Academic writing techniques e.g.

Interpretations (GCSE Paper 3)

Source inference, utility and reliability

Chronological understanding of Britain's development

Importance of religion (Tudors)

Links to prior learning:

Chronology: development of Church, state and society in Britain 1066-1500 (Norman Conquest and William's control

Inca Ice Maiden (Key Skills Unit)

Source utility and reliability

RWCM: Reading: identification of key words from passages after reading; using dictionaries to find definitions of key words; wider reading and research tasks to find evidence online; use of keywords to summarise learning; comprehension tasks; reading to infer meaning; skimming; teacher modelling reading strategies

Writing: discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; extended writing including narrative; imaginary non-fiction (articles and diary extracts); provision of writing frames; use of mnemonic; comprehension questions; summarising and note taking;

Term 4

6 Weeks

KS3/Elizabethan England GCSE)

Reformation and dissolution of monasteries

Role of the church (Crime and Punishment GCSE)

Attitudes to and treatment of women

Communication: communicating historical knowledge in essay writing; creative tasks e.g. posters and creative writing, comprehension questions; ordered debates; use of videos and podcasts; pupils given choice of 'most appropriate' method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactments and news); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks

Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps.

Cross Curricular Links: (see RWCM and Links to prior learning for History)

Further: English e.g. Crusades presentation and writing a narrative account; Geography; map of Medieval England and monasteries and nunneries; R.E e.g. Christianity beliefs and organisation of church

Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.

Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; option to choose activity of choice in starters, main tasks & plenaries; independent collection of data; word bank; sentence starters; model answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks e.g. can you come up with your own words to test the class; multiple and varied teaching and learning strategies such as writing songs, creating posters, word bingo, extended writing tasks, oral activities, complete the grid activities, colour coding; teacher support

Specific examples of different strategies from this SoW include (but not limited to):

- Use of comprehensive PowerPoints with a mixture of guided and independent tasks
- Suitable videos and podcasts to supplement learning
- Complete knowledge organiser for learning and revision
- Useful videos, articles and podcast list for research e.g. meanwhile, elsewhere... Medieval Incas

- Sources 5Ws

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely.

Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability. Pupils will study significant figures from the past such as Mahatma Ghandi, infamous pirates, colonisers etc. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other pupils. Through carefully planned debates and discussions, pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms. Pupils will consider religious, social, political and economic factors when assessing cause, consequence and significance.

Cultural Capital

Examples from this S.O.W include (though not limited to):

- Meanwhile, Elsewhere
- Doom paintings
- Personal chef – producing a menu for a medieval feast
- Marketing - designing a poster or flyer for a modern re-enactment of a medieval tournament
- Journalist – interviewing a medieval woman

Examples from this S.O.W include (but not restricted to):

- Considering medieval religious beliefs
- Respecting personal choice to become a monk or nun
- Comparing Christian beliefs and values with personal religious beliefs and values
- Cultural diversity in terms of entertainment, food and fashion
- Impact and implications of the Crusades e.g. what the Christians learned from the Muslims
- Exploring impact of medieval women
- Religious and personal interpretations of heaven and hell
- Opportunities to adopt different roles such as personal chef, crusader, creative marketing roles etc.

Term 4

6 Weeks