

## Implementation: Scheme of Learning

Subject: History

Year: 7

Unit Title: **Medieval Significance**

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

This unit follows chronologically from the previous term's work on life in the Medieval era. This scheme of work is geared around one main enquiry: what was the most significant medieval event? Pupils will extend their understanding and knowledge of religion by considering the relationship between the Crown and the Church and the significance of Becket's murder. They will then look at the significance of the Magna carta, emergence of Parliament, the Peasant's revolt and finally conclude with a depth study on the Black Death.

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

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

#### Mid Unit assessment:

**Section A: Knowledge quiz**

**Section B: Was King John really a bad king?**

#### End of Unit assessment:

**Part A: consequences of the Black Death**

**Part B: Most significant medieval event – interpretations.**

#### Links to future learning/key stage 4:

**Academic writing techniques**

**Interpretations (GCSE Paper 3)**

**Assessing source utility and reliability**

**Chronological understanding of Britain's development**

**Importance of religion (Tudors KS3/Elizabethan England GCSE)**

#### Links to prior learning:

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

**Key Skills – Ice Maiden: sources and interpretations**

**Importance of religion in medieval society**

**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;

**Communication:** communicating historical knowledge in essay writing; creative tasks e.g. posters and creative writing, comprehension questions; ordered

Term 5

6 Weeks

**Role of the church (Crime and Punishment GCSE)**

**Mental health over time (Term 6)**

**Protests – Civil Rights**

**Feudal system**

**Crusades – contribution of Muslims to European understanding of medicine**

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) Further: English e.g. Big Write (Newspaper article) and writing to persuade and advise; Art: design a lead badge; Science: Black Death experiment; Geography e.g. spread of Black Death using a map;

**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):**

- Big Write: news article or oral story telling
- Cartoon strip (Peasant’s Revolt) or script
- Role playing in groups
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## 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 events and consider what makes them significant. Pupils will consider the moral and ethical decisions made by influential 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.

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

- Considering medieval religious beliefs
- Create your own Magna Carta for your school
- Impact and implications of medieval events
- Opportunities to adopt different roles such as journalist, town crier, peasant
- Persuasive speech
- Making slogans

## Cultural Capital

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

- Britain's Parliamentary system present day
- Meanwhile, Elsewhere
- Persuasive speech: Peasant's Revolt
- Forms of protest
- Coronavirus
- Modern medicine

- Designing a Black Death information leaflet
- Skills of a modern doctor
- Role play: doctor and patient in the Middle Ages
- Knowledge retrieval
- Researching and independent learning opportunities
- Treatment of illnesses
- Reasons for illnesses

## **GLOSSARY**

Middle Ages, Medieval, Black Death, medicine, doctor, patient, apothecaries , Zodiac chart, purging, trepanning, humours, blood-letting, leeches, plague, bubonic, pneumonic, punishment, flagellants, symptoms, revolt, Peasants' Revolt, Wat Tyler, King Richard II, Poll Tax, rebellion, protest, protestor, parliament, King Henry, Magna Carta, Thomas Beckett, The Lords, The Commons, Great Council, King John, short-term, long-term, Thomas Becket, Canterbury, cathedral, excommunicated, Chancellor, Crown, significance, interpretations, source, usefulness, reliability.

# Knowledge Organiser

## What was the most significant medieval event?

Between 1250 and 1500 a lot happened, some events affected a country, others affected the whole world. To work out if an event is more significant than another, historians must compare the impacts of the events—who was affected, how much, and for how long afterwards. The bigger the impact, the more significant the event.

### 1. How do historians decide if an event is significant?

In 1096, Pope Urban II gave a speech that asked Christians to take the city of Jerusalem. Thousands of Europeans went on a "crusade" to take Jerusalem. The city was captured in 1099 and many new ideas were learnt from the people that lived in the area such as Arabic numerals and paper.

### 2. When was the First Crusade and what was the impact of it?

In 1170, the Archbishop of Canterbury was murdered by knights sent by the King of England. The king and the archbishop had argued over the running of the Church and the king had finally lost his temper. King Henry II had to walk barefoot to Canterbury to show that he was sorry, and the Church was kept separate from the king's control for another 400 years.

### 3. Why is the year 1170 significant in British history?

King John abused his power by demanding illegal taxes from his people. Eventually the lords and barons got so angry they led a rebellion against the king and forced him to sign a document called the "Magna Carta" in 1215. The contract said that the law was above the power of the monarch.

### 4. Why did the English Lords force King John to sign the Magna Carta?

A new disease from Asia slowly made its way to Europe along trade routes, on ships, and spread by the Mongolian hordes attacking from the East. When the plague reached England in 1348, the disease killed up to half the population, villages were deserted, and the people thought it was the end of the world. The survivors felt blessed by God and they started to question ideas about society, and the universe.

## HISTORIAN SKILLS

Knowledge  
Explanation  
Using Sources  
Interpretation

## KEYWORDS

Archbishop = leader of the Church  
Civil war = a fight inside a country  
Crusade = fight for God  
Epidemic = lots of people get sick  
Peasant = poor farmers  
Revolt = fight against leaders  
Significant = most important

## IMPORTANT DATES

1096-1099 = The First Crusade to take Jerusalem  
1170 = Thomas Becket murdered in Canterbury Cathedral  
1215 = Magna Carta signed  
1348 = Black Death arrives in England  
1381 = The Peasants' Revolt  
1415 = The Battle of Agincourt  
1455-1485 = Wars of the Roses

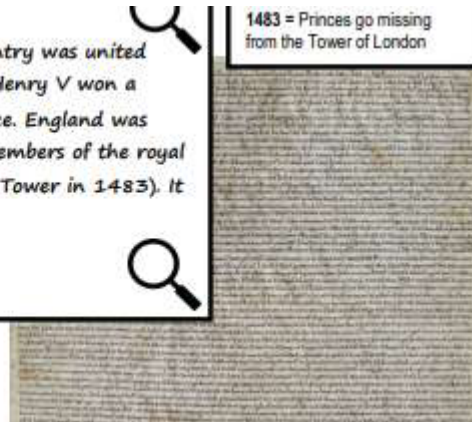
5. What was the impact of the Black Death?

In 1381, the peasants rebelled against the lords, then the country was united against the French in the Hundred Years' War. In 1415 King Henry V won a victory at Agincourt that won England lots more land in France. England was torn apart by civil war for 30 years after 1455 with many members of the royal family being killed or going missing (as with the Princes in the Tower in 1483). It was a busy time, but which event was the most significant?

You, as the historian, must decide.

6. Did England become stronger or weaker between 1381 and 1485?

1483 = Princes go missing from the Tower of London



FAMOUS SOURCE

**Nature** = The Magna Carta (Great Charter)

**Origin** = Written by the English barons and signed in 1215 by King John

**Purpose** = To force the king to follow the laws of the land

The Magna Carta was forced on the king by his barons and nobles. It made the law more important than the monarch. Even the king or queen now had to follow the law of the land. It also set up the idea of a jury in a court case.





Term 5

6 Weeks