



History Scheme of Learning

Year 7– Term 3-6 Medieval Times 1066-1501

Intent – Rationale

This unit focuses on Medieval Britain between 1066 and 1501, examining the establishment of Norman control; the struggle for power between the monarchy and the church; the significance of Religion; aspects of Medieval life and beliefs; challenges to the monarchy from below; Medieval foreign relations and war. This is supported with an in-depth investigation of the impact of the Black Death and how successful England was in conquering Wales, Ireland and Scotland by 1314. The final aspect studied is the collapse of peace that led to the War of the Roses and the end of the Medieval period.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> Historical skills Concept of control and government of Britain by the Romans 	<ul style="list-style-type: none"> Britain 1501-1745 in Year 8 In Years 10 and 11 GCSE History students will study The People’s Health in Britain
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> English - Chaucer 	<ul style="list-style-type: none"> SMSC – SP1,SP2,SP3,SP4, M1, M2, M3, SO3, C1, C3 BV – 1,2,3,4 and 5 GB4 – a,b,c,d,e,f,g,h,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<p>FROM THE LIBRARY</p> <p><i>1066; A decisive battle-942.02</i></p> <p><i>British History; Middle Ages-942.03</i></p> <p><i>Children’s Book of Domesday England-942.02</i></p> <p><i>Medieval Britain-942.02</i></p> <p><i>Medieval Knights-942.02</i></p> <p><i>Medieval Messenger-942.02</i></p> <p><i>Medieval World-942.02</i></p> <p><i>Middle Ages-942.02</i></p> <p><i>Digging Deeper-941.02</i></p>	<ul style="list-style-type: none"> Venn Diagrams Living Graphs Using historical data Star Diagrams



History Scheme of Learning
Year 7 – Terms 2-6 Medieval Times 1066-1501

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

- How diverse life was during the Middle Ages for different groups in society
- Why different groups challenged each other to gain control and power over England
- How the Normans maintained control of England
- The importance and role of the Church in Medieval England
- Conflict over control and power between the Crown, the Church, the Aristocracy and the People
- How knowledge and understanding of the world changed and developed during the Middle Ages
- How lack of medical knowledge and disease had a major impact on the people in Britain
- How the nations of the United Kingdom were united through invasion and control
- How and why the Medieval period ended with the conclusion of the Wars of the Roses

Apply

- Knowledge of conflict within society and how the nation was controlled during the Middle Ages
- Knowledge of how life was very different depending on who you were in society
- Knowledge of the power and influence of the Monarchy, Church and the People
- Knowledge of the origins of Democracy and Parliament and the formation of the United Kingdom

Extend

- Evaluate the links between conflict over control and power within Medieval Britain
- Evaluate the impact of political, social and economic changes and developments on people lives



What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Christianity – the Christian religion • Vikings – warriors from Scandinavia (Norway, Sweden and Denmark) • Saxons – Germanic people that moved to Britain in the 5th and 6th centuries • Archbishop – the highest ranking bishop in the country (there are two main ones – Canterbury and York) • Earl – A governor of one of the great divisions of England during Saxon times e.g. Mercia, Wessex • Civil War – A war fought between people from the same country • Subregulus – Deputy king • Witan – A national council • Coronation – Is the event when someone is made King or Queen • Contender – a rival • Normandy – a region in modern day northern France • Relics – Sacred objects • Sacred – Something that has great religious significance • Oath – a promise • Cavalry – soldiers on horseback • Infantry – foot soldiers • Hereditary • Pope – Head of the Church • Housecarls – Viking warriors 	<ul style="list-style-type: none"> • Why did the Normans win the Battle of Hastings? • Was King John “the worst king of all our times”? • Why do historical sources differ about Beckett’s death? • Assessment week



- Fyrd – peasants who were farmers when not needed to defend the country
- Hauberk – long coat of chainmail
- Mercenary – A soldier who can be hired to fight
- Bayeux Tapestry – Images of the events leading up to and including the Battle of Hastings that has been woven onto a fabric.
- Abbott – head of a monastery
- Feudal System – the system used to control people by offering them land in return for service
- Church – With a ‘C’ means the Church as an institution or with a ‘c’ a building where people who are Christians go to worship
- Abbey – A monastery under the supervision of an Abbott
- Castle – a fortified residence used during the Medieval period that is surrounded by walls and sometimes a moat
- Drawbridge – a bridge than can be raised
- Motte – a large man-made hill that has a keep build on it
- Bailey – The courtyard area below the Motte
- Keep – The fortified building on top of a Motte
- Peasants – a member of the lowest class of people, usually farm labourers
- Lords – Part of the nobility that support the monarch to help them keep control
- Lepers – people who suffer from a disease called Leprosy. It causes the skin to rot, causing deformities
- Bloodletting – When cuts are made to release ‘excess’ or ‘bad’ blood
- Amputations – the removal of a limb
- Diagnosis – Identifying the disease someone is suffering from
- Treatment – care or attention from a doctor
- Astronomy – The study of the stars and the planets
- Dissection – when a body is cut open to be examined
- Anatomy – the structure of the body
- Anaesthetics – drugs given to relieve pain
- Sepsis – blood poisoning
- Hygiene – making sure living conditions are clean so people stay healthy
- Monasteries – a residence occupied by monks
- Convents – a residence occupied by nuns



<ul style="list-style-type: none"> • Pilgrimage – a religious journey • Martyr – someone who dies for their beliefs • Crusades – mainly military expeditions taken to recover the Holy Land from the Muslims during the 11th and 13th centuries • Islam – the religion followed by Muslims • Judaism – the religion followed by Jews • Saints – a person of great holiness • Miracles – an effect or extraordinary event, sometimes religious in nature, that cannot be explained or is ascribed to a supernatural cause • Kingship – rule by a king • Monarchy – a king or queen who has supreme power over all people of their nation • Revolt – to break away or rebel • Apprentice – a person who works for another in order to learn a trade 	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
What are the Middle Ages?	<i>To be able to explain the importance of key events during the period</i>	<i>To be able to explain and evaluate the significance of key events during the period</i>	<ul style="list-style-type: none"> • Recall Focus – The Roman legacy • Teacher explanation of history between Roman and Medieval period • Look at overview diagram of the Middle Ages and discuss the key events (UH pg 16-17). Complete task questions.
What was life like during the Middle Ages?	<i>To be able to explain how people lived during the Middle Ages</i>	<i>To be able to explain how people lived during the Middle Ages and put this into historical context</i>	<ul style="list-style-type: none"> • Recall Focus – Key events in Middle Ages • Read Medieval Britain 400-1450 (UH pg 6-7) and complete task 3.
Who were the claimants to the throne?	<i>To assess the claimants to the throne and explain who's claim was the strongest by 1066</i>	<i>To evaluate the claimants to the throne and reach a substantiated judgment about who's claim was the strongest by 1066</i>	<ul style="list-style-type: none"> • Recall Focus – Key aspects of life during the Middle Ages • Top Trumps of each claimant with students assessing them on their claim • Or students to create a pop up of the contenders to the throne
Which claimant had the strongest army?	<i>To assess the claimants and explain which army was the most powerful and why</i>	<i>To evaluate the claimants and reach a substantiated judgment about which army was the most powerful</i>	<ul style="list-style-type: none"> • Recall Focus – The claimants to the throne 'Star analysis' of each claimants army using the info on p.31-32 TH1
What events led to the Battle of Hastings?	<i>To be able to explain the causes of the Battle of Hastings and assess the position of the claimants to the throne</i>	<i>To be able to put the causes of the Battle of Hastings into historical context and evaluate the position of the claimants to the throne</i>	<ul style="list-style-type: none"> • Recall Focus – The armies of the claimants Lead up to Hastings simulation board game • Or TH1 p.34-39 activities



ASSESSMENT: Why did the Normans win the Battle of Hastings?	<i>To be able to explain why the Normans were victorious</i>	<i>To be able to reach a substantiated judgment about why the Normans were victorious</i>	<ul style="list-style-type: none"> Recall Focus – The key events leading to the Battle of Hastings Complete the starter activity on p.42 of TH1 and tasks on p.45 Watch Battlefield Britain documentary Assessment
How reliable is the Bayeux Tapestry?	<i>To assess the reliability of sources and decide how reliable to Bayeux Tapestry is</i>	<i>To evaluate the reliability of sources and explain how elements of the Bayeux Tapestry can be seen as both reliable and/or unreliable</i>	<ul style="list-style-type: none"> Recall Focus – The Battle of Hastings https://www.youtube.com/watch?v=F8OPQ_28mdo Introduction to what the tapestry was and watch the clip. ADAPT analysis of the tapestry Written task – how reliable is the Bayeux Tapestry? Peer assess using SpACE
How did William use the Feudal System to keep control?	<i>To be able to explain the impact of the feudal system on Medieval Britain</i>	<i>To be able to evaluate the impact of the feudal system on Medieval Britain</i>	<ul style="list-style-type: none"> Recall Focus – The Bayeux Tapestry and primary sources Students draw and label their own diagram of the feudal system Role play activity, students to consider how the feudal system would affect their character Activities p.41 IPM
Why did William need to build so many castles?	<i>To be able to explain the impact of castles in medieval Britain</i>	<i>To be able to evaluate the impact of castles in medieval Britain</i>	<ul style="list-style-type: none"> Recall Focus – Norman control using the Feudal system Team game to take it in turn to see a picture of a Motte and Bailey then draw as a group Label their own copy in book Complete tasks pg.70 TH1
How were castles attacked and defended?	<i>To be able to explain how castles were attacked, defended, and how castles changed as a result</i>	<i>To be able to evaluate how castles were attacked, defended, and how castles changed as a result</i>	<ul style="list-style-type: none"> Recall Focus – Norman control using castles Attack and defence game using the castle catalogue – working in pairs students have £2000 to spend on defence. Must keep a log of what they have bought and why Create a timeline of how castles changed using the information on p.82-83 of SHP Y7 Opportunity for writing: which period saw the biggest changes in castles?
Why were castles so important to the Normans?	<i>To be able to explain why castles were important</i>	<i>To be able to reach a substantiated judgment about the importance of castles</i>	<ul style="list-style-type: none"> Recall Focus – Attacking and defending a castle Students to create a medieval estate agents brochure on a castle of their choice – has to be a real one, can't just make up their own! Could include details such as who has owned the castle, when it was built etc.
How far did William change the English church?	<i>To be able to show some analysis of how far William the Conqueror changed the English church</i>	<i>To be able to analyse and explain how far William the Conqueror changed the English church</i>	<ul style="list-style-type: none"> Recall Focus – Importance of castles Exercises p.63-67 Think History 1
Why did men go on crusades in the middle ages?	<i>To be able to understand why people went on Crusades and decide whether they were justified.</i>	<i>To be able to explain why people went on Crusades and evaluate the justification for the Crusades</i>	<ul style="list-style-type: none"> Recall Focus – changes to the church Define crusades and outline the conflicts between different religious groups Activity 1 p.88 SHP Y7 Colour code reasons for going on a crusade: religion/money/power



			<ul style="list-style-type: none"> • Were the crusaders justified? • Optional lesson 2: crusades role play
ASSESSMENT: Why do historical sources differ about Beckett's death?	<i>To be able to use evidence to reach a judgment about who was to blame for the death of Thomas Becket</i>	<i>To be able to use evidence to reach a substantiated judgment about who was to blame for the death of Thomas Becket by making links between different factors that led to his death</i>	<ul style="list-style-type: none"> • Recall Focus – reasons for the Crusades • Assessment using historical sources • Peer assess
What would life have been like in Medieval Grantham?	<i>To be able to explain what life was like for ordinary people in Medieval Grantham</i>	<i>To be able to explain what life was like for ordinary people in Medieval Grantham and reach a conclusion about what life was like for different types of people</i>	<ul style="list-style-type: none"> • Recall Focus – Using historical sources • Medieval town image (see ppt) label things you can see/infer/is the source reliable using ADAPT? • Walking fact finder to collect information on medieval Grantham and town life • Go back to source analysis – is this an accurate representation of town life in the middle ages? Why?
What was life like in a Medieval village?	<i>To be able to reach a judgment about who the most important person in the medieval village was and explain why</i>	<i>To be able to reach a substantiated judgment about who the most important person in the medieval village was and explain their significance</i>	<ul style="list-style-type: none"> • Recall Focus – aspects of Medieval life in Grantham • Could use the activity on p.126 SHP Y7 as a starter • Students to collect information on the most important people in a medieval village • Make a 'face in hole' of who they deem to be the most important, annotating to explain WHY
Did medieval people understand what caused disease?	<i>To be able to explain how and why medical knowledge was limited in the Middle Ages</i>	<i>To be able to explain and reach a substantiated judgment about how and why medical knowledge was limited in the Middle Ages</i>	<ul style="list-style-type: none"> • Recall Focus – Diversity in Medieval life • Activities on p.80 TH1 • OR fact finder on medieval doctors, medical knowledge, public health and surgery (Roz has info sheets for this if needed)
What impact did the Black Death have on Britain?	<i>To be able to evaluate the impact the Black Death had on Medieval Britain</i>	<i>To be able to evaluate and reach a substantiated judgment about the impact the Black Death had on Medieval Britain</i>	<ul style="list-style-type: none"> • Recall Focus – Medieval medical knowledge • Sort effects of the Black Death into social, economic, political, and religious. • Answer key question – was the Black Death a disaster? • Students are to produce an information booklet aimed at Year 6 students that answers the following questions:- <ol style="list-style-type: none"> 1) What was the Black Death? 2) How and why did it reach Britain? 3) How did it affect the population? 4) What did people think caused the Black Death and how did they try to treat it? 5) What was the impact of the Black Death on Britain?
What was the Peasants Revolt?	<i>To be able to explain the causes and consequences of the Peasants Revolt</i>	<i>To be able to evaluate the importance of the main causes and consequences of the Peasants Revolt</i>	<ul style="list-style-type: none"> • Recall Focus – Key features of the Black Death • Exercises p.175 TH1 • OR complete cause and effect diagram using the information sheet. • Answer - 'What was the most significant cause of the Peasant's Revolt?' • OR Active History Peasant's revolt newspaper game
Was the Black Death or the Peasants Revolt more significant?	<i>To be able to reach a judgment on which historical event was most significant</i>	<i>To be able to reach a substantiated judgment on which historical event was most significant and explain why</i>	<ul style="list-style-type: none"> • Recall Focus – Key features of the Peasants Revolt • Use Counsell's 'GREAT' significance criteria: Ground-



		<i>one reason is more significant than the others</i>	breaking; Remembered by all; Events that were far reaching; Affected the future; Terrifying <ul style="list-style-type: none"> • Use significance starts to help visualise • Written answer/debate
How did King John anger the Barons?	<i>To be able to explain why King John's relationship with the barons led to conflict</i>	<i>To be able to evaluate the main reasons why King John's relationship with the barons led to conflict</i>	<ul style="list-style-type: none"> • Recall Focus – Significance • King John and the Barons simulation game
Why did the barons rebel against King John in 1216?	<i>To be able to explain why the barons rebelled against King John in 1216</i>	<i>To be able to explain why the barons rebelled against King John in 1216 by linking different factors to reach a judgment</i>	<ul style="list-style-type: none"> • Recall Focus – Conflict between the Crown and Church • Read p.110-111 SHP Y7 • Complete cause and consequence activities p.112-113 SHP Y7
ASSESSMENT: Was King John "the worst king of all our times"?	<i>To be able to reach a judgment about the ability of John as a king</i>	<i>To be able to reach a substantiated judgment about the ability of John as a king and put his reign into historical context</i>	<ul style="list-style-type: none"> • Recall Focus – Cause and Consequence • 1 lesson to go through sources and plan, 1 lesson to write.
How successful were the English in conquering Wales, Ireland and Scotland by 1314?	<i>To be able to reach a judgment on how successful the English were in conquering Wales, Ireland and Scotland</i>	<i>To be able to reach a substantiated judgment on how successful the English were in conquering Wales, Ireland and Scotland and assess the impact of each nation being controlled by England during the Middle Ages</i>	<ul style="list-style-type: none"> • Recall Focus – Norman control • Groups to complete a profile on either the conquest of Wales, Scotland or Ireland using p.142-146 of IPM • Could do as a poster and limit the words they can use to 50, the rest must be images • Use their posters to teach everyone else • Write an answer to the key question (could be homework) • Owain Glyn Dwr – historical enquiry in Medieval Minds pg 82-87 • Edward I tasks in Invasion, Plague and Murder pg 142-147
How successful were the English wars with France?	<i>To be able to explain how successful the English wars with France were</i>	<i>To be able to evaluate how successful the English wars with France were and reach a judgment</i>	<ul style="list-style-type: none"> • Recall Focus – Conquering Wales, Scotland and Ireland • Students to design their own rollercoaster or road map that illustrates the Hundred Years War • Use the info on p.148-150 IPM
What were the Wars of the Roses?	<i>To be able to explain the causes, events and consequences of the Wars of the Roses</i>	<i>To be able to evaluate the most significant causes, events and consequences of the Wars of the Roses and reach a substantiated judgment</i>	<ul style="list-style-type: none"> • Recall Focus – Claimants to the Throne in 1066 • Read through the information p.156-159 and students to summarise the Wars of the Roses in their book • In groups, complete question 3 p.159
What happened to the Princes in the Tower?	<i>To be able to effectively use sources to reach a judgment on the mystery of the Princes in the Tower</i>	<i>To be able to effectively use sources to reach a substantiated judgment that acknowledges different viewpoints about the mystery of the Princes in the Tower</i>	<ul style="list-style-type: none"> • Recall Focus – Key individuals in the War of the Roses • Murder mystery to decide what happened to the Princes • Investigation p.160-163 IPM
How would you sum up the Medieval period?	<i>To be able to evaluate the changes that took place during the Middle Ages</i>	<i>To be able to reach a substantiated judgment about the most significant changes that took place during the Middle Ages</i>	<ul style="list-style-type: none"> • Recall Focus – Change and Continuity • Complete overview diagram reviewing the Middle Ages in Understanding History pg 62-63