

**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 4 Period Study: Understanding the Middle Ages Migration and Empire**

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| **About the unit:**  This is the final unit in our Year 7 period study which looks at the key events, stories and developments of the Middle Ages, 1000-1450. This unit will examine the events surrounding the First Crusade and the stories of migrant communities to Britain during the Middle Ages.  Students will encounter a number of enquiries, such as a study of the First Crusade and the capture of Jerusalem, a study of Jewish migrants to Britain following the Norman Conquest and the experience of migrant communities from across Europe. |
| **Learning Outcomes**  This period study will help students to develop:   * An overview of the Middle Ages. * An understanding of the events surrounding the First Crusade. * An awareness of what life was like in the Middle Ages for migrant communitites. * Depth understanding of key moments, events and people. * Improved extended writing skills * Greater confidence in forming judgements and supporting them with evidence. * An opportunity to pose their own questions and to develop their skills of historical enquiry.   At the end students will know:   * Why the First Crusade happened and the events surrounding the capture of Jerusalem. * What life was like for migrant communities during the Middle Ages. * That migration has been a feature of ‘Britain’. * The extent to which migrant communities were welcomed/ persecuted.   Students will be able to:   * Identify some changes and continuities over time. * Identify key features of the period. * Form judgements about historical questions and support them with evidence. * Understand how to write good paragraphs and how to structure essays and narrative accounts. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:   * **Key terms:**  Crusade, journey, Jerusalem, pilgrimage, Byzantine Empire, Christians, Muslims, crusaders, siege, Church of the Holy Sepulchre, mosques, synagogues, plundered, migrants, migration, Jewish communities, prejudice, violence, resentment, persecution, conversion, expulsion,   **Assessment Opportunities**  Each lesson will offer opportunities for formative assessment, e.g. teacher questioning, student ability to ask historical questions, class/ peer discussion, judgements on the usefulness of sources, completed tasks based on ability to describe key features of a period and ability to identify changes and continuities, understanding of causes and consequences, evaluation of interpretations. Summative assessments will focus on:   * An understanding of the First Crusade. * Understanding of the reasons for migration during the Middle Ages and the extent to which migrants were accepted and/ or persecuted. |
| **Links to 2014 National Curriculum**  Content knowledge:  The First Crusade and migration to Britain:   * The events surrounding the First Crusade. * The reasons why migrant communities chose to move to Britain and the extent to which they were accepted.   Disciplinary knowledge:  Students further deepen their chronologically secure knowledge and understanding of British and world history during the Middle Ages.   * Students recognise that migration to Britain is not a recent phenomenon and that Britain has a long history of migration extending back centuries. * Students identify significant events and analyse trends within the period. * Use historical terms accurately. * They use concepts to frame and pursue historically valid enquiries. * They use different types of historical sources to pursue enquiry. * They discern how and why contrasting arguments and interpretations of the past have been constructed.     **Links to future learning at KS3:**   * This study of migration and empire forms the final layer of our period study of the Middle Ages. Students are provided with the chronological basis for their continuing study of this theme in Years 8 and 9. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * GCSE History: Migrants to Britain, Empires and the People: A Norman Kingdom and the Birth of an English Identity. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers.** |
| **Lesson 1 WALT:**  be able to explain why the first crusade happened.  Understand why different people chose to set off on crusade.  Explain the challenges the crusader faced on their journey.  **Key Terms:**  Crusade, journey, Jerusalem, pilgrimage, Byzantine Empire, Christians, Muslims. | Teacher explains why Jerusalem is so important to Christians. | Students glue in and annotate their own copy of the 13th Century map.  In their enquiry students will rectify the conclusions made by a ‘hopeless historian’. They will need information cards and task sheets. In this lesson they will look at where the crusaders came from and the challenges they faced. | Horrible Histories- The Crusades news report. | Power-point, information cards, task sheets. | Teacher questioning and class discussion. Completed tasks. | Literacy- reading and note making, Link with RS- importance of Jerusalem. |  |
| **Lesson 2 WALT:**  Explain the events surrounding the capture of Jerusalem.  **Key Terms:**  Jerusalem, crusaders, siege, Church of the Holy Sepulchre, mosques, synagogues, plundered. | Quick recap- who were the crusaders and what challenges did they face? | Students improve on the work of the hopeless historian. Students will explain how the crusaders captured Jerusalem and the violence that ensued. | Students assess a 12th Century map of the world- why is this so remarkable? | Power-point, information cards, task sheets. | Teacher questioning and class discussion. Completed tasks. | Literacy- reading and note making, Link with RS- importance of Jerusalem. |  |
| **Lesson 3 WALT:**  be able to explain the reasons for Jewish migration to Britain in the Middle Ages.  Understand the life and work of Jewish communities in Britain.  Be able to explain why persecution increased in the later Middle Ages.  **Key Terms:**  Migrants, migration, Jewish communities, prejudice, violence, resentment, persecution, conversion, expulsion. | Teacher introduces students to our next enquiry.  Students are shown a poster used by UKIP during the run up to the referendum on the EU. Do they think the image is a fair interpretation of immigration?  Given the debate in recent years students may see immigration as a ‘problem’ or as having negative impacts. However, as the next slide shows Britain’s migrant population has always existed and has been fundamental to making Britain the country it is. Students are shown a range of examples of jobs performed by migrant workers.  Teacher makes link back to the study of water and sanitation at the start of the course. | Students study a timeline showing that migrating communities to Britain have always been present. Students will begin their more detailed investigation from the time of the Norman Conquest.  Students will create a storyboard detailing the migration of Jewish communities to Britain. The information can first be discussed as a class. | Recap of findings. Teacher clarifies any concerns. | Power-point, information on Jewish migration, storyboard templates. | Teacher questioning, class discussion. Completed storyboards. | Literacy- reading and note making, analysis and interpretation. Link with Art, Government and Politics, Citizenship. | Discussion centred around migration and the impact of migrant communities. Anti-Semitism. |
| **Lesson 4 WALT:**  Be able to explain the ‘big picture’ of Britain’s migrant communities. | Teacher highlights the website; ‘England’s Immigrants’. Perhaps surprisingly the proportion of migrants was about the same in 1500 as in 1900. | Students are shown a map detailing the range of migrant communities from across Europe. Students study details relating to the lives of individual migrants.  Using the information cards students research and complete tasks on worksheets. | Students listen to the poem, ‘The British (serves 60 million)’. What is Benjamin Zephaniah saying in this poem? | Power-point, information cards and worksheets. | Teacher questioning, class discussion, completed worksheets. | Literacy- reading and note making, analysis and interpretation. Link with Government and Politics, Citizenship. | Discussion centred around migration and the impact of migrant communities. |
| **Lesson 5 WALT:**  Assess the extent to which migrants were accepted in England. | Class discussion relating to the experiences of three migrants to Britain. Students determine the motivations of the migrants and how far they were accepted. | Students study a table of official responses to migrants and highlight them using four colours. Each colour related to one of the following factors: weak kings, war, trade and tax.  The class discuss the unofficial responses to migrants. | Students find evidence to support/ challenge the following statements: Medieval England had a range of migrants; Medieval England accepted migrants easily. | Power-point, table of official responses, colours/ highlighters. | Teacher questioning/ class and peer discussion, completed tables, class notes. | Literacy- reading and note making, analysis and interpretation. Link with Government and Politics, Citizenship. | Discussion centred around migration and the impact of migrant communities. |