

**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 2 Period Study: Understanding the Middle Ages Power and the People**

|  |
| --- |
| **About the unit:**  This is the first unit in our Year 7 period study which looks at the key events, stories and developments in the Middle Ages, 1000-1450. This unit will examine the political history of the period under the heading, ‘Power and the People’.  Students will encounter a number of enquiries, such as the Norman invasion and the impact of the Norman Conquest, King John and the Magna Carta, Henry II and Thomas Becket.  There is a strong focus on developing students extended writing skills and the use of sources to find out about the past. |
| **Learning Outcomes**  This period study will help students to develop:   * An overview of the Middle Ages. * An awareness of the major political changes during the period. * 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:   * How the Norman Conquest changed England. * The role of medieval monarchs and examples of successful and unsuccessful rulers. * How relationships between monarch and barons and ordinary people evolved over time.   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:** Bayeux tapestry, catapult, cavalry, challenge, Commons, coronation, crowned, curtain wall, Domesday Book, drawbridge, Earl, fleet, foot soldiers, Forest Law, fortified, freeman, gatehouse, harrying, hostage, housecarl, interpretation, knights, law and order, medieval, Middle Ages, mint, moat, monarch, monk, motte and bailey, murdrum fine, noblemen, orb, outlaws, palisade, Parliament, peasant, provoke, raid, rebellion, reign, resistance, Saxon, scaling ladder, sceptre, shield wall, siege tower, siege, slavery, taxes, territory, uprising, Viking, villein, watchmen.   **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:   * The features, significance and consequences of the Norman Conquest. * Understanding of medieval monarchy. |
| **Links to 2014 National Curriculum**  Content knowledge:  The development of power and politics in Medieval Britain 1066-1450 and in particular:   * The Norman Conquest * The struggle between church and crown; Magna Carta and the emergence of Parliament. * Edward I’s campaigns to conquer Wales and Scotland   Disciplinary knowledge:  Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well informed context for their study of society & culture and migration & empire.   * 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 power and people forms the first layer of our period study of the Middle Ages. This provides the background for students to study society & culture and Migration & empire. The study of the changes to Britain that started with the Middle Ages, the Magna Carta and the first parliament form the basis for later chronological study of power and politics in the Renaissance and industrial age (Year 8) and through to the present (Year 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: Britain and Health (Middle Ages), Power and the People (Norman England, c1066-c1100 and Medieval England: the reign of Edward I, 1272-1307). * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Chronological understanding, Asking historically valid questions. |



**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 2 Period Study: Understanding the Middle Ages Power and the People**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular links** | **Cultural capital/ Careers** |
| **Lesson 1 WALT:**  Understand what we mean by ‘The Middle Ages’ and to investigate a timeline of key events.  Be able to explain what England was like in the 1060s.  **Key Terms:** Buhr, cavalry, earl, housecarl, merchant, mint, sceptre, shire. | Students are shown a page from a useful medieval source: The Luttrell Psalter, a medieval prayer book. On some of the pages of the prayer book are paintings of villagers in Lincolnshire doing their daily work.  What questions could students ask about the lives of the people in the illustrations? | Teacher explains what we mean by the period The Middle Ages and students are shown a road map which includes a number of the events studied in this unit. Using the brief descriptions students find 3 examples of events that may have had a big impact on people’s lives and three examples of where the power of the medieval monarch may have been challenged.  Students are shown an image of Edward the Confessor from the Bayeux Tapestry. Teacher explains that the year is 1066 and Edward dies leaving no heir. This leads to three rivals fighting it out for the throne.  Students will first investigate what England was like in 1066 by accessing a series of cards with information around the room.  Once research has been completed there are three questions to encourage deeper thinking and these should promote class discussion. | Clip: Introduction to the Claimants to the throne.  Homework: Students watch short clips covering the Battles of Fulford and Stamford Bridge. They may wish to make a few notes. | Power point  Road Map around the Middle Ages  Cards for investigation into 1066. | Teacher questioning, peer discussion, completed note sheets. | Research  Analysis  Literacy Skills: Reading and note making.  Government and Politics: Power of the monarchy. |  |
| **Lesson 2 WALT:**  Explain factors that led to William’s victory at Hastings in 1066.  **Key Terms:**  Bayeux Tapestry, crowned, fleet, interpretation, provoke, raid, shield wall. | Students discuss their homework- what happened after Edward’s death? What happened at the Battle of Fulford and Stamford Bridge?  Students are introduced to Simon Schama’s interpretation of the impact of the Norman Conquest- that William’s invasion brought a ‘truckload of trouble’. | Teacher leads students through the events of the Battle of Hastings. Students are given the opportunity to ask questions.  Students receive their own copy of events surrounding the Battle of Hastings.  Teacher may wish to show students Dan Snow Battlefield Britain: Hastings to consolidate understanding.  Using the printed notes students produce a plan to answer the question, ‘Why did William and the Normans win the Battle of Hastings?’ To aid students with their notes prompt questions are shown on the board.  Using the clip on slide 17 students may add further detail. | So far do students agree with Simon Schama’s interpretation?  Homework: Students share knowledge of William’s invasion and the Battle of Hastings. Parents/ carers/ family member completes the Home Learning Postcard. | Power point  Battlefield Britain (if using).  Notes: William’s invasion and the Battle of Hastings.  Home Learning postcard. | Essay plan.  Home Learning postcard. | Listening and note making.  Essay planning. | Historian- research skills, interpretations. |
| **Lesson 3 WALT:**  Be able to explain why William and the Normans won the Battle of Hastings. | Students complete formative assessment explaining why William won the Battle of Hastings. This will be marked using stickers: WWW, EBI, NOW. Students may use their essay plans to write up their response. Teacher is looking at students’ ability to write a well-structured short essay with an introduction and conclusion explaining reasons for William’s victory with evidence to support. | | | | | | |
| **Lesson 4 WALT:**  Be able to explain how William dealt with rebellions throughout England.  Understand how William built castles to help the Normans maintain control.  **Key Terms:**  Gatehouse, harrying, motte and bailey, palisade, rebellion, symbolised, uprising. | Teacher explains events that took place in the immediate aftermath of William’s victory.  Students are asked to empathise with the Anglo-Saxons and the Normans by considering a series of questions.  Teacher may link the feelings of the Anglo-Saxons to those living in Nazi-occupied territory during WWII. | Teacher may wish to complete the ‘Je Suis le Roi’ Thinking History activity in Thinking History folder.  Teacher discusses Edward the Confessor’s dream as described in Marc Morris’ book ‘The Norman Conquest’.  Using worksheets students summarise events of various rebellions throughout England. They should be able to highlight key events and explain how William dealt with them. Is there evidence of the Normans being violent or brutal?  Students label their own copy of a motte and bailey. They should explain how castles helped the Normans to maintain control. | Do students agree with Simon Schama/ Marc Morris? Students design a tree to show England at this time. Information on slide 13 may help support. | Power point,  Worksheets, motte and bailey template,  Information- William’s conquest. | Teacher questioning and peer discussion.  Summary of rebellions  Explanations of the impact of castles  Trees to show the impact of the Norman Conquest so far. | Empathy- deep thinking,  analysis, summarising detailed notes. | Historian- analysis and empathy. |
| **Lesson 5 WALT:**  Understand how castle building developed.  Be able to explain methods of attack and defence.  **Key Terms:**  See glossary on A3 sheet! | Quick re-cap: why did William introduce castles to England? Which famous castle did William build? | Using the information on A3 sheets students work on designing their own castles. Using their knowledge of methods of attack, they should be able to explain how their castle can defend itself- designs should be annotated. | Students may be selected to explain their castle designs. | Publisher A3 sheets. | Castle designs and annotations. | Analysis of castle design. | Architecture- medieval design (defence). |
| **Lesson 6 WALT:**  Explain the methods William used to ‘keep’ control and to understand the impact these measures had.  **Key Terms:**  Domesday Book, Forest Law, Murdrum Fine, Slavery. | Challenge students to name features of the Motte and Bailey castle from memory. No checking exercise books. | Teacher explains that so far, we have investigated methods used by William to ‘gain’ control. Here we will investigate measures employed to ‘keep’ control.  On the worksheet, ‘William Keeps Control’ students use two colours to highlight examples of where changes were: 1. Harsh on the Anglo-Saxons and 2. Welcomed by the Anglo-Saxons.  Teacher reads the extract from the end of Marc Morris’ book- teacher may need to develop explanations of some words/ phrases students may be unfamiliar with.  Students are reminded of the impact of the Norman Conquest. They now add further annotations to their tree. Students may wish to re-sketch their tree (as Edward’s dream) based on their deeper understanding. | Clips to support learning in class.  Homework: Students should carefully revise their work on the Norman invasion and conquest in preparation for an unseen assessment. | Power point, worksheet, highlighters/ colours. | Annotated trees. | Analysis of William’s actions. Interpretation of the impact of the Norman invasion and conquest.  Literacy- introduction to new vocabulary. | Historian- interpretation and analysis. |
| **Lesson 7 WALT:**  Why Henry II agreed to be whipped.  **Key Terms:** Archbishop, priest, traitor, bishops, quarrelled, rebellion, Pope, pilgrim, murder. | Thinking History activity- why did Henry II agree to be whipped? See activity Lesson 7 Becket mystery. | Teacher shows students a road map of medieval monarchs- from the short explanations, students should start to identify some of the challenges faced by them.  Students unravel the chain of events leading to Henry’s decision by investigating a series of clues. Students should attempt to organise these clues into the correct chronological order- the cards must be read carefully in order to solve the mystery. Once completed teacher should encourage a class discussion. Cards may be glued in exercise books in the correct order. | Reminder of events through clips. | Gregorian chant, power point, various props as per thinking history task, clues. | Teacher questioning and peer discussion. Mystery solved through correct organisation of clue cards. | Deeper/ critical thinking- students link understanding of the medieval monarch and church to the mystery. Analysis of clues. | Historian/ detective. |
| **Lesson 8 WALT:**  Use our understanding of the ‘Murder in the Cathedral’ to produce a front-page news report.  **Key Terms:**  Archbishop, priest, traitor, bishops, quarrelled, rebellion, Pope, pilgrim, murder. | Students read through last lesson’s class work carefully. Based on their understanding they should assess how useful the source showing the murder in the cathedral is. What does the source show us? What does it not show us? | Students produce a front- page news report on the Murder in the Cathedral. They need an eye-catching headline to summarise their story. They should start the main body of the story by describing the events surrounding the murder itself and then go on to develop their explanation of why the murder took place. | Students should write a tweet to go alongside their news report. | Power point, newspaper template. | Teacher questioning and class discussion. Front page newspaper report- **BIG WRITE**, Tweet. | Literacy- written news report. | Journalism- news report. |
| **Lesson 9 WALT:**  Assess the value of a medieval interpretation of King John.  Understand the challenge presented to monarchs by the Magna Carta.  **Key Terms:**  Abbey, monarch, monk, democracy. | Students look at the illustrations of the four medieval monarchs- Henry II, Richard, John and Henry III as produced by the monk, Matthew Paris. On closer investigation what do students believe Paris is trying to say about King John. | Students answer a series of questions based on the road map of Medieval monarchs. Based on this initial task, do students believe the image of King John, as produced by Paris, is fair?  Students are shown a second interpretation of King John, as shown in the Disney Film, ‘Robin Hood’.  Students start to investigate the reign of King John for themselves by breaking down larger pieces of information into summary accounts and again re-evaluate their own interpretation of John.  Teacher leads the discussion of events leading to and surrounding the Magna Carta- this is important as any misunderstandings will need to be clarified. Again, students assess the interpretation of John. (Students can stick a copy of the notes relating to the Magna Carta into their books). | Do students believe the signing of the Magna Carta and its terms were a step toward democracy? This may need some teacher explanation of what is meant by democracy. Teacher should draw attention to the fact that our study of Magna Carta will form the start of our journey through the road to democracy. This study will extend chronologically into Years 8 and 9. It even links to our A-Level study. | Power point, worksheet- Bare Bones, Magna Carta notes. | Teacher questioning and class/ peer discussion, bare bones work sheet. | Revision skills- note making. Analysis of interpretations/ historical sources. | Historian- interpretations, analysis, empathy. |
| **Lessons 10 and 11 WALT:**  be able to explain why Magna Carta was important to the barons.  **Key Terms:**  Depose, rebel, rebellion, baron, baronial, knights, taxes, allies, clause, siege. | Thinking History: Making Magna Carta Personal (see guidance in folder). In groups, students will be asked to identify with real barons from the 13th Century. They will be asked to consider their backgrounds and circumstances and their experiences under the reign of King John. Rather than simply brushing over events, students should gain a real sense of why the Magna Carta was so significant- remember, at this point, that no one would have suggested removing the monarchy entirely.  This activity may cover two lessons especially if teacher decides to show the programme on the siege of Rochester castle. | | | Thinking History: Making Magna Carta personal guidance sheet, cards for barons, question sheets, siege of Rochester Castle, question sheet to go alongside programme on the siege. | Teacher questioning, peer discussion. | Empathy, interpretation- deeper thinking.  Literacy- reading to class. | Historian- empathy/ interpretation. |
| **Lesson 12 WALT:**  be able to explain the reasons why the clauses contained in the Magna Carta remain important.  **Key Terms:** charter, civil war, constitution | Horrible Histories clip- Magna Carta.  Using slides 3 and 4 teacher explains the long-term significance of the Magna Carta. | Students are given a card relating to the Magna Carta. They should organise themselves into the correct chronological order- the cards may be blue-tacked onto the wall or a onto a washing line with pegs.  Students answer questions relating to their chronological understanding of events. They may be given a copy of slide 6 for their exercise books.  Students should then find relevant evidence to support three interpretations of Magna Carta. They should aim to assess long/ short term reasons for Magna Carta’s survival. | Did you know? Link to the US constitution. So Bad King John’s reign changed things forever! | Power-point, A4 cards, blue-tac, string and pegs. | Organisation of cards into chronological order. Teacher questioning and class discussion. | Analysis. | Historian- chronology, analysis, interpretations. |
| **Lesson 13 WALT:**  Be able to explain why Henry III was so unpopular.  Understand how the barons tried to improve things.  Explain how England got its first Parliament.  **Key Terms:**  Democracy | Students are reminded of the road map of medieval monarchs.  Henry III was only nine when he ascended the throne. Students are asked what he may need to help him. | Using Invasion, Plague and Murder, students answer the questions on slide 4.  Students draw conclusions based on this task- do they think these events were a step toward democracy? Students must support their conclusions in a class discussion. | How might students depict Henry III if they were to produce an illustration of him as Matthew Paris did? | Power-point, Invasion, Plague and Murder textbook. | Responses to questions, conclusions based on findings. | Analysis, interpretation, literacy skills- reading, written responses. | Historian- analysis and interpretation. |
| **Lesson 14 WALT:**  Investigate the problems Edward I faced at the beginning of his reign.  **Key Terms:**  Seal, throne, orb, sceptre, crusade | Students stick in their own copy of Edward’s great seal. Students should assess the way in which Edward wished to be portrayed.  Students are reminded of the monarchs who preceded him and of the problems he inherited from his father’s reign. | Students research and record Edward’s thoughts on the problems he faced.  Can students see any links with the reign of King John? | Based on knowledge from today’s lesson, students complete the first section of the worksheet- the problems Edward inherited from his father. | Power point, speech bubble thoughts worksheet, worksheet- What did Edward achieve? slides showing problems faced by Edward. | Completed speech bubbles and worksheet. Teacher questioning- links with reign of King John. | Metacognition-linking back to earlier learning. Literacy- reading and note making. |  |
| **Lesson 15 WALT:**  Be able to explain how Edward I attempted to solve problems of law and order, controlling the barons and money.  Understand how successful Edward was against Wales and Scotland.  **Key Terms:**  Statute, watchmen, trial, merchants, settlers, sheriffs, counties, executed | Re-cap the problems Edward inherited. | Students complete the next three sections of their worksheet.  Watch clip Edward, the Welsh and the Scots.  Based on their understanding of Edward’s reign students complete the final section explaining what they believe was Edward’s greatest problem and any areas where he found only partial solutions. | If students were to add a brief account of Edward’s reign to the medieval monarch mind map, what would they say? | Power-point, worksheet- What did Edward achieve? Slides showing information on how Edward attempted to address the problems he faced. | Completed work sheets, completed plenary. | Analysis, literacy- reading, new vocabulary, note making. |  |