

**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 3 Period Study: Understanding the Middle Ages Society and Culture**

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| **About the unit:**  This is the second 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 social and cultural developments of the period.  Students will encounter a number of enquiries, such as a study of life in the Middle Ages, the impact of the Black Death and the importance of religion. |
| **Learning Outcomes**  This period study will help students to develop:   * An overview of the Middle Ages. * An awareness of what life was like in the Middle Ages and social and cultural developments. * 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:   * What life was like for people in the Middle Ages. * The importance of religion to everyday lives. * The causes, events surrounding and consequences of the Black Death.   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:** abbot, apprentices, artisans, bleeding, buboes, bubonic, burh, burial ground, councillors, Doom Painting, dysentery, flagellants, freeman, humours, interpretation, labourers, law and order, lay brothers, merchant, monk, monastery, noblemen, outlaws, overlord, peasant, plague, pneumonic, rebellion, revolt, shire, slavery, symptoms, taxes, uprising, 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:   * An understanding of the features of life in the Middle Ages. * Understanding of the causes, symptoms and consequences of the Black Death. |
| **Links to 2014 National Curriculum**  Content knowledge:  The development of society and culture in Medieval Britain 1066-1450 and in particular:   * The power of the church and religion. * Features of everyday life in the Middle Ages. * The causes, symptoms and consequences of the Black Death.   Disciplinary knowledge:  Students further deepen their chronologically secure knowledge and understanding of British and world history during the Middle Ages.   * 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 society and culture forms the next layer of our period study of the Middle Ages. This provides further background for students to study Migration & empire. |
| **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): Case Study- The Black Death. * 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 link** | **Cultural capital/ Careers** |
| **Lesson 1 and 2 WALT:**  Be able to explain what mattered to medieval people.  Understand how life differed between town and countryside.  **Key Terms:**  Knight, manor, peasant, harvest, famine, ploughing, harrowing, villeins, freeman, councillors, watchmen, guilds, artisans, apprentice, labourers. | Students are reminded of the Medieval source- The Luttrell Psalter. This source will be used to help students investigate life in the Middle Ages. | Students will research different aspects of life in the Middle Ages and will produce a picture book for Year 3 students. |  | Power-point, picture booklet template, cards for research into the Middle Ages. | Picture booklets. | Literacy Skills- reading.  Analysis of primary sources. | English Literature/ Language. |
| **Lesson 3 WALT:**  Be able to explain why religion was so important to people during the Middle Ages.  Understand the power and wealth of the monasteries.  **Key Terms:** Doom Painting, monks, abbey, monastery, abbot. | Students are shown an image of the Last Supper from The Luttrell Psalter- the image demonstrates the importance Sir Geoffrey Luttrell placed on religion. | Teacher introduces students to an image of a Medieval Doom painting. Students stick their own copy in books and annotate.  Students copy notes relating to religion in the Middle Ages and watch clip.  Students investigate Fountains Abbey and explain what they have discovered about the wealth and power of monasteries. | Link back to students’ study of water and sanitation in the Middle Ages. | Power-point, medieval Doom paintings, information cards- Fountains Abbey. | Teacher questioning and class discussion. Annotations of Doom Painting, conclusions based on Fountains Abbey. | Interpretation of primary source, Literacy skills- reading and note making. | English Language/ Literature. Historian- interpretation/ analysis. |
| **Lesson 4 WALT:**  Be able to explain the causes, responses and consequences of the Black Death.  **Key Terms:**  Archaeologists, skeleton, malnutrition, DNA, symptoms, buboes, pneumonic plague, bubonic plague. | Students are introduced to an archaeological site in London which turned out to be a medieval burial ground. The archaeologists made a series of findings. Students are asked what conclusions they might draw based on these findings. | Students start to plan a television documentary on the Black Death. The documentary will be divided into three parts.  Students receive information on the Black Death and prepare the first part of the documentary- ‘The Black Death arrives’. | Select students to read the first part of their prepared scripts. | Power-point, information on the Black Death. | Teacher questioning, class discussion, scripts, dramatic reconstruction. | Interpretation of archaeological findings, Literacy- reading, scripts. | Archaeology, forensic science, drama. English Literature/ Language. Historian- interpretation/ analysis. |
| **Lesson 5 WALT:**  Be able to explain the causes, responses to and consequences of the Black Death.  **Key Terms:**  Science, technology, germs, humours, flagellants. | Teacher introduces students to a medieval painting depicting the burial of victims of the Black Death. What conclusions can be drawn from the image? | Students organise the information from a series of cards into a table- see Slide 4.  Students prepare the next part of their documentary- ‘How people responded to the Black Death’. | Select students to read the second part of their prepared scripts. | Power-point, cards. | Teacher questioning and class discussion. Completed tables and scripts. | Analysis and interpretation of primary source. Literacy- reading, scripts. | Drama, English Literature/ Language. Historian- interpretation/ analysis. |
| **Lesson 6 WALT:**  Be able to explain the causes, responses to and consequences of the Black Death.  **Key Terms:**  Peasants, villeins, labourers, Statute of Labourers, Peasants’ Revolt. | Students analyse the 15th Century image from St Mary’s church- the image was used to remind people of the shortness of life and how riches could not be taken to heaven. | Using the information and the clip, students write up the final section of their script- ‘What the Black Death changed’.  Students rehearse their completed scripts. | Students perform their completed scripts. Teacher may wish to record these for students to watch back. | Power-point, information cards. | Completed scripts, possible peer assessment. | Analysis and interpretation of primary source. Literacy- reading, scripts. | Drama, English Literature/ Language. Historian- interpretation/ analysis. |