



# YEAR 7, 2023-24 Spring TERM

'An ambitious curriculum that meets the needs of all'



## Medium Term Planning - Topic:

1. Medieval Institutions: The Power of the Church and Monarchy
2. The Black Death

Curriculum Intent	<p>Pupils will be taught, following National Curriculum guidelines, the following this term:</p>
Skills/National Curriculum Links	<p><u>A. What can sources tell us about who held power in the medieval period? Use of sources/evidence</u> Students will complete a period study of the medieval era and 'spotlight' different monarchs and interactions with the Church/barons.</p> <p><u>B To what extent did English Kings conquer Scotland and Wales?</u> Students will consider how English kings have sought to conquer Scotland and Wales and the impact this had on Scottish and Welsh people.</p> <p>C. How far did the Black Death change the medieval world? Change/continuity Students are introduced to the idea of</p>
Spiritual, moral, social, and cultural development	<p>Spiritually, it offers insights into the role of religion, faith, and spirituality in the lives of people during that time, fostering a deeper understanding of diverse beliefs and values.</p> <p>Morally, it encourages reflection on the exercise of power, ethical dilemmas, and the responsibilities of leaders, promoting critical thinking and moral reasoning.</p> <p>Socially, it explores social hierarchies, societal norms, and the impact of governance on different classes, fostering empathy and an appreciation of historical social dynamics.</p> <p>Culturally, it introduces students to the art, architecture, literature, and traditions of medieval England, promoting an appreciation of cultural heritage and fostering a sense of identity and connection to the past.</p>
Numeracy	<p>Analysing demographics, chronology, statistical data.</p>
Literacy	<p><b>Vocabulary Tier 2:</b> Cause, consequence, change, continuity, time period, primary source, secondary source, reliability, utility, interpretation</p> <p><b>Vocabulary Tier 3:</b> Pope, Papacy, heresy, Archbishops, monks, nuns, Divine Right of Kings.</p> <p><b>Reading:</b> Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p><b>Writing:</b> Students will complete writing tasks in every lesson which will include tasks such as summarising knowledge, answering comprehension questions and evaluating factors and sources.</p> <p><b>Oracy:</b> Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	<p><b>Careers/Employability:</b> A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
QFT/SEND Provision	<p><b>By product:</b> Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p><b>By resource:</b> Historical sources and reading materials will be adapted for the bottom sets.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p><u>What can sources tell us about who held power in the medieval period?</u></p> <p><b>Substantive knowledge</b></p>

**Learning  
Outcomes  
(Powerful  
Knowledge)**

Eleanor of Aquitaine: Eleanor was a powerful queen and influential figure in medieval Europe. She married both Louis VII of France and Henry II of England, playing a significant role in politics and diplomacy. Eleanor's connections and influence expanded the domains and prestige of the English monarchy. Henry II and Thomas Becket: Henry II's conflict with Thomas Becket, the Archbishop of Canterbury, showcased the struggle between royal authority and ecclesiastical power. Becket's murder in 1170 led to public outrage and Becket's subsequent canonization, highlighting the limitations of the king's power in the face of religious devotion.

King John and Magna Carta: King John's tyrannical rule led to a rebellion by the barons, resulting in the signing of the Magna Carta in 1215. This foundational document limited the king's authority, established certain rights for the nobility and freemen, and set a precedent for the rule of law.

Understanding these aspects of medieval kingship helps students grasp the complexities of royal power, the dynamics between monarchs and other powerful figures, and the development of key legal and political reforms.

Disciplinary knowledge

Students should begin to recognise that sources are used by historians to investigate enquiry questions about the past. We have to 'read' primary sources contextually (establish where they came from and the relevant features of that context, e.g., beliefs) before we can draw any conclusions about the issues we are investigating. For instance, a source about King John created by Matthew Paris needs to be read in the context of John's relationship with the Church to make sense of it's opinion.

What was the significance of English King's attempts to conquer Scotland and Wales?

**Substantive knowledge**

Scotland: English kings, such as Edward I, sought to exert control over Scotland due to political and territorial ambitions.

Wars of Scottish Independence, led by figures like William Wallace and Robert the Bruce, challenged English dominance.

English attempts to assert control through military campaigns and the imposition of English law faced resistance and resulted in intermittent periods of English rule in parts of Scotland.

Wales: English kings aimed to consolidate authority over Wales to strengthen their hold on the British Isles. Edward I conducted a successful military campaign, building formidable castles like Conwy and Caernarfon, and establishing English dominance.

The Statute of Rhuddlan brought Wales under English legal and administrative control, eroding Welsh independence.

Welsh uprisings, such as those led by Owain Glyndŵr, challenged English rule and sought to restore Welsh autonomy.

Disciplinary knowledge

Students are introduced to the idea of significance. They consider why the stories of people like William Wallace and Owain Glyndŵr are not well known by English but are put of the identity of Welsh and Scots. English attempts to control Scotland and Wales left a lasting impact on national identities and historical narratives. The struggle for independence and resistance to English rule became important elements of Scottish and Welsh identities, shaping their histories and collective memory.

How far did the Black Death change the medieval world?

**Substantive knowledge**

Students in Year 7 should know the following about the Black Death and its impact on Britain:

Causes and Spread of the Black Death:

The Black Death was caused by the bacterium *Yersinia pestis*, primarily transmitted by fleas on rats. It likely originated in Central Asia and spread to Europe along trade routes, including the Silk Road.

Treatments and Reactions:

People during the Black Death had limited medical knowledge and often resorted to ineffective treatments like bloodletting and herbal remedies. The widespread fear and panic led to social and religious reactions, such as blaming marginalised groups like Jews and lepers for spreading the disease.

Impact on Society:

The Black Death had a significant demographic impact, with a substantial loss of life and subsequent labour shortage. Survivors experienced improved wages and better working conditions due to the decreased labour supply. The shift in power dynamics resulted in changes to land ownership as the lower classes gained more bargaining power.

Significance and Changes in the Medieval World:

The Black Death marked a turning point in European history, leading to social, economic, and cultural transformations. It contributed to the decline of feudalism and the rise of the merchant class. The devastation caused by the plague influenced the Renaissance, stimulating new ideas and artistic expressions.

Peasants' Revolt: The Peasants' Revolt in 1381 was a major uprising in England, triggered by socio-economic grievances. Causes included high taxes, unfair labour practices, and the impact of the Black

	<p>Death on feudal obligations. Led by figures like Wat Tyler, the revolt saw widespread peasant unrest and demands for social and political change.</p> <p>Events during the Peasants' Revolt: Peasant rebels marched on London, gaining support from urban workers and sympathisers. They presented a series of demands, including the abolition of serfdom and lower taxes. The revolt resulted in negotiations with King Richard II, but ultimately, the rebels' demands were not fully met, and the revolt was suppressed.</p> <p>Disciplinary knowledge</p> <p>S</p> <p>This link to PLC statements in pupils books.</p>
<b>Current learning to be developed in the future within:</b>	<p>Pupils will continue to build on their skills of cause and consequence and change and continuity as they move up to Year 8. They will also develop their understanding of interpretations.</p> <p>They will also continue to develop their essay writing skills.</p>
<b>Assessment</b>	<p>Please see marking policy.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>