



MTP: What was it like to live in the Medieval times?



Overview: This unit will look at Medieval England. Looking at the following aspects: The rule of King John, the Black Death and its consequences, life in a Medieval village and Medieval religion.

Length of Enquiry:

10x 1 hour lessons.

Concepts:

- Inference: using sources to make inferences on Medieval life.
- Empathy: to get a sense of what it was like to live in the Medieval times.
- Oracy: to develop the students' debate skills.
- Change and continuity: to identify examples of change and continuity in Medieval life.

How will Literacy/Numeracy be taught in this scheme?

Reciprocal Reading strategies will be used.

Extended writing with an emphasis on supporting detail and key terminology is frequent throughout.

How will progress be assessed in this scheme? (Formative and Summative) *How will you be sure this scheme is allowing students to 'do more'?*

The work that students complete in this work will be built around historical concepts. The level of detail is challenging throughout and there is a clear and consistent link tying lessons together, aiding opportunities for recall throughout.

How is this scheme building on prior knowledge? (KS2, KS3 or KS4)

The KS2 scheme of work does not cover Medieval England and therefore, this will largely be new information.

The lessons within the scheme of work do link together and students will develop a holistic understanding of the period.

What are the opportunities for recall in this scheme? (how is this scheme encouraging students to remember more?)

Recall activities will be most present in Do Now and Consolidation tasks and will include a number of free-recall activities and quizzes.

What are the 'non-negotiables' for every lesson?

The Four Part Lesson Plan. Opportunities for extended writing. Literacy support to benefit writing. Student creation of glossaries. High levels of historical detail. Reciprocal Reading (where appropriate). Opportunities for recall activities. Opportunities for feedback.

How is this scheme fulfilling the requirements of the National Curriculum? (If applicable)

Study of Medieval England is within the National Curriculum and the threshold concepts identified in the National Curriculum are also present.

What differentiation is expected in this scheme?

Tasks are modelled and extra historical thinking tasks are included on all slides. Individual teachers should differentiate as per the needs of the class/students.

Lesson	LQ/Title:	Success Criteria.	Suggested Activities:	Assessment	Key Terms:	Homework
I	What were the wars of the cross?	<ul style="list-style-type: none"> I can explain the significance of Jerusalem. I can explain the reasons for the Holy Wars (Wars of the Cross). I can explain why people fought in these Crusades. 	<p>Guided discussion on the significance of Jerusalem and the interest three religions held in it.</p> <p>Students make inferences from Pope Urban II's speech calling for a religious war.</p> <p>Students to categorise a number of given reasons for a crusader joining the fight.</p> <p>Students finish the lesson with a diary entry encapsulating what they've learned and meeting all of the success criteria.</p>	<p>Students to write a paragraph about the significance of Jerusalem which will be peer marked on its level of detail/key terms.</p> <p>Discussion.</p> <p>Whole-class feedback.</p> <p>Peer-assessed. WWW and EBI.</p>	Crusades, War of the Cross, Crusader, Pope Urban II, Islam, Judaism, Jerusalem, Muhammed, Richard I, Saracen, Infidel.	Students to complete a Google Form quiz to test their understanding of the curriculum based on the introductory explanation.

2	What did we learn from the Crusades?	<ul style="list-style-type: none"> • I can describe the various crusades that occurred throughout the Middle Ages. • I can analyse the legacy of the crusades. • I can explain what we learned from the Islamic world. 	<p>Students to recall five key points on the Crusades.</p> <p>Students to chart the events of the 7 Crusades through a focus on key dates.</p> <p>Students to visit 'information stations' and extract information on what England gained from the Crusades.</p>	<p>Q and A</p> <p>Randomly selected students will explain the significance of each given date.</p> <p>Students will summarise the gains in each category and give an indication of importance.</p>	Crusades, Islam	
3	What can we learn from the murder of Thomas Becket?	<ul style="list-style-type: none"> • I can explain why Thomas Becket was murdered. • I can analyse who is to blame for the murder. • I can assess what changed as a result. 	<p>Students to use images/clues to explain the importance of religion in the Medieval period.</p> <p>Students to interrogate text for a purpose (using reciprocal reading strategies) to analyse the breakdown of the relationship between Henry II and Thomas Becket.</p> <p>Students to reflect on narrative and proportion blame to those involved.</p>	<p>Q and A</p> <p>Small group discussions. Teacher to circulate.</p> <p>Students record example of what each party did to jeopardise the relationship.</p>	Martyr Excommunicate	

			<p>Students to study the consequences of the murder.</p> <p>Students to write a paragraph in response to the learning question</p>			
4	How great was the Magna Carta?	<ul style="list-style-type: none"> • I can describe the reasons for the introduction of the Magna Carta. • I can evaluate the impact that the Magna Carta had at the time. • I can evaluate the impact that the Magna Carta has had on our own lives. 	<p>A recap of the Feudal System to understand the role of Barons.</p> <p>A memory quiz so that students can explain why John's rule was so unpopular.</p> <p>Categorisation of some of the terms of the Magna Carta.</p> <p>Finish the lesson with mind maps to show the significance of the Magna Carta at the time and today.</p>	<p>A randomly selected student will show their recreation of the F.S.</p> <p>Students will peer assess. Teacher will reward high scores with merits.</p> <p>Students will be invited to explain their choices.</p> <p>Students will pool their individual ideas in to a large class collective.</p>	Barons, Magna Carta, feudal, excommunicated, tax, rebels	
5	What was the Black Death?	<ul style="list-style-type: none"> • I can describe what people thought 	Students hypothesize about the lesson based on an image with questions around it.	Students volunteer their ideas.	Black Death, Plague, Infectious, Pandemic, Miasma, Symptoms, Pilgrimage.	Students to conduct additional research on the Black Death, recording their

		<p>caused the Black Death.</p> <ul style="list-style-type: none"> • I can explain what actually caused the Black Death. • I can explain how the disease affected the victim. 	<p>Students refine their skills of extracting and summarising information from sources to explain the perceived causes of the Plague.</p> <p>Students use a video to explain what we now know caused the Black Death.</p> <p>Reciprocal reading is used to elicit more supporting information on the Plague. Students re-enact the 5 days of symptoms from memory. They then sort statements into “prevention” and “treatment”.</p> <p>Students finish the lesson by writing a diary entry to show what they’ve learned about the Plague.</p>	<p>Students can be selected. Secondary questioning should be used to further student explanation.</p> <p>Class discussion - series of Q and A after the video.</p> <p>Q and A.</p> <p>Peer Assessment of diary entry - using structure.</p>		sources of information.
6	Was the Black Death a disaster?	<ul style="list-style-type: none"> • I can use factual information to support the view 	Free recall - students to come up with 5 important points learned in the last lesson.	A number of students to feedback to the class.	Labourer, Statute of labourers, Short-term consequence, Long-term	Revision for assessment.

		<p>that the Black Death was a disaster.</p> <ul style="list-style-type: none"> • I can analyse facts to support or challenge a view. • I can reach an overall judgement in response to the question. 	<p>Students read through a paragraph of factual information to extract evidence of disaster.</p> <p>Students complete a 4-way analysis of consequences of the Black Death. They must decide if it was (a) positive or (b) negative. They must also look at (i) short-term and (ii) long term.</p> <p>Students write a paragraph in response to learning question.</p>	<p>A student selected to explain their answers.</p> <p>Whole class feedback</p> <p>Visualiser used to model. Then students can peer assess and provide a WWW and EBI.</p>	<p>consequence, Beneficial, Disastrous.</p>	
7	Assessment	<ul style="list-style-type: none"> • I can show an understanding of how peasants were affected by the Black Death. 	<p>Students have a chance to reflect on the content expected in their answer.</p> <p>Students are told “what excellence looks like” in relation to this specific assessment.</p> <p>“The Black Death was a total disaster.” How far do you agree?</p>	<p>Students are assessed on their inclusion of: historical detail, explanation, analysis and evaluation (judgement).</p>		

8	How can I improve my performance in History?	<ul style="list-style-type: none"> I can make additions to my work based on my teacher's comments. I can explain my strengths and area for development. 	<p>Teacher gives whole-class general feedback.</p> <p>Students green pen based on teacher comments. Teacher introduces and concludes this through individual discussion and whole class discussion.</p> <p>Students complete their Progress tracker.</p>	<p>Q and A and discussion.</p> <p>Teacher to ensure students can articulate their strengths and next steps by asking a number at random.</p>		Students redraft their assessment.
9	What happened during the Peasants' Revolt?	<ul style="list-style-type: none"> I can explain and prioritise the causes of the revolt. I can explain the development of the revolt. I can analyse the end of the revolt. I can analyse why the events of the Peasants' Revolt took place. 	<p>Students have 9 causes of the Peasants' Revolt. They need to categorise them and prioritise them in a diamond 9.</p> <p>Students watch BBC Teach Clip and make notes on what actually happened during the revolt.</p> <p>Students examine how the revolt came to an end - specifically looking at contrasting reports of Watt Tyler's death. There is a focus on corroborating</p>	<p>A class discussion around one shown on the visualiser.</p> <p>Teacher led Q and A with secondary questioning where appropriate.</p> <p>Whole-class feedback</p>	Revolt, Edward III, Richard II, Statute of Labourers, Poll tax, Commissioner, Watt Tyler.	Students complete a google quiz about the revolt.

			evidence and studying provenance. Hot seat activity to summarise learning.			
10	How should the Peasants' Revolt be remembered?	<ul style="list-style-type: none"> I can analyse the consequences of the revolt. I can reach a judgement on what the revolt achieved. 	<p>Students recall what Richard II promised to the rebels.</p> <p>Students recall (through Think-Pair-Share what the peasants actually wanted)</p> <p>Students then interrogate text to discover what the peasants got - through a focus on change and continuity. A focus is then placed on short-term and long-term gains.</p> <p>Students write a narrative account of the revolt, appreciating the link between causes, events and outcomes.</p>	<p>Students selected at random after given thinking time.</p> <p>Students will be chosen to share ideas.</p> <p>This is done in the format of a larger question: "Was the peasants revolt worth it?" This will extract what students have learned.</p> <p>This will be peer assessed.</p>	Wages, poll tax, aims, narrative account.	Students to complete a poster tying together what they have covered in this unit.