

Portland Place School History Department

Year Seven Scheme of Work

Introduction:

The course aims to do the following:

- to foster an enthusiasm and interest in the subject
- to provide an insight into some of the key issues, events and chronology of Medieval England
- to generate an interest and understanding of the history of the local area
- to introduce pupils to some of the key source skills
- to promote basic literacy skills, and to encourage pupils to produce written work in a fluent and articulate manner
- to introduce pupils to the concepts of causation and different interpretations of historical events
- to acquaint pupils with basic IT skills
- to give pupils experience of independent learning through project work

Pupils should attempt several source tasks (around 5 or 6) during the year, and similar source questions will also be an integral part of their exams. These tasks will begin to address the key source analysis skills, which are a requirement at GCSE level. They will also begin to develop pupils' ability to write coherently and fluently and they will also enhance a common approach among colleagues. Pupils will require considerable help in class, particularly regarding the structure of their work. The tasks are to be attempted in class and for homework. This source task focus will be addressed and achieved through the completion of 'Common Tasks' at the end of each half term. These tests are comprised of source-based questions and are completed by every year 7 student.

There is much scope for project work within History at this level and year students will complete a project on the Crusades in the summer term. This allows independent work and further analysis of the period and aspects, which interest the students. It also allows the students to develop their research and ICT skills.

Differentiation is paramount at all stages of the year 7 course. This will be achieved through appropriate and differentiated tasks. Teachers should consult the SEN register to be aware of any students in their sets who have learning difficulties. Higher ability students should also be catered for with extension tasks to stretch and challenge them.

Resources:

Main textbook: Medieval Realms – Britain 1066-1500

Various other texts (listed later in this scheme)

See Video catalogue

Resource Folder – This is a folder of common resources produced by and available to all teachers of this year group. This folder contains worksheets and H/Os relevant to various parts of the years content.

Medieval England, 1066-1500

Key Concepts

Monarchy, Power and Control, Technology, the Church and State, Different Religions, Interpretation, Sources, Reliability and Autocracy and Democracy, Society.

Skills Objectives

- Information Gathering – select information from a variety of sources.
- Processing Information – sift and classify information, weigh evidence and select fact from opinion, establish historical relationships, form judgments.
- Presentation – present findings in written, visual and oral form.
- Source Analysis – analyze and understand sources, both written and visual.

Course Content

Autumn Term

| Week | Topic | Learning Activities/Skills |
|------|-------|----------------------------|
|------|-------|----------------------------|

| | | |
|-----|---|--|
| 1/2 | An Introduction to the Middle Ages | |
|-----|---|--|

| | | |
|--|--|--|
| | Introduction to sources Overview of Middle Ages | |
|--|--|--|

Key concepts and Skills - Sources, reliability, usefulness, bias.

Focus Questions –

- What were the middle ages like?

| | | |
|-------|-------------------------------------|--|
| 3/4/5 | 1066 and the Norman Conquest | |
|-------|-------------------------------------|--|

| | | |
|--|---|--|
| | Claims to the throne Events of 1066 Battle of Hastings Bayeux Tapestry | |
|--|---|--|

| | | |
|--|--|---|
| | | <i>Sources w/s, who should be king? w/s word order w/s, William's problems?</i> |
|--|--|---|

Key concept: Monarchy

Skills – Information processing, opinion, information gathering and analysis, map work, empathy, sources, presentation.

Focus Questions –

- Who should be King of England after Edward the Confessor's death?
- Why did William win the Battle of Hastings?
- What were the events leading up to the battle at Hastings?
- What happened at the Battle of Hastings?
- Why did William win?
- What is the Bayeux Tapestry?

6/7/8 **The Feudal System**

Establishment of the feudal system
Domesday Book
Life in Medieval England

Feudal system w/s
Reign of William 1 w/s
Domesday Book w/s
Working for the Lord w/s
Common Task 1

Key concepts: Power and control

Skills – group work, problem solving, information gathering and processing, diagram work,

Focus Questions -

- How did William secure control over his new kingdom?
- What problems faced William after his victory at Hastings?
- How did William attempt to solve his problems?
- Why was the feudal system introduced and how did it work?
- What was the Domesday Book and what did it mean for the people of England?
- What was life like in Medieval England?

9/10 **Castles**

Motte and Bailey
Square Keeps
Attacking and defending castles
Where were Castles built?

Castle diagrams/Living in a Castle w/s

Key concepts: Technology

Skills – Diagram construction, information processing and gathering

Focus Questions -

- What was the role of a Medieval castle?
- How and why did Castle technology develop during the Middle Ages?
- How were Motte and Bailey Castles constructed?
- What were the advantages of a Square Keep castle?

11/12/13 **The Medieval Village/Town Life**

Key concepts – community

Word match exercise/Elton Village case study

Skills - Diagram construction, information processing and gathering, sources.

Focus Questions –

- How do we know what a medieval village looked like?
- How does written and pictorial evidence help us find out about a medieval village?
- What was life like for the people who lived in a medieval village?
- How did life differ for men and women in a medieval village?
- How did life differ for rich and poor in a medieval village?
- What was life like in a medieval town?

Spring Term

1/2 **Justice in the Middle Ages**

Key concepts – law and order

Type of crimes task

Skills - Diagram construction, information processing and gathering, sources.

Focus Questions –

- Could you get justice in the Middle Ages?
- What sort of crimes could you be punished for in the Middle Ages?
- What role did religion play in justice?

3/4/5 **Medieval Religion**

Heaven & Hell

Role and importance of the Church

Life in an Abbey

*Causation w/s, The Church w/s
Common Task 2*

Key concepts: The Church and the State

Skills – Information gathering and processing, empathy, diagram construction

Focus Questions –

- How did people get to heaven?
- What was life like in a Medieval Abbey?
- How was the medieval Church organized?
- Why was the Church so important?

6/7 **The Black Death**

Key Concepts – health

Source interpretation task

Skills - Information gathering and processing, empathy, diagram construction.

Focus Questions –

- What was the Black Death?
- What impact did it have on medieval England?
- Was the Black Death a disaster?

8/9/10/11 **Problems Facing Medieval Kings**

Thomas Becket
Kings & Barons/Magna Carta
Peasants' Revolt

Key Concept – kingship

Who was to blame for Becket's death? task

Skills - Information gathering and processing, empathy, diagram construction

Focus Questions –

- Why was Thomas Becket murdered?
- How far was the murder to do with personalities?
- Were Kings or Barons stronger?
- Was King John a bad king?
- Why did King John issue the Magna Carta?
- Why did the peasants rise up against King Richard II in 1381?
- What happened to those who rebelled against King Richard II?

Summer Term

1/2/3/4/6 **The Crusades**

Christianity and Islam
General Events
Effects of the Crusades

Crusades H/O, Islam fights back h/o
Effects of the Crusades H/O

Key Concepts – religion, cultural differences/exchange

Skills - Information gathering and processing, empathy, diagram construction

Focus Questions –

- Why did people go on Crusades?
- What did the Crusades achieve?
- What were the similarities and differences between society in Western Europe and the Islamic community in the Middle East?
- What were the effects of the Crusades?

7/8 **Revision & Examinations**

9/10/11/12 **Crusades Project**

Learning Outcomes

By the end of the Medieval England, 1006-1485 unit students will be able to:

- Understand the situation in 1066, claims to the throne, reasons for the Norman conquest and significance of the Bayeux Tapestry.
- Understand how William secured control over England, role of castles and their development, importance of the Church, life in an abbey and why Thomas Beckett was murdered.
- Understand people's reasons for taking part in the Crusades, effects of the Crusades, what made a good medieval King, different interpretations of Richard and John and origins of the Magna Carta and Parliament.
- Understand the society of medieval Britain via religion, village and town life, justice, the Black Death and Peasants Revolt.
- Gather and present information, enter imaginatively into the past, present oral, written and visual material which is accurate, clear and concise, record key information and interpret primary and secondary sources, work as a group member and as an individual.
- Show confidence in a range of skills – mapping, paragraph writing, cartoon/picture/document interpretation, information processing, flow diagrams, star diagrams, mind mapping, historical judgment and empathy.
- (generally) Demonstrate an understanding of some of the key events, personalities, themes and issues of the medieval period in England.

Assessment Outline

Assessment objectives for follow those referred to in the History Department's Management Document/Handbook.

Assessment Specifics:

- Weekly prep tasks – These will take various forms, such as finishing class work, extension tasks, work sheets and source tasks. These tasks are marked after the next lesson and will be supplemented by a book grade at the end of every half term. A 1-10 or A-E grading system will be used (in conjunction with the Merits and Debits system).
- Common Tasks – These take place at the end of every half term (except where an examination coincides) and are a source-based test. They are marked out of 20 and are modeled on GCSE style questions (in preparation for GCSE). The intention here is to have a regular and formal piece of assessment and develop the source skills required at the GCSE level.
- Examinations – These take place in November and June. Knowledge and historical skills are tested here.

Teaching Resources

Medieval Realms – Britain, 1066-1500 (Toyne and Hepplewhite)

Changing Britain – Crown, Parliament & People (Husbands)

Presenting the Past – Britain 1500-1750 (Wrenn)

Empires & Citizens – The Roman Empire/ Medieval Britain/African Empires (Walsh)

Medieval Britain - Conquest, Power and People (McAlvey)

Life in Medieval Times (Kidd)
Castles & Cathedrals (Aldred)
Crown, Parliament & People, 1500-1750 (Robson)
The Making of the UK (Snellgrove)
Renaissance, Revolution and Reformation, 1485-1750 (Wilkes)
Invasion, Murder and Plague, 1066-1485 (Wilkes)
The Medieval Realms (Kelly)
The World of Enlightenment (Stimpson)
The Medieval World (Stimpson)
What is History? (Dawson)
The Making of the UK (Scott)
The Making of the UK (Urwin)
Evidence & Investigations (May)

A. Columbus (Head of History)