

About the unit

This is a period study which looks in **overview** and **depth** at the key events, stories and developments in the **Middle Ages 1000–1450**.

It examines both **political** and **social** history. It provides depth enquiries of iconic KS3 topics such as the **Norman Conquest** and the **Black Death** plus some less commonly studied topics such as **the First Crusade**.

The unfolding story of **church, state and society** is integrated into the depth enquiries and also covered as part of the overview.

It includes two **site studies** of a famous **castle** (the Tower of London) and a famous **monastery** ruin (Fountains Abbey).

There is a strong focus on developing students **extended writing** skills and the **use of sources** to find out about the past.

It breaks naturally into **two parts**:

- 2.1–2.7 establish the **overview** then focus on **political power** and **warfare**
- 2.8–2.12 focus on **social history** and review the period.

Learning Outcomes

This period study will help your students to develop:

- an overview of the Middle Ages period
- an awareness of the major themes of 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 ask their own questions and let you know what they are interested in.

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
- the causes and development of the First Crusade and the nature of links between the Christian and Muslim world
- the power of religion in the Middle Ages
- what life was like for ordinary people in the Middle Ages
- the forces changing England in the late Middle Ages following the Black Death.

They will be able to:

- identify changes and continuities over the period
- 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 development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Abbot; Apprentices; Artisans; Baron; Battering ram; Bayeux Tapestry; Bleeding; Buboes; Burh; Burial ground; Byzantine; Catapult; Cavalry; Challenge; Chantries; Commons; Coronation; Councillors; Crowned; Crucified; Crusade / Crusaders; Curtain wall; Disciples; Ditch; DNA; Domesday Book; Drawbridge; Dysentery; Earl; Empire; Flagellants; Fleet; Foot soldiers; Forest Law; Fortified; Freeman; Gatehouse; Guild; Harrying; Holy land; Hostage; Hostile; Housecarl; Humours; Interpretation; Jerusalem; Jesus; Knights; Labourers; Law and order; Lay brothers; Lollards; Medieval; Merchant; Middle Ages; Mint; Moat; Monarch; Monk; Motte and bailey; Murdrum fine; Noblemen; Non-combatants; Orb; Outlaws; Overlord; Palisade; Parliament; Peasant; Petitions; Pilgrim / Pilgrimage; Pope; Provoke; Raid; Rebellion; Reign; Renaissance; Resistance; Saxon; Scaling ladder; Sceptre; Scholar; Seljuk Turks; Sheriff; Shield Wall; Shire; Siege tower; Siege; Slavery; Symbolised; Taxes; Territory; Uprising; Viking; Villein; Watchmen.

Assessment opportunities

It will give you plenty of evidence for your mixed bag of assessments.

Each enquiry leads to a major task which reveals both growing substantive knowledge and disciplinary knowledge. These are both evidenced in the final tasks. For example:

- the essay task at the end of 2.2 reveals both their understanding of the Norman Conquest – its key features, its significance and its consequences
- their skill in forming judgements and supporting them with evidence (lessons 2A–2D).

These end of unit assessments take various forms.

- The First Crusade final task (2.4) reveals their understanding of key features of The First Crusade and also their ability to write clear

sentences and paragraphs full of relevant historical detail (pages 28–33).

- The Edward I final task (2.6) is an explanation essay – with guidance on structure and paragraphing. It will reveal both their understanding of medieval monarchy and their ability to turn their understanding into clear explanation.
- The Medieval life task (2.8) is a strong contrast. The final product is a picture book for Y3 students, using pictures and explanations. It will reveal both students grasp of key features and diversity in the Middle Ages and their ability to use pictorial sources to find out about the past and use them in an appropriate way to support an explanation.
- The Black Death final task (2.10) takes the form of a script for a television documentary. They need to explain clearly each phase of the epidemic and also suggest ways to bring this to life in a dramatic reconstruction. This will reveal their understanding of medieval life and also their ability to explain clearly.

Every lesson offers opportunities for formative assessment, for example:

- their ability to ask historical questions (p14–15)
- their ability to think in overview (p16–17, p26–27)
- the judgements on the usefulness of sources (p34–35)
- their ability to describe key features of a period (p46–47 or p60–61)
- the ability to identify changes and continuities (p24–25, p58–59 or p42–43)
- their understanding of causes and consequences (p28–29, p36–37)
- their understanding of how we construct our picture of the past (p52–53)

- their evaluation of interpretations (p32–33).

There is also a half-termly assessment after Lesson 2.7.

Links to 2014 National Curriculum

Content knowledge:

The development of Church, state and society in Medieval Britain 1066–1450 and in particular:

- the Norman Conquest
- the importance of religion and the Crusades
- the struggle between Church and crown; Magna Carta and the emergence of Parliament
- Edward I's campaigns to conquer Wales and Scotland
- Medieval society, economy and culture
- the Black Death and its social and economic impact, including the Peasants' Revolt.

Disciplinary knowledge:

Students deepen their chronologically secure knowledge and understanding of British and world history, so that it provides a well-informed context for wider learning.

- Students identify significant events and analyse trends within periods.
- They use historical terms accurately.
- They use concepts to frame and pursue historically valid enquiries.
- They create relevant, structured accounts supported by evidence.
- 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 prior learning in Understanding History

The study builds on

- their awareness of features of the Middle Ages and
- their understanding of change and continuity from the thematic study of water.

Links to future learning in Understanding History

- The study of the Norman Conquest (2.2) and the site study of the Tower of London (2.7) is helpful grounding for the thematic study of London through time (Unit 3).
- Their study of changing royal power (2.3) will be built on in Unit 4 in their exploration of Tudor monarchy (4.4 and 4.6) and the Civil War (4.8).
- Their study of the Muslim world in 2.4 and 2.5 will be valuable background for the study of the Mughal emperors (4.10).
- The entire study builds a strong picture of the key features of medieval Britain that will be contrasted with the early modern world in Unit 4.

Links to future learning at GCSE

This unit will be a helpful **knowledge foundation** if you are studying:

AQA GCSE History	Norman England, c1066–c1100 or Medieval England: the reign of Edward I, 1272–1307
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Pearson Edexcel GCSE History	Anglo-Saxon and Norman England, c1060–88
OCR B GCSE History	The Norman Conquest, 1065–1087
OCR A GCSE History	War and British society c. 790–2010 or Power: monarchy and democracy in Britain c. 1000–2014
WJEC/Eduqas GCSE History	Conflict and Upheaval: England, 1337–1381 or The Crusades, c.1095–1149 1F.

GCSE **exam skill sheets** based on this unit for use now or later in the course are:

AQA GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	1	Norman England (2.2)	Essays
	2	The reign of Edward I (2.6)	Accounts
	3	The impact of the Black Death (2.10)	Significance
Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	1	Norman England (2.4)	Consequence
	2	Medieval Life (2.8)	Inference
	3	The impact of the Black Death (2.10)	Importance
OCR B GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	4	Norman England (2.2)	One key feature
	5	Norman England (2.2)	Analyse an interpretation
	6	Norman Conquest (2.2)	Ask historically valid questions
	7	The reign of Edward I (2.6)	Infer from sources
	8	The impact of the Black Death (2.10)	Explain the impact

Lesson sequence

After the introductory overview lesson – 2.1 Big picture: The Middle Ages, 1000–1450, this unit breaks into two ‘stories’:

2.2–2.7 Focus on political power, warfare, religion and the crusades

2.2 Enquiry: How did the Normans conquer England? (4 lessons)

2.3 Close-up: Picturing medieval monarchs

2.4 Enquiry: How can we explain the First Crusade? (3 lessons)

2.5 Close-up: A Muslim map of the world

2.6 Enquiry: What did King Edward I achieve? (3 lessons)

2.7 Site study: The Tower of London – how and why castles change over time

Followed by a mid-unit half-termly assessment.

2.8–2.12 focus on medieval social history and the place of religion in daily life

2.8 Enquiry: What mattered to medieval people? (4 lessons)

2.9 Site study: Fountains Abbey – the power and wealth of the monasteries

2.10 Enquiry: What should people understand about the Black Death? (3 lessons)

2.11 Close-up: Medieval dangers

It closes with a period review

2.12 How would you sum up the Medieval period, 1000–1450?

Lesson summaries

NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331457 – Understanding History: Key Stage 3: Boost Premium
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson 2.1 Big picture: The Middle Ages, 1000–1450

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Understand when the Middle Ages took place Learn about the key events of the period 	<ul style="list-style-type: none"> Introducing the main events of the period Identifying key events that would have had a big impact on people and challenges to the power of the medieval monarch 	<ul style="list-style-type: none"> Baron Middle Ages Medieval Renaissance Saxon Viking 	<ul style="list-style-type: none"> Lesson plan 2.1 Worksheet 2.1.1 Worksheet 2.1.2 Worksheet 2.1.3 Lesson presentation AQA skill sheet 3

Four lesson enquiry on the Norman Conquest:

Lesson 2.2A How did the Normans conquer England?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the reasons why England was worth conquering Find out about things that made it easy for the Normans to conquer England, and things that made it difficult 	<ul style="list-style-type: none"> Introducing the enquiry Finding out about England in the 1060s and making lists about reasons why the Normans could conquer England 	<ul style="list-style-type: none"> Burh Cavalry Earl Housecarl Merchant Mint Sceptre Shire 	<ul style="list-style-type: none"> Lesson plan 2.2A Worksheet 2.2A Lesson presentation

Lesson 2.2B Taking the crown, 1066

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understanding the events of the Battle of Hastings Explain why the Normans were successful 	<ul style="list-style-type: none"> Presenting the events of the Battle itself Writing an explanation and evaluation of why the Normans were successful 	<ul style="list-style-type: none"> Bayeux Tapestry Crowned Fleet Interpretation Provoke Raid Shield Wall 	<ul style="list-style-type: none"> Lesson plan 2.2B Worksheet 2.2B Lesson presentation

Lesson 2.2C Gaining control of England, 1067–71

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how the Normans put down rebellions Explain how castles helped the Normans to take control 	<ul style="list-style-type: none"> Presenting the rebellions in the North, East and West Examine the image of a castle to explain how the Normans used them to keep control 	<ul style="list-style-type: none"> Gatehouse Harrying Motte and bailey Palisade Rebellion Symbolised Uprising 	<ul style="list-style-type: none"> Lesson plan 2.2C Worksheet 2.2C Lesson presentation

Lesson 2.2D Keeping control of England, 1071–87

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the methods the Normans used to keep control of England 	<ul style="list-style-type: none"> Summarise the different methods of control used by the Normans and assess to what degree they were welcomed by the English Answering the Final Task to argue to what extent the Normans used violence and brutality to conquer England 	<ul style="list-style-type: none"> Domesday Book Forest Law Murdrum fine Slavery 	<ul style="list-style-type: none"> Lesson plan 2.2D Worksheet 2.2D.1 Worksheet 2.2D.2 Lesson presentation Pearson Edexcel skill sheet 2 AQA skill sheet 1 OCR B Skill sheet 4 OCR B Skill sheet 5 OCR B Skill sheet 6

Lesson 2.3 Picturing medieval monarchs

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> To have an overview of the monarchs ruling from 1087 to 1272 	<ul style="list-style-type: none"> Analysing the portrayal of King John in the source Evaluating how strong and successful the monarchs of the Medieval period were 	<ul style="list-style-type: none"> Baron Law and order Monarch Monk Rebellion Territory 	<ul style="list-style-type: none"> Lesson plan 2.3 Worksheet 2.3.1 Worksheet 2.3.2 Lesson presentation

Three-lesson enquiry on The First Crusade:

Lesson 2.4A How can we explain the First Crusade?			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the importance of medieval Jerusalem Understand who joined the First Crusade and why 	<ul style="list-style-type: none"> Setting up the enquiry to explain three aspects of the First Crusade Writing a detailed paragraph about the people who joined the First Crusade 	<ul style="list-style-type: none"> Byzantine Crucified Crusade / Crusaders Foot soldiers Jerusalem Jesus Knights Noblemen Non-combatants Pilgrim / Pilgrimage Pope Seljuk Turks 	<ul style="list-style-type: none"> Lesson plan 2.4A Worksheet 2.4A.1 Worksheet 2.4A.2 Lesson presentation

Lesson 2.4B The crusaders' journey to Jerusalem

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the challenges faced by the first crusaders on their way to Jerusalem 	<ul style="list-style-type: none"> Making notes on the challenges faced on the journey to Jerusalem Writing a detailed paragraph about the journey 	<ul style="list-style-type: none"> Byzantine Challenge Empire Seljurk Turks Siege 	<ul style="list-style-type: none"> Lesson plan 2.4B Worksheet 2.4B Worksheet 2.4A.2 Lesson presentation

Lesson 2.4C The capture of Jerusalem

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the events surrounding the capture of Jerusalem and the violence used 	<ul style="list-style-type: none"> Evaluating interpretations of the siege of Jerusalem Writing a final detailed paragraph about the massacre at Jerusalem 	<ul style="list-style-type: none"> Battering ram Catapult Scaling ladder Siege tower 	<ul style="list-style-type: none"> Lesson plan 2.4C Worksheet 2.4C Worksheet 2.4A.2 Lesson presentation

Lesson 2.5 Close up: A Muslim map of the world

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand what a map can tell us about the Medieval world 	<ul style="list-style-type: none"> Exploring relations between the Christian and Muslim worlds Interpreting the map and evaluating its usefulness 	<ul style="list-style-type: none"> Crusade Holy land Hostile Scholar 	<ul style="list-style-type: none"> Lesson plan 2.5 Worksheet 2.5 Lesson presentation

Three-lesson enquiry on Edward I:

Lesson 2.6A What did King Edward I achieve?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand when Edward I reigned Understand the problems Edward I inherited 	<ul style="list-style-type: none"> Exploring the problems Edward faced Writing the first two sentences of an essay about Edward's reign 	<ul style="list-style-type: none"> Baron Coronation Parliament Rebellion Reign Taxes 	<ul style="list-style-type: none"> Lesson plan 2.6A Worksheet 2.6A.1 Worksheet 2.6A.2 Lesson presentation

Lesson 2.6B Ruling England

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the changes Edward made to law and order Understand how Edward increased his control over the barons 	<ul style="list-style-type: none"> Examining the seal of Edward I and its meaning Writing the second and third paragraphs of the essay about law and order and the barons 	<ul style="list-style-type: none"> Commons Orb Parliament Petitions Sceptre 	<ul style="list-style-type: none"> Lesson plan 2.6B Worksheet 2.6B Lesson presentation

Lesson 2.6C Edward's wars

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the events and degree of success of Edward's wars with Wales and Scotland 	<ul style="list-style-type: none"> Comparing the war in Wales with the war in Scotland and evaluating Edward's success to write paragraphs four and five of the essay Making a judgement about Edward's reign in order to write a concluding paragraph to the essay 	<ul style="list-style-type: none"> Dysentery Hostage Overlord Rebellion 	<ul style="list-style-type: none"> Lesson plan 2.6C Worksheet 2.6C Lesson presentation AQA skill sheet 2

		<ul style="list-style-type: none"> Resistance Sheriff 	<ul style="list-style-type: none"> OCR B skill sheet 7
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Lesson 2.7 Site study: The Tower of London – how and why castles change over time

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand how and why castles change over time 	<ul style="list-style-type: none"> Exploring and labelling the Tower in 1200 and in 1300 Examining why the Tower changed over time 	<ul style="list-style-type: none"> Curtain wall Ditch Drawbridge Fortified Moat Territory 	<ul style="list-style-type: none"> Lesson plan 2.7 Worksheet 2.7 Lesson presentation

Four lesson enquiry on Medieval life:

Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

Lesson 2.8A The Lords			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the contents of the <i>Luttrell Psalter</i> Understand and explain what mattered to medieval lords 	<ul style="list-style-type: none"> Examining the <i>Luttrell Psalter</i> Creating the first page of a picture book on what mattered to lords such as Sir Geoffrey Luttrell 	<ul style="list-style-type: none"> Baron Lord of the Manor Psalm 	<ul style="list-style-type: none"> Lesson plan 2.8A Worksheet 2.8A.1 Worksheet 2.8A.2 Lesson presentation
Lesson 2.8B Peasants			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the lifestyles and occupations of peasants in medieval society 	<ul style="list-style-type: none"> Examining images of working life from the <i>Luttrell Psalter</i> Creating the second page of the picture book on what mattered to peasants in medieval society 	<ul style="list-style-type: none"> Famine Freeman Harvest Peasant Villein 	<ul style="list-style-type: none"> Lesson plan 2.8B Worksheet 2.8B Lesson presentation
Lesson 2.8C People in towns			
Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the lifestyles and occupations of people living in medieval towns Understand the social hierarchy 	<ul style="list-style-type: none"> Analysing a source depicting a medieval town, and information on different social groups Creating the third page of the picture book on what mattered to people in medieval towns 	<ul style="list-style-type: none"> Apprentices Artisans Councillors Guild Labourers Watchmen 	<ul style="list-style-type: none"> Lesson plan 2.8C Worksheet 2.8C Lesson presentation

Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

Lesson 2.8D Why medieval religion mattered so much to everyone

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understanding the importance and influence of religion in medieval society 	<ul style="list-style-type: none"> Analysing a doom painting Creating the final page of the picture book on why religion mattered so much in medieval society 	<ul style="list-style-type: none"> Disciples Heaven Hell Mass 	<ul style="list-style-type: none"> Lesson plan 2.8D Worksheet 2.8D Lesson presentation Pearson Edexcel skill sheet 3

Lesson 2.9 Site study: Fountains Abbey – the power and wealth of the monasteries

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the functions and importance of Fountains Abbey Understand methods used to visually reconstruct historical sites 	<ul style="list-style-type: none"> Examine a source to understand the significance of a site Comparing a reconstruction painting with a photograph and understanding the techniques of reconstruction 	<ul style="list-style-type: none"> Abbot Lay brothers Monastery Reconstruction artists 	<ul style="list-style-type: none"> Lesson plan 2.9 Worksheet 2.9 Lesson presentation

Three lesson enquiry on The Black Death:

Lesson 2.10A The Black Death arrives

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the causes and symptoms of the Black Death 	<ul style="list-style-type: none"> Investigating archaeological findings Writing the first section of a documentary on the Black Death – a script and reconstruction on the causes and symptoms of the disease 	<ul style="list-style-type: none"> Archaeologists Buboes Burial ground DNA Epidemic 	<ul style="list-style-type: none"> Lesson plan 2.10A Worksheet 2.10A.1 Worksheet 2.10A.2 Lesson presentation

Unit 2 Period study: Understanding the Middle Ages, 1000–1450 (24 lessons)

Lesson 2.10B How people responded to the Black Death

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand responses to the Black Death: attempted cures; asking God's forgiveness; practical things to stop the disease spreading 	<ul style="list-style-type: none"> Classifying responses to the Black Death Writing a script and reconstruction for how people responded to the Black Death 	<ul style="list-style-type: none"> Bleeding Flagellants Humours 	<ul style="list-style-type: none"> Lesson plan 2.10B Worksheet 2.10B Worksheet 2.10A.1 Lesson presentation

Lesson 2.10C What the Black Death changed

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the impact of the Black Death on the population and how society changed after the disease 	<ul style="list-style-type: none"> Investigating a change in attitudes caused by the disease – influence of religion – as well as changes to daily life Writing the final script and reconstruction on what the Black Death changed and sharing them with a partner 	<ul style="list-style-type: none"> Chantries Rebellion 	<ul style="list-style-type: none"> Lesson plan 2.10C Worksheet 2.10C Worksheet 2.10A.1 Lesson presentation Pearson Edexcel skill sheet 4 OCR B skill sheet 8

Lesson 2.11 Close up: Medieval dangers

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the dangers facing people in Medieval society 	<ul style="list-style-type: none"> Comparing the dangers of travel, childbirth, violence and heresy with society today Creating a 'You have been warned' poster for time travellers to the Middle Ages 	<ul style="list-style-type: none"> Heresy Heretics Lollards Outlaws Persecution 	<ul style="list-style-type: none"> Lesson plan 2.11 Worksheet 2.11.1 Worksheet 2.11.2 Lesson presentation

Lesson 2.12 Period Review: How would you sum up the Medieval period?

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> To review the Medieval period 	<ul style="list-style-type: none"> Selecting two events, people, developments or ideas and two places that are important features of the period Making connections between different features of the period Creating a title page 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Lesson plan 2.12 Worksheet 2.12.1 Worksheet 2.12.2 Lesson presentation