

## The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: How religious were people in the Medieval Period?
Unit objectives: (NC Statements)		
Students will gain a knowledge and understanding of how influential religion was during the Medieval Period.		
Context for study: In this topic we will be looking at just how influential religion was during the Medieval Period. Our studies will focus mostly on Catholicism and how faith touched upon almost all aspects of life – from the monarchy, law, daily life, money and even how farmers farmed! Christianity – and it's influence over British history – will feature heavily in your historical studies. We will also be looking at how religion turned into conflict with the Crusades and how this eventually led to advancements in trade, politics, and science.		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- **Tier 2 words- Pilgrimage, catholic, expelled, priest, Abbott, scripture, devout, purgatory, monastery, monk, nunnery , nun**
- **Tier 3 words – Tithe, Doom painting, Crusade, 'Just war', Saracen, Crusader, Trebuchet, Holy Land.**
- Students will know about the structure of the **Roman Catholic Church** and the importance of the **Pope** within this religion. They will also understand the role of **priests** and **Abbotts** in this system.
- Students will know what **Doom Paintings** were and why they were used in Medieval Churches.
- Students will know about the ideas of Heaven, Hell and **Purgatory** and Christians belief in the Day of Judgement. This will highlight how **devout** most medieval people were to their religion.
- Students will know what **Pilgrimages** were.
- Students will know where medieval people may have gone on a **Pilgrimage** and why they went on such religious journeys.
- Students will know about what the **Crusades** were.
- Students will know why English knights decided to fight in the Crusades – namely to fight against the **Saracens** for the return of the **Holy Land.** for religion, money or power and influence over others.
- Students will know what the **Crusaders** gained from the Crusades. Namely new foods; new ideas and technology; cultural understanding and new weapons.
- Students will know some of the key events of the Crusades and who eventually won control of the **Holy Lands.**
- Students will know how **Jewish** people were treated during the Medieval Period. Namely the clear anti-Semitism that existed in society until they were **expelled** from England in 1290.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Confusion around the difference between the Crusades and Pilgrimages (both may include going to the Holy Land).          Confusion surrounding the difference between Heaven, Hell and Purgatory.          Confusion surrounding whether the Church or the King are more important in the Medieval period.          Confusion around who the Saracens were and why the Crusades happened.</p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities:  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <ul style="list-style-type: none"> <li>- Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary referenced in lessons and/ or homework tasks.</li> <li>- Match the definition to the word.</li> <li>- Regular knowledge recall checks through recap starters.</li> <li>- Explicit focus on answering questions in full sentences.</li> <li>- Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</li> <li>- Analysing historical evidence such as Pope Urban II's call for a Crusade.</li> <li>- High quality reading comprehension task in the treatment of Jews in medieval society lesson.</li> <li>- Success criteria, sentence starters and key words provided to support students with longer writing tasks. E.g. A time traveller's guide to going on a Pilgrimage.</li> </ul>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>At the end of the module students will complete a summative assessment of key knowledge – short answer questions and a PEEL paragraph where students judge how religious they believe Medieval people were and why.</p> <p>Students will demonstrate understanding of how to analyse historical sources.</p> <p>Students will be able to judge the usefulness of sources for our enquiry into the treatment of Jewish people in Medieval society.</p> <p>A 'How far do you agree' question to be completed on the Crusades.</p> <p>Students to write a time traveller's guide, giving advice to somebody who wants to go on a medieval pilgrimage.</p>	