

## The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: How was the power of the king challenged during the Medieval Period?
Unit objectives: (NC Statements)  Know how the power of the Monarch was threatened and challenged during the Medieval period.		
Context for study: In this topic students will be returning to the monarchy at the time – specifically Kings of England and how they ruled! Students will be looking at how despite having complete power – and supposedly having Divine Right – people from all parts of the Feudal System started to challenge them. Students will look at the reasons behind this and form judgements on whether it really had any lasting impact on life back then and today ... some of the changes we will be studying have even impacted countries on the other side of the world and it is still noticeable today. This links onto the next unit which looks at how despite these changes, the monarchy still had an exceptional amount of power, enough to even change how people worshiped during the Tudor period. This unit involves engagement and how awareness of how numerous historical interpretations of the past are created, cause debate and are useful to a historian, this is a recurring theme through ks3 and into ks4 and ks5.		

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**)*

- Know the story of **Henry II** and **Thomas Becket**. Know that Henry II wanted to control the church and the reasons why he wanted to control the church. Know why he appointed Thomas Becket as **Archbishop of Canterbury**. Know why their relationship deteriorated and ultimately led to his death. Know the different versions or interpretations of Becket's death. Know the consequences of Becket's death.
- Know who was **Eleanor of Aquitaine**. Know where Aquitaine is. Know different interpretations of her character, assess how 'typical' she was.
- Know different **interpretations** of King John, be able to identify strengths and weaknesses presented in different interpretations. Know different arguments for and against King John being the worse king in Medieval history.
- Know what was the **Magna Carta**, know the reasons for the **Barons** being upset with King John, know what made the signing of the Magna Carta significant.
- Know how the English **Parliament** was created and developed. Know the role of **Simon de Montford** in creating a parliament.
- Know the consequences of the **Black Death** and how they are connected to the **Peasants Revolt** of 1381. Know the causes of the Peasants Revolt. Know who was **Wat Tyler**, know the different interpretations of how he died.
- Know the different ways medieval people who entertain themselves. Know what '**blood sports**' are and what were **bear baiting**, cock and dog fights.
- Know the origins of the V sign, know the role of English Archers during the **Hundreds Year war**, French punishment for Archers, and the connection with POWs in 20<sup>th</sup> century using the V sign, and Winston Churchill.

**Tier 2 vocabulary – protest, rebellion, chancellor, excommunicate, monk, democracy, pope, taxation.**

**Tier 3 vocabulary – Divine Right, Magna Carta, Barons, Great Council, Freeman, Parliament (13<sup>th</sup> Century), Poll Tax, Siege**

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></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>Ensure confident use and handling of interpretations, all interpretations are useful. The word bias is not used.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as interpretations of Eleanor of Aquitaine, King John, the death of Wat Tyler.</p>
<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>There is one assessment during this topic where you will need to use historical evidence to form a judgement. This is known as your disciplinary knowledge.</p> <p>ASSESSMENT 2 - Does King John deserve to be known as the worst king in British History</p>	