

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: Were people in the Medieval period smelly?
Unit objectives: (NC Statements)		
Know what everyday life was like in Medieval England, living conditions, beliefs, law and order, impact of Black Death		

Context for study: In this topic we will be looking at the people of the Medieval Period – not just those at the very top! We will be looking at how people worked, lived, behaved and how they were influenced by the monarchy and church – both things we have already studied!

We will also be looking at the Black Death and the wider consequences of this, both short and longer term. It will link back to our wider look at how medicine changes throughout history, something we will be revisiting throughout the curriculum, even into GCSE. This substantive knowledge is important as our next unit looks at how and why these people challenge those in power ... and eventually start pushing for more of their own.

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)

What was life like in Medieval England?

- Know the main features of Medieval life, such as living conditions, food and drink, clothes, entertainment, shopping.
- Know how to select relevant information from high quality text (Ian Mortimer) and describe everyday life including key words – **Medieval, tunic, peasant, villein, England, headdress, Jester, Inn, Market, Lent, pottage, farmer, accommodation, bedchamber.**

Was there such thing as justice in the Medieval Period?

- Know the meaning of the word **justice** and how this might be interpreted in the Medieval period in comparison to the 21st Century modern understanding of the term.
- Know how people in the medieval period were found guilty of a crime
- Know what is meant by a **Hue and Cry** as a means of dealing with crimes at the time.
- Know the difference between **prevention, punishment and crime**
- Know what a **trial by ordeal is, trial by combat, trial by jury, and trial by fire.**
- Know how to select evidence from a source from the time and explain the source using relevant contextual knowledge

What does a live crab, evil spirits and an onion have in common?

- Know the key features of medieval medicine- the causes of disease through the **Four Humours- blood, phlegm, black and yellow bile**, the use of urine charts, the role of the Planets and Stars, the role of fear and suspicion of God and other minority communities for example Jewish community in Medieval England.
- Know the key features of Medieval medical treatments – the role of religion, natural herbs, using the **Four Humours** like **bloodletting** and purging the body.
- Know that Medieval medical treatments were based on natural and supernatural causes and remedies
- Know what happened to the skeletons at Charterhouse Square, know where Charterhouse Square is.
- Know the reasons for the Black Death being so terrifying

Tier 2 vocabulary – Jousts, inn, jester, justice, sin, stocks (crime), treason, apothecary, repent.

Tier 3 vocabulary – porray, peasant, strip farming, tithing, hue and cry, 4 humours, flagellant, miasma, physician

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Villein and villain</p> <p>Modern Jury and Medieval Jury</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> <p>Ian Mortimer – The Time Travellers Guide to Medieval England</p> <p>Modelled writing in Medieval Justice lesson- applying historical knowledge to explaining a visual and written source from the time.</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 Ian Mortimer- the Time Travellers Guide to Medieval England.</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><i>There is no formal assessment in this unit, but in the next one.</i></p>		<p>Literacy challenge from the Curriculum Intent page</p> <table><tr><td>In order to</td><td>As a result of</td><td></td><td>This led to</td><td>Consequently</td></tr><tr><td></td><td>Developed</td><td>Changed</td><td>Improved</td><td></td></tr><tr><td>Deteriorated</td><td>Increased</td><td>Encouraged</td><td></td><td>Intensified</td></tr><tr><td>Worsened</td><td>Grew</td><td></td><td></td><td></td></tr></table>			In order to	As a result of		This led to	Consequently		Developed	Changed	Improved		Deteriorated	Increased	Encouraged		Intensified	Worsened	Grew			
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