

History HT3

Year 7: The Importance of Medieval Religion

How much influence did the Church have over people's lives?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 3: What did the Church do for ordinary people?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p>TBAT: Explain the reasons for the crusades.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Examine sources about Saladin.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will investigate sources about the Saladin. Students can also discuss the role of the Church today and make links to the Christian values of the Academy. Career links to law enforcement and exploration.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 History Department Curriculum 2024 – 2025

Half Term 3 Scheme of Learning Focus: The importance of Medieval Religion	Enquiry Question How much influence did the Church have over people’s lives?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to understand the importance of religion in Medieval England. This will involve learning about the role of the Church, how and why people worked for God and why people became pilgrims. Students will draw comparisons to religion today.	Students will use their knowledge of the reign of Richard the Lionheart in their evaluation of the role of King John in HT4. They will also continue to assess the significance of religion in English History in HT5 as they explore the European Reformation and its impact on Britain.

Disciplinary Knowledge	Substantive Knowledge
Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the historical significance of the Crusades and religion in England. Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of: Jonathon Phillips – ‘The Crusades, 1095-1204’ (2014)	British Knowledge: <ul style="list-style-type: none"> • Life in Medieval England to provide environmental context for students • Role of the Church and religion • Conflict between the Church and Monarchy Meanwhile elsewhere in Europe and/or the Wider World: <ul style="list-style-type: none"> • Wars of the Cross • The Crusades

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 3: What did the Church do for ordinary people?	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will investigate sources about the Saladin. Students can also discuss the role of the Church today and make links to the Christian values of the Academy. Career links to law enforcement and exploration.	Students will assess the resilience of pilgrims and the journeys that they take and assess their own resilience in everyday life. Students will also review the compassion of Saladin and respect shown against enemies.

Tier 2 vocab	<i>Importance</i>	<i>Religion</i>	<i>Ordeal</i>	<i>Crime</i>	<i>Punishment</i>	<i>Guilt</i>	<i>Innocence</i>	<i>Rise</i>	<i>Spread</i>	<i>Useful</i>
Tier 3 vocab	<i>Medieval</i>	<i>Clergy</i>	<i>Sanctuary</i>	<i>Tithes</i>	<i>Monasteries</i>	<i>Purgatory</i>	<i>Chastity</i>	<i>Trials</i>	<i>Crusade</i>	<i>Mosque</i>

Lesson Sequencing

	Learning Intention TBAT	Knowledge	Skills
1	Assess how powerful the Medieval church was	<ul style="list-style-type: none"> • Structure of the Catholic Church • Role of the church in a medieval village <ul style="list-style-type: none"> • Sacraments • Tithing • Role of monks & nuns (hospitals) 	<ul style="list-style-type: none"> • Describe how the church was organised • Explain why people used religion to explain things • Assess who had overall control of religion
2	Assess the effectiveness of trials by ordeal	<ul style="list-style-type: none"> • Different trials by ordeal <ul style="list-style-type: none"> • Ordeal by fire • Ordeal by water • Ordeal by combat • Trials for the clergy • Medieval punishment & death penalty 	<ul style="list-style-type: none"> • Describe the trials by ordeal • Compare the trials by ordeal • Assess the effectiveness of trials by ordeal
3	Describe the Rise of Islam	<ul style="list-style-type: none"> • Growth of Islam • Jerusalem in the golden age • Threats to the Byzantine Empire 	<ul style="list-style-type: none"> • Identify features of the Islamic golden age • Explain links with Jerusalem • Examine how Baghdad was the capital of the Islamic world
4	Explain the reasons for the Crusades	<ul style="list-style-type: none"> • Pope Urban's speech • Benefits of going on Crusade (indulgences) • Response of Saladin 	<ul style="list-style-type: none"> • Identify the reasons for the Crusades • Compare the reasons for the Crusades • Explain the reasons for the Crusades
5	Examine sources about Saladin	<ul style="list-style-type: none"> • Saladin's capture of Jerusalem • Leadership of Muslim armies • Relationship between Saladin and Richard • Events of the Third Crusade 	<ul style="list-style-type: none"> • Describe the life of Saladin • List the events of his life • Examine sources of Saladin
6	Assess how much influence the Church had over people's lives	<ul style="list-style-type: none"> • The role of the Church in England • The role of the Church and religion abroad 	<ul style="list-style-type: none"> • Compare sources about the influence of the Medieval Church • Reach a judgement on the influence of the church.

