

## Year 7 History Department Curriculum 2023 – 2024

**Half Term 4 Scheme of Learning**  
**Focus: Monarchy and the People in the late Middle Ages**

**Enquiry Question**  
**How did Medieval Monarchs deal with rebellions?**

### Intent of this scheme of learning

The intent of this scheme of learning is for students to understand challenges to the power of the Monarchy and the impact of Parliament/the people. Students can draw links to democracy today and the role of Parliament to develop their wider understanding of politics.

### Prior learning and links to future learning

In Year 7, Students will look at the long-term effects of the Black Death again in HT5 as they explore the European Reformation. As part of their study the Year 8 Stuart period, students will revisit England’s relationship with Scotland with the consolidation of the crowns under James I. Students will also be asked to compare and contrast with Black Death (1341-42) with the Great Plague of London (1665).

### Disciplinary 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 concept of cause/consequence and significance across the timescale.

#### **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:

Stephen Church - Making of a Tyrant

### Substantive Knowledge

#### **British Knowledge:**

- Magna Carta and start of the British legal system
- Edward’s expansion of the British Isles
- Black Death
- Peasants Revolt
- Medieval life
- England’s control of Wales

#### **Meanwhile elsewhere in Europe and/or the Wider World:**

- Europe/China and the Black Death

### Assessment and Feedback

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.

### CEIAG links

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, when debating and questioning the role and power of the Monarchy in Medieval History. Students can draw on comparisons with the current Monarchy and British

### Academy core values – Respect, Ambition, Resilience and Compassion

Students can develop compassion for people who lived through the black death when addressing comparisons with modern pandemics. Students will show respect towards each other when debating topics and challenging viewpoints.

<b>Assessment 4:</b> How did Medieval Monarchs deal with rebellions?	democracy. For the later topics, discussion around the healthcare profession will show links to career prospects.	
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<b>Tier 2 vocab</b>	<i>Clause</i>	<i>Provisions</i>	<i>Control</i>	<i>Cause</i>	<i>Symptom</i>	<i>Cure</i>	<i>Treatment</i>	<i>Justify</i>	<i>Consequence</i>	<i>Judgement</i>
<b>Tier 3 vocab</b>	<i>Peasants</i>	<i>Barons</i>	<i>Charter</i>	<i>Parliament</i>	<i>Rebellion</i>	<i>Homage</i>	<i>Bubonic</i>	<i>Pneumonic</i>	<i>Plague</i>	<i>Revolt</i>

<b>Lesson Sequencing</b>			
	<b>Learning Intention TBAT</b>	<b>Key knowledge</b>	<b>Skills</b>
<b>1</b>	Explain the impact of the Magna Carta	<ul style="list-style-type: none"> <li>• Terms of the Magna Carta</li> <li>• Signing of the Magna Carta</li> <li>• King John's letter to the Pope</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the terms of the Magna Carta</li> <li>• Describe King John's response</li> <li>• Assess the significance of the Magna Carta</li> </ul>
<b>2</b>	Explain how the first Parliament was set up	<ul style="list-style-type: none"> <li>• Mistakes of Henry III</li> <li>• Compare Henry III and his father King John</li> <li>• The role of Simon de Montfort</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the mistakes of Henry III</li> <li>• Explain why Prince Edward was furious</li> <li>• Assess the significance of this first Parliament</li> </ul>
<b>3</b>	Explain why Edward I controlled Wales	<ul style="list-style-type: none"> <li>• Welsh rebellions</li> <li>• Llewelyn (The Prince of Wales)</li> <li>• Iron Circle &amp; Castles</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the reasons why Edward wanted to control Wales</li> <li>• Describe the actions that he took</li> <li>• Explain why Edward wanted to control Wales</li> </ul>
<b>4</b>	Describe life during the Black Death in 1348	<ul style="list-style-type: none"> <li>• Causes of the Black Death</li> <li>• Spread of the Black Death</li> <li>• Symptoms and cures</li> <li>• Case Study – Village of Eyam</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the spread of the plague</li> <li>• Compare treatments for the plague</li> <li>• Compare to modern day healthcare</li> </ul>
<b>5</b>	Assess the significance of the Black Death and the Peasants Revolt	<ul style="list-style-type: none"> <li>• Consequences of the Black Death <ul style="list-style-type: none"> <li>- Peasants' Revolt,</li> <li>- Changing roles in society,</li> <li>- Wage changes &amp; Labourer's Statute</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identify the consequences of the Black Death</li> <li>• Compare the consequences</li> <li>• Assess the consequences</li> </ul>
<b>6</b>	Evaluate interpretations on how Medieval Monarchs dealt with rebellions	<ul style="list-style-type: none"> <li>• King John &amp; Magna Carta</li> <li>• King Edward I &amp; Wales</li> <li>• King Richard II &amp; Peasants Revolt</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the leadership of John, Edward and Richard.</li> <li>• Assess interpretations to reach judgements on the reigns of Monarchs and role of the people.</li> </ul>