

Year 7 – Term 3 – The Trouble with Kings

‘The Trouble with Kings and Power’ develops the skills and knowledge from discussions of King William’s control of the English. This unit introduces students to the importance of the church within medieval society, a theme that continues throughout the year, offering a contrast to modern secularism. This unit explores the intriguing murder of Thomas Becket, as well as exploring the Magna Carta and comparing the effectiveness and reputations of these different men. This feeds forward to the reasons why the Reformation tore society apart and the issues that are explored in Year 8, as well as linking to the GCSE skills.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>K/G Summarise the role of the church in medieval society</u></p> <p>Lesson 1</p>	<p>This lesson provides an overview of the role and function of the church, and stresses the importance of religion at the time; a difficult concept to understand in today’s secular society.</p> <p>Feeds on from Norman conquest terms 1 and 2.</p> <p>Feeds forward to monks’ lives – lesson 2, Becket lessons 3-5 and John lessons 6-7.</p> <p>Feeds forward to church splitting and Reformation in Term 5.</p> <p>Feeds forward to GCSE ‘Normans’ unit – the role of the church in society and ‘Medicine’ – religion as a factor especially in medieval times.</p>	<p>Bible, Catholic Heaven Hell Law, Order Punishment Benedictine Monastic Orders Lay congregation</p>	<p>Medieval Church word search – literacy Feed, initial exposure to key vocabulary – extension use as many words as you can from the word search to describe the church.</p> <p>Brainstorm the role of the Church in today’s society.</p> <p>Discussion of Medieval Church’s role.</p> <p>Think Pair share – changes in the Church’s role.</p> <p>Source analysis skills – Doom Painting.</p> <p>Comparison with today’s roles in society.</p> <p>Advertise the Medieval Church – identify the roles and their importance to the parish.</p>	<p>Literacy HW – Significance</p>
<p><u>KG/s Describe the lives of Monks and Nuns in the Middle Ages</u></p> <p>Lesson 2</p> <p><u>Literacy HW – Significance due</u></p>	<p>Students explore the way that religious men and women spent their lives, looking for the contrasts with their own experiences. This is a knowledge grabbing, research lesson, to ensure notes and understanding to help with processing knowledge when studying later topics</p> <p>Feeds on from ‘Norman Conquest’ - Terms 1 and 2.</p> <p>Feeds forward to church splitting and ‘Reformation’ in Term 5.</p> <p>Feeds forward to ‘Becket’ lessons 3-5 and ‘John’ lessons 6-7</p>	<p>Novice Girdle Habit Monastery Abbey Convent/Nunnery Land owner Cloister Refectory Infirmery Dormitory</p>	<p>Retrieval task on Medieval church roles.</p> <p>Video task – students to choose the task that they will do in response based on challenge/skills.</p> <p>Intelligent Graffiti – students make notes from the slides that follow to help you in the later tasks. – stress that they have very limited time - so use words and images – as long as the student can understand them then they are good notes!</p> <ul style="list-style-type: none"> - Discussion of range of monasteries – sheer volume shows importance – also feeds on from 	

	Feeds forward to GCSE 'Normans' unit – the role of the church in society and 'Medicine' – religion as a factor especially in medieval times.	Tannery Chapter House Tonsure Cowl Abbot/Abbess	feudal system – the church as a land owner, etc.	
<u>KG/s Identify and summarise key aspects of a murder</u> Lesson 3	This is one of the greatest medieval murder stories, and offers a good chance to practice source interpretation and investigation as well as report writing skills, the murder happened in Canterbury so links into the local area, and remained a key shrine throughout the medieval period. Feeds on from 'Norman Conquest' - Terms 1 and 2. Feeds on from types of sources, questioning sources and 'bias' - Term 1. Feeds forward to monks' lives – lesson 2, Becket lessons 3-5 and John lessons 6-7. Feeds forward to church splitting and 'Reformation' in term 5. Feeds forward to GCSE 'Normans' unit – the role of the church in society and 'Medicine' – religion as a factor especially in medieval times.	Penance Murder Cathedral Knight Eyewitness Beholders Severed Account Psychiatric Troublesome Contemporary	Discussion of why people commit murder. Set up the crime scene investigation – groups of around 3 with source packs each – select from the sources the key information. At the end discuss and give judgments on the culpability of each man.	Research on Thomas Becket's murder – to support presentations.
<u>KG/s Explain how the Archbishop was murdered</u> Lesson 4 and 5	This is one of the greatest medieval murder stories, and offers a good chance to practice source interpretation and investigation as well as report writing skills, the murder happened in Canterbury so links into the local area, and remained a key shrine throughout the medieval period. Feeds on from 'Norman Conquest' - Terms 1 and 2. Feeds on from types of sources, questioning sources and 'bias' - Term 1. Feed forward to monks' lives – lesson 2, Becket lessons 3-5 and John lessons 6-7. Feeds forward to church splitting and 'Reformation' in term 5. Feeds forward to GCSE Normans unit – the role of the church in society and 'Medicine' – religion as a factor especially in medieval times.	Flee Penance Excommunicate Murder Bludgeon	Students discuss the ISM – identify key questions about the source. As a class identify cause of the argument between Beckett and Henry II – use PPT. Read the information in the Plague, Power etc - Textbook Page. Work in groups of 1-4 (can work alone, or as a group). Students to be given preparation time and then asked to create a presentation as a marked work task (mark as students present) – marking criteria to be shared with students. Alternatively, students could create newspaper report if wishing to work alone.	Herstory research – look at the medieval queens – choose one to research Isabella of France Eleanor of Aquitaine Margaret of Anjou Why were they known as "she wolfs"? Give 2 weeks

<p><u>KG/s Identify key aspects of King John's reign</u></p> <p>Lesson 6</p>	<p>The Magna Carta has been hailed as the defining document of the Medieval period. It defined for the first time in English history the rules that constrained the monarchy, and established some of the first legal protections for any peoples in the world.</p> <p>Feeds on from 'Norman Conquest' - Terms 1 and 2.</p> <p>Feeds on from power and control under William – Term 2.</p> <p>Feeds forward to power struggles in the Renaissance.</p> <p>Feeds forward to Comparisons with Henry II - lesson 8.</p> <p>Feeds forward to Robbin Hood - lesson 9.</p> <p>Feeds forward to GCSE 'Normans' unit – the power of the Medieval monarch and methods of control and Medicine – government as a factor in medieval times.</p>	<p>King Barons Archbishop Normandy Magna Carta</p>	<p>Unscramble the anagrams – pre-teaching some key vocabulary for the lesson.</p> <p>Get students into groups of around 4. Ask all to read the information sheet.</p> <p>Set out rules – one member from each group to move at a time. Using the information, everyone in the group answers the question in full sentences. When ALL done, one group member shows teacher and gets next question. The first group to complete all wins.</p> <p>Complete the “Who did it benefit” table – working out who got the most out of some of the key clauses of the Magna Carta</p>	
<p><u>KG/s Evaluate the King John's reputation</u></p> <p>Lesson 7</p>	<p>This offers the chance to test the reliability and accuracy of popular history, and encourages the students to question all sources – however, they arise. This relates to a range of popular stories such as the popular Robin Hood myth, which is explored later.</p> <p>Feeds on from 'Norman Conquest' - Terms 1 and 2.</p> <p>Feed on from power and control under William – Term 2.</p> <p>Feeds forward to power struggles in the Renaissance.</p> <p>Feeds forward to Comparisons with Henry II - lesson 8.</p> <p>Feeds forward to Robbin Hood - lesson 9.</p> <p>Feeds forward to GCSE Normans unit – the power of the Medieval monarch and methods of control, and 'Medicine' – government as a factor in medieval times.</p>	<p>Phoney Biased Crusade Inept Lofty brow Overshadowed Lackland Excommunicated Rebellion Magna Carta</p>	<p>Watch the Disney “Phoney King of England” from the cartoon Robin Hood.</p> <p>https://www.youtube.com/watch?v=XchgLPS7POU</p> <p>highlight negative points in the lyrics.</p> <p>Use the information sheet to identify evidence to support points in the song source.</p> <p>Discussion of the source as a piece of evidence and the utility of it.</p> <p>Judgment – was John a good or a bad king from what you have seen?</p> <p>Marked work – SOT – was John a bad king?</p>	
<p><u>KG/s Compare the</u></p>	<p>This offers the chance to test the reliability and accuracy of popular history, and encourages the</p>	<p>Civil war Comparison</p>	<p>Daily Retrieval– what qualities does a good king need?</p>	

<p><u>reputations of two of England's "worst Medieval kings"</u></p> <p>Lesson 8</p> <p>Herstory HW due</p>	<p>students to question all sources – however, they arise. This relates to a range of popular stories such as the popular Robin Hood myth, which is explored later.</p> <p>Feeds on from 'Norman Conquest' - Terms 1 and 2.</p> <p>Feeds on from power and control under William – Term 2.</p> <p>Feeds on from the characters of Henry II lesson 4/5 and King John Lessons 6/7.</p> <p>Feeds forward to power struggles in the Renaissance.</p> <p>Feeds forward to Comparisons with Henry II - lesson 8.</p> <p>Feeds forward to Robbin Hood - lesson 9.</p> <p>Feeds forward to GCSE 'Normans' unit – the power of the Medieval monarch and methods of control and Medicine – government as a factor in medieval times.</p>	<p>Interpretation</p> <p>Successor</p> <p>Assize</p> <p>Verdicts</p> <p>Assert</p> <p>Excommunicated</p>	<p>Divide the page into two columns - Recap – Henry II, King John – what can students remember</p> <p>Use information sheets to add detail to columns – John info sheet is the same as last lesson</p> <p>Set up debate – explain one side argue for John – one for Henry.</p> <p>Explain points system</p> <p>Plenary – judgment who was the worst king?</p>	
<p><u>Analyse the legend of Robin Hood</u></p> <p>Lesson 9</p>	<p>The myth of Robin Hood has existed for centuries, seeing a dispossessed Anglo-Saxon returning for the 3rd crusade, to find the world he knew destroyed and needing to rescue his love. The story is actually more likely to be related to the upheaval in society after the plague and characters such as Will Scarlet actually relate more to the Statute of Labourers and the Peasants revolt in the aftermath of the Black Death than they did to King John.</p> <p>Feeds back to 'Norman Conquest' - Terms 1 and 2.</p> <p>Feeds on from power and control under William – Term 2.</p> <p>Feeds back to types of sources, questioning sources and 'bias' - Term 1.</p> <p>Feeds forward to power struggles after the Black Death.</p> <p>Feeds forward to power struggles in the Renaissance.</p>	<p>Robbing hood</p> <p>Disguise</p> <p>Court rolls</p> <p>Outlaw</p> <p>Interpretations</p>	<p>Daily Retrieval - listen to the lyrics – Robin Hood 60's t.v. show.</p> <p>Brain storm – what do students know about Robin Hood</p> <p>Use the PowerPoint to introduce facts about real Robin Hoods</p> <p>Comprehension questions – to be answered as full sentences</p> <p>Why would people still make films about Robin Hood if he is not real?</p>	