

Year 7 – Term 4 - Revolting Diseases and Peasants

Building on the knowledge of society and the role of the church, students begin to explore the devastating disease that ravaged Europe in the 14th Century and began a macabre obsession with the dance with death. This unit serves as an excellent tool to compare changing attitudes and knowledge in the 17th century during the year 8 course. It also directly links to the GCSE ‘Medicine’ content.

	Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	Vocabulary – Daily Retrieval/Teach for memory	Activities/Assessment (to including the metacognitive/learning verb)	Homework/Literacy Map
<p><u>K/G Identify key points of a story about 14th century society</u></p> <p>Lesson 1</p>	<p>This is a recap and retrieval lesson, it will ensure consolidation of knowledge and retention of key ideas that well need to be applied during the unit.</p> <p>Feeds on from ‘feudalism’ and William’s control - Term 2.</p> <p>Feeds on from understanding of the role of the church - Term 2.</p> <p>Feeds forward to setting up Black Death mental imagery - Lessons 2 onwards.</p> <p>Feeds forward to ‘The Plague’.</p> <p>Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera.</p> <p>Feeds forward to GCSE ‘Medicine’ plague and society at the time, as well as impact of the plague on society.</p>	<p>Epidemic Pandemic Disease Plague Bubonic Disaster</p>	<p>Pupils retrieve knowledge of the Feudal System - reading on page 53 can support memory of Feudalism</p> <p>Pupils listen to the story and write down what they think happens next. These can be shared with others Initial knowledge of the plague discussed, and any questions students have about the topic at this stage (can we answer them all along the way?)</p> <p>OPTIONAL Writing practice – pupils can begin a diary task – a paragraph of the fact that they have heard that the plague has come to their area, feelings about it.</p>	<p>Literacy Homework – epidemic</p>
<p><u>KG/s Identify and describe the symptoms of the Black Death</u></p> <p>Lesson 2</p>	<p>This lesson will create an overview knowledge of the symptoms of the plague, and will in some cases link to student prior knowledge – it will look at the helplessness of the situation and volume of death.</p> <p>Feeds on from last lesson – overview of the situation and medieval life.</p> <p>Feeds on from prior learning at KS2.</p> <p>Feeds forward to causes and cures (Lessons 3/4) and assessment tasks – Lesson 7).</p>	<p>Symptom Buboes Bubonic Pneumonic Epidemic Fever Swellings</p>	<p>Define “symptoms”</p> <p>Pupils draw outline of a body Use the YouTube clips to illustrate the body with the symptoms and other details from the video stimulus. https://www.youtube.com/watch?v=y7OWLohZ_fs – watch first – serious clip, gives a good overview</p>	<p>Create a map to show how the Black Death spread from Asia to England – try to add dates and arrows to show the paths of travel. Give 2 weeks</p>

<p>Literacy HW due</p>	<p>Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera Feeds forward to GCSE ‘Medicine’, plague and society at the time as well as impact of the plague on society.</p>		<p>https://www.youtube.com/watch?v=1CVDIHrIQjo – watch second – Horrible histories – the clip is slanted for copyright issues</p> <p>Create a cartoon of the symptoms use PAGE 26 OF MEDIEVAL MINDS and label their bodies Practice writing – diary task = pupils can continue with task – a person in their town, family, a friend has got symptoms of the plague. Include symptoms, feelings</p>	
<p><u>KG/s Relate source content to beliefs about disease</u> Lesson 3</p>	<p>The beliefs of others in the past have a massive impact on their actions, students will explore the belief structures of the middle ages to ensure understanding of the reasons for actions. Feeds on from ‘feudalism’ and ‘William’s control’ - Term 2. Feeds on from understanding the role of the church - Term 2. Feeds on from understanding of Village life. Feeds forward to plague cures/impact. Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera. Feeds forward to GCSE Medicine plague and society at the time as well as impact of the plague on society.</p>	<p>Astrology Astronomy Cosmos Poisoning Corrupted air Humours Miasma Divine intervention Flagellants</p>	<p>Starter – How might these pictures connect to the Black Death (they are all perceived causes of the Black Death by medieval thinking) Go through the real causes, on PPT slide, and then pupils sort the handout to show understanding – cut and stick or number order task</p> <p>Medieval Thoughts Pupils get the sources with the perceived causes (as a carousel if appropriate) Pupils use the chart to identify the cause and the section of the source which tells them (source skills needed at GCSE)</p> <p>Note – caused by ‘Jews’ – this will need explaining – Jew in Europe have been scapegoats for any ‘evil’ for 100s and 100s of years - just be sure that the pupils understand that this sort of thinking today is unacceptable</p> <p>MARKED WORK – EXPLAIN THE CAUSES BELIEVED AT THE TIME Extension – Source work</p>	

			Extension 2 Pupils can write diaries – explaining causes (as per level) and what their character thinks caused the plague.	
<p>KG/s Discuss key beliefs about disease</p> <p>Lesson 4</p>	<p>Through exploring some of the cures that people tried in 1348, students get a sense of their desperation, and relate these to the impacts of key beliefs from the time period.</p> <p>Feeds on from 'feudalism' and William's control Term 2.</p> <p>Feeds on from understanding of the role of the church term 2.</p> <p>Feeds forward to consequences of the Black Death – lessons 6 and 8.</p> <p>Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera.</p> <p>Feeds forward to GCSE Medicine plague and society at the time as well as impact of the plague on society.</p>	<p>Miasma Astrology Disease Flagellants Preventions Humoural medicine Galanic Preposterous Ineffective</p>	<p>Pupils put chart into books</p> <p>Use the 'preventions' and 'cures' information around the room to complete chart</p> <p>Pupils can write another diary entry OR make a picture source to put in their diary</p> <p>It should look 'medieval' (they have seen enough of these do try that), and should have as much as possible about causes and cures.</p>	
<p>KG/s Explain the positive and negative changes of society following the plague</p> <p>Lesson 5 <u>Black Death map showing the path of spread due</u></p>	<p>Here student will explore the consequences of the plague – looking at the reasons for these consequences such as the rising work load as peasants had to fill dead men's shoes</p> <p>Feeds on from 'feudalism' and William's control - Term 2.</p> <p>Feeds on from understanding of the role of the church - Term 2.</p> <p>Feeds on from prior learning on plague cause, symptoms and ineffective cures – Lessons 1-4.</p> <p>Feeds forward to consequences of the Black Death – Lessons 6 and 8.</p> <p>Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera.</p> <p>Feeds forward to GCSE Medicine plague and society at the time as well as impact of the plague on society.</p>	<p>Fairness Wiped out Peasant Workload Wage Feudal lord Head hunting Yeomen</p>	<p>NEED TO COPY PGS 30- 31 OF MEDIEVAL MINDS</p> <p>If you had survived the Black Death how would you feel? Discuss</p> <p>Kinaesthetic model of village being killed off.</p> <p>DISCUSSION WORK AS A CLASS</p> <p>For the questions answers could be</p> <ul style="list-style-type: none"> ➤ Has half the amount of people to do the same amount of work and the Kind will still have the same demands Of the Lord ➤ Workload will double ➤ A proper wage, keeping more produce to sell, use for himself, if not he will go to another Lord – they need the workers (peasants are in demand, but they are in short supply) 	

			<p>➤ 'head hunt' peasants - make an offer to peasants from a rival Lord so that you have a workforce</p> <p>Plenary – Pupils share judgement on how disastrous the Black Death was – presentation skills option</p> <p>Pupils could add to their diary entry – feelings on surviving the plague?</p>	
<p><u>KG/s Select arguments and explain them using sources</u></p> <p>Lesson 6</p>	<p>This is a recap and retrieval lesson, it will ensure consolidation of knowledge and retention of key ideas that well need to be applied during the unit.</p> <p>Feeds on from 'feudalism' and William's control - Term 2.</p> <p>Feeds on from understanding of the role of the church - Term 2.</p> <p>Feeds on from lessons 1-5, knowledge to support and explain significances of laws.</p> <p>Feeds forward to plague assessment - Lesson 7.</p> <p>Feeds forward to GCSE 'Medicine' plague and society at the time as well as impact of the plague on society.</p>	<p>Poll tax</p> <p>Statute of Labourers</p> <p>Fairness</p> <p>Imprison</p> <p>Incarcerate</p> <p>Universal</p> <p>Adulthood</p>	<p>key word revolt – what does it mean and what would cause people to revolt</p> <p>Situation of peasants – What then would make them want to revolt? Class brainstorm – think, pair share?</p> <p>Give each student a copy of the table to complete – slide 4 this is preparation for the next large assessment.</p> <p>Pupils decide which was the most important reason (discussion)</p> <p>Pupils could write this up in their diary – unrest and reasons for revolt</p>	<p>HOMEWORK – revise details from this task for assessed work next lesson</p>
<p><u>KG/s Recall, describe and explain knowledge from previous lessons</u></p> <p>Lesson 7</p>	<p>This contains two assessment tasks – based on the "k" knowledge grades, and set up to assess both knowledge and skills in both tasks.</p> <p>This is a closed book task.</p> <p>Feeds on from 'feudalism' and William's control - Term 2.</p> <p>Feeds on from understanding of the role of the church - Term 2.</p> <p>Feeds on from knowledge of Plague and consequences - Lessons 1-6.</p>	<p>Describe</p> <p>Explain</p> <p>SOOT</p> <p>Poll tax</p> <p>Statute of Labourers</p> <p>Fairness</p> <p>Imprison</p> <p>Incarcerate</p> <p>Universal</p> <p>Adulthood</p>	<p>Students may begin the lesson with a few minutes to revise and prepare themselves mentally for the assessment.</p> <p>This is a knowledge as well as skills assessment – give students paper for their answers and sit students apart from each other – where two sit at a desk sit one on the side of the table. DO NOT LOOK BACK THROUGH BOOKS</p>	

<p>ASSESSMENT – hw revision due now</p>	<p>Feeds forward to peasants' revolt - Lesson 8. Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera. Feeds forward to GCSE 'Medicine' plague and society at the time as well as impact of the plague on society.</p>		<p>Give the students the whole lesson. - Question 1 = 5marks, Question 2 = 15 marks – so spend around 10min on qu1 and 30mins on qu2 – TEACHER TO TELL STUDENTS every 10mins to help with timing. IT IS BETTER FOR STUDENTS TO USE SOT IF LACK OF TIME THEN TO USE SOO (AND NOT GIVE A CONCLUSION). MARKED TASK</p>	
<p><u>KG/s Select ideas from sources to discuss the events of the Peasant's Revolt</u> Lesson 8</p>	<p>This is a recap and retrieval lesson, it will ensure consolidation of knowledge and retention of key ideas that well need to be applied during the unit. Feeds on from 'feudalism' and William's control - Term 2. Feeds on from understanding the impacts of the plague on ordinary people. Feeds on from understanding causes of revolt – Lesson 6. Feeds forward to protest comparisons – Henry VIII in term 5, modern protests etc. Feeds forward to GCSE 'Medicine' plague and society at the time as well as impact of the plague on society.</p>	<p>Sources Biased Neutral Rebellion Leader Pardoned Advisors Ransacked Execute Decapitate</p>	<p>Reading – This is an account of the revolt – you will need the reading and copies of the 2 maps. The account is biased – it shows no negative actions of the Lords – only the peasants LA may want to do a storyboard to show their understanding. A role-play could also be produced in place of literacy tasks.</p>	<p>Herstory – research the role of women such as Johanna Ferrour/ Katherine Gamen in the Peasant's Revolt. Articles such as https://www.bbc.co.uk/news/magazine-18373149 may help - stress to students that they may find little on these and other women. Get them to also explain why they think this is. In their HW Give 2 weeks</p>
<p><u>KG/s Compare rulers to explain judgments of their rules</u> Lesson 9</p>	<p>This extends the lesson from term three where John and Henry II were compared as rulers, it demonstrates the importance of making notes that can be reused and revisited in future lessons/units, and offers good comparison skills as well as deepening knowledge of the topics studied. Feeds on from previous lesson and the role of Richard II in the peasants' revolt. Feeds on from comparing Henry and John – Term 3, Lesson 8.</p>	<p>Comparison Debate Positives Negatives Tyrant Inexperienced Inept</p>	<p>Do Now – look back at last comparison lesson – (John and Henry II) lesson 8 term 3 – this would be 6 weeks ago. Part of this task is to demonstrate the importance of clear and understandable notes to students Create own spider diagrams. Give 2 minutes per king to recap what they can remember –words/images Use information sheets/prior lesson notes to complete the tables – John and Henry info sheet is the same as last time</p>	

	<p>Feeds on from understanding medieval society throughout the course.</p> <p>Feeds forward to Year 8 comparisons – 1665 plague and 19th Century Cholera.</p> <p>Feeds forward to GCSE comparison skills.</p>		<p>IF TIME Set up debate – three sides – John, Henry and Richard. If limited time – move straight to well explained judgments</p> <p>Plenary – judgment who was the worst king? EXPLAIN</p>	
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