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| Year 7 | **Topic:** How did ordinary people live? **(Medieval History)**  **Period: Spring 2** |
| **Overview of topic:**  This enquiry explores how ordinary people lived in the Middle Ages. Students will investigate medieval villages, towns, food and drink, popular pastimes, entertainment, language and to explore the lives of medieval women. They will use writing to explore and develop ideas, and will organise and structure text in order to write an extended answer. | |
| **Key** **knowledge:**   * What was life like in a Medieval village? * What was life like in a medieval town? * The story of the English language. * Enough of history: what about herstory? * Where do we find women in medieval England? * Matilda the forgotten Queen   **Key vocabulary:**   |  |  | | --- | --- | | **Tier 2** | ***Tier 3*** | | **Analyse**  **Biased**  **Cause**  **Contrast**  **Evidence**  **Explain**  **Infer**  **Interpretation**  **Justify**  **Opinion**  **Provenance**  **Purpose**  **Significance**  **Source**  **Useful** | **Baron**  **Co-operation**  **Demesne**  **Farming**  **Lord**  **Manor**  **Peasant**  **Subsistence**  **Village**  **Villein** | | **Key skills:**   * Chronological understanding. * Historical time periods. * Historical enquiry * The use of historical evidence (sources) * Developing the ability to communicate in writing about the past.   **Know how to…**  Identify and explain similarities and differences. |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)***  Castle-building competition.  History Film club – Horrible Histories: The Rotten Romans  History book club – to be decided. | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:**   1. Teaching subject specific vocabulary:  * Spelling and meaning tests using the vocabulary on knowledge organisers. * Vocabulary games, such as dominoes, bingo, taboo.  1. Lifting from the text e.g. keywords in assessment questions. 2. Promoting reading fluency:  * Teacher modelling * Whole class reading * Paired reading  1. Variety of texts – textbooks, plays, sources, historical fiction, scholarship, etc. 2. Guided reading to help students to develop: note-taking skills, read for meaning, summarise and analyse text.   **Wider Reading Opportunities/Links:**  **Historical fiction:**  **Karen Cushman,**[***Catherine, Called Birdy***](http://www.powells.com/partner/32971/biblio/0064405842), about an English nobleman's daughter in 1290 who longs for adventure and doesn't want to get married. Recommended for ages 11-14. M**ichael Cadnum,**[***In a Dark Wood***](https://amzn.to/2SsHeBu), a retelling of the Robin Hood story from the perspective of the Sheriff of Nottingham. Recommended for ages 12-17.  **Michael Cadnum,**[***The King's Arrow***](https://amzn.to/2SuYSEG), about an eighteen-year-old boy who joins a hunting party and has to flee after he witnesses the death of King William Rufus, killed by a hunter's arrow. Recommended for ages 12-17.  ADAM GIDWTIZ [*THE INQUISITOR’S TALE*](https://www.amazon.com/gp/product/0142427373/ref=as_li_tf_il?ie=UTF8&tag=boorio-20&linkCode=as2&camp=217145&creative=399349&creativeASIN=0142427373) set in 1242 France, this book with multiple stories is like a [*Canterbury Tales*](https://www.amazon.com/gp/product/0140424385/ref=as_li_tf_il?ie=UTF8&tag=boorio-20&linkCode=as2&camp=217145&creative=399349&creativeASIN=0140424385) for young people. The tales of William, Jacob, Jeanne, and her dog Gwenforte all wind together to tell an extraordinary story about escaping prejudice and justice.  **Non-fiction:**  The school library has a wide choice of history non-fiction books. For example:  Greg Jenner, You are history!  David Olusoga, Black and British  Horrible Histories – The Smashing Saxons, The Measly Middle Ages. |
| **How can I use this information at home?**   * Conversation starters with your children to discuss their learning * Support your child in carrying out independent research around the topic * Visit your local library (or BorrowBox), museums, or other locations to explore the topic * Promote books/other texts that explore this topic (see reading section) * Help your child to learn the key vocabulary | |