



# In Days Of Old

**Recommended year group:** Year 7

**Subject focus:** History, RE

## Driving question

How did events in the medieval period shape our society today?

### Introduction

The intention of this theme is to provide an in-depth study of the political, military and social history of the Middle Ages. We will work towards answering the driving question by considering events that took place in Britain and the wider world during this time. We will explore the events surrounding the Norman Conquest in 1066 and investigate the way in which the Norman invaders maintained control of England. To do this, we will use and analyse sources and interpretations. Significant emphasis is placed on the role of religion and its impact on Medieval Britain. By the end of the theme, students will be expected to explore some of the more complex aspects of history such as significance and importance. The journey of lessons in the theme alongside the supporting resources allows students to explain how events in the medieval period helped shape our society today.



## Assessment outcomes

- **The Bayeux Tapestry** – The usefulness of historical sources
- **The importance of Jesus** – Creating a modern-day parable
- **The importance of Muhammad (PBUH)** – Evaluating leadership characteristics
- **The murder of Thomas Becket** – Newspaper report
- **Magna Carta** – Diary entry from different perspectives
- **The Black Death** – Balanced argument video
- **The Hundred Years' War** – Writing to inspire
- **Memorable moments in medieval history** – Response to the driving question

## Key vocabulary

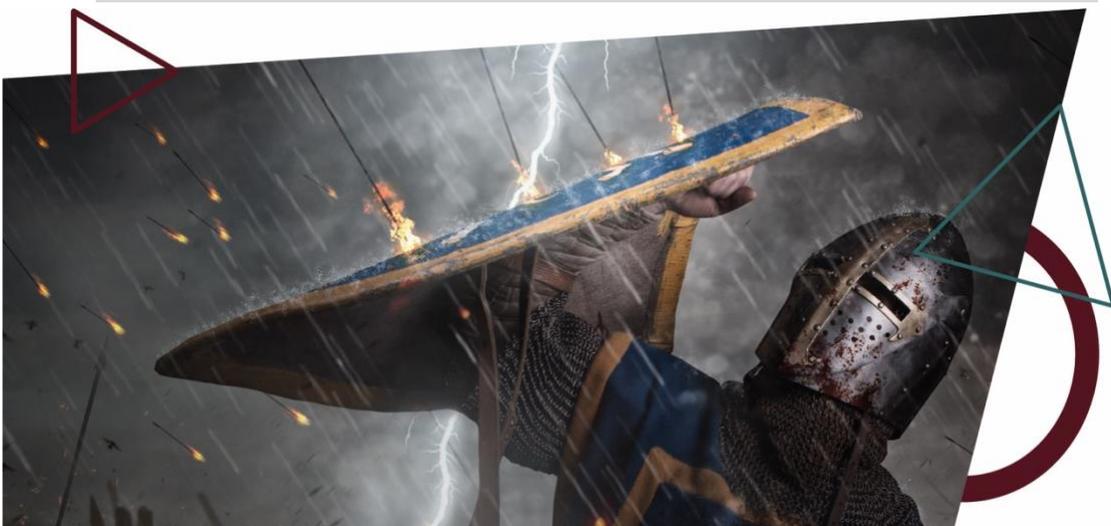
Anno Domini, apostle, archery, baron, battering ram, Battle of Hastings, Bayeux Tapestry, Before Christ, bishop, Black Death, Black Prince, bubonic plague, castle, cavalry, Christianity, chronicles, claimant, conquest, consequence, continuity, crenellations, Crusade, Domesday Book, drawbridge, Edgar Atheling, Edward the Confessor, encyclopaedia, feudal system, Harald Hardrada, Harold Godwinson, heir, human rights, infantry, interpretation, invasion, Islam, Jesus, Joan of Arc, King Henry II, King John, King Richard III, knight, liberty, Magna Carta, martyr, medieval, Middle Ages, motte and bailey, Muhammad (PBUH), Muslim, Normans, peasant, poll tax, portcullis, provenance, revolt, Saladin, Samaritan, Saracens, Saxon, Scutage, settlement, shrine, siege, significant, source, stone keep, symptoms, Thomas Becket, throne, turret, vagrancy, Viking, villedin, Wat Tyler, William Duke of Normandy, Witan

## Linked reading

*The Magna Carta Chronicle* by Christopher Lloyd and Patrick Skipworth. This text is used in lesson 11. This is a fantastic resource to highlight how society changes to the context of the people who live in it. Comprising this change are the laws, rights and regulations that are implemented. This text shows us that the Magna Carta should not be viewed in isolation, but as one of many examples that stretches to today.

## Flipped learning opportunities

- **When were the Middle Ages and what happened during them?** – Watch some of the documentaries about life in medieval England
- **The Norman Conquest** – Deciding whether an event or individual is significant
- **The Bayeux Tapestry** – Describing sections of the tapestry
- **The importance of Jesus** – Flipped learning quiz
- **The Crusades** – Flipped learning research task
- **The Murder of Thomas Becket** – Summarising knowledge on Thomas Becket



## Family learning opportunities

### How you can support your child at home

#### What on Earth resources

The 'People, Place and Time' resources will provide support to key knowledge throughout the theme. More specifically:

- The 'People' resource provides fact files on key people who have an influence in this theme. You can also use this document as a WAGOLL for any additional fact files you need to create.
- The 'Place' resource provides you with the places that forged memorable moments in medieval history. This gives you an awareness of the wider global context during this time period.
- The 'Time' resource provides you with memorable medieval moments. You will explore some of these in more detail during the lessons from this theme.
- The '21st Century Charter' and 'Representing Rebellion' activities allow students to complete quests with friends, family or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

#### Consider together:

- Discuss the links between the Black Death and the Coronavirus pandemic – where can we find positives in difficult situations?

## Extended learning opportunities

You should use these areas to explore different features of the theme. The places to visit offers a selection of virtual trips which will support your knowledge of key areas and attractions from the lessons. The careers section can be used alongside the careers lesson from the theme in order to discover career pathways associated with key elements of your learning from this theme.

Explore careers with history:

[Careers with History / Historical Association](#)

### Places to Visit

- [Visit Canterbury Cathedral](#)
- Visit a local Christian church
- Visit a local Islamic mosque
- Visit a castle or other medieval site  
[\[Warwick Castle Tour\]](#)

## Cultural capital suggestions

Read: [The Pillars of the Earth](#) by Ken Follett. This is the fictional story of Kingsbridge, Devon, in the Middle Ages. The story follows the building of a cathedral as well as the well-researched development of different people at that time.

Look: [The Bayeux Tapestry](#) This will be used in lesson 2 and provides further context of the events surrounding the Norman Conquest.

Listen: [The Battle of Hastings](#) by BBC Radio 4. This is a snappy history podcast designed to entertain and educate the whole family. This will give pupils a quick synopsis of the events surrounding the Battle of Hastings in a light and engaging way.

## Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
<b>When were the Middle Ages and what happened during them?</b>	History	<ul style="list-style-type: none"> <li>Identify events that were important in the Middle Ages.</li> <li>Explain aspects of events in the Middle Ages.</li> <li>Make links between events in the Middle Ages.</li> </ul>	<b>SE.HS.01</b> Structuring, organising and deploying historical knowledge, using historical vocabulary	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.
<b>The Norman Conquest</b>	History	<ul style="list-style-type: none"> <li>Describe the rival claims to the throne in 1066.</li> <li>Explain the events, causes and consequences of the Battles of Fulford, Stamford Bridge and Hastings in 1066.</li> <li>Evaluate the reasons for William's victory at Hastings and explain why he is a significant figure in history.</li> </ul>	<b>SE.HS.02</b> Making historical connections (cause and significance)	Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
<b>The Bayeux Tapestry</b>	History	<ul style="list-style-type: none"> <li>Understand what the Bayeux Tapestry is and describe what it depicts.</li> <li>Explain whether the tapestry is a useful source or not.</li> <li>Use sources to investigate how William won the Battle of Hastings and how King Harold died.</li> </ul>	<b>SE.HS.03</b> Using historical sources	Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.

<b>Castles and sieges</b>	History	<ul style="list-style-type: none"> <li>Identify the characteristics, strengths and weaknesses of medieval castle designs.</li> <li>Describe medieval methods of attacking castles.</li> <li>Explain how and why castle design changed over time.</li> </ul>	<b>SE.HS.02</b> Making historical connections (change and continuity)	Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
<b>The feudal system</b>	History	<ul style="list-style-type: none"> <li>Describe the feudal system in England, including reference to the Domesday Book</li> <li>Explain how the feudal system worked in England.</li> </ul>	<b>SE.HS.01</b> Structuring, organising and deploying historical knowledge	Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
<b>The importance of Jesus</b>	RE	<ul style="list-style-type: none"> <li>Identify key features of Christianity.</li> <li>Explain some of the teachings and miracles of Jesus.</li> <li>Evaluate the importance of Jesus.</li> </ul>	<b>SE.RE.01</b> Make sense of religious beliefs	<p><b>NATRE guidelines</b></p> <p>Students should extend and deepen their knowledge and understanding of a range of religions and world views, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and world views in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and world views have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.</p> <p>Please refer to and include your local SACRE guidelines.</p>

<p><b>The importance of Prophet Muhammed (PBUH)</b></p>	<p>RE</p>	<ul style="list-style-type: none"> <li>Describe what life was like before Islam and how Islam started.</li> <li>Discuss which qualities make a good leader.</li> <li>Explain the importance of Prophet Muhammad (PBUH) as a good leader for Muslims.</li> </ul>	<p><b>SE.RE.01</b> Make sense of religious beliefs</p>	<p><b>NATRE guidelines</b></p> <p>Students should extend and deepen their knowledge and understanding of a range of religions and world views, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and world views in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and world views have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.</p> <p>Please refer to and include your local SACRE guidelines.</p>
<p><b>The Crusades</b></p>	<p>History</p>	<ul style="list-style-type: none"> <li>Investigate the Crusades and understand why people went on Crusades.</li> <li>Infer information from a source.</li> <li>Analyse interpretations and sources.</li> <li>Evaluate how useful a source/interpretation is.</li> </ul>	<p><b>SE.HS.03</b> Using historical sources</p> <p><b>SE.HS.04</b> Using historical interpretations</p>	<p>Students should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p><b>The murder of Thomas Beckett</b></p>	<p>History</p>	<ul style="list-style-type: none"> <li>Describe who Becket was and the significance of his death.</li> <li>Summarise sources to discuss the importance of Becket.</li> <li>Use resources to create an interesting piece of report writing.</li> </ul>	<p><b>SE.HS.01</b> Structuring, organising and deploying historical knowledge, using historical vocabulary</p> <p><b>CL.WP.03:</b> Organise and present whole texts effectively, sequencing and structuring ideas, information and events (organisation)</p>	<p>Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</p>

<b>King John</b>	History	<ul style="list-style-type: none"> <li>Describe King John's life in chronological order.</li> <li>Explain whether King John was a good or bad leader using contemporary sources.</li> <li>Evaluate how views of King John have changed over time by using sources and interpretations.</li> </ul>	<b>SE.HS.04</b> Using historical interpretations	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change.
<b>Magna Carta</b>	History	<ul style="list-style-type: none"> <li>Describe what Magna Carta is.</li> <li>Explain why the barons demanded Magna Carta and the consequences of its signing.</li> <li>Analyse how significant Magna Carta is and why.</li> </ul>	<b>SE.HS.02</b> Making historical connections (cause and consequence/significance)	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change.
<b>The Black Death: Catastrophe or opportunity</b>	History	<ul style="list-style-type: none"> <li>Identify the symptoms of the Black Death.</li> <li>Explain the impact of the Black Death on the people and places of England.</li> <li>Analyse reasons why the Black Death was a catastrophe and an opportunity.</li> </ul>	<b>SE.HS.02</b> Making historical connections (continuity and change)	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change.
<b>The Peasants' Revolt 1381</b>	History	<ul style="list-style-type: none"> <li>Explain the reasons why the peasants were unhappy in 1381.</li> <li>Link these reasons to the consequences of other medieval events.</li> <li>Investigate what happened to Wat Tyler using sources.</li> </ul>	<b>SE.HS.02</b> Making historical connections (cause and consequence)	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change.

<b>The Hundred Years' War</b>	History	<ul style="list-style-type: none"> <li>Describe the events of the Hundred Years' War including the role of the Black Prince.</li> <li>Explain why the Battle of Agincourt is important in British culture.</li> <li>Evaluate the role that Joan of Arc played.</li> </ul>	<b>SE.HS.01</b> Structuring, organising and deploying historical knowledge, using historical vocabulary	Extend and deepen chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.
<b>Memorable moments in medieval history</b>	History	<ul style="list-style-type: none"> <li>Locate memorable moments on the world map.</li> <li>Explain why your memorable moment has had the biggest impact/influence on our society today.</li> <li>Evaluate how events in the medieval period shape our society today.</li> </ul>	<b>TL.PU.01</b> Presenting information <b>PL.SM.01</b> Time management	A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.
<b>Careers in History</b>	Careers	<ul style="list-style-type: none"> <li>Investigate the various careers to do with history.</li> </ul>	<b>PD.CA.02</b> Experiencing the world of work	<b>Gatsby benchmark 4</b> Linking curriculum learning to careers. All teachers should link curriculum learning with careers. History teachers should highlight the relevance of history for a wide range of future career paths.

