

Subject	History	Year Group	7	Sequence No.	3	Topic	Medieval life
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Retrieval	Core Knowledge	Student Thinking
What do teachers need retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>William Rufus link to his father: Who was William the Conqueror and what did he do?</p> <p>The church link to Norman England: Who was the most powerful person in the church?</p> <p>Peasants revolt link to Black Death: What were the positive effects of the Black Death in England?</p> <p>Medieval punishments link to Peasants revolt: How was Wat Tyler punished?</p> <p>Robin Hood link to Peasants revolt: How is Robin Hoods story similar to that of the Peasants revolt?</p>	<p><u>Reasons as to why William Rufus was killed:</u></p> <ul style="list-style-type: none"> • Jealously between the three sons of William I. • William gave Rufus England, Robert received Normandy and Henry received £10,000. • Explain that Henry would have a lot to gain from murdering Rufus. <p><u>The power of the Church and the murder of Thomas Beckett:</u></p> <ul style="list-style-type: none"> • Thomas Becket was appointed Archbishop of Canterbury in 1162 by Henry II. • He became a strong defender of the church and the rights of the clergymen, a contrary expectance Henry II had of him. • With the church having great power over the monarchs, Thomas Becket enhanced this power further through help of the Pope of Rome. • Becket also received great support from the people, enhancing his power. The Church was seen as the people's guardians. • Any action taken against the Church was liable to divine punishment, even if the action came from the King. • The Becket affair occurred after a heated argument between Becket and the King, resulting in Becket being beheaded at Canterbury Cathedral in 1170. • Due to Becket being idolised, he was canonised immediately after his murder and despite Henry II doing penance to Becket's tomb in 1174, his reputation was tarnished. • Even a King is willing to submit before God and is willing to be punished in order to have his sins forgiven and reach heaven. 	<p>Through the knowledge learnt in this topic students will make links between the past and present as well as understanding where and who had power in society at the time. They will do this through the following activities:</p> <ul style="list-style-type: none"> • Students can understand the idea of inheritance and how society is changing. Inheritance doesn't just go to the oldest son anymore. • Students reflect on how much influence the church has in the world today. Students think about whether people still believe in God and how it potentially influences their life today. • Students can reflect on the Black Death and its similarities between COVID 19 and the Black Death. • Students reflect on inequalities created by a pandemic. What issues do people face because of Covid 19? How are the government paying for the issues of Covid 19? Are people happy about this? How to people show displeasure in society today? • Division in society around tax • Sugar tax • Students assess how crime is dealt with today. Are the punishments the same? Does these punishments happen anywhere else in the world? Afghanistan/Saudi Arabia for example.

- There was a constant tug of war between the church and kings as both wanted to be seen as the most important.

The Plague

The Plague spread by ships from Asia.

The Plague was allowed to spread due to unhygienic conditions.

The impact of the Plague:

- The easiest is that it killed many people.
- What was made clear is that the Plague broke down the Feudal system as many peasants died and there wasn't enough to work the land and therefore they could barter their wage with their lords.

Peasants revolt

- The Peasants revolt is long term affect of the Black Death.
- The Black Death led to people demanding better rights.
- The King and the government tried to control the workers through a maximum wage and this caused unrest.
- The government introduced a tax that everyone had to pay (regardless of wealth) for a war with France. This caused more unrest.
- The Peasants led a revolt and this tax.
- This movement gained following and put pressure of the King to submit to new rules. Explain that this is the first-time pressure was put on the monarchy by the peasant majority.
- Ultimately it failed and King Richard retracted his promises but what it did do is frighten the rich and powerful and ensured a poll tax wasn't introduced again until 1990.

Medieval punishments

- There were no police in Medieval times and therefore punishments would be dealt out by the Lord or King.
- The worst crime was to commit treason against the King.
- Explain that crimes during this period led to punishments that were severe.
- People would often lose limbs and be killed and this was done to act as a deterrent to others.

- Students look at society today and whether it is equal? Do poor people get sufficient support? Why might some argue yes and some argue no?

Robin Hood

- The case study of Robin Hood focuses on the power and oppression of people.
- The very wealthy wanted to maintain their wealth and were willing to tax the poor to sustain influence and power.
- The idea of Robin Hood was the idea of rebelling against the system.
- Robin Hood is a myth but the premise is that people who are poor need help and help can be gained from taking from the rich.
- It is a socialist concept.