



Golden Threads How did power and faith shape the Medieval and Renaissance world?	Enrichment	Review and Evaluation
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	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>The Battle of Hastings</p> <p>Why did William win the Battle of Hastings?</p> <p>The death of Edward the Confessor and the contenders for the English throne</p> <p>The events of 1066, building to the Battle of Hastings</p> <p>The events of the battle itself, and reasons for William’s victory on the day</p>	<ul style="list-style-type: none"> Cause and consequences Forming a judgement, based on evidence, and considering that people’s judgements will differ. How can a student use evidence to support their judgement? Concepts including a hereditary monarchy 	<p>A written judgement with supporting evidence of which contender the student believes was the best option to take the throne in 1066 after Edward’s death.</p> <p>Explain why William won the Battle of Hastings.</p>	<p>Misunderstanding the different invasions and who was trying to become monarch of England</p> <p>Why different countries wanted to invade and takeover other countries</p> <p>Why are we referring to just England not Britain or UK</p>	<p>Contender</p> <p>Monarch</p> <p>Battle</p> <p>Tactics</p> <p>Retreat</p> <p>Cavalry</p> <p>Archers</p> <p>Infantry</p> <p>Saxons</p> <p>Normans</p> <p>Victory</p>	<p>Some key understanding of Medieval England learnt here will reappear – e.g. concepts such as monarchy and the Normans</p> <p>When we look at the reign of Elizabeth I in Year 8, the importance of having an heir to the throne is again considered</p> <p>Military history will be explored again, e.g. the First World War in Year 9</p> <p>A key focus of this unit and the second assessment is the causes of an event, in this case the causes of William’s victory. This is a major GCSE and A level skills – explaining why events happened.</p>
Term 2	<p>The power of the Church in Medieval Europe</p> <p>Why was the church so important to people in medieval times?</p> <p>The structure of the church</p> <p>How the church held such power over people</p> <p>What the church contributed to society</p>	<ul style="list-style-type: none"> Significance – of the Church and its role in the lives of medieval people Forming judgements on the key aspects of the church 	<p>To plan and complete a mind map which explains the role and power of the Church during the Middle Ages.</p>	<p>Why everyone was religious in medieval times as opposed to today</p> <p>Why people were so scared of the church</p>	<p>Pope</p> <p>Pilgrimage</p> <p>Purgatory</p> <p>Doom paintings</p> <p>Heaven</p> <p>Hell</p> <p>Bishops</p>	<p>The Year 7 unit of the Reformation develops the knowledge about the medieval church and why it was being questioned by the rise of Protestantism</p> <p>The Year 8 unit on The Tudors draws on power of the medieval church so students can understand what Catholicism is.</p> <p>GCSE Medicine Through Time develops the understanding of the role and power of the medieval church and how it limited medical developments</p>



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<p>Three significant medieval events</p> <p>Magna Carta, 1215 – why the barons were angry, what it said, and impact</p> <p>Black Death, 1348 – why it happened, what it was, and impact</p> <p>Peasants’ Revolt, 1381 – why it happened, what it was, who was involved, and impact</p>	<ul style="list-style-type: none"> Understanding of a range of events across two centuries – a breadth study and chronological understanding Cause and consequences The significance / importance of events – what did these events lead to, result in, change, bring about, catalyse? Were the events turning points? Who was affected by these events and why? Were the impacts positive or negative? à Students should be working towards writing about these ideas clearly with supporting evidence 	<p>‘Explain two consequences of xxxxx’ – this could be done for one, two or even all three of the events separately, with some student choice about what they’d like to do. Most likely that students will do two of the events</p>	<p>The monarch is Head of Parliament</p> <p>That monarchs can do whatever they like</p> <p>The Black Death (plague) was a one-off event</p> <p>Only poor people died during the Black Death</p> <p>Medieval people were silly to treat the symptoms as they did</p> <p>The Peasants Revolt was a failure and achieved nothing</p>	<p>Barons Monarchy Nobles Parliament Rights Laws Plague Flagellants Symptoms Treatments</p> <p>Peasants Revolt Rebellion</p>	<p>This unit should build on Year 7 knowledge and understanding of the Medieval period so far, including knowledge of terms like monarch, nobles, peasants, feudal system, power, and Church</p> <p>The roles of monarchy and parliament, and the relationship between them, are key concepts in history and students will revisit them regularly (e.g. students continue to explore how parliament increased its authority in Year 8)</p> <p>Medicine through Time, with a case study on the Black Death, is one of our GCSE units</p> <p>Revolts / rebellions and civil / political rights are key themes in history – links can be drawn to future units including Year 8 French Revolution and Year 9 civil rights in America</p> <p>The Black Death includes exploration of religious themes – punishment from God? Some of these themes are revisited in the Year 8 witch craze unit and we consider religious beliefs and the power of the Church throughout Year 7</p> <p>A key focus of this unit and the assessment is the consequences / importance / impact of the three events – what happened as a result? This is the basis of our Cold War GCSE exam in particular.</p>

Term 3 and 4



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Term 5	<p>The European Reformation</p> <p>Why was the Catholic church challenged in the 16th century?</p> <p>Who was Martin Luther?</p> <p>Why the 16th Century?</p> <p>Differences between Catholic and protestants?</p> <p>What were the European wars of religion?</p>	<p>Significance – how the Reformation has such a profound change on many countries and has such an impact on so many people across Europe</p> <p>Cause and consequence – why the Reformation happened when it did</p>		<p>Misunderstanding that the church was not always as god-like or good as it should have been</p> <p>How the clergy were able to be accused of being corrupt</p>	<p>Taxes</p> <p>Tythes</p> <p>Pope</p> <p>Monk</p> <p>Corruption</p> <p>Catholic</p> <p>Protestant</p> <p>Reformation</p>	<p>This unit links to the Year 7 work on the early Tudors, in particular Henry VIII and the Church & Reformation</p> <p>This unit refers to the power of the Medieval church early on in Year 7</p> <p>GCSE Elizabeth I develops the consequences of catholic and protestant and how it impacts the reign of Elizabeth</p>
Term 6	<p>The Tudors in England</p> <p>Introduction to the Tudor family and the order of succession following Henry VIII</p> <p>Exploration of the motivations and actions of Henry VIII, Edward VI, Mary I and, if time, Elizabeth I, particularly with regard to their religious policies</p>	<p>Change and continuity – looking at trends and changes, especially in the Church, over the course of three or four monarchs’ reigns</p> <p>Significance – of the Church and the roles that the monarchy has played in shaping this</p>	N/A	<p>Why the religion of the monarch is important to the people and to the country as a whole</p>	<p>Catholic</p> <p>Protestant</p> <p>Reformation</p> <p>Restore</p> <p>Adviser</p> <p>Clergy</p> <p>Monasteries</p> <p>Divorce</p> <p>Chantries</p> <p>Prayer Book</p> <p>Execution</p> <p>Legitimate</p> <p>Succession</p> <p>Heir</p> <p>Religion</p>	<p>This unit follows directly on from the Year 7 unit on the European Reformation – students should already know about the Catholic and Protestant Churches, the similarities and differences between these churches, and key vocabulary associated with this topic.</p> <p>This unit also links back to the Year 7 unit on the Church, so students should already be clear about the importance of the Church in people’s lives and the role the Church played in society</p> <p>The order of succession, and monarchs’ need for their heir to be identified and supported, is a theme often visited</p> <p>Looking at the early Tudors prepares students for studying Elizabeth I at the start of Year 8. Elizabethan England is also a GCSE unit</p> <p>The changing nature of monarchy and parliament unit in Year 8 begins with the rule of Henry VIII and continues to the mid-1800s</p>