

High Bickington Church of England Primary Academy History: Plague & Power



Rob Norton

TEAM Multi-Academy Trust, Barnstaple, North Devon

History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

Develop a robust sense of chronology

Recognise key trends in historical and human development

Understand how events are linked & how trends in behaviour are driven

Develop an understanding of different versions of history

Learn to evaluate critically different sources of history

Implementation

Based on high quality teaching and learning experiences

Cover the National Curriculum

Include rigorous monitoring and evaluation

Develop and utilise resources

Use experts & primary evidence

Ensure engagement and enjoyment

Impact

Children will:

Develop clear understanding of identity and place in time

Understand how communities and cultures are interconnected

Deepen knowledge of human interaction through time

Develop critical thinking and analytical skills

Apply beyond the classroom

Become informed and engaged citizens

Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.

Plague & Power

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| Subject: History | | Year: 5/6 | | Term: Spring 1 | |
| National Curriculum Aims | Key Objectives: <ul style="list-style-type: none"> know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history | | | | |
| | Key Elements | Key Elements: Invasion. Settlement. Rule. Rights | | | |
| Key Questions | Six Key questions: Why did the Normans build castles? What was the Feudal System? What was everyday life like in medieval Britain? How did the Black Death effect the country? Why did the Peasants' Revolt take place? | | | | |
| Curriculum coherence | Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In ' <i>Peasants, Princes & Pestilence</i> ', students build on learning from Y1/2, where they learnt about Castles in ' <i>Towers, Tunnels & Turrets</i> '. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, maps and documents. Understanding of decisions historians have made in writing histories of the period will also be developed. | | | | |
| | Building Futures - Future Learning through the project: <ul style="list-style-type: none"> Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1066-1381</i> and how these fit into a wider chronology Conceptual Development: Students learn about the systems of control in England in the period and how natural and human events impacted and changed society, building on learning in KS1 (Towers, Turrets & Tunnels) and laying the groundwork for more complex historical concepts in KS3. Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3. Local Context: Exploring how insecurity affected communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3. Broader Connections: Students place the <i>Norman invasion and settlement and Black Death</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. Continuity and Change: Analysing the long-term consequences of the <i>of the Norman Invasion and settlement</i> helps students understand how societies evolve over time. Historical Significance: Reflecting on the <i>Black Death's</i> impact on population and power for the lower classes enables students to explore the historical significance of events studied from this period. | | | | |
| | Vocabulary: See glossary below | | | | |
| Development of Knowledge | Lesson | Content | Substantive knowledge | | Disciplinary knowledge |
| | Lesson 1 | What do you know already about Medieval England? Complete retrieval grids Why did the Normans build castles? Complete a timeline of Medieval period Recount facts about the Battle of Hastings | Students should understand: <ul style="list-style-type: none"> What and when was the Battle of Hastings Why the Saxons were defeated What the Normans did to secure their invasion – including mass settlement What Norman fortifications were like | | How do historians attribute significance to past events and people? What histories of 1 st World War exist? |

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| | | Draw and annotate features of a castle / religious building's construction | <ul style="list-style-type: none"> What other buildings did the Normans create – including religious buildings | |
| | Lesson 2 | What was the Feudal System? Produce a Feudal pyramid Research roles in society Learn about the Domesday Book – find local reference within it and examine | <ul style="list-style-type: none"> How the Normans under William exercised power The pyramidal structure of society What roles each layer of society played What the Domesday Book was and how it was used | |
| | Lesson 3 | What was everyday life like in Medieval Britain? Research 'a day in the life of' different parts of medieval society | <ul style="list-style-type: none"> What life was like for Peasants (Serfs), Knights, Nobles, Monarch How each layer of society was depended on the others What Peasants did in a typical day | |
| | Lesson 4 | How did the Black Death (plague) effect the country? Look at the impact on population and how this had an effect on food production | <ul style="list-style-type: none"> What the Black Death was When the plague came to England What happened to the population as a result What this meant for each layer of society | How do historians construct their accounts of the past? How was MO used to write the history of the Home Front? |
| | Lesson 5 | Why did the Peasants' Revolt take place? Short Biography of Wat Tyler Look at what happened before 1381 to cause the revolt | <ul style="list-style-type: none"> Why the lowest layer of society was so badly affected by the Black Death Why the Peasants' discontent come to a head in 1381 What the Peasants' Revolt was – what happened Who was Wat Tyler? How society was changed after the revolt | How do historians know about medieval England? |
| Assess & Review | Lesson 6 | Retrieval Grids Complete a timeline of the major events from 1066 to 1381 Complete retrieval lesson to illustrate what you know about the period at the end of the project | <ul style="list-style-type: none"> Complete SLaE pages recapping what has been learnt in the project | What can you recall about how historians use primary sources of evidence? |

Glossary

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| Medieval / middle ages | Terms used to describe the historical period from c5th Century to c1400s |
| Monarchy | Rule over a country / people by a monarch (king or queen) |
| Nobles | Wealthy landowners usually favoured by the monarch – the level of society below the king |
| Knights | Usually men trained to fight on horseback and loyal to the monarch. Knights were bound by a code of chivalry |
| Serfs / peasants | The lowest class of society – mostly farmers on landed rented to them by the nobles |
| Feudal system | The pyramid of medieval society with king at the top and peasants at the bottom |
| Chivalry | Rules for knighthood that included: courage, kindness and honour |
| Anglo-Saxons / Vikings | The two peoples ruling over what we now call England in 1066 |
| Normans | The people from Normandy (in modern France) who invaded and settled in England after 1066 |

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| Invasion / settlement | The forceful overthrow of a people – usually in battle. The repopulating of a country after invasion, bringing new ideas, laws, beliefs and culture |
| Rebellion / rights | The rising up of a group of society in protest at a law, event or set of conditions. The expectations of some degree of fair treatment in life |
| Pestilence / plague / Black Death | Very serious infectious disease – often fatal and with no known cure |
| Peasants' Revolt | Rebellion against the government of King Richard II in protest against low wages and poll tax |
| Wat Tyler | Leader of the Peasants' Revolt |
| Tithes | Taxes to be paid on earnings / crops produced to the church |
| Battle of Hastings | Battle that ended Saxon reign and began Norman conquest of England |
| Doomsday Book | A record of who lived where and what taxes they should pay |
| Flagellants | A very religious group who thought the plague was a curse from God and that only whipping themselves as a punishment could save them |



King
Richard II



Noble



Invasion



Settlement



Black
Death



Peasants
Revolt



Wat Tyler



Knight



Plague & Power



1066
Battle of
Hastings



Flagellants



William the
Conqueror



Serf



Doomsday
Book



Tithes



Monarch



Feudal
system



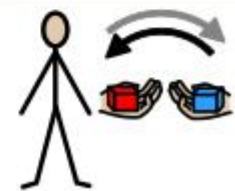
Motte &
Bailey Castle



Cathedral



Medieval



Merchants