



Scheme of Learning	Year 7 - Medieval England: Why did the Peasants Revolt in 1381?
Learning outcomes	<p>We want students to have a clear understanding of:</p> <ul style="list-style-type: none"> <li>Students will be able to explain the threats faced by the Kings of England in medieval period. They should be able to explain how Henry II faced threats to his power from the Church. They should be able to describe the events of the murder of Thomas Becket and how Henry had to repent by offering himself to be whipped by the monks and bishops of Canterbury, thus revealing his own subservience to the church.</li> <li>Students will be able to explain why King John was forced to sign Magna Carta in 1215 and what it meant for the power of the King and the limitations that it would place on them in the future.</li> <li>Students will be able to explain the key features of the lives of the peasantry in medieval England. They should be able to explain what their homes, work and diet would have consisted of.</li> <li>Students will be able to explain how the lives of women would have differed from the lives of men in medieval England.</li> <li>Students will be able to explain the power and influence of the church. They should be able to explain key concepts such as the tithe, purgatory, Doom paintings and the Latin services that took place.</li> <li>Students will be able to explain the nature of crime and punishment. They will be able to explain how law enforcement was conducted by the peasantry and the problems associated with this.</li> <li>Students will be able to explain the events of the Black Death in 1348. They will understand the trauma inflicted as well as the longer-term impacts and the reactions of the ruling classes to prevent this change via the Statute of Labourers.</li> <li>The unit will culminate in a series of lessons on the peasants' revolt. Students will need to understand the causes of the peasants' revolt as well as the events that occurred. By the end of the unit, students will have a good understanding of how the lives of the peasantry in England have changed over time.</li> <li>Students will develop their <b>use of sources</b>, particularly when examining the lives of peasants. We want students to question the validity of the knowledge that they learn when few peasants are able to record their own stories.</li> <li>Similarly, we want students to begin discussing the nature of <b>historical interpretations</b> when so much of the evidence that informs historians comes from homogenous sources, particularly advocates of the church. For example, our interpretations of King John are somewhat clouded by an over reliance on sources produced by the church.</li> </ul>
Key Questions –	<ul style="list-style-type: none"> <li>Why did the peasants' revolt in 1381?</li> </ul>



	<ul style="list-style-type: none"> <li>• We want students to be able to discuss the short term and longer-term grievances held by peasants including the Statute of the Labourers following population changes after the Black Death as well as living conditions experienced.</li> <li>• Students will be able to explain the challenges faced by the Plantagenet Kings of England. They will examine the threat the church posed to Henry II, how the barons reduced the power held by John and how the peasantry rose up against Richard II.</li> <li>• A key element will relate to the impact of Magna Carta. Students will understand that Magna Carta was an important moment in the development of rights in England and in placing limitations of the power of the monarch.</li> <li>• Students will recognise that the church was powerful throughout the middle ages. In our case study looking at the murder of Thomas Becket and then later in the lesson on the role of the church in medieval England they will see how all dominant the church was.</li> </ul>
<p><b>Knowledge</b> What key concepts are covered? What key skills are developed? What key terminology is learned (i.e. glossary)?</p>	<ul style="list-style-type: none"> <li>• Students will understand the key features of the lives of peasants including their diets, their homes, their work and the restrictions place upon their freedom.</li> <li>• Students will understand the threats faced by medieval kings including the church and the barons.</li> <li>• Students will understand about the impact that the Black Death had on the English populations and the economic impact that this has as a consequence, changing the nature of supply and demand and making the peasants and their labour more valuable.</li> <li>• Students will learn about the Statute of the Labourers and the attempts to limit the growing power of the peasantry.</li> <li>• Students will learn about the introduction of the Poll Tax and the subsequent events of the peasants' revolt.</li> </ul> <p><b>Key Terminology</b></p> <p><b>Archbishop of Canterbury</b> – The head of the church of England</p> <ul style="list-style-type: none"> <li>• <b>Bishops</b> – Senior members of the church</li> <li>• <b>Obstinate</b> – stubborn/someone who refuses to change</li> <li>• <b>Traitor</b> – somebody who betrays another, either person or country</li> <li>• <b>Charter</b> – A statement of rights</li> <li>• <b>Scutage</b> – A tax that could be paid by the barons instead of sending knights to fight for the king</li> <li>• <b>Boon work</b> – villagers would have to do seasonal work usually at harvest time</li> <li>• <b>Mill</b> – where corn can be ground into flour ready to be turned into bread</li> <li>• <b>Swaddle</b> – tightly wrapping a baby</li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Villein</b> – a type of peasant who was bound to their lord. They could not leave the village without the permission of the Lord.</li> <li>• <b>Hovel</b> – Small, often poor-quality housing</li> <li>• <b>Labourer</b> – A worker</li> <li>• <b>Widow</b> – A woman whose husband has died</li> <li>• <b>Purgatory</b> – Purgatory is the place where Roman Catholics believe the spirits of dead people are sent to suffer for their sins before they go to heaven.</li> <li>• <b>Tithe</b> – a tax paid to the church</li> <li>• <b>Tithing</b> – A group of individuals who are responsible for each other's behaviour. If one of them does something wrong then they are all punished.</li> <li>• <b>Manorial</b> – usually an area of land</li> <li>• <b>Poll Tax</b> – A tax that all people have to pay regardless of their wealth</li> <li>• <b>Statute</b> – A law</li> <li>• <b>Supply and Demand</b> – the cost of a product is determined by the amount it is in demand and the amount of it that is available. For example, if lots of people want to buy bread but there is not enough for to suit this demand then the price will increase.</li> </ul>
Ongoing Assessment	<ul style="list-style-type: none"> <li>• Each lesson includes multiple opportunities for formative assessment within the lesson and the wider scheme of learning.</li> <li>• The unit includes an important homework task on the development of Parliament.</li> </ul> <p><b>Misconceptions to address:</b></p> <ul style="list-style-type: none"> <li>• The king was not all powerful. In the medieval period the church dominated aspects of life and the king was subject to this also.</li> <li>• The king may have been at the top of the feudal system, but their power was subject to be checked by the barons if they acted in an unjust manner. The signing of Magna Carta by John was testament to this.</li> <li>• Another common misconception is that the lives of the peasantry were wholly awful. This would not have been the case. They would have faced great hardship but would not have known otherwise. There would have been occasions of celebration and people would have still found joy in their families, friends and locality.</li> </ul>



	<p><b>Final Assessment:</b></p> <ul style="list-style-type: none"> <li>The unit concludes with the second core assessment. The assessment consists of a range of questions on chronology, single answer and longer answer questions, testing student's knowledge and understanding of this and prior units.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>Students will be expected to complete the additional reading homework on the development of Parliament and to answer the series of comprehension questions that follow.</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>Students will write an answer to the question – 'why did the peasants' revolt in 1381?' We want students to be able to discuss the short term and longer-term grievances held by peasants including the Statute of the Labourers following population changes after the Black Death as well as living conditions experienced.</li> <li>This is accompanied by a multiple-choice paper that seeks to identify student misconceptions and understanding of the topic area.</li> </ul>
<b>Sequencing of content</b>	<ul style="list-style-type: none"> <li>The unit is designed to provide students with an understanding of the lives of peasants in medieval England so that they can later make connections with the changing nature of people's lives in the industrial revolution. We want students to be able to see how the nature of work has moved from agriculturally based to industrial work and the further changes that this has brought with it, namely the creation of conurbations, the need for transport and an increase in pollution. We want students to later be able to identify the changes that have taken place regarding power and position in society and make contrasts and connections between feudalism and the system of capitalism that develops.</li> <li>A second strand is the identification of power in medieval England. Students should understand the nature of power in medieval England, that power lay with the king but that this power was insecure, and a king faced threats from rival sources of power including the Catholic church and their barons. Students will use this to provide a basis for knowledge for later studies on the changing relationship between church and state in Tudor England and the growth in the power of the monarch after 1534. Moreover, we want students to understand how the influence of the barons will lead to the development of Parliament in later units of study and the diminishing power of the monarchy that we discuss in Year 8.</li> <li>Finally, we want students to be able to use medieval England as a case study from which they can make comparisons with world civilisations that existed concurrently. This provides a base from which students can develop their understanding of European justifications for colonisation of the New World.</li> </ul>

## NHSG Year 7 Overview for Medieval England



<b>Links to Careers</b>	<ul style="list-style-type: none"><li>Students will develop their skills of interpretation and enquiry, looking at primary and secondary sources and questioning them effectively. Such a skill is useful in an array of careers and industries, most notably within the law or other careers that require independent research and forensic questioning of material.</li></ul>
<b>Diversity and Inclusion</b>	<ul style="list-style-type: none"><li>The unit places a focus on the lives of women, which remains a key thread that runs through our curriculum. Students will understand why we hear far less from female voices throughout history and we will aim to give agency to female voices as much as possible.</li></ul>
<b>Support</b>	<ul style="list-style-type: none"><li>Booklets contain knowledge organisers, key vocabulary etc. All resources are uploaded to the SharePoint.</li></ul>
<b>Challenge</b>	<ul style="list-style-type: none"><li>The booklet contains wider reading on the murder of Thomas Becket and the black death and its impact. There is also a link to an In Our Time episode on Becket.</li></ul>