

SPRING 1; YEAR 7 : POWER OF THE CHURCH; BECKET; KING JOHN, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on prior learning regarding the feudal system and how it highlights the divisions in society (Magna Carta) Significance of religion throughout British history and the struggle between the monarchy and the church Development of democracy and constitution – Magna Carta – struggle between the nobility and the monarchy Understanding of the chronology associated with the church – building on learning and understanding at KS2 regarding the changing monarchy e.g. John and beyond Chronology of the monarchy – change and continuity Significance of the Plantagenets to British history and the evolution of the monarchy Local history study about Julian of Norwich – students understand that she is still relevant ‘Revelations of Divine Love’ 	<ul style="list-style-type: none"> What is the Church? Understand the clergy and its hierarchy – why it was so powerful; priests were at the heart of communities, the significance of Doom Paintings Local history study of Anchoress – Julian of Norwich how significant was she Monarchy versus the Church – struggle for power and the extent of the power of the church; making of the modern kingdom and government; power struggle between the nobility and monarchy; significance of Becket – who was responsible for his death The reign of King John - origins of democracy/diluting the power of the monarchy and the significance of the Magna Carta Interpretations of Becket and John; significance of the Magna Carta Judgement re Becket and responsibility for his murder 	<p>Purgatory; Christianity; Catholicism; clergy; priests; pope; exile; papacy; democracy- Ancient Greek demos (the people) and kratia (rule, strength, power); rebellion; Barons; nobility; constitution; charter; Magna Carta; tyrant; taxation; martyr (Greek meaning witness)s; archbishop; excommunication; anchoress</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Analysis of sources and interpretations – comparisons of interpretations and explaining how and why they are different Use of new vocabulary both verbally and in written form in the correct historical context Writing frames; success criteria and mark schemes, sentence and question stems VIP for disadvantaged students Extended writing on Becket – who was to blame? Reaching/making supported judgements Use the SEND passports to ensure the correct strategies are used to support students who have SEN Recommended reading: The Adventures of Robin Hood by Roger Lancelyn Green 	<ul style="list-style-type: none"> Impact of historical events on the 21st century Fight for democracy- its significance/impact and meaning – still relevant - constitution How much power does the current monarch have? Is there a place for religion in the 21st century? Comparison to modern day martyrs e.g. MLK; Gandhi etc. Understand the relevance of the Latin language to modern day language including English 	<ul style="list-style-type: none"> Significance of religion in the world Leadership skills- how not to lead a country! man management Impact of words and how they can be misconstrued e.g. ‘who will rid me of this troublesome priest’? Latin terms/vocabulary Local study – Julian of Norwich
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:

<ul style="list-style-type: none"> <i>Spiritual - religious tolerance within Christianity and beyond; relevance of religion in a secular society</i> <i>Cultural significance of Magna Carta - census</i> <i>Social – divisions in society – Magna Carta not interested in the peasantry</i> <i>Moral – we are responsible for our own actions and words and must take responsibility for the consequences of them</i> 	<ul style="list-style-type: none"> <i>Cross curricular links to Character and Culture – governance and leadership</i> <i>Numeracy –chronology of events and monarchy</i> <i>Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences, numerous opportunities to read aloud in lessons</i> 	<ul style="list-style-type: none"> <i>That Britain does not have a constitution</i> <i>Literal meaning of Magna Carta (David Cameron)</i> <i>Failure to consider the wider context when evaluating those responsible for the murder of Becket</i>
Assessment timeline:		
<ul style="list-style-type: none"> <i>Cumulative knowledge tests where appropriate</i> <i>Source analysis, what can sources tell us about Becket?</i> <i>What is the main difference between interpretations, Why and how are two interpretations different? with mark schemes</i> 		
Home learning		
<ul style="list-style-type: none"> <i>Freyer Model Vocab Task – beginning of SOL</i> <i>Story, Source, Scholarship – Becket – middle of SOL</i> <i>Revision using knowledge organiser for assessment on Becket and King John – end of SOL</i> 		
Feedback		
<ul style="list-style-type: none"> <i>Interpretation assessment feedback 4 self-assessed</i> <i>'Live' feedback using iscanners</i> 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													