

SPRING 2 YEAR 7: BLACK DEATH; PEASANTS’ REVOLT, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Build on prior learning and skills regarding significance and change and continuity - social hierarchy links to feudal system Links to the power of the church – God’s displeasure sending the pestilence Understand the links between the two events – the consequences of the Black Death and the causes of the Peasants’ Revolt Power struggle between the ruling class and the ruled Social, political and economic history Long term impact of both events Origins of a democratic society and the fight for equality of classes Global impact of pandemic and inability to deal effectively with it – lack of understanding – scientific and medical 	<ul style="list-style-type: none"> Black Death: perceived causes; how it spread; where it originated; treatments and preventions of the Black Death; consequences of the Black Death on society e.g. culture- obsession with death. Peasants’ Revolt - Causes of the Peasants’ Revolt; statute of labourers; significance of the roles of the leaders of the peasants, role of Richard II; consequences of the revolt Causes and consequences of both events and the links between the two Identifying the significance of the Peasants’ Revolt - idea of democracy and equality Narrative of the Black Death Inference/source analysis 	<p>Epidemic (Greek upon -epi; demos- the people) pandemic (pan = all); plague; pestilence; consequences; quarantine; physician; Hippocrates; humours; indiscriminate; buboes; bubonic; septicemic; pneumonic; miasma; flagellant; democracy; equality; revolt; revolution; interpretation</p>
Challenge and Support:	Worldwide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Identifying the links between the two events Use new vocabulary both verbally and in written form in the correct historical context Writing frames; sentence and question starters Model answers Mark schemes and success criteria Extended writing VIP strategy for disadvantaged students Use the SEND passports to ensure the correct strategies are used to support students who have SEN Recommended reading: <i>Fire, Bed and Bone</i> by Henrietta Branfield; <i>Company of Liars</i> by Karen Maitland 	<ul style="list-style-type: none"> Does the ‘Black Death’ still exist? Modern pandemics Corona virus- links to China Link between what was believed in the 14th century regarding treatment and prevention of disease and illness and what is still believed e.g. herbal medicine. Indiscriminate nature of pandemics Importance of equality and democracy- social hierarchy – has it changed? Divide between rich and poor Poll Tax/popular protest– modern day politics and taxation 	<ul style="list-style-type: none"> Significance of individuals/pioneers in developing health care Understanding of how globalisation spreads disease (corona virus) Class system – ‘glass ceiling’ will it always be this way? Is it fair? Social mobility – does it exist? Is it relevant?
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Spiritual: Influence of the church; religion v science; rational v supernatural beliefs Social: Inequality in history and how pioneers have 	<ul style="list-style-type: none"> Cross curricular links to science – disease, causes, reasons for spread Cross curricular links with the maths department – 	<ul style="list-style-type: none"> Black Death only affected the poor No link between the disease and the revolt

<ul style="list-style-type: none"> <i>attempted to alter attitudes – origins of the class system</i> <i>Spiritual: power of religious belief – God’s punishment for sin; God can cure everything</i> <i>Moral – tell people what they want to hear and then retract promises having accomplished ‘your’ goal</i> 	<ul style="list-style-type: none"> <i>statistics regarding the percentage of the population of the world and of England killed by the disease, proportionality of poll tax</i> <i>Literacy- use of keywords and inclusion in writing; expectation to use verbally in full sentences; use of connectives to link points</i> 	
Assessment timeline:		
<ul style="list-style-type: none"> <i>Knowledge quizzes</i> <i>Source analysis supported inferences; Write a narrative account of the Black Death – success criteria and mark scheme</i> <i>Design a Black Death potion and leaflet which incorporates knowledge and understanding of causes, treatments and impact</i> <i>Explain who was responsible for Wat Tyler’s death – mark scheme and writing frame provided</i> 		
Home learning		
<ul style="list-style-type: none"> <i>Bedrock Learning assignment – Black Death – beginning of SOL</i> <i>Google Form Knowledge Quiz – Peasants’ Revolt – middle of SOL</i> <i>Revision using knowledge organiser for assessment on Rats vs. Rebels – end of SOL</i> 		
Feedback		
<ul style="list-style-type: none"> <i>Narrative account will be feedback 4</i> <i>Live marking using the iscan</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:																													