



<p>This term I will be learning about Roman Britain and medieval society</p>	<p>The key vocabulary I will learn this half term are...</p>
<p>This term I am learning about:</p> <ul style="list-style-type: none"> • Life in Roman Britain • Sources and why they are important to historians • Beliefs and ideas in England in 1066 • Contenders for the English crown • Major battles in settling the issue of the crown • Layout of medieval towns and their problems • The Black Death and its causes <p>By the end of this term I will be able to:</p> <ul style="list-style-type: none"> • Make detailed inferences using sources • Explain how chronology works • Explain the belief systems of medieval people • Describe public health concerns in medieval towns • Describe the English succession issue and the Battle of Hastings • Explain the causes, events & effects of the Peasants' Revolt 	<p>Primary sources Secondary sources Roman Britain Amphitheatre Chronology Succession Middle Ages Medieval Four Humours Superstitions Succession Claimant Catholic Protestant Monarch</p>

Week's Learning	Literacy Links	100% Sheet Homework
<p>Focus 1 How do historians use sources to infer? What can sources tell us about life in Roman Britain?</p>	<p>I will use these literacy skills... Extracting information from sources</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 2 Examining source utility and reliability. Make a judgement about the usefulness and reliability of sources on opinions about Roman Britain</p>	<p>Extract information from sources and writing about their usefulness</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 3 Using sources to make a judgement about Roman Britain</p>	<p>Using sources to make a judgement</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 4 Historical case study – the Roman amphitheatre</p>	<p>Evaluating sources and extracting information from them</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 5 What was England like in 1066?</p>	<p>Reading information and inferring from sources.</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 6 What did people believe in 1066?</p>	<p>Inferring information from sources</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 7 Why was there a problem with the succession in 1066? Who were the contenders for the throne in 1066?</p>	<p>Extracting information from sources.</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>
<p>Focus 8 How was the Battle of Hastings won?</p>	<p>Extracting information from sources. Using sources to make a judgement</p>	<p>Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt</p>

Focus 9 How was medieval society structured – the Feudal System	Extracting information from sources.	Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt
Focus 10 How were medieval towns laid out and how did this affect how people lived their lives in them.	Examining a range of sources to form a judgement.	Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt
Focus 11 What problems existed in medieval towns to do with health and hygiene?	Extracting information from sources.	Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt
Focus 12 What caused the Black Death?	Reading and inferring from sources.	Revision activity: read over work from the lesson and produce a mind map in books about what has been learnt
Sequencing		
How this unit builds on prior learning: This is the first theme in the KS3 curriculum. It aims to build on work completed in KS2, but aims to introduce key historical concepts such as use of sources and making historical judgements	How this unit leads to future learning: This work will allow students to develop key historical skills that will be a focus throughout the year. Students will also be introduced to the middle ages as a distinct historical period, which will they will next encounter in GCSE history. They will develop a grounding in life in medieval towns, which is a key concept in GCSE history.	
Resources to support: https://www.bbc.com/education/subjects/zk26n39 - BBC Bitesize history pages		
Social, Moral, Spiritual, Cultural and British Values linked to this learning programme: In this unit, students will examine major historical events in the development of the lives of the British people. Students will examine the direction of British society and changes that shaped it from the early medieval period through to the end. They will examine the development in public health, religious issues and living conditions for the British people throughout this time period.		
Assessment: Romans judgement question – making a judgement on a one-line statement, and Why did the Normans win the Battle of Hastings?		

Some lessons will be given over to DIRT. Some lessons may last longer than one single lesson and will be finished off in subsequent lessons.