

## Year 7 Everyday lives 1066-1900

**Focus Enquiry Question: Did everyday life improve in terms of religion, health, work and women?**

Lesson	Lesson Aim/Objective	Historical content/concepts	Learning Activities	Resources	Differentiation	Assessment (with reference to KSU)
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**Key Question: What did people believe about God and the Church 1066-1900?**

1	What did medieval people believe about God?	Christian Christendom Roman Catholic Heaven/hell Latin Doom paintings	<p><b>Starter</b> – Discussion of what people today think about the Church, heaven and hell.</p> <p>1. Powerpoint on the structure of the church and beliefs of people in medieval times.</p> <p>2. Worksheet with questions on the structure and power of the Church. Video clip available from History File on what the church was used for.</p> <p>3. Consider doom paintings, why used and effectiveness. Pupils come up to board and point out sections on famous doom painting. Pupils design their</p>	Powerpoint  Possible video  Worksheet on structure of the church.	Less able guided to simpler questions about the structure of the church.	Change and continuity  Significance  Diversity
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			<p>own doom painting and can finish for homework.</p> <p><b>Plenary</b> – Pupils think of 3 questions they would like to ask a medieval person about their beliefs.</p>			
2	Why did people fight in the Crusades?	<p>Jerusalem Crusade Mohammad Pilgrimage Saracen Frank</p>	<p><b>Starter</b> – Picture source asking what knights and Jerusalem have in common or discuss beliefs that move people e.g. eating meat/capital punishment.</p> <p>1. Discussion of why Jerusalem was important to Muslims and Christians in medieval times.</p> <p>Use powerpoint to consider how Pope Urban may have persuaded knights to go on a Crusade.</p> <p>2. Pupils make list of all the reasons people went on crusades and consider the hazardous journey before them.</p> <p>3. Read information about Saladin and Richard I and complete interpretations worksheet.</p> <p>Pupils consider the children's crusades and</p>	<p>Powerpoint</p> <p>Worksheets on interpretations and crusade journey.</p> <p><a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a></p>		<p>Significance</p> <p>Diversity</p> <p>Causation</p> <p>Interpretation</p>

			<p>write a speech as either a Muslim or Christian child.</p> <p><b>Plenary</b> – Consider situation today or listen to speeches and decide what makes a good speech or <a href="http://www.schoolhistory.co.uk">www.schoolhistory.co.uk</a> Crusades game.</p>			
3	How did Henry VIII's divorce affect religion in England?	<p>Divorce</p> <p>Pope</p> <p>Catholic</p> <p>Protestant.</p>	<p><b>Starter</b> – Pupils discuss what they remember about Henry VIII and why he may have wanted to divorce Catherine.</p> <p>1. Pupils use source worksheet to show why Henry wanted to divorce Catherine. Pupils can also watch extract from Henry VIII video showing the divorce of Catherine.</p> <p>2. Pupils use blank worksheet of the divorce to match events in the correct order and draw pictures to show what happened at each stage.</p> <p><b>Plenary</b> – Pupils discuss who would have been happy with Henry's decision and who would have been unhappy.</p>	<p>Henry VIII video</p> <p>Break with Rome sheets</p> <p>Divorce sheets</p>		<p>Causation</p> <p>Diversity</p> <p>Change and Continuity</p> <p>Significance</p>

4	How did religion change in the sixteenth century?	Relic Purgatory Indulgence Pilgrimage Protestant Catholic Reformation	<p><b>Starter</b> – Show picture of Catholic church and discuss main features.</p> <p>1. Use powerpoint to outline what people believed at the beginning of the sixteenth century and how that changed.</p> <p>2. Pupils complete own Martin Luther poster outlining his grievances against the Catholic Church.</p> <p>3. Pupils can then take part in a card sort or fill in a table to show the differences between a Catholic and a Protestant Church.</p> <p>4. Worksheet on the Reformation.</p> <p><b>Plenary</b> – Pupils could summarise the reformation in one sentence or complete an acrostic using the word reformation.</p>	Powerpoint on religious changes  Card sort or table  Worksheet reformation	Differentiated card sort	Change and continuity  Diversity
5	Why did people believe in witches in the sixteenth and seventeenth	Witchhunter Trial	<p><b>Starter</b> - Pupils to look at picture on powerpoint and discuss what may be happening. Picture shows arrest of a witch.</p> <p>1. Pupils watch video clip</p>	Powerpoint – witches and witchhunters  Witches		Causation  Diversity

	centuries?  <b>Summative assessment opportunity.</b>		from “Interpretations” and discuss what people believed about witches, what evidence there was and their opinion of these women. <b>2.</b> Pupils can then complete worksheet which analyses the witch trials and the work of Matthew Hopkins. Powerpoint also available on Hopkins. <b>3.</b> Assessment also available and could be used for homework. <b>Plenary</b> – Pupils could look at the trial of Tracy Smith from the textbook or discuss why so many women died during the witch trials.	worksheet  “Interpretations” video  Assessment		
<b>6</b>	How did religion help to improve people’s lives in the nineteenth century?	Reform Quaker	<b>Starter</b> – Pupils can use a visual source to discuss why life was poor for many people in the nineteenth century, especially in the towns. <b>1.</b> Pupils use library or resource packs or a computer room to research one reformer and find out how they helped change	Resource pack or computers.		Diversity Change and continuity.  Diversity

			<p>social conditions e.g. John Wesley, William Wilberforce, Elizabeth Fry, Lord Shaftesbury, William Booth, Edwin Chadwick.</p> <p><b>2.</b> Pupils could finish for homework then present back their findings either as a presentation or as a project.</p> <p><b>Plenary</b> – Pupils could discuss why they think so many Christians got involved with social reform.</p>			
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**Key Question: How did disease affect people in Britain 1066-1900?**

<b>7</b>	How did medieval people react to the Black Death?	<p>Plague</p> <p>Bubonic</p> <p>Pneumonic</p> <p>flagellants</p>	<p><b>Starter</b> – Pupils look a picture of people suffering from the plague and discuss what is going on – particular mention to doctor in the background.</p> <p><b>1.</b> Powerpoint explains background and symptoms of the plague. Pupils draw out matched day and symptoms into book.</p> <p><b>2.</b> Pupils look at the different possible causes the plague had, and match</p>	<p>Black Death powerpoint</p> <p>Video clips</p>		
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			<p>up which person in the village would suggest which possible cures.</p> <p><b>3.</b> pupils watch video clips and decide whether any of the cures would have worked.</p> <p><b>Plenary</b> – Pupils write down a question they would like to find out about the Black Death.</p>			
<b>8</b>	How did the Black Death affect England?		<p><b>Starter</b> – Pupils recap last lesson with interactive game matching day of disease to the symptoms.</p> <p><b>1.</b> Read play of effects of Black Death on the village of Little Langford. Pupils write response to who the plague affected and what the long term effects on the village might be.</p> <p><b>2.</b> Pupils construct table showing how the plague affected priests, knights, peasants and the King, using the Powerpoint.</p> <p><b>3.</b> Pupils play interactive games to recap. Poster to complete on possible cures, warning villagers.</p>	<p>Play</p> <p>Powerpoint</p> <p>Poster worksheet</p>		<p>Causation</p> <p>Significance</p> <p>Diversity</p>

			<b>Plenary</b> – Pupils discuss who gained form the plague.			
<b>9</b>	Why was the plague of 1665 so deadly?		<b>Starter</b> – Pupils discuss visual source of people bringing out the dead in London. <b>1.</b> Powerpoint to show background of plague including analysis of ring a ring a roses. <b>2.</b> Pupils discuss and draw a picture of a plague doctor with labels. <b>3.</b> Pupils analyse plague by studying diary of Samuel Pepys worksheet. <b>Plenary</b> – Pupils discuss how plague came to an end – link to great fire of London 1666.	Powerpoint  Samuel pepys worksheet		Causation  significance
<b>10</b>	What health problems existed in towns in the nineteenth century?	Cholera TB Diphtheria	<b>Starter</b> – Analysis of picture of a town – what problems can you notice? <b>1.</b> Pupils use powerpoint to discuss problems faced in the towns such as overcrowding, including interactive game. <b>2.</b> Pupils use sources to pick out main problems.	Powerpoint Source sheet on diseases		Causation Diversity

			<p>Pupils can also look at the case study of cholera and suggest why it was such a big problem at this time. Worksheet available.</p> <p><b>Plenary-</b> Pupils decide what the biggest problem facing people in industrial towns was.</p>			
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**Key Question: What did people do for work 1066-1900?**

<b>11</b>	What was life like in a Medieval village?	<p>Manor</p> <p>Villein</p> <p>Open field system</p> <p>Crop rotation</p>	<p><b>Starter</b> – Sheet where pupils analyse differences between what people have now and in 1300. Picture of village. Pupils complete questions about what they can see going on, jobs etc.</p> <p><b>1.</b> Powerpoint showing background of village. Pupils complete rough drawing and label interactively then in books.</p> <p><b>2.</b> Pupils consider crop rotation and complete table in books.</p> <p><b>3.</b> Pupils complete sourcework questions on life in the village.</p>	<p>Powerpoint</p> <p>Life in village source questions</p> <p>Starter worksheet</p>		Diversity
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			<b>Plenary</b> – Pupils discuss which source is the most useful.			
<b>12</b>	What was life like in a Medieval town?	Guild	<b>Starter</b> – Picture of medieval town – pupils have to spot anachronisms. <b>1.</b> Pupils explore a medieval town street and the jobs done through a powerpoint. <b>2.</b> Pupils explore the types of jobs their ancestors may have done using their surnames. <b>3.</b> Pupils design shop signs for various jobs. <b>Plenary</b> – Interactive quiz to recap.	Powerpoint		Diversity
<b>13</b>	Why were so many people poor in Tudor times?	Cant Inflation	<b>Starter</b> – Pupils consider picture of beggar being beaten and suggest what may be happening. <b>1.</b> Pupils fill in blank diagram of reasons why many people were poor in tudor times using powerpoint. <b>2.</b> Pupils consider what the Elizabethan government did to help and fill in sheet with beggar and rich man suggesting what they might	Powerpoint  Beggar and rich man conversation sheet  Cant sheet	G and T pupils can consider which reason was most influential.	Diversity  Causation

			<p>say to each other. This could also be done as a roleplay.</p> <p><b>3.</b> Pupils study the cant language developed by beggars and suggest how this might have helped them. Pupils complete worksheet to work out what they are saying!</p> <p><b>Plenary</b> – Pupils invent their own paragraph using cant and other pupils in the class guess what they are saying.</p>			
<b>14</b>	How did Britain become the first industrial country?	<p>Industry</p> <p>Weaving</p> <p>Spinning</p> <p>Domestic system</p>	<p><b>Starter</b> – What is an industrial revolution? Study of the term from Badger book of starters and statistics to help pupils understand what may have happened during this period.</p> <p><b>1.</b> Pupils consider textile industry case study and examples of new inventions during the revolution, as well as how this changed people's working environments. Pupils fill in table to show advantages</p>	<p>Powerpoint</p> <p>Textbook</p>		<p>Causation</p> <p>Change and continuity</p> <p>Significance</p>

			<p>and disadvantages of new inventions and how spinning and weaving machines were needed.</p> <p><b>2.</b> Pupils decide on the invention they think is best and either design an advertisement for the TV or for a magazine depending on time and room.</p> <p><b>Plenary</b> – Pupils can debate the impact this would have had on people’s working lives eg factories etc. Consider diagram which shows how the textile industry sparked off the rest of the revolution.</p>			
<b>15</b>	<p>Were conditions in factories really that bad?</p> <p><b>Formative Assessment Opportunity</b></p>	Overseer reform	<p><b>Starter</b> – Use clip from North and South to show pupils what conditions in a factory may be like.</p> <p><b>1.</b> Video introduction from History file to show the common view of factory conditions.</p> <p><b>2.</b> Pupils study a range of positive and negative sources of factory conditions and fill in table to suggest why this person</p>	Powerpoint Sources North and South video History file video.	Differentiated writing frame for essay and cards.	Interpretations Change and continuity

			<p>might feel this way and whether the source is reliable.</p> <p><b>3.</b> Discussion about results. Introduce essay and mark scheme.</p> <p><b>Plenary</b> – Pupils could suggest how they might start their essay or what they might include in their conclusion. Pupils could remind class of what they need to do to get a Level 5 for example. Opportunity to peer assess essays next lesson.</p>			
<b>16</b>	Why was Coal Mining a very dangerous job?	<p>Methane gas</p> <p>Ventilation</p> <p>Subsidence</p> <p>Bell-pit</p> <p>Open cast</p> <p>Drift</p> <p>Shaft</p>	<p><b>Starter</b> – Pupils consider a picture of a child working in a coal mine and surround the picture with questions they would like to ask.</p> <p><b>1.</b> Powerpoint showing why the coal industry grew. Pupils could construct a flow diagram.</p> <p><b>2.</b> Pupils consider why the coal mining was so dangerous and what was done to stop the problems through a worksheet</p>	<p>Powerpoint</p> <p>Mining worksheets</p>	<p>Speech writing frame</p> <p>Possible paired work</p>	<p>Causation</p> <p>Change and continuity</p>

			<p>matching problems to solutions.</p> <p><b>Plenary</b> – Pupils can write a speech/letter to an MP arguing children and women should be banned from the mines.</p>			
17	<p>Why was transport so important during the Industrial Revolution?</p> <p>- Roads</p>	Turnpike	<p><b>Starter</b> - Pupils consider methods of transport in 1750. Why would things need to change?</p> <p>1. Pupils consider picture sources to show how roads were improved.</p> <p>2. Powerpoint and worksheet with activities to show how roads improved and the impact of this.</p> <p>3. Pupils complete matching up exercise to show the three most important men involved in road reform.</p> <p><b>Plenary</b> – Pupils could consider James Brindley and the work done to reform canals and perhaps complete a research homework.</p>	<p>Powerpoint</p> <p>Roads activity sheet</p> <p>James Brindley sheet.</p>		<p>Causation</p> <p>Change and Continuity</p> <p>Significance</p>
18	How did the Railways change		<p><b>Starter</b> – Pupils recap quiz of transport changes so far.</p> <p>1. Pupils consider Liverpool</p>	<p>Powerpoint</p> <p>Video clip on railways</p>		<p>Causation</p> <p>Change and Continuity</p>

	Britain?		<p>to Manchester railway and decide whether they support the railways or are against it. Pupils also discuss who might be for or against it using powerpoint and worksheet. Video clip also available.</p> <p><b>2.</b> Pupils write speech for or against the railway, read out, debate and vote on the issue.</p> <p><b>3.</b> Pupils consider the impact of the railways using powerpoint and activity worksheet.</p> <p><b>Plenary</b> – Recap quiz on all three methods of transport using interactive powerpoint game. Pupils also discuss impact on Britain and the Industrial Revolution.</p>	Worksheet on impact of railways.		Significance
<b>19</b>	What did Britain have to be proud of in 1851?	Exhibition Crystal Palace	<p><b>Starter</b> – Images of new inventions during this period and pupils discuss how this might have affected Britain.</p> <p><b>1.</b> Pupils take notes on a blank diagram about the Great Exhibition including why it was held, where and who was involved.</p>	Powerpoint Blank diagram	Differentiated pairs	Change and continuity Significance

			<p><b>2.</b> Pupils construct own advertising leaflet to invite people to the Great Exhibition using information they have gathered.</p> <p><b>Plenary</b> – Pupils discuss what effect this might have had on the rest of the world and on Britain’s standing in the world.</p>			
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**Key Question: How did women contribute to the History of Britain 1066-1900?**

<b>20-21</b>	How did the role of individual women in History affect Britain?	Feminism	<p><b>Starter</b> – Pupils look at index in selected textbooks and count how many women are mentioned. Powerpoint or youtube video of famous women in history.</p> <p><b>1.</b> Pupils are out into pairs and complete research project on a woman in History of their choice or from examples such as Mary I, Elizabeth I, Victoria, Florence Nightingale, Mary Seacole, Millicent Fawcett etc.</p> <p>This could take 2-3 lessons and pupils could present</p>	Resources such as library/internet		
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			using a variety of methods such as powerpoint, video, youtube or essay.			
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