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| **History medium term plan** | | | A blue and white sign with white text  Description automatically generated |
| **Year group: 6-7** | **Term:**  (1 or 3 towards Christmas or transition recommended). | |
| **Topic/unit:** Year 6 post-1066/ local history/ transition unit/ Year 7 Development of Church, State and Society in Medieval Britain 1066-1509. | | | |
| **Key Question to drive enquiry 1** to promote children’s progress:  ***Who had the power in medieval England?*** | | | |
| **Children make progress in:** | | **Evidence for knowledge/ understanding developed:** | |
| **Substantive knowledge:**  Enquiry 1  We want children to know and remember:   * the Medieval period began in 1066 with the Norman invasion and conquest. * that different people had different roles and experienced the medieval period differently. * the King held the most power with the help of his bishops and barons, whereas most Jews, traders and peasants had the least. * Jewish people (Jews) belonged to the king. * some of the beliefs of Jewish people were different to medieval Christians. * the medieval Church was prejudiced against people who were not Christian like Muslims and Jews. * the way the king and the Church used their power made the lives of Jewish people worse.   We also want children to develop an understanding of these key takeaways:   * the hierarchy within medieval society and how power operated. * all groups in society, including Jews had agency despite a high level of control from the king/nobility/clergy. * understand that the Jewish community were not under the usual power structures but were under the direct control of the king. * understand that the Jewish community was an important and integrated part of medieval society. | | Enquiry 1:  Children will show you they know when they:   * circle the medieval period on the timeline and match the correct definitions to the key terms. * sort and verbally justify the position of the groups along the decision human power line. * place the king followed by the bishops and barons along their version of the power line and explain who had the most/least power. * tick that overall being the property of the king made their lives worse. * tick that the medieval Church made the lives of Jewish people worse because of their different religion. * give verbal feedback during discussion of the use of Church/Royal power and its impact. * finish the sentences on how the king and medieval Church made life difficult for Jewish people.   Children will show you they know when they:   * place the groups in society accurately along the power line on paper and give accurate verbal justification. * contribute ideas on the class discussion on why no one could be said to had have no power or control and no one had complete control. * give appropriate verbal and written responses to how the king and medieval Church used their power and impacted the lives of the Jewish community. * show an understanding of the kinds of work undertaken by Jewish people from the character cards. (Support them to understand that Jewish people lived in urban towns and cities with Christian friends and neighbours). | |
| **Disciplinary knowledge:**  *Children will learn that historians look at* ***similarity and difference*** *within historical periods.*  We want children to know:   * that different people had different roles and positions of power in the medieval period and therefore, had different experiences. * that Jewish people shared a similar experience of trade to their Christian neighbours but only a few trades were open to them. The king and Christian guilds (trading organisations) placed restrictions on Jewish trade. * That Jewish people had similar beliefs to Christians as they both used the first 5 books of the bible. * There were people with different beliefs in the medieval period.   *Children will build their* ***chronological knowledge,*** *including* ***characteristic features*** *of periods and use of* ***historical terms****.*  We want children to know:   * that the medieval period began with the invasion/conquest of the Nomans in 1066 and followed the Anglo-Saxon and Viking period. * characteristics of medieval society and use key medieval terms. | | Children will show you they know when they:   * compare and describe differences in the lives of medieval people in the different groups in society in justifying their positions on the power line. * give reasons why some people in society had more power than others using evaluative language like most/ least, total/ little. * identify how some lives were made better or worse by those in power and explain why the lives of Jewish people were difficult due to their different religion on their Step 3 worksheets.   Children will show you they know when they:   * match up the key terms and use the terms for the different groups in their verbal and written feedback on their comparative activity using the power line. * circle the medieval period on their timeline and match up the heads and tails of sentences correctly. | |
| **Knowledge specific vocabulary:**  *Key terms*  *Kingdom, king, baron, knight, Parish priests, bishop, Pope, trader, Jews, peasant, convert, medieval, hierarchy Normans.*  *(They will also encounter nobleman, labourer, advisers, wages).*  *Substantive Concepts*  *Migrate, invade, conquer, power, religion, society, prejudice.*  *Disciplinary language*  *Period, similar, different, most, least, better, worse.* | | **Resources/visits:**  PowerPoint: Enquiry 1 *Who had the power in medieval England?* This teaching resource leads you through the narrative of the learning sequence and includes worksheets that should be printed for the children.  **Visits**  Children can visit Winchester Cathedral, Winchester Castle’s Great Hall, Winchester’s medieval buildings in Winchester city centre and the statue of Licoricia by the Ark Centre which are all in close proximity to one another. Winchester museum is also worth a visit while you are there. | |

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| **Topic/unit:** History post-1066 resources/local history/transition unit. | |
| **Key Question to drive enquiry 2** to promote children’s progress:  **Step 1 & 2 What does the story of Licoricia of Winchester reveal about the medieval world?**  **Step 3 & 4 Why is it difficult for historians to find out about Licoricia?** | |
| **Children make progress in:** | **Evidence for knowledge/ understanding developed:** |
| **Substantive knowledge:**  Enquiry 2 Step 1 and 2  We want children to know and remember:   * What mattered to different people in the medieval period. * What challenges and dangers they faced   Enquiry 2 Step 3 and 4  We also want children to develop an understanding of these key takeaways:   * Medieval kings travelled from place to place with their noblemen and royal household to rule their kingdom and foreign lands. * Winchester Castle was King Henry’s favourite royal castle or residence to visit at Christmas. * The medieval Catholic Church and most medieval Christians at the time were prejudiced against Jewish people and believed Christians and Jews should be kept apart. * The medieval Catholic Church was a powerful organisation led by the Pope. It discouraged Christians from lending money. * Jewish people had migrated from France to England after the Normans invaded. * Jewish people were an important part of English society and part of the community. They had Christian friends despite the medieval Church teaching to keep Jews and Christinas separate. * They contributed to trade. For example, they traded in goods like spices, wines, gems and metals from faraway places like China and India. * They also worked as doctors, midwives and lawyers but many trades and jobs were banned for Jews. * Only 1% of Jewish people like Licoricia worked as major financiers. They enabled people to borrow for castles and cathedral building but being the king’s own piggy bank made them unpopular. * In 1290 king Edward I banished Jews from England. Licoricia’s youngest son, Asher is likely to have left with them. | Children will show you they know when they:   * identify what different people cared about and the challenges or dangers people faced within the story. For example, Licoricia cared about the safety of her family and Jewish community, she tried to help the poor and persuade the king not to introduce a large tallage. In contrast, the king was worried about lands he had lost in France and faced challenges like how to keep his barons from rebelling in a civil war and how to keep or take back land in France. These will be recorded on the children’s worksheets. * match the heads and tails correctly on the key takeaways. * include accurate facts about the period in their podcast. |
| **Disciplinary knowledge:**  *Step 1 & 2*  *Children will build their* ***chronological sense of period,*** *including* ***characteristic features and broader context of the*** *period.*  We want children to know:   * that a historian tries to understand the world in which people lived asking questions like: What mattered to people and the problems they faced.   The resources support children in **visualising the period** andimagine the physical and social environment of the time; **understand daily life,** : experiences, beliefs, and routines of people from the past and the problems they face; r**ecognise period-specific ideas and assumptions**: Helping students grasp the mindset and cultural norms that shaped people's actions and thoughts during the medieval period.  *Children study the story of Licoricia as an* ***Historical interpretation*** *to build their knowledge of how historians construct* ***narratives and accounts****, using evidence, to interpret the past.*  We want children to know:   * that historians (or authors of historical fiction) use historical knowledge of real events based on historical evidence to write the narrative but that sometimes they will need to use their imagination based on what they know is possible/likely to fill in gaps in evidence. * that author has chosen to tell the story from a particular perspective using the character’s voice at times to interpret events.   *Step 3 & 4*  *We will discover why it is difficult for historians to find out about Licoricia through* ***Historical Enquiry*** *and learn about the historical records historians used to find evidence to make claims about her story.*  We want children to know:   * that historians can find surviving evidence in the archives, but there are somethings that historians don’t know because the sources to answers don’t exist. * the types of sources of evidence that are available to historians studying Licoricia from the medieval period. * Historians use the language of certainty to reflect how sure they are of their claims based on the strength of evidence.   *Children will build their knowledge of why some historians consider Licoricia to* ***be historically significant before creating their own historical account in the podcast outcome task.***  We want children to know:   * that historical significance doesn’t mean importance or being famous. It is something that is ascribed to people and events by historians and others – in terms of why historians think or believe the people/events are significant in history. * That the reasons historians give for significance is based on criteria (unconsciously or consciously). * Different historians may emphasise or use different criteria or reasons. | Children will show you they know when they:   * fill in what mattered to different people in the medieval period: what they wanted e.g. a good trade deal, friendships, fears around safety, and beliefs of the medieval Church that Christians should not mix with Jewish people. * are able to fill in the table of concepts such as empires using what they have learned for example, the Angevin Empire with support from the teacher.   Children will show you they know when they:   * answer correctly on whose perspective the part of the story is written from and consider where the author has used their imagination or been selective.   Children will show you they know when they:   * sort the claims made by historian Suzanne Bartlet onto the line of certainty, verbalise their explanation using the language prompts and explain in writing what historians are and are not certain about. * create their own account of the life of Licoricia including what historians are/are not certain about.   Children will show you they know when:   * the children identify reasons why the historians think Licoricia is historically significant using the 5 Rs during the guided reading. * they explain why some historians today think that Licoricia is significant in their podcast. |
| **Knowledge specific vocabulary:**  *Key terms*  *The Church (as a medieval institution not a building), saints, convert, Hannukah, dreidel, tallage, castle, royal residence, royal court, entourage, pilgrimage.*  *Substantive Concepts*  *Empire, kingdom, migration, invasion, power, civil war, rebellion, religion/belief, hardships, dangers, trade and travel*  *Disciplinary language*  *Source, evidence, enquiry, archive, historical fiction, story/narrative, perspective/voice.*  *no evidence, unsure, possible, likely, sure. certain.* | **Resources/visits:**  2 PowerPoints: Enquiry 2 *What can the story of Licoricia reveal about the medieval world*? Step 1&2 and Step 3&4.(teaching resources and worksheets).  **Visits**  Children can visit Winchester Cathedral, Winchester Castle’s Great Hall, Winchester’s medieval buildings in Winchester city centre and the statue of Licoricia by the Ark Centre which are all in close proximity to one another. Winchester museum is also worth a visit while you are there. |

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| **Essential Teacher knowledge**  **Ten things you should know before teaching this unit:**   1. **The Unique position of Jews in medieval society:** After the Norman invasion in 1066, French Jews were encouraged to settle in England to encourage trade and allow the king to raise finance at a time when borrowing from fellow Christians was considered a sin (although not if from the Pope’s Italian financiers!). They were granted permission to live in England with the king’s protection in return for payment of tallages (special taxes) demanded from the Jewish community by the king personally and arbitrarily for his private purse. If any Jew refused, he would be arrested and his property taken. Christians had more rights: Any taxes had to be agreed by parliament and the king did not have the right to arrest or imprison without a fair trial (according to the Magna Carta reissued by Henry III) whereas Jews were his property and servants. Any property they owned had to be registered with the king. Jews were outside of the jurisdiction of the city courts but could seek redress only in the royal courts which is why medieval royal documents record Lioricia advocating for her rights and arguing cases in the king’s court as a capable litigator. It is also why the king often imprisoned the entire Jewish community until one of his crippling tallages were paid. In 1290, they were ordered to leave England by King Edward I at the urging of his nobles and the Church. 2. **A valued part of society:** It is important to portray the Jewish community as English and a **well-integrated** part of English society in towns and cities from around 1067 to 1290. It was this assimilation that led the Pope to require Jews to wear distinctive badges, formalized by the Fourth Lateran Council in 1215. This council decreed that Jews and Saracens (Muslims) should wear special clothing or badges to distinguish them from Christians to prevent interfaith relationships. Many Jews and Christians ignored this. Despite, facing significant prejudice and persecution from medieval society, historical evidence suggests that there were many Jewish people who had strong friendships and good neighbourly and trading relationships with their Christian neighbours in towns and cities in England. 3. **Agency and Resilience**: It is important not to present the Jewish community as helpless victims. Medieval Jewish communities were **not passive victims**; they showed **remarkable resilience, agency, and adaptability** in the face of adversity. Highlighting their **contributions and achievements** provides a more balanced and **accurate historical perspective**. 4. **Complex Narratives**: Reducing the history of Jewish communities to victimhood can reinforce **negative stereotypes** and overlook the complexity of their experiences. It is essential to present a nuanced view that includes their **contribution** to society. By carefully presenting the medieval Jewish community in a way that acknowledges both their **challenges and their strengths**, history teachers can provide a more **accurate, respectful, and engaging** learning experience. It is also important that the children understand that this is a period study and the values of the medieval Church are not the same as the modern Catholic Church. 5. **Contribution to Society**: The Jewish community contributed to trade, intellectual life and culture, as well as to the building of iconic places of worship such as Westminster Abbey. Jewish financiers provided important funding at a time when Christian to Christian financing was seen as a sin. Most trades and landownership were restricted for Jews. They were, however, able, for example, to work as doctors, teachers, scribes, poets, wine merchants, metalworkers. Jewish businesswomen played a significant role in the business affairs of the community so provide a useful context to look at female agency in medieval England. 6. **Understanding guilds**: Guilds were religious and professional organisations for each trade. They decided on who was qualified to work in the trade. This did not include Catholics born out of wedlock or Jews who would not swear a Christian oath. Therefore, Jews were shut out of many trades. 7. **Empathy and Understanding:** By showing the full spectrum of Jewish life, including their struggles and triumphs, teachers can foster greater empathy and understanding among students. This approach helps students see historical figures as real people with **diverse experiences**. 8. **Humanise History:** Be careful how you use terms. The resources deliberately use the term **Jewish people** rather than Jews and uses the perspective of Licoricia and the story of her family to **humanise** Jewish people in history. The resources use the term **financier** for the role that very few Jews undertook professionally in medieval society (less than 1%). The term money lender is not used to avoid playing into stereotypes and myths about Jews Consider downplaying the term expulsion when talking about the 1290 expulsion in favour of terms like **forced to leave** to avoid the **negative connotations of expulsion** in the school context where students are seen to deserve the punishment of being expelled for poor behaviour. 9. **Promoting inclusivity and respect for Diversity:** Britain has always been a diverse society. Recognising the diverse roles, identities and beliefs within medieval society and Jewish communities promotes respect for diversity and inclusivity in the classroom. It helps students appreciate the richness of different cultures and histories. Moreover, Jews were outcasts in Western Christendom, along with Christian heretics and Saracens (Muslims). This study helps children understand the **process** and impact **of othering** (treating another person/group as different and inferior**)** in history especially for a **minority** group. It is helpful to **start with similarity** before moving onto difference e.g. around religion, culture and daily lives. 10. **Encouraging Critical Thinking: help children** analyse the power dynamics and social structures of the medieval period to gain a deeper understanding of history and society. They will discover the king was not all powerful as his power depended on the support and loyalty of his barons (Barons had fought a civil war against Henry III’s father in league with the French). **The medieval Church** as an institution was difficult to control as it was part of a powerful, large European organisation. Members of the clergy had huge influence and wealth and used this to pressure the king to remove the Jewish threat to Christianity by removing Jews from the country. Most of the Jewish population were poor and relatively powerless, yet the community showed great resilience especially after facing persecution, false accusations of crime and crippling tallages. A very small percentage of Jewish financiers like Licoricia of Winchester and her husband David of Oxford grew in wealth and influence. It is because of this that we have heard of Licoricia (as financier to the king she is in the records). We are fortunate that some records survived as history is a construct – it is constructed only from the knowledge gained from sources of evidence that survive. |
| **Promoting SMSC**  **Spiritual development:**  **Reflection on Beliefs**: Children can explore how religious beliefs influenced the treatment of Jews in medieval society, encouraging them to reflect on their own beliefs and values.  **Understanding Diversity**: Learning about the diverse religions in medieval Europe, including Judaism, Christianity, and Islam, fosters an appreciation for different spiritual traditions.  **Moral development:**  **Ethical Considerations**: Discussing the moral implications of social hierarchies and the impact of prejudice on the lives of medieval Jewish people helps children consider the importance of justice, fairness, and empathy.  **Critical Thinking**: analysing historical events and the power dynamics involved in medieval society encourages children to think critically about whether power can be used to improve/worsen people’s lives.  **Social:**  **Community and Relationships**: Understanding how medieval society was organised and how Christians interacted with the Jewish community can teach children about the importance of community and social cohesion. Children also need to cooperate with one another to position themselves along the power line.  **Social Justice**: Lessons on the persecution of Jews highlight the need for social justice and protecting minority groups.  **Cultural:**  **Cultural Awareness:** Exploring the rich cultural contributions of Jewish communities in medieval Europe enhances students' awareness and appreciation of cultural diversity.  **Historical Context**: Learning about the historical context of Jewish life in medieval times helps children to understand the long-term impacts of cultural and religious interactions. |
| **Cross-curricular links:**  **Religious Education (RE): Religious Diversity** -Exploring Jewish beliefs, practices, and their interactions with other religious groups, fostering respect and understanding of different faiths.  **Geography: Migration and Settlement -**Studying the movement of Anglo-Saxon, Viking, Norman and Jewish communities in Britain, enhances geographical knowledge.  **Art: techniques and composition-** examining how the artist has chosen to represent Licoricia in the Great Hall improves knowledge of techniques and composition.  **Citizenship and PSHE (Personal, Social, Health, and Economic Education): Social Justice -** Discussing themes of diversity, prejudice and respect, helps children develop empathy, respect and moral reasoning.  **Music: Cultural Music -** playing medieval and traditional Jewish music and exploring its role in culture will build children’s understanding of music history and diversity.  **Mathematics: Trade and Economy-** Learning about the economic roles of medieval people including the Jewish community, teaches mathematical concepts like tax, trade, economy and finance. |