

UNIT 1 - MEDIEVAL BRITAIN

Content

- We examine the Norman Conquest as told on the Bayeux Tapestry
- Key events in medieval Britain are investigated such as the Battle of Hastings and Black Death
- The focus is on understanding the themes of religion, government and warfare in the Middle Ages

Resources & ICT

- There is no textbook, the course is based on the creation of student worksheets designed to meet the needs of the individual student
- The intranet resources
- Internet
- Library

Types of assessment

- Presentations
- Worksheets
- Homework
- Display
- Questioning in class
- Discussion
- End of Unit Test
- Essay -extended writing

Students to Know

- Harold Godwinson took the throne after Edward the Confessor died (1066)
- Harald Hardrada and William of Normandy also claimed the throne
- The Viking invasion and battle of Stamford Bridge
- What happened in the Battle of Hastings
- The problems William faced when he became King
- The feudal system and castles
- Religious beliefs; the crusades, Black Death and crime and punishment

Students to Understand

- Why England was invaded twice in 1066
- Why William won the Battle of Hastings
- How William took control of England
- How important religion was

Students to be able to Do

- Explain events using cause and consequence
- Label the Feudal Hierarchy
- Explain why the Norman Conquest was successful
- Explain the impact of religion on key events

Cross curricular links

- Geography; Normandy, Denmark and the crusades to understand location
- Economics; feudal system derived power from land
- Science; how religious beliefs preceded knowledge
- Art; the Bayeux Tapestry and religious paintings

Differentiation incl. EAL

- Worksheets are designed for individual needs
- A vocabulary builder worksheet with definitions of historical terms and important material

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Bayeux Tapestry the death of King Harold at the Battle of Hastings

Photo by Myrabella / Public domain

Global citizenship, internationalism, local environment

- The impact of religion on war and conflict; the importance of the Middle East
- Understanding the role of war in nation building
- How hierarchies work based on power and wealth
- Examining crime and punishment and justice



UNIT 2 - MEDIEVAL JAPAN

Content

- A compare and contrast approach with the knowledge of medieval Britain is used to know about medieval Japan's system of government, social hierarchy and religion
- Research into warfare is used to learn about the Samurai

Resources & ICT

- There is no textbook, the course is based on the creation of student worksheets designed to meet the needs of the individual student
- The intranet resources
- Internet
- Library

Types of assessment

- Presentations based on Internet research
- Worksheets
- Homework
- Display
- Questioning in class
- Discussion
- End of Unit Test

Students to Know

- The development of Feudal Japan
- Medieval Japan's social hierarchy
- The religion in Medieval Japan were Shinto and Buddhism
- The Bushido code
- The similarities and differences of the Samurai and British knights
- Japan had an emperor instead of a king
- The weapons used in warfare
- The ritual of hara-kiri

Students to Understand

- Why Japanese emperors had less power than British kings
- Why hara-kiri was performed
- How religion and culture influenced society

Students to be able to Do

- Label feudal Japan's hierarchy
- Identify the similarities and differences of the Japanese Samurai and English knights
- Explain the impact of religion

Cross curricular links

- Geography; where Japan is
- Economics; feudal system derived power from land
- Science; how religious beliefs preceded knowledge
- Art; the Samurai masks

Differentiation incl. EAL

- Worksheets are designed for individual needs
- A vocabulary builder worksheet with definitions of historical terms and important material

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Heiji Monogatari Emaki

Unknown / Public domain

Global citizenship, internationalism, local environment

- The impact of religion on war and conflict
- Understanding the role of war in nation building
- How hierarchies work based on power and wealth



UNIT 3 - MEDIEVAL CHINA

Content

- A compare and contrast approach with the knowledge of medieval Britain is used to understand medieval China's system of government, social hierarchy and religion
- Research of the Tang and Song dynasty will be used to understand this historical period

Resources & ICT

- *China Land of Dragons and Emperors* by Adeline Yen Mah
- Teacher prepared handouts and worksheets
- Online documentaries

Types of assessment

- Formative assessments will be carried out by: in class discussions, questions and answers, observation, quizzes, essays, projects
- Summative assessments will include: end of unit test, end of year exam

Students to Know

- Inventions of the Tang and Song Dynasty
- Confucism and Buddhism
- Imperial examination
- Mandate of Heaven
- The Grand Canal
- Education
- Life in the country and the city of Chang'an
- The influence of the Silk Road

Students to Understand

- How medieval China was more advanced than medieval Britain
- How and why the Silk Road was an early form of globalisation
- How religion influenced culture and society

Students to be able to Do

- Label and explain the geographical disposition of China and the effect on its culture
- Explain the impact of religion
- Identify the similarities and differences of medieval China and Britain

Cross curricular links

- Physical and political geography; China and its surrounding neighbours
- Economics; trade
- Art; poetry, ceramic figures and scrolls

Differentiation incl. EAL

- Worksheets designed for individual needs
- Individual support

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary



Wintry Sparrows, second half of 11th century

Ts'ui Po / Public domain

Global citizenship, internationalism, local environment

- The impact of religion
- Advantages of early cosmopolitan communities



UNIT 4 - THE VIKINGS IN THE MIDDLE AGES

Content

- A compare and contrast approach with the knowledge of medieval Britain and Japan is used to know about the Viking system of government, social hierarchy and religion
- Research into warfare is used to learn about the Viking warriors and raids.

Resources & ICT

- There is no textbook, the course is based on the creation of student worksheets designed to meet the needs of the individual student
- The intranet resources
- Internet
- Library

Types of assessment

- Presentations
- Worksheets
- Homework
- Display
- Questioning in class
- Discussion
- Extended writing on the Viking raids
- End of Unit Test

Students to Know

- Who the Vikings were and their hierarchy
- How far the Vikings explored; what a long ships was
- Viking warfare; weapons and Berserkers
- Viking religious beliefs; Viking law and order
- The similarities and differences between Viking society and that of medieval Japan and Britain.
- Vikings became kings of medieval Britain

Students to Understand

- Why the Vikings raided; culture, land, population pressures, greed
- The importance of religion
- Why the vikings were successful at raiding; religion; weapons; long ships

Students to be able to Do

- Label the Viking Hierarchy
- Identify similarities and differences between Viking society and that of medieval Japan and Britain
- Explain in a structured essay range of factors including religion, longships and culture which helped the vikings be successful raiders

Cross curricular links

- Geography; where Denmark is and the countries explored by the Vikings; push-pull factors in population changes
- Economics; feudal system derived power from land
- Science; advantages of the longships
- Art; the Viking shields

Differentiation incl. EAL

- Worksheets are designed for individual needs
- A vocabulary builder worksheet with definitions of historical terms and important material

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Urnes Stave church, 12th century, Norway - Carving detail

Micha L. Rieser / CC BY-SA 3.0

Global citizenship, internationalism, local environment

- The impact of religion on war and conflict
- Understanding the role of war in nation building
- How hierarchies work based on power and wealth



UNIT 5 - ISLAMIC CIVILISATIONS

Content

- A compare and contrast approach with the knowledge of other medieval societies, will be used to understand Islamic civilisations.
- Studies will look at the spread of Islam, the acquisition of land, the spread of the religion, the construction of towns and its infrastructure as well as their way of life

Resources & ICT

- Teacher created material; notes, worksheets, slide shows etc.
- Internet
- Library

Types of assessment

- Formative assessments will be carried out by: in class discussions, questions and answers, observation, quizzes, essays, projects
- Summative assessments will include: end of unit test, end of year exam

Students to Know

- The impact of Islam
- The early years includes life of Muhammad and the Arab expansion
- Islam and the Arabs; art, role of citizens, religious life, medicine, education, trade
- The impact of the crusaders
- Islam and the rise of the Ottoman Empire

Students to Understand

- Why Islam spread so rapidly
- What life was like in the Islamic world
- The problems in the Holy Land
- Who benefited from the Crusades
- The rebirth of the Islamic Empire

Students to be able to Do

- Label areas on a map, conquered by the Islamic Empire
- Make a differentiation of primary and secondary sources
- Explain underlying questions with evidence
- Contrast other civilisations

Cross curricular links

- Physical and political heography; Europe, the Holy Land and the Byzantine Empire
- Economics; trade
- Art; particular art forms of the Islamic culture
- Science; health and medicine

Differentiation incl. EAL

- Worksheets are designed for individual needs
- Individual support

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary



Detail of arabesque decoration in Alhambra, Spain

Yves Remedios / CC BY 2.0

Global citizenship, internationalism, local environment

- The impact of religion
- Tolerance between religious groups
- Understanding the role of war and religion in nation building

