



# History

The Battle of Hastings to the end of the Mediaeval Period.  
1066 – 1485

Year 4 Unit 1

## What was the legacy of William the Conqueror?

### Intent:

To build on solid foundations and take time to establish a strong sense of period with pupils to give them a good foundation on which to build understanding. This could include the feudal system, the relationship between Church and State, and learning about medieval health and medicine. Many things from today have their origins in the Middle Ages such as parliament, some government departments like the exchequer, the legal system and grammar schools. These points of reference can be used to stimulate interest and promote a sense of relevance. The development of the English language can be an interesting entry point to study, looking at the mix of French, Latin and 'Middle' English, not to mention different dialects and their origins.

### Pupils should be taught to:

Extend chronological knowledge from 1066 to 1485 by learning to develop historical skills, knowledge and understanding through: observing, describing, sequencing, justifying, comparing and contrasting, reasoning and interpreting.

understand chronology.

investigate and interpret the past.

communicate historically.

build an overview of world history.

### Prior learning:

ELG	Year 1	Year 2	Year 3		
		Builds on <b>Stone Age, Bronze Age and Iron Age.</b>	Builds on <b>Romans, Anglo-Saxons and Vikings.</b>		

### Key Vocabulary:

#### Tier 2 - Multiple meanings or high frequency

Invade	Battle	Chronology	Present
Kingdom	Evidence	Past	Society

#### Tier 3 - Subject specific

Timeline	Tapestry	Magna Carta	Parliament
Mediaeval	Crusade	Feudal	Black Death

### Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
Mediaeval	Suggestive of the Middle Ages. 1825 ( <i>mediaeval</i> ) coined in English from the Latin <i>medium</i> (the middle) + <i>aevum</i> (age).	Middle age
Magna	"Magna" from the <b>Latin</b> word meaning "great" or "superior".	Magnificent, magnify, magnitude
Carta	From Medieval Latin carta / charta "a card, paper; a writing, a charter," from Latin charta "leaf of paper, a writing, tablet,"	Chart, card, charter
Magna Carta	Literally meaning 'Great Charter'	

### Idioms and colloquialisms

	Meaning
To sink or swim	The phrase refers to the water ordeal, a mediaeval practice of judging whether a person was innocent or guilty by casting him or her into a lake. The belief was that water would not accept anyone who had rejected the water of baptism, so if the victim sunk they were innocent, but if they floated they were guilty. Chaucer used a similar phrase: "Ye rekke not whether I flete (float) or sink".
Frog in your throat	Medieval physicians believed that the secretions of a frog could cure a cough if they were coated on the throat of the patient. The frog was placed in the mouth of the sufferer and remained there until the physician decided that the treatment was complete.
Sleep tight	Bed frames were strung with ropes on which straw mattresses were placed. After some time the ropes would loosen and one of the young men would pull them tight.
Upper crust	Visitors to the Anne Hathaway's cottage (near Stratford upon Avon) are given this explanation while looking at the bread oven beside the fireplace in the kitchen: "The bread was put, as a raw lump of dough, straight into the bread oven. No bread tin, it just sits on the floor of the oven. The oven is heated by the fire and is very hot at the bottom. When the bread is done baking and taken out to cool, the base of the loaf is overcooked black and also dirty. The top of the loaf is done just right, and still clean. The bottom of the loaf is for the servants to eat, while the upper crust is for the master of the house.

### Misconceptions

Not true	Teach this
They thought the Earth was flat.	People have been aware that the Earth is round for thousands of years—at least since the ancient Greeks. By the late medieval period, it was certainly commonly held knowledge among the educated classes.

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Q: Who were the Normans?</p> <p>L.O. TBAT understand chronology.</p>	<p>*Background information – Show <a href="http://www.bbc.co.uk/newsround/37645852">www.bbc.co.uk/newsround/37645852</a></p> <p>*Research The Normans and William the Conqueror – make a fact file and create a timeline of key events depicted in the tapestry.</p>	1-3
2	<p>Q: What can we learn from the Bayeux Tapestry?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>* <a href="#">The Animated Bayeux Tapestry - Bing video</a></p> <p>*List or write a leaflet/explanation text about what we can learn about life in 1066 just by looking at the tapestry (e.g. what weapons were used, types of ships, hairstyles, dress.</p> <p>*Create a modern day version of the tapestry showing life today.</p>	1-6
3	<p>Q: What was Mediaeval Society like?</p> <p>L.O. TBAT communicate historically.</p>	<p>* Why was there a class system? (Do we still have one today?) The feudal system – research.</p> <p>Students use an internet search engine to research the feudal system and take relevant notes on the hierarchy and their roles in society: (E.g. The King, The Lord, Knight or noble, The peasant or serf).</p> <p>*What made life difficult? Farming activity listing natural and man-made disasters. Matching tasks to appropriate times of the year.</p>	4-9
4	<p>Q: How can we use artefacts and accounts to show what the past was like?</p> <p>L.O. TBAT investigate and interpret the past.</p>	<p>Using historical sources of accounts from 3 written sources (see ‘Using Evidence’) activity sheet, draw a picture depicting life in Medieval England using only one of the written accounts. Include the description with the picture.</p>	7-12

5	<p>Q: What is the Magna Carta and why was it important?</p> <p>L.O. TBAT communicate historically.</p>	<p>* Background information - <a href="https://www.projectbritain.com/education/magna-carta-facts-for-kids">Facts about the Magna Carta for kids (projectbritain.com)</a></p> <p>Discuss why this kind of document was so important – create a mind map of reasons.</p> <p>*Children to draw up their own ‘Magna Carta’ listing rights. (Could be an individual, group or whole class activity).</p>	10-15
6	<p>Q: What impact did The Black Death have upon Britain?</p> <p>L.O. TBAT build an overview of world history.</p>	<p>* For background information - <a href="https://www.twinkl.com/primary-resources/ks2/ks2-history/ks2-history-the-black-death-video-lesson">KS2 (Ages 7-11) History: The Black Death Video Lesson (twinkl.com)</a></p> <p>* ‘How did people react?’ activity</p> <p>*Can any similarities/differences be identified relating to the Covid-19 Pandemic?</p> <p>*Design a poster advertising remedies or prevention techniques relating to the Black Death.</p>	13-18

\*\* Trip suggestions – St. Mary’s Church Deal (Norman), Canterbury Cathedral archives (original signature of William the Conquerer).