**Y7 Term 4 Shadow Curriculum – Medieval Britain**

**Humanities – how to use the shadow curriculum**

Work should be completed in exercise books or, if this is not possible, on lined paper.

**Lessons per week**

Pupils working using the shadow curriculum should aim to complete the same number of lessons as they would in school.

Year 7

Pupils have 3 lessons a week with one teacher. They will do History one week and Geography the next.

7G are the exception to this. Mrs Couchman teaches 2 lessons of History a week, Miss Whitehouse teaches one lesson of Geography a week.

**Online resources**

Most lessons will involve the use of online textbooks. These can be found at

[www.kerboodle.com](http://www.kerboodle.com)

Pupils will need an institution code, a username and password.

Username – full school email **e.g. 21jbloggs@cirencesterkingshill.gloucs.sch.uk**

Password – first part of the email address **e.g.** **21jbloggs (this needs to be changed when pupil logs in for the first time)**

The institution code is **ycw7**

If the username or password have been forgotten then pupils should contact their subject teacher.

Textbooks that are not found on Kerboodle are scanned in. The relevant pages can be found in the pupil work area of the school website.

Other online resources can be found by using the link in the lesson description.

**Extension activities**

Useful websites for extension activities include

BBC Bitesize - <https://www.bbc.co.uk/bitesize/secondary>

Oak National Academy - <https://classroom.thenational.academy>

eneca online learning - <https://app.senecalearning.com/courses?Price=Free>

**Homework**

Homework will continue to be set via Show my Homework. Pupils will need usernames and passwords. If these have been forgotten then pupils should contact their subject teacher.

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| **Title of lesson (s)** | **Tasks** | **Resources** |
| 1. Religious Beliefs in Medieval England. | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 52-53.  Make a spider diagram with the following headings:   1. Medieval religious beliefs 2. God’s will 3. The heart of the community 4. The priest 5. Pay up   Then complete Q1 and 2 in the ‘over to you’ in the blue box on page 53.  **Extension** – Complete the two ‘consequences’ questions in the purple box on page 53. | Invasion, Plague and Murder (on Kerboodle also) pages 52-53. |
| 1. Monks and Nuns in Medieval England. | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 54-57.  Write a series of 5 diary entries imagining that you were a monk or nun in a Medieval monastery. Include specific detail about the routines monks had, details about what the monastery was like and the sort of jobs that they carried out. This should be about a side in total. Date all your entries to 1300AD.  Complete the ‘over to you’ questions in the blue box on pages 55 and 57.  **Extension** – Complete the three ‘source analysis’ questions in the purple box on page 57. | Invasion, Plague and Murder (on Kerboodle also) pages 54-57. |
| 1. Magna Carta | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 116-117.  Write a paragraph (or two) explaining what the Magna Carta was and why it was introduced.  Complete the ‘over to you’ questions in the blue box on page 117.  **Extension** – Watch Disney’s Robin Hood (clips are available on YouTube). King John is the lion – how is he portrayed? Describe some of his actions and behaviours. Is he a good or bad king according to the film? Explain your answer. | Invasion, Plague and Murder (on Kerboodle also) pages 116-117. |
| * 1. Life in Medieval Towns | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 82-89 about Medieval Towns  Create a detailed leaflet about Medieval towns – call it ‘Medieval Town Life’. Write it as a description of what was going on in towns as if you lived in the Medieval era. Include:   * Farming * Houses * Buildings in Towns * Jobs * Charters * Shops   There are many other pages which you can use in the textbook to extend this (for example pages 90-91 ‘could you have fun in the Middle Ages?).  Add lots of images, colour and an eye-catching title. Remember to use subheadings to divide your information and do not simply copy out chunks of text from the book – use your own words. | Invasion, Plague and Murder (on Kerboodle also) pages 82-89. |
| 1. Medieval Public Health | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 138-139 on Medieval public health.  Using the image on page 138, make a list of 5 differences between Medieval public health and public health in modern towns today. E.g. paths then were rarely paved so were very muddy, today paths are covered in tarmac and concrete.  Complete the ‘over to you’ questions in the blue box on page 139.  **Extension** – Complete the knowledge and understanding questions on page 139. | Invasion, Plague and Murder (on Kerboodle also) pages 138-139. |
| * 1. Black Death (Causes, Symptoms, Effects and Treatments) | Using Invasion, Plague and Murder (on Kerboodle also). Read pages 140-141 on the causes and symptoms of the Black Death.  Complete the ‘over to you’ questions in the blue box on page 141.  Create a table in your book with three columns:   |  |  |  | | --- | --- | --- | | Causes | Effects | Treatments | |  |  |  |   Watch <https://www.youtube.com/watch?v=3c4KZKarKL4&ab_channel=dp7> (48 minutes). This documentary tells real stories dating back to the time of the Black Death. As you watch, make notes under the correct headings in the table.  Read pages 142-143 in Invasion, Plague and Murder.  Complete the ‘over to you questions’ in the blue box on page 143. Then the source analysis questions in the purple box on page 143.  Read pages 144-145 in Invasion, Plague and Murder. | Invasion, Plague and Murder (on Kerboodle also) pages 140-145. |
|  | Complete the ‘over to you’ questions on page 145. Then complete the purple questions in the cause and consequence box on page 145.  **Extension** – Create your own leaflet about the causes, symptoms, effects and treatments for the Black Death. Imagine that this is going to be used by people in the Medieval times to learn about the illness. Do not mention rats (as the Medieval people did not know about fleas or rats). Remember, few people could read so keep the information as simple as possible and add lots of colour and images instead. |  |