



			<ul style="list-style-type: none"> <li>• Problems faced by William when he became King and how he solved them- feudal system, Domesday Book, castles, sheriffs.</li> <li>• Life in medieval England- life in a village, religion, jobs.</li> <li>• Thomas Becket and Henry II.</li> <li>• King John and the Magna Carta.</li> <li>• The Black Death.</li> <li>• The Peasants' Revolt.</li> </ul>	<p>what problems he faced. They will use sources as points of primary evidence.</p> <ul style="list-style-type: none"> <li>• Pupils will understand and evaluate what life was like in Medieval England for different groups of people.</li> <li>• Pupils will use their understanding of the key events of the period to explain how power changed.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology,</li> <li>• Change and Continuity</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Explanation</li> </ul> <p><b>Assessment Point information</b> Essay on the Norman Conquest. Source essay on the murder of Thomas Becket.</p>
Summer	<b>Islamic Civilisations and the Crusades</b>	<p><b>What was life like in the Islamic Empire?</b></p> <p><b>What was the impact of the Crusades on both societies?</b></p>	<ul style="list-style-type: none"> <li>• Life in Arabia before Islam.</li> <li>• The spread of Islam.</li> <li>• Life in Baghdad.</li> <li>• The importance of Jerusalem.</li> <li>• The travels of Ibn Battuta</li> <li>• Motivations for Crusades</li> <li>• How the Crusades affected both Christian and Islamic societies.</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to explain how Islam spread across Arabia.</li> <li>• Pupils will use a mixture of primary and secondary evidence to explain what life was like and compare it to their knowledge of life in England at the same time.</li> <li>• Pupils will look at the travels of Ibn Battuta across the world and use his experiences to explain what can be learnt from eye witness accounts.</li> <li>• Pupils will be able to explain why people went on Crusades and what the impact of the Crusades was.</li> </ul> <p><b>Assessment Point information</b> Life in an Islamic City</p>

	<p><b>African Kingdoms</b></p>	<p><b>What was life like in Africa during the Medieval era?</b></p>	<ul style="list-style-type: none"> <li>• Location of the kingdom of Mali and the Songhai Empire.</li> <li>• The life of Mansa Musa and his pilgrimage to Mecca.</li> <li>• How and why Mali and Songhai were able to expand and how they declined.</li> <li>• The kingdom of Benin and how it expanded.</li> <li>• Study of the Benin Bronzes and what they can tell us about life in Benin.</li> <li>• Impact of imperialism on Benin.</li> <li>• Exploration of the removal of the Benin Bronzes from Benin and discussion over modern ownership.</li> </ul>	<p>Use of sources to make judgements about the impact of the crusades</p> <ul style="list-style-type: none"> <li>• Pupils will be able to explain what the key features of the Medieval societies were by looking at trade, religion, location, leadership.</li> <li>• Pupils will be able to recognise the leadership skills of people such as Mansa Musa and Sonni Ali.</li> <li>• They will be able to explain why Timbuktu was an important city in Medieval Africa, and compare it with previous work on Baghdad.</li> <li>• Students will be able to explain why the Benin Empire was significant and why the Bronzes are of cultural significance.</li> <li>• They will be able to make a judgement surrounding the controversy over ownership of the Benin Bronzes.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology,</li> <li>• Change and Continuity</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Explanation</li> </ul>
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