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| **What will we be learning?**  WHAT WAS THE IMPACT OF THE BLACK DEATH? | **Why this? Why now?**  Last term we looked at the **Silk Roads**, we will see how the **Black Death** travelled along the Silk Road. We will see how **Medieval Religion** influenced people’s ideas about the causes and treatment of the disease. We will also look at the power the people had in challenging the king which links to our **Medieval Monarchs** unit.  The Black Death is also a key case study for the **GCSE Medicine Through Time** unit of study. | **Key Words**  Bleeding  Bubonic plague  Charter  Flagellant  Hanged, drawn and quartered  Hippocrates  John Ball  King Richard II  Manorial records  Plague pit  Pneumonic plague  Poll Tax  Poultice  Servitude  The Black Death (1348)  The Statute of Labourers (1351)  Theory of the Four Humours  Wat Tyler |
| **What will we learn?**  WHERE DID THE BLACK DEATH COME FROM?  WHAT WERE THE SYMPTOMS OF AND RESPONSES TO THE BLACK DEATH?  WHAT WAS THE IMMEDIATE IMPACT OF THE BLACK DEATH?  WHAT WAS LIFE LIKE AFTER THE BLACK DEATH?  WHAT CAUSED THE PEASANTS’ REVOLT?  WHAT WAS THE IMPACT OF THE PEASANTS’ REVOLT? | |
| **What opportunities are there for wider study?**  **Careers**:   * Historian * Archaeologist * Archivist * Campaigner   **Further reading**  Robert Lacy – Tales from English History (Available in the library)  Why the Pope Executed Black Cats [“Thou Shalt not suffer a Cat to Live”:](https://historycollection.com/thou-shalt-not-suffer-a-cat-to-live-why-pope-gregory-ixs-vox-in-rama-implicated-cats-in-devil-worship/3/) | |
| **How will I be assessed?**  Essay explaining the impact of the Peasants Revolt.  End of Topic Knowledge Test  You will also be assessed on the quality of your classwork and home-study | |

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| **KEY EVENTS** |
| 1377 – The first Poll Tax is introduced, which everyone had to pay |
| May 1381 - The Peasants’ Revolt begins with an attack on tax collectors in Essex. |
| 12 June 1381 - The rebels arrive in London, attacking Fleet Prison and the Savoy Palace. |
| 14 June 1381 - The king meets the rebels at Mile End, agreeing to their demands. |
| 15 June 1381 - Wat Tyler meets the king and is killed, leaving the revolt leaderless. |
| 15 July 1381 - John Ball, another leader of the Peasants’ Revolt, is executed. |

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| **KEY CONCEPTS** |
| The Black Death killed huge numbers of people, transforming England. The demand for better conditions led to revolt and change. |
| **The Black Death - The** Black Death spread across Europe. Most medieval people thought it was a punishment from God. The plague caused a fever and swellings, killing most of its victims. People responded by praying, surgery and fleeing. |
| **Impact of the Black Death -** Almost half the population of England died, leaving villages and crops abandoned. Peasants demanded higher wages and threatened the order of society, while nobles tried to stop change. |
| **The Peasants’ Revolt -** A new tax angered peasants, who revolted. They met the king near London, but their leader was killed. Despite their defeat, some laws changed and feudalism began to disappear. |

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| **FURTHER /WATCHING/LISTENING/SURFING** |
| The Black Death with Dan Snow – History Hit Live. You'll learn how it emerged and spread throughout the world, what impact it had on society and how it would return every few decades over the 400 years that followed.  [#StayHome and Learn about The Black Death with Dan Snow | History Hit LIVE on Timeline - YouTube](https://www.youtube.com/watch?v=ozx8E8CJHzs) |
| BBC Bitesize - The Peasants Revolt [The Peasants' Revolt - The Peasants' Revolt - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z93txbk/articles/zyb77yc?msclkid=b2127d99a9c011ecb6a9d56867d937fe) |

**Assessment Essay – Explain the impact of the Peasants Revolt**

**Foundation**

* Within your answer, you are able to demonstrate some **knowledge and understanding** of the different people involved in Peasants Revolt
* You have used some evidence to support your answers.

**Developing**

* Within your answer, you identify those involved in the Peasants Revolt and begin to give some correct information about the events leading up to the Peasants Revolt.
* You are able to spell some key names/words correctly.

**Secure**

* Within your answer, you are able to support your answers with further **explanation and analyses,** using phases such as ‘this meant that, as a result of which, this shows that’.
* You are able to link your explanation **back to the question** to show how the factor/example led the Peasants Revolt.
* You spell most key words correctly.

**Excellent**

* You are able to clearly explain your interpretations the impact of the Peasants Revolt, using words like ‘partly, mostly, equally’ to explain different levels of impact.
* There are clear links between the different paragraphs.
* You have started to support your answer with evidence not included on the evidence cards.
* Spelling, punctuation and grammar is of a high standard.

WWW

* You have written in a P.E.E.L Structure
* You have written about the Wat Tyler
* You have used key terminology
* You have spelled key words correctly
* You have assessed the impact
* You have used evidence to support your judgement

EBI

* You wrote your paragraphs using a P.E.E.L Structure
* You had mentioned Wat Tyler
* You used key terminology
* You spelled key words correctly
* You assessed the impact
* You used evidence to support your judgement