



## Enquiry Lesson Plan 1

### ENQUIRY: What are the Big Questions about the Middle Ages?

<b>Context:</b>	<p>This short chapter introduces students to the name and some of the key issues of the Middle Ages (Medieval period). The first two pages introduce some of the characteristics of the period. (Supported by <b>A Connected World?</b> map.) Since one of the aims of the whole book is to explore change and continuity over time, the chapter focuses on the changing ‘connectedness’ of the Medieval world. It highlights stimuli which caused the period to be one of development and change in many areas and establishes the fact that, for all the limited geographical focus of many people, the period saw connections established and extended across Europe, the Middle East and beyond. It also raises issues of changes in technology</p>
<b>Lesson Planning:</b> <i>(Introduction, Development and Activities, Plenary)</i>	<ul style="list-style-type: none"> <li>• Brainstorm the class’s images of the Middle Ages. What do they know already? This provides a bridge between the <i>Think About It</i> tasks on page 8 and the Enquiry focused on Big Questions about the Middle Ages. Get students to write their images (perhaps as a spidergram) in their books/files. These notes can be returned to when the course is finished and compared with what has been learned.</li> <li>• In pairs or small groups get students to choose the three important questions which are still important to them. Get them to share one with the whole class in order to explore connections with the modern world. This can be extended by downloading <b>Images of the Middle Ages</b>, in order to look at and explore more ways in which the images give impressions and stimulate questions. This could be done as individual work in class or as homework.</li> <li>• Conclude with asking each group, from the first task, to decide on the image of the Middle Ages which has made the most impression on them. And why?</li> </ul>
<b>History Objectives &amp; Key Questions:</b>	<p>To identify the way in which later historians impose their own divisions/terms to describe and delineate periods of time in the past. To explore some reasons why the term ‘Middle Ages’ is not the most useful one. To explore: What Big Questions relevant to the Middle Ages are still important today? What kinds of images of life in the past do we have of the Middle Ages?</p>
<b>Levelling Opportunities:</b>	N/A

<b>KS3 Strategy Objectives:</b> ( <i>Literacy, Citizenship, Thinking Skills, ICT</i> )	Using active open-ended questioning (supported by visual images) to encourage students to explore connections between the past and present.
<b>Sources of Evidence:</b>	Map image of the connectedness of the world of the Middle Ages (including complexity and change). Stimulus pictures linked to key questions about the Middle Ages.
<b>Homework:</b>	<p><b>Images of the Middle Ages.</b> This explores different kinds of visual evidence and the messages they contain.</p> <p>[<b>Strategic differentiation: Tournament</b> allows less able pupils to do a homework extracting information from a picture source. It is a short homework, but is of direct relevance to the next lesson on power and control.</p> <p>Make sure when setting the homework that all pupils can recognise the words ‘knights’, ‘rich’, ‘tournament’, ‘horses’ and ‘ladies’.]</p>
<b>Support Materials:</b>	<b>A Connected World?</b> This map assists in working more closely with the map produced in the book, as it allows for students to annotate it as appropriate when working on task 1, on page 8.
<b>Effective Differentiation:</b>	
<b>Starters</b>	<p>The <i>Think About It</i> task 1 on page 8 would be a very effective lesson starter. For each picture, ask which category (-ies) it exemplifies.</p> <p>Use the pupils’ answers to build definitions of the words ‘war’, ‘travel’, ‘trade’, ‘religion’ and ‘ideas’.</p>
<b>Progression of Episodes</b>	<ol style="list-style-type: none"> <li>1. Read round as a whole class the text on page 8.</li> <li>2. Do the <i>Think About It</i> task 2 on page 8. Remind the pupils that they are looking at two issues – were the Middle Ages warlike, and were the Middle Ages backward?</li> <li>3. Study the pictures on pages 10–11. Which do the pupils like the best/ find the most interesting and why?</li> </ol> <p>Talk about each picture to establish what it tells us about people who lived in the Middle Ages. Write down ideas and information on the whiteboard/OHP.</p> <p>[Establish that the rest of the book teaches the pupils the answers to these questions.]</p>
<b>Ideas for productive work</b>	Use the writing frame in <b>What Are the Big Questions About the Middle Ages?</b> to write notes on the lesson into their exercise book.
<b>Plenary</b>	Talking about the <i>Think About It</i> tasks on page 11 will rehearse the idea that there are questions about the Middle Ages we need to find out about, and that these questions are still relevant to us today.