

<b>Unit Title</b>	<b>How did the Medieval experience of authority change?</b>				
<b>Subject group and discipline</b>	<b>IY - History</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>19</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global contexts <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
<b>Global interactions:</b>	<b>Conflict, Identity, Perspective –</b>	<b>Identity and Relationships: community and culture</b>

**Statement of inquiry**

**Through conflict and global interactions new perspectives emerged challenging the collective sense of identity, shaping community, culture and how individuals related to their wider community and those in power and authority.**

**Inquiry questions**

**Factual—**

Why did William win the Battle of Hastings?  
 What changes did the Normans bring to England?  
 How did the status of women change?  
 How were minorities such as Muslims and Jews treated?  
 Who ruled England during the Middle Ages?  
 What made a successful ruler during the Middle Ages?  
 How powerful was the Church during the Middle Ages?  
 Why was Beckett killed?  
 Why were the Nobles angry with King John?  
 Why is the Magna Carta significant today?  
 What was the Black Death and what was the impact it had on England?

Why did the Peasants revolt?

**Conceptual:**

Why do historians see the Medieval period as a time of regression for social rights?  
 What gives one person the right to rule over others?  
 Why was religion so important?  
 Why are human rights so important?  
 What makes a good ruler?

**Debatable:**

Should you ever risk your life for your beliefs?  
 Does power corrupt all?  
 Is violence an option when wanting change?

Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p><b>A Knowing and understanding</b></p> <p><b>iii Demonstrate knowledge and understanding of subject- specific content and concepts through descriptions, explanations and examples</b></p> <p><b>C</b></p> <p>i. communicate information and ideas with clarity ii. organise information and ideas effectively for the task</p> <p><b>D Thinking critically</b></p> <p>i. identify the main points of ideas, events, visual representation or arguments</p> <p>iii students to analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations</p> <p>iv interpret different perspectives and their implications</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>G oal:</b> Students need to write a report advising Richard II about the differing challenges to authority in Medieval England and how he should in the circumstances, avoid repeating the same mistake, in light of the peasants revolt.</p> <p><b>R ole:</b> As a baron</p> <p><b>A udience:</b> The King</p> <p><b>S ituation:</b> On the Eve of the peasants revolt – news has just got to London that Wat Tyler is massing a rebellion: how can they stop this?</p> <p><b>P urpose:</b> To try and prevent further conflict.</p> <p><b>Standards and criteria: A&amp;D</b></p> <p><b>The work must include:</b></p> <ul style="list-style-type: none"> <li>• Clear understanding of life in Medieval England</li> <li>• Various natures of different authority can be challenged, as well as reassert itself</li> <li>• Effect of authority on people? Global? Local? National?</li> <li>• For Higher Ability students: change words? What words could they use? Nature of change? Size of change? Location of change?</li> </ul>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The Medieval period was a time where people began to experience, and indeed challenge authority. During this time there was the Pope and the Church, as well as the Kings who were the leading authorities however this changed throughout the period. The Medieval period is seen by some as a period of stagnation in social rights. However, students should be able to explain that actually ordinary peoples' lives did change. Furthermore, the higher ability will be able to examine the size and nature of these challenges to authority.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>Thinking – students will need to consider ideas from other perspectives as well as form an argument</p> <p>Communication – students will write with appropriate tone, form and language to persuade the museum to take their exhibition</p> <p>Social – students will use peer and group work when selecting appropriate sources</p> <p>Research – students can be given a selection of sources to use or research to find their own, but these will be supported through appropriate websites and books.</p> <p>Self-management – students to frequently update the teachers and others around them about how they are getting on with the assessment.</p>		