

Calverley Old Hall 'Life in Medieval England'

Lesson Notes

This lesson is designed to give pupils a basic knowledge of medieval and Tudor/Stuart history to prepare students for learning more about Calverley Old Hall in the second lesson 'The Calverley Story'.

The aim of this lesson is to strengthen pupils' chronological understanding and knowledge of events from the period, so that they will be able to identify aspects of national life reflected in our site and its history. *

The lesson plan below uses a PowerPoint presentation, with notes detailing key teaching points (visible in Presenter View), and source materials designed to be printed for independent work.

Estimated lesson duration **45 mins- 1 hour** dependent on length of discussions.

Preparation

- Download the **PowerPoint Presentation** and read the notes for each slide to support teaching.
- Download and print the **PDF resources**. See more detail on [Activity 1](#) below which may inform how many copies you want to print or cut out.
- Watch this [video](#) of medieval dancing to prepare for [Activity 2](#). Please check you are happy with the contents of this video and that it is in accordance with any school safeguarding policies.
- Visit Calverley Old Hall [website](#) if you would like to learn more about the site.

Notes for teaching

- Wherever appropriate, please do make links to your pupils' previous learning of the period or related themes/ideas.
- This lesson is intended as a guide but you could adapt any of the activity ideas or learning points to best suit your pupils.
- Violence in the form of wars and murder is part of the story of Calverley Old Hall. If you feel that any modifications, considerations, or trigger warnings around this material is required, please adapt the lesson plan accordingly.

*As per the [National Curriculum](#) History KS2 objective 'A local history study' and detailed in the non-statutory guidance.

Lesson Plan

- Introduce the lesson with *Slide 1*.
- Open *Slide 2* and ask pupils, “What does the word ‘**medieval**’ mean to you?”. Collect ideas on the sticky notes on the slide.
- Use *Slide 3* prompt questions and images to support and develop further discussion.
- Present *Slide 4* as our working definition of the term ‘medieval’. Encourage pupils to think about this term in relation to other words from their historical vocabulary.
- Activity 1 starts on *Slide 5*. There are several ways you can organise this activity depending on your pupils’ ages, reading abilities and confidence using sources:
 - Pupils could work in groups and each group be given a source sheet, which relates to one aspect of national life.
 - If you cut out all the sources, pupils could be given a source each to look at.
 - The sources are colour coded by theme. Life in medieval England was...
 - Dangerous – Purple
 - Dirty – Gold
 - Hungry – Green
 - Religious – Red
 - Strict - Black

The purpose of the activity is to read and discuss a variety of sources, thinking about which adjective on *Slide 5* (strict, dirty, hungry, violent, religious) their source could relate to. All sources are labelled with their origin, so if you feel it is appropriate for your class, you could also discuss if these sources are primary or secondary sources and how reliable they might be.

NB: If you want your pupils to work in groups, there are five different source sheets, so pupils could work in groups of 6 (in a class of 30) or you could duplicate each resource pack so that pupils could work in groups of 3.

When pupils have shared their learning with other groups and all adjectives on *Slide 5* have been discussed, move on to *Slide 6*.

- On *Slide 6* is Activity 2, which provides a brain/movement break. Embedded in the slide is a YouTube link to a group medieval dance for children to watch and then have a go at themselves! Please ensure you have watched the [video](#) prior to the lesson to check you are happy with its content and that it is in accordance with any school safeguarding policies.
- *Slide 7* introduces Activity 3, exploring what happened next after the medieval period. We are assuming some prior knowledge of this Tudor/Stuart period and this activity is therefore intended as a quick refresher. If pupils have not studied this period at all, please feel free to miss out this final activity.