Risk in History

Progress involves exposing ourselves to, and considering the impact of, forms of danger, harm, uncertainty or opportunity.

Knowledge Harvest:

Students are shown a picture of a micro-organism. Discussion regarding epidemics such as Ebola follows. Pupils share their knowledge of disease and prevention.

Confidence line: Medieval religion & supernatural beliefs.

---

1. Key Question:
How was the Medieval Church organised?
Skill Development:
Students explore the structure of the Medieval Christian Church and **analyse** why the Church could be viewed as a threat to the Monarchy.
Project Outline:
Students will **create** a booklet on the Black Death. This sequence of lessons will help students identify links between the Black Death and Medieval religious beliefs.
Project exit point
Students present at the end of Key question 4.
Suggested duration: 3-4 lessons.

2. Key Question:
How did Medieval Christians believe they could get in to heaven?

Skill Development:
Students examine the structure of the Medieval Christian Church and **analyse** why the Church could be viewed as a threat to the Monarchy.

Project Outline:
Students **create** a guidebook that offers advice on how Medieval Christians believed they could get in to heaven.

Mini- Project exit point
Students present at the end of Key question 2.

Suggested duration: 2 lessons.

Analytical thinker

I confidently ask questions to deepen my understanding and challenge assumptions.
I can independently explore issues, events or problems from lots of different viewpoints in detail.
I can gather and understand information independently to solve complex problems and make decisions.
I can independently analyse information critically and judge how valuable or relevant it is.

---

3. Key Question:
What were the causes and symptoms of the Black Death?

Skill Development:
Students **independently analyse** information in order to make critical judgements on the actual causes and short term consequences of the Black Death.

Project Outline:
Students **create** a booklet that demonstrates their judgements on the causes and short term consequneces of the Black Death. Students will also link Medieval religious beliefs to medieval thinking regarding Black Death causes and cures.

Project exit point
Students present at the end of Key question 4.

Suggested duration: 1-2 lessons.

4. Key Question:
What were Medieval beliefs about the Black Death?

Skill Development:
Students explore a range of different Medieval ideas and **analyse** information in order to link religion to the Black Death.

Project Outline:
Students create a Black death booklet on Medieval beliefs, as well as actual causes and short term consequences.

Project exit point
Students present at the end of Key question 4.

Suggested duration: 1-2 lessons.

Creative INITIATOR

I am able to think creatively by generating and exploring a range of different ideas.
I am able to ask challenging questions to extend my thinking and question assumptions.
I am able to connect my own and others ideas in inventive ways to find solutions.
I am able to try out alternatives and adapt ideas as circumstances changes

---

Exit Point:

Pupils **create** a Black Death booklet that identifies links between the Black Death and Medieval religious beliefs.