**Sequence planning model**

On this page, you will find a modelled outline for developing a four-lesson sequence using a historical enquiry question that resonates with recent scholarship.

**Enquiry question: What does an ordinary man’s story reveal about fourteenth-century England?**

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| **Lesson question** | **Content** | **Possible resources/ideas, etc.** |
| *What was life like for John Peper?* | Fourteenth-century context, recap of Black Death, village life in Linton | Idea of ‘ordinary person’;fourteenth-century resources? Idea of people suing each other, more land up for grabs; village life |
| *How might John Peper have experienced the Hundred Years’ War?* | Hundred Years’ War, life of a soldier, problems becoming apparent with Hundred Years’ War | Database of soldiers?Royal Armouries video;adaptation from Adrian Bell’s chapter ‘Man at arms’; drawing activity of what John Peper might have looked like/experienced? |
| *Why were people angry in 1381?* | Richard II, poll tax, sumptuary laws, ideas of freedom, etc.  | Card-sort activity? |
| *How did people experience the events of 1381?* | Overview of London and national story, chance to look through individual stories – victim? Hero? Criminal? Impacted greatly? Life returned to normal? Etc.  | News in headlines? Retelling the narrative? 1381 people narratives; focus on John Peper then pick other/s (longer version and simplified?) |