
























CONTENT	COGNITION		COMMUNICATION		
Learning outcomes	Thinking skills	Activities	Vocabulary Language of learning	Grammar Language for learning	
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> the Norman conquest and its consequences <p>be able to:</p> <ul style="list-style-type: none"> locate some medieval cities on a map identify medieval weapons <p>be aware of</p> <ul style="list-style-type: none"> the different points of view about the same event 	Processing information	 Read the text	Reading: legacy, penniless, tapestry, fought, thought, crowned to carry to wear to use cousin, brother-in-law	Simple Past (positive and negative forms)	
	Locating places	 Label			
	Sequencing information	 Match sentences with pictures			
	Comparing	 Complete a grid with weapons of both armies	weapons: sword, armour, lances, shields, chain mail on horse-back on foot	prepositions but from-to without against by near	connectives and in addition also as well as but whereas
	Differentiating	 Discuss positive and negative facts from the same event			
	Reasoning Giving opinion	 Explaining consequences			
	Extension (fast finishers): "The battle of Hastings" Support (slow finishers): Easy version				

CONTENT	COGNITION		COMMUNICATION		
Learning outcomes	Thinking skills	Activities	Vocabulary Language of learning	Grammar Language for learning	
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> the military buildings (the motte and the bailey and Norman stone castles) <p>be able to:</p> <ul style="list-style-type: none"> relate different periods use roman figures, counting... differentiate materials identify some military features <p>be aware of</p> <ul style="list-style-type: none"> how tough life was during the Middle Ages. 	Processing information	 Read the text	<p>Content language: keep, drawbridge, moat, ditch, fence, gatehouse, window loop</p> <p>Everyday life: latrine, urine</p> <p>Jobs and society: tanner, carpenter, farmer, stonecutters, mason, peasant, noblemen</p> <p>Materials: concrete, marble, steel, wood, stone</p> <p>History division: century, millennium, periods</p>	<p>Simple Past</p> <p>Passive verb forms: are made, is called, were built</p>	
	Identifying	 Label pictures			<p>in some countries in ancient times nowadays in historical times today during the Middle Ages</p>
	Finding relevant information	 Complete boxes and fill in the gaps.		<p>adjectives</p> <p>horrendous wealthy venerable impressive large huge strong poor tough</p>	
	Comparing	 Complete a Venn diagram			
	Giving reasons	 Choose and give reason why			
	Planning research	 Describe a castle			
		<p>Extension (fast finishers): Three seat privy</p>			

CONTENT	COGNITION		COMMUNICATION	
Learning outcomes	Thinking skills	Activities	Vocabulary Language of learning	Grammar Language for learning
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> the features of the religious architecture in the Middle Ages. <p>be able to:</p> <ul style="list-style-type: none"> read a medieval building identify structural elements <p>be aware of:</p> <ul style="list-style-type: none"> the role of religion and the Church in medieval society 	Finding information	 Locate, underline, true/false from a text.	Specific architecture vocabulary	Simple Past
	Describing	 Write a text	Ground plans and elevations: apse, nave, aisle, transept, crossing, clerestory, arcade	
	Transferring information	 Match sentences with pictures	Support: buttress, pier, column, Supported: vault, lintel, dome	Making sentences for description (present tense)
	Analysing?	 Identify with a dichotomous key	Decoration: blind arcade, rounded arches	
		 Read a building (ground plan, elevation)		<p>prepositions</p> <p>in next to on from at near beside under behind...</p> <p>for supporting... used as a... which serves as...</p>
	Planning research	 Make your own cathedral	Materials: limestone, mortar, flint	
	<p>Extension (fast finishers): Write notices for tourists</p> <p>Support (slow finishers): Label the cathedral</p>		Jobs: masons, carpenters, blacksmiths, mortar makers	

CONTENT	COGNITION		COMMUNICATION			
Learning outcomes	Thinking skills	Activities	Vocabulary Language of learning	Grammar Language for learning		
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> the Crusades the legacy of East Europe <p>be able to:</p> <ul style="list-style-type: none"> locate some medieval cities on a map differentiate vaults and domes distinguish different ground plans identify painting techniques <p>be aware of</p> <ul style="list-style-type: none"> the diversity of cultures 	Processing information	 Read the text	From the text: pilgrimage, siege, tower,			
	Reasoning	 Answer questions from a map		Architecture: dome, semi-dome, Greek cross, narthex, iconostasis		
	Processing information	 Information transfer from a text to a diagram	Techniques: fresco, mosaic, textile, tempera		Comparatives and superlatives	
	Classifying	 Identify some painting techniques		Pantocrator Theotokos		the higher part older than the biggest building the most luxurious the nicest sculpture least as big as a bit wider
	Imaging	 Creating a character				
	<p>Extension (fast finishers): Medicine in the Middle Ages</p> <p>Support (slow finishers):</p>					

CONTENT	COGNITION		COMMUNICATION	
	Thinking skills	Activities	Vocabulary Language of learning	Grammar Language for learning
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> • some influences from East Europe and Muslim culture • how were portals in the Middle Ages <p>be able to:</p> <ul style="list-style-type: none"> • locate some medieval cities on a map • identify elements of a portal • make a description with some help <p>be aware of religious atmosphere all over Europe</p>	Processing information	→ Locate in a map	Paintings: mosaics, wall paintings, icons Sculpture: archivolt, tympanum, trumeau, jambs,	The language for describing
	Reasoning	→ Make a deduction		
	Transferring information	→ Read a text and label a diagram	Other language related with content: abbey, relics, tomb, shrine, pilgrimage	
	Analysing and representing	→ Transfer information from questions		
	Processing information	→ Mutual dictation		
	Extension (fast finishers): Santiago de Compostela			I think... I would say... in my opinion...

CONTENT	COGNITION		COMMUNICATION	
Learning outcomes	Thinking skills	Activities	Vocabulary	Grammar
			Language of learning	Language for learning
<p>By the end of this lesson students will know about:</p> <ul style="list-style-type: none"> the Lombard architecture in the vall de Boí the Romanesque painting <p>be able to:</p> <ul style="list-style-type: none"> identify the Lombard Romanesque style describe a Romanesque painting <p>be aware of</p> <ul style="list-style-type: none"> influences even in remote places like vall de Boí the didactic use of paintings 	Finding information	One-to-one matching	Lombard architecture terms: pilaster strip or lesenes, blind arcade or Lombard band	Language acquired in previous units.
	Comparing and contrasting information	Find information both pictures and text		
	Transferring	Match sentences with pictures	Language of describing paintings: fresco, Pantocrator, Epiphany, mandorla, Tetramorf (four evangelists represented as animals), style, composition	
	Predicting	Predict what is going to happen		
	Applying imagination	Guess and identify the signs (stars, Holy Grail)		
	Reasoning	Make a judgement, an interpretation (looking for the meaning)		
	Extension (fast finishers): World Heritage Site	Support (slow finishers): Holy Grial		