**How serious was the Peasants’ Revolt?**

LESSON 1

1. Front sheet/enquiry overview
*Use these to ensure focus on the enquiry throughout. At the end of each lesson, students complete another ‘branch’ of the mind-map below. They then write a summary paragraph answering the enquiry question directly at the bottom of the page before the final assessment. This can easily be adapted by adding/removing support, dependent on the requirements of the class.*

Lots of people involved

Wanted lots of big changes

Widespread – across lots of different places

YES!

BUT…

**How serious was the Peasants’ Revolt?**

***In terms of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Revolt was very serious because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_On the other hand, although\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Therefore, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

1. Timeline cards
*These could either be cut up and used as a card-sort to check students’ chronological understanding, or used as captions for a storyboard, following the teacher initially telling the story.*

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| 30 May 1381: Attempts were made to collect a poll tax in Essex. The tax collectors were attacked. | Revolt spread across Essex as peasants attacked local lords, burning **manor houses** and, where possible, killing the owners. | Some peasants began to attack **abbeys** and the monks who lived within them. | At the same time, some rebels in Kent gathered at Maidstone, where a preacher named John Ball was imprisoned. |
| The Kent rebels began to make their way towards London. As they went, they opened prisons and burned **administrative records**. | 13 June 1381: The Kent rebels reached London. The gates were opened by some poor Londoners. | Their first target was the Palace of the Savoy – the house of the King’s uncle, John of Gaunt. The house was blown up and valuables thrown into the river – but a man caught stealing silver was beheaded. | By 6 June 1381, both Kent and Essex were out of control. Under their leader, Wat Tyler, the Kent rebels had taken over the castles in Rochester and Canterbury. |
| The 14-year-old Richard II hid in the Tower of London with his closest advisors, the Archbishop of Canterbury (Simon Sudbury) and his **treasurer**,JohnHales. He watched as the rebels burned houses and murdered lawyers and foreign traders. | Friday 14 June 1381: Richard agreed to meet the rebels at Mile End, just outside London. The rebels came, and although they shouted abuse at him, Richard listened to their demands – the highest wages possible and no more poll tax – and, amazingly, he agreed. |  |  |