

Implementation: Scheme of Learning

Subject: History

Year: 8

Unit Title: Terrible Tudors and Horrid Henry

• **Summary of unit: the development of Church, state and society in Britain 1509-1745**

For a chronological entry into the unit, pupils will begin their unit on the Tudors by learning about the events of the War of the Roses. They will assess through evidence how Richard II's bones give vital clues about what happened to him and they will decide whether Henry VII deserved to be king. Pupils will then be given a general overview of the Tudor Monarchs for which they will research and complete a creative project to demonstrate their learning. They will then examine the personality of Henry VIII using sources and take part in a role play to learn about his wives and his reasons for marrying, divorcing and beheading multiple times. The final lesson in this unit will focus on the reformation and Henry's motivations before carrying out a source assessment based on GCSE assessment objectives.

Key Concepts: cause and consequence; significance; chronological understanding; interpretations of history

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: N/A

End of Unit assessment: Source assessment: how useful are Sources X and Y for an enquiry into Henry VIII's treatment of people? (8 Marks)

Links to future learning/key stage 4:

PEEL technique in essay writing

Source utility and reliability

Key concepts

Reformation and counter reformation (Elizabethan England KS4)

Importance of religion and

Links to prior learning:

PEEL technique (Yr 7 essay writing)

What can I learn from the source? (Source skill practice - ongoing)

Chronology

England over time

Importance of religion in England

Cultural Capital

Education Secretary: letter writing – changing facts and views about Richard III in History lessons.

Richard III archaeological dig documentary (University of Leicester)

Play script: Henry's wives

Terrible Tudors' song

<p>Protestantism and Catholicism</p> <p>Forming interpretations</p>	<p>(Yrs 7 & 8)</p> <p>Categorisation of social, political, religious and economic factors (Yr 7: Post Battle of Hastings)</p> <p>Key concepts</p>	<p>Personal characteristics: Henry VIII's personality – did it make him a good monarch? Did Henry VII deserve to be king?</p> <p>Dismantling of evidence for usefulness and reliability</p>
<p>Cross Curricular Links: (see RWCM) Further: English e.g. letter writing to the education secretary; Geography e.g. Location of places (War of the Roses); Art e.g. choice of creative tasks in Tudor Monarch overview; Science e.g. archaeology and bones of Richard III; R.E e.g. Christian faith and sects.</p>		<p>Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.</p>
<p>Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; different reading strategies e.g. popcorn reading, individual readings and class readings; pictures as prompts; word banks; sentence starters; exemplar answers; teacher modelling of tasks; teacher support; response to feedback opportunities (RTF); option to select challenge level; variety of learning and teaching strategies suitable for audio-visual learners e.g. comprehension based on videos, verbal tasks e.g. think-pair-share, class discussions, debates, market place (type) activities, creative tasks e.g. A-Z of facts or title page; role play (wives of Henry VIII); seating plan according to ability; group work; peer teaching; team leading opportunities; challenge questions and extension tasks.</p>		
<p>SMSC & British Values</p> <p>Social: Pupils are expected to work together cooperatively to complete tasks and problem solve. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely.</p> <p>Moral: Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to reinterpret what happened to Richard III. Pupils will consider the moral and ethical decisions made by Henry VIII and their impact as well as</p>	<p>RWCM:</p> <p>Reading: identification of key words from passages after reading; using dictionaries to find definitions of key words; research tasks to find evidence online; use of keywords to summarise learning; skimming extracts and summarising; non-fiction texts; reading sources and interpretations</p> <p>Writing: discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing;</p>	

subsequent interpretations of them. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other Pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically e.g. Henry's treatment of his people and wives. Lessons are interactive and engaging so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms e.g. creating a title page Pupils will consider religious, social, political and economic factors when assessing Henry VIII's motivations for the reformation.

extended writing including narrative, prose; imaginary non-fiction; PEEL essays; provision of writing frames; use of mnemonics;

Communication: communicating historical knowledge in essay writing (P.E.E.L paragraphs), discussing usefulness and reliability of evidence, comprehension questions; ordered debates; use of videos and podcasts; pupils given choice of 'most appropriate' method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactments and news); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks;

Mathematics: identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps.