

## Implementation: Scheme of Learning

Subject: History

Year: 8

Unit Title: The Golden Age

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

Pupils will continue their study of the Tudors post Henry VIII by investigating his successors; namely: Edward VI, Bloody Mary and then the Virgin Queen. They will consider the successes and failures of the named monarchs as well as the challenges they faced. This will facilitate pupils' critical judgements on who left the best legacy and their justifications for it. They will explore the lives of ordinary Tudors during Elizabeth's reign in terms of religion and the Religious Settlement, education, entertainment, poverty, criminal justice, exploration and the Spanish Armada as well as a lesson learning about Black Tudors. Pupils will continue working with a wealth of sources as part of historical enquiries and will also get the opportunity to develop interpretation skills.

**Key Concepts: cause and consequence; significance; chronological understanding; interpretations of history; cultural, ethnic & religious diversity; change and continuity**

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

**Mid Unit assessment: Source and interpretation Assessment**

**End of Unit assessment: Describe two features and significance essay question.**

**Links to future learning/key stage 4:**

**PEEL technique in essay writing**

**Exam technique**

**Source utility and reliability**

**Key concepts**

**Reformation and counter reformation (Elizabethan England)**

**Links to prior learning:**

**PEEL technique**

**Source skills**

**Key concepts**

**Chronology**

**England over time**

**Importance of church and religion in**

**Cultural Capital**

**Black Lives Matter movement (Black Tudors)**

**Nursery rhyme: 'Mary, Mary, quite contrary...'**

**Local Tudor History**

**Qualities of a leader/monarch**

<p><b>KS4)</b></p> <p><b>Importance of religion and Protestantism and Catholicism</b></p> <p><b>Forming interpretations</b></p> <p><b>Poor Laws, education, exploration and the Spanish Armada (Ks4)</b></p> <p><b>Crime and punishment: vagabondage (Ks4)</b></p>	<p><b>England (Ks3)</b></p> <p><b>Categorisation of social, political, religious and economic factors (Ks3)</b></p> <p><b>Key concepts</b></p> <p><b>Henry VIII and the reformation</b></p>	<p><b>Homelessness</b></p> <p><b>Modern day crime and punishment</b></p> <p><b>Modern day entertainment</b></p>
<p><b><u>Cross Curricular Links:</u> (see RWCM) Further: English e.g. letter writing to Elizabeth and composing a nursery rhyme; Art e.g. designing a portrait for Elizabeth; R.E e.g. sects of Christianity and differences between Catholicism and Protestantism;</b></p>		<p><b>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 &amp; other subjects.</b></p>
<p><b><u>Strategies to Support &amp; Stretch:</u> 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; seating plan according to ability; group work; peer teaching; team leading opportunities; challenge questions and extension tasks.</b></p>		
<p><b><u>SMSC &amp; British Values</u></b></p>	<p><b><u>RWCM:</u></b></p> <p><b><u>Reading:</u> identification of key words from passages after reading; using dictionaries to find definitions of key words; research tasks to find evidence online;</b></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. Role of individual monarchs in shaping England's history

**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 monarchs and their impact as well as 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 the successes and failures of Tudor monarchs. They will also make comparisons to Modern Britain in terms of daily life for ordinary citizens. They will consider the contributions of Black Tudors.

use of keywords to summarise learning; skimming extracts and summarising; non-fiction texts; reading sources and interpretations

**Writing:** discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; 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.