

## **Implementation: Scheme of Learning**

**Subject: History**

**Year: 8**

**Unit Title: Religious Rollercoasters and Travelling Tudors**

### **Summary of unit: the development of Church, state and society in Britain 1509-1745 & interconnections with other world developments**

In Term 2, pupils will continue exploring the Tudor reign post Henry VIII and the reformation. This term will be broken down into two sections. The first section will explore the remaining Tudor Monarchs with a particular focus on religion and the counter reformation. The second section will consider the place of the Tudors in the wider world. The aim of this second unit is to consider the expansion of the world in C16 and C17 and scrutinise the role of the Tudor realm in this expansion.

The key questions for the first part of this unit are as follows: 1) How relevant is the phrase: 'like father, like son' to Edward VI and Henry? 2) How far was the Ketts rebellion a threat to Edward? 3) Does Bloody Mary deserve her name? 4) How did Elizabeth calm the religious storm? 5) Who was the most successful Tudor monarch?

The key questions for the second part of this unit are as follows: 1) Was Tudor Britain Diverse? 2) Why did Diego need rescuing? 3) Why did the Reformation cause an Empire? 4) Why were Arabic coins discovered in Devon? 5) Who were the Lost Colony? 6) Why did people travel to America? 7) Why did Pocahontas become Rebecca Rolfe?

Resources:

- Knowledge organiser
- How to revise in History (every pupil has access to one)
- Aaron Wilkes' History Book

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

<p><b><u>Key Processes:</u></b> historical enquiry; using evidence; communicating about the past.</p>	<p><b><u>End of Unit Assessment:</u></b></p> <p>Evaluate: Who was the most successful Tudor monarch?</p> <p>Explain: Why did the reformation lead to expansion and exploration?</p> <p>Create: annotated map exploring connections between Tudor England and the world.</p>	<p><b><u>Rationale:</u></b> Pupils have started their study of the Tudor world in Term One with the main focus of study being King Henry VIII. Pupils expressed an interest in learning about Edward, Mary and Elizabeth and considering the significance of religion in Tudor England, this unit has been designed to explore the impact of religious changes under Tudor monarchs after having looked at the reformation in T1. At Al-Ashraf we are always aiming to diversify the curriculum and as an ethnic minority school, would like pupils to be able to relate to the curriculum as much as possible. Therefore the second part of the unit explores the positive impact of cultures and communities not always highlighted. This will allow pupils to form a more positive representation of people of colour before studying slavery later on in the year. As pupils will be studying Elizabeth’s reign in detail at KS4, no more lesson time has been dedicated to Elizabeth to avoid overlap and facilitate more breadth at KS3.</p>
<p><b><u>Links to future learning</u></b></p> <ul style="list-style-type: none"> <li>• PEEL technique in essay writing</li> <li>• Sources – inferring, investigating and assessing reliability</li> <li>• Study of early Elizabethan England</li> <li>• Protestantism and Catholicism</li> <li>• Interpretations</li> </ul>	<p><b><u>Links to prior learning:</u></b></p> <ul style="list-style-type: none"> <li>• PEEL technique in essay writing</li> <li>• Sources – inferring, investigating and assessing reliability</li> <li>• Key concepts and key skills</li> <li>• Chronology and development of England</li> <li>• Importance of church and religion in England</li> </ul>	<p><b><u>Cultural Capital</u></b></p> <ul style="list-style-type: none"> <li>• Black History Month</li> <li>• Bloody Mary nursery rhyme</li> <li>• Miranda Kaufman’s Black Tudors</li> <li>• Exploring chosen aspect of Tudor society (food, clothes, entertainment, education, exploration, employment, women)</li> <li>• Careers: opportunities to be highlighted during lessons</li> </ul>

<ul style="list-style-type: none"> <li>• Civil rights USA</li> <li>• Chronology – development of England</li> </ul>	<ul style="list-style-type: none"> <li>• Henry VIII and the reformation</li> </ul>	
<p><b>Cross Curricular Links:</b> English: creative and extended writing tasks e.g. obituary, persuasive writing and article for magazine; Geography: exploration of the world – locating on maps;</p>		<p><b>Curriculum Opportunities:</b> 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.</p>
<p><b>Strategies to Support &amp; Stretch:</b> different reading strategies e.g. popcorn reading, individual reading, paired-reading 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.</p>		
<p><b>SMSC &amp; British Values</b></p> <p><b>Social:</b> 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</p> <p><b>Moral:</b> 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</p>	<p><b>RWCM:</b></p> <p><b>Reading:</b> 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>	

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. 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.

**Specific examples from this SoW include:**

- Creative writing opportunities: considering purpose, audience and tone and writing from the perspective of different Tudor characters
- Homework opportunities to extend study of Tudor Reign e.g. Lady Jane Grey
- Making judgements and assessing evidence
- Collaborative work
- Persuasive writing
- Self and peer assessment opportunities
- Religious freedom in present day Britain
- Expansion of the world and migration

***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, Venn diagram to collate information and compare