

History HT5

Year 7: Stability and Instability in Tudor England

How significant was the leadership of Tudor Monarchs?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Assessment 5 – How stable was religion in Tudor England?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p>TBAT: Evaluate source material on why Henry broke with the Catholic Church.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Investigate the deaths of the Two Princes in the Tower.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, working with evidence about the Tudor family and reaching a judgement. In addition, students will look at the role of leadership and the importance of leadership skills when implementing change.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 7 History Department Curriculum 2024 – 2025

Half Term 5 Scheme of Learning Focus: Stability and instability in Tudor England	Enquiry Question How significant was the leadership of Tudor Monarchs?
Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to assess the significance of the arguably most well-known British family, and judge why this is so. Students are to draw comparisons across family members and Monarchs to ascertain the significance of the family for the modern day.	Students previously learnt about the structure of the Catholic church and the importance of religion in Medieval life. Students will continue their study of the Tudor period in HT6 as they assess the success of Elizabeth’s “Golden Age”, using their knowledge of the religious and political conflicts of the Early Tudors as context.

Disciplinary Knowledge	Substantive Knowledge
Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concept of continuity/change and significance across the timescale. Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past and in particular the work of: A.G. Dickens- The Second Reformation	British Knowledge: <ul style="list-style-type: none"> • War of the Roses – House of Lancaster v House of York • Battles and outcomes 1461 - 1485 • Reign of Henry VII, Henry VIII, Edward VI and Mary I Meanwhile elsewhere in Europe and/or the Wider World: <ul style="list-style-type: none"> • European Reformation (Luther)

Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 5 – How stable was religion in Tudor England?	Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, working with evidence about the Tudor family and reaching a judgement. In addition, students will look at the role of leadership and the importance of leadership skills when implementing change.	Students will identify the resilience of Martin Luther through the reformation and also the families fighting across the timescale of the Wars of the Roses. Students will reflect on times of resilience on their own lives.

Tier 2 vocab	<i>Investigate</i>	<i>Evidence</i>	<i>Benefits</i>	<i>Corruption</i>	<i>Power</i>	<i>Relationship</i>	<i>Marriage</i>	<i>Conflict</i>	<i>Solutions</i>	<i>Formation</i>
Tier 3 vocab	<i>Monarchy</i>	<i>Debt</i>	<i>Succession</i>	<i>Indulgences</i>	<i>Reformation</i>	<i>Heir</i>	<i>Illegitimate</i>	<i>Dissolution</i>	<i>Catholic</i>	<i>Protestant</i>

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Investigate the deaths of the Princes in the Tower	<ul style="list-style-type: none"> • Death of Edward IV • Role of Richard III • Evidence that the princes were killed • Benefits for Richard III • Benefits for Henry Tudor 	<ul style="list-style-type: none"> • Identify the conflict within the monarchy • Examine the evidence about the Princes • Investigate who is likely to blame for the deaths
2	Assess the significance of the War of the Roses	<ul style="list-style-type: none"> • York vs Lancaster claims to the throne • Timeline of Kings • Battle of Bosworth • Success of Henry Tudor 	<ul style="list-style-type: none"> • Identify the key conflicts in the War of the Roses • Describe the main events • Assess the significance of the wars for England
3	Explain how Henry VII solved his problems after War of the Roses	<ul style="list-style-type: none"> • Problems <ul style="list-style-type: none"> - Debt - Succession - Continuing conflict with York • Marriage to Elizabeth of York 	<ul style="list-style-type: none"> • Describe Henry's problems • Identify solutions for these problems • Explain how he solved these problems
4	Describe the reasons for the European Reformation	<ul style="list-style-type: none"> • Life of Martin Luther • Corruption within the Catholic Church <ul style="list-style-type: none"> - Pilgrimages & sacred relics - Indulgences • 95 Theses • Diet of Worms & formation of the Protestant Church 	<ul style="list-style-type: none"> • Identify the role of Martin Luther • Examine the 95 Theses • Describe the reasons for the European Reformation
5	Compare Henry's problems	<ul style="list-style-type: none"> • Problems of Henry VIII <ul style="list-style-type: none"> - Succession & Heir - Marriage to Catherine of Aragon - Relationship with Rome 	<ul style="list-style-type: none"> • Identify Henry's problems • Describe the problems & how they affected his rule • Compare Henry's problems

6	Evaluate source material on why Henry broke with the Catholic Church	<ul style="list-style-type: none">• Reasons for leaving the Catholic Church<ul style="list-style-type: none">- Pope's refusal of Henry's divorce- Power of Rome- Divine Right of Kings• Dissolution of the Catholic monasteries	<ul style="list-style-type: none">• Identify why Henry broke with the Catholic Church• Evaluate sources on why Henry broke with the Catholic Church• Explain why Henry broke with the Catholic Church
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