

## HISTORY SUMMER 1 & 2 - YEAR 7: 6) TUDOR DYNASTY

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>Builds on prior learning and shows the continuation of the struggle for power between the monarchy and the Church</li> <li>Comparisons to be made between civil wars, i.e. The Anarchy v Wars of the Roses</li> <li>Most significant dynasty as it shaped modern Britain</li> <li>Monarchist dynasty – modern monarchy, draw parallels between the two Queen Elizabeths</li> <li>Change/continuity religious to a secular society – religious rollercoaster</li> <li>English Reformation – significance of Henry VIII- Head of C of E; Elizabeth II religious context of the UK</li> <li>Golden Age – imperialism/exploration beginnings of the British Empire and the relevance imperialism has in the 21<sup>st</sup> century</li> <li>Differences and similarities between the monarchs from the same family</li> <li>Start of globalisation in terms of trade, migration</li> <li>Links to Medicine and Early Elizabethan England units covered at KS4</li> </ul>	<ul style="list-style-type: none"> <li>What were the Wars of the Roses? Why were they fought and by whom? Impact on the power of the monarchy? How did they lead to the ascension of the Tudor dynasty?</li> <li>Interpretations of Richard III – context for War of the Roses and skill progression</li> <li>Tudor Dynasty 1485-1603 starts with Henry Tudor and his attempts to unite the kingdom – War of the Roses – Henry VII v Richard III</li> <li>Henry VIII and the Reformation including the relevance of his wives the dissolution of the monasteries – Judgement/hypothesise/source analysis – was he England's most significant monarch?</li> <li>Bloody Mary- religious persecution –critical thinking – was it a fair judgement?</li> </ul>	<p>Schism; dynasty; <b>reformation</b> (Latin – <i>reformare</i> = <i>shape again</i>); Protestantism; adultery; illegitimate; <b>excommunication</b> (Latin = <i>put out of the community</i>); dissolution; execution; annulment; secular; persecution; civil war; martyr; Puritans; Protector; treason; Fidei Defensor (Defender of the Faith); misogyny; Standard-bearer; mercenaries; longbow; pretender; realm; courtiers; 'Break with Rome'; dissolution; monasteries; tyrant; heretic</p> <p>Reiteration of vocabulary from previous SOLS, e.g. monarch; heir; sacrament; Purgatory; martyr</p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>Extended writing – evaluating interpretations; coming to supported judgements; practicing PEEL structure</li> <li>Identifying reasons why interpretations of the same event and people may be different</li> <li>Use new vocabulary both verbally and in written form in the correct historical context</li> <li>Writing frames, sentence stems, verbal and written feedback</li> <li>Model answers, success criteria, mark schemes</li> <li>VIP strategy for all disadvantaged students</li> <li>Use the SEND passports to ensure the correct strategies are used to support students who have SEN</li> </ul>	<ul style="list-style-type: none"> <li>Defender of the Faith – link to 21<sup>st</sup> century monarchy; religious divisions; significance of religion in 21<sup>st</sup> century conflict</li> <li>Conflict over trade between European nations</li> <li>Is Britain as powerful today as it became in the 16<sup>th</sup> century?</li> <li>Significance of England's decision to break with the centuries old beliefs of the Catholic Church in the context of the European Reformation</li> </ul>	<ul style="list-style-type: none"> <li>Intention is to embed a school visit to the Tower of London focussing on its relevance to Tudor England</li> <li>Understanding the relevance of two cathedrals in Norwich</li> <li>Engage students in this pivotal era of British history and encourage further reading see recommended reading</li> <li>Make links to <b>SIX: the musical</b> – use this to discuss the value of reassessing the events of Henry VIII's reign from the perspective of his wives/more women who have traditionally not had a voice – tackling misogyny</li> </ul>

<ul style="list-style-type: none"> <li>Recommended reading: <b>Wolf Hall</b> and <b>Bring up the Bodies</b> by Hilary Mantel; <b>The Prince and the Pauper</b> by Mark Twain; <b>King of Shadows</b> by Susan Cooper</li> </ul>		
<b>Historical, Social, Moral, Spiritual, Cultural context:</b>	<b>Cross curricular links/ literacy/numeracy:</b>	<b>Common misconceptions:</b>
<ul style="list-style-type: none"> <li>Moral question of how involved the monarch was in deciding a country's religion and the impact of these decisions on the population</li> <li>Spiritual: shows the influence and power of spiritual belief</li> <li>Social: impact of the Wars of the Roses, the Reformation and Break from Rome on ordinary people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for extended writing and reading aloud as a class, expectation to use keywords verbally in full sentences</li> <li>Numeracy: Statistics regarding executions</li> <li>Links to CC – nature and priorities of those ruling</li> <li>Links to PE and Music – exploring the skills and hobbies of Henry VIII – making comparisons to leisure and pastimes then and now</li> </ul>	<ul style="list-style-type: none"> <li>Confusion regarding religious beliefs of the various monarchs within the dynasty</li> <li>Divorce v annulment – Henry VIII's wives</li> <li>Women had no agency or impact in the past</li> <li>Mary, Queen of Scots and Bloody Mary are the same person</li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Cumulative knowledge quizzes throughout the unit</li> <li>Judgement on Henry VIII – source analysis</li> <li>Knowledge retrieval and extended writing focused on religion during the Tudor period</li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>Meanwhile, Elsewhere – <i>Malleus Maleficarum</i> (Henry VII) – beginning of SOL</li> <li>Historians' Craft assignment – re-capping and testing knowledge of the Reformation – middle of SOL</li> <li>Create a revision resource using the knowledge organiser for assessment on the Tudors – end of SOL</li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>Feedback four on formal assessment – all students will complete green pen improvement activities as part of the assessment feedback process</li> <li>Use of iscan for 'live' marking</li> </ul>		

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 6																													

