

SUMMER 1 and 2; YEAR 7, TUDOR DYNASTY, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on prior learning and shows the continuation of the struggle for power between the monarchy and the Church Most significant dynasty as it shaped modern Britain Monarchist dynasty – modern monarchy parallels between the two Queen Elizabeths Change/continuity religious to a secular society – religious rollercoaster - English Reformation – significance of Henry VIII- Head of C of E; Elizabeth II religious context of the UK Golden Age – imperialism/exploration beginnings of the British Empire and the relevance imperialism has in the 21st century Differences and Similarities between the monarchs from the same family Start of globalisation in terms of trade, migration 	<ul style="list-style-type: none"> Interpretations of Richard III – context for War of the Roses and skill progression Tudor Dynasty 1485-1603 starts with Henry Tudor and his attempts to unite the kingdom – War of the Roses – Henry VII v Richard III 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? Bloody Mary- religious persecution –critical thinking – was it a fair judgement? Elizabethan England – why was it the ‘Golden Age’; What characteristics did she possess; who were her suitors and why were none of them acceptable to her? Religious settlement; conflict with Spain and the Armada – how England were able to defeat the great power of the day The significance of Mary, Queen of Scots - narrative 	<p>Schism; dynasty; reformation(Latin – reformare = shape again); Protestantism; adultery; illegitimate; excommunication(Latin put out of the community); dissolution; execution; annulment; secular; persecution; civil war; martyr; Puritans, Armada</p> <p>Reiteration of vocabulary from previous SOLS</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Extended writing – narrative accounts, newspaper article, source analysis Identifying reasons why interpretations of the same event and people may be different Use new vocabulary both verbally and in written form in the correct historical context Writing frames, sentence stems, verbal and written feedback Model answers, success criteria, mark schemes VIP strategy for all disadvantaged students Use the SEND passports to ensure the correct strategies are used to support students who have SEN Recommended reading: ‘Wolf Hall’ and ‘Bring up the Bodies’ by Hilary Mantel; ‘The Prince and the Pauper’ by Mark Twain; 	<ul style="list-style-type: none"> Defender of the Faith – link to 21st century monarchy; religious divisions; significance of religion in 21st century conflict Elizabethan era saw the early origins of globalisation, trading partners, migration, exploration – finding out about the modern world Conflict over trade between European nations Is Britain as powerful today as it became in the 16th century? 	<ul style="list-style-type: none"> Intention is to embed a school visit to the Tower of London focussing on its relevance to Tudor England Understanding the relevance of two cathedrals in Norwich Engage students in this pivotal era of British history and encourage further reading see recommended reading

'King of Shadows' by Susan Cooper		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Moral question of how involved the monarch was in deciding a country's religion and the impact of these decisions on the population Spiritual: shows the influence and power of spiritual belief Cultural – emergence of literature and theatre to the masses 	<ul style="list-style-type: none"> Cross curricular with the English department – reference to Shakespeare and life in Elizabethan England Opportunities for extended writing and reading aloud as a class, expectation to use keywords verbally in full sentences Numeracy: Statistics regarding executions 	<ul style="list-style-type: none"> Inability to make links regarding reasons for the failure of the Armada Confusion regarding religious beliefs of the various monarchs within the dynasty Mary, Queen of Scots and Bloody Mary are the same person
Assessment timeline:		
<ul style="list-style-type: none"> Cumulative knowledge quizzes throughout the unit Judgement on Henry VIII – source analysis Source analysis on Bloody Mary Explain why the Spanish Armada failed – narrative 		
Home learning		
<ul style="list-style-type: none"> Bedrock Learning assignment – The Tudors – beginning of SOL Historians' Craft assignment – re-capping and testing knowledge of the Reformation – middle of SOL Revision using knowledge organiser for assessment on the Tudors – end of SOL 		
Feedback		
<ul style="list-style-type: none"> Feedback four on assessments and extended writing – self- assessment green pen Use of iscan for 'live' marking 		

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:																													