



**History - Scheme of Learning**

**Year 8 – Term 1-3/Britain 1501-1745**

**Intent – Rationale**

This unit is designed to show how the changes that took place between 1501-1745 shaped the lives of the people of Britain and the way that they thought. It will examine change and continuity by examining key events, ideas, concepts and individuals. The most significant changes and developments from the Early Modern period are examined by evaluating the causes and consequences and source material from key events, ideas, concepts and individuals to show how each development changed Britain. Students will gain an understanding of how these issues are connected and what impact that they had on the nation and everyday people with the aim to promote interest and curiosity across a range of political, economic and social perspectives

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
In Year 7 students have studied Britain 1066-1501	<ul style="list-style-type: none"> <li>In Year 8 students will study Britain 1745-1901</li> <li>In Years 10 and 11 GCSE students will study the reign of Elizabeth I 1580-1603</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>English – Tudor England links with Shakespearean texts</li> <li>EP – The Reformation</li> <li>PSHE – government and Democracy, morality, rights and responsibilities</li> <li>Geography – How Britain became a united kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>SMSC – SP2, SP3, M1, M2, M3, SO1, SO3, C1, C2, C3, C4</li> <li>BV - 1,2,3,4 and 5</li> <li>GB - a,b,c,d,e,f,g,h,i</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>There are a variety of different written tasks to develop different literacy skills including essay writing, source analysis, decision making and making judgments.</li> </ul> <p>FROM THE LIBRARY:  <i>British History; Tudors and Stuarts-942.05</i>  <i>Dissolution of The Monastries-942.05</i>  <i>Elizabeth I; Religion and Foreign Affairs-942.05</i>  <i>Elizabethan England-942.05</i>  <i>Democracy-320</i>  <i>British History For Dummies-941</i>  <i>My Story Series ( Biography)</i>  <i>BBC History Magazine</i></p>	<ul style="list-style-type: none"> <li>Using statistics as part of source material</li> <li>Living Graphs</li> <li>Venn Diagrams</li> </ul>



## History - Scheme of Learning

### Year 8 – Term 1-3

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

##### Know

- The political, economic and social developments 1501-1745
- The causes and consequences of the English Reformation
- The causes and consequences of the English Civil War
- How the lives of everyday people changed

##### • Apply

- Knowledge of the political, economic and social developments that changed the lives of people in Britain
- Knowledge of the development of religion in Britain in the Early Modern period
- The key developments to the Case Study – Hardwick Hall

##### • Extend

- Evaluate the causes and impact of the political, economic and social developments on the lives of different groups of people in society
- Evaluate the causes and impact of developments locally, nationally and internationally

What subject specific language will be used and developed in this topic?

- Act – law passed by parliament
- Assassination – to kill someone, who is usually in a position of power, suddenly or secretly.
- Catholic – where there is belief in only one church, the Roman Catholic church, and it is led by the Pope in Rome. Their place of worship is decorated so that worshipers can celebrate God.
- Cavalier – a supporter of Charles I during the English Civil Wars. The supporters of Parliament used this term as an insult because it means Spanish horsemen, who had a reputation for wild and cruel.
- Cavalry – soldiers who fight on horseback.

What opportunities are available for assessing the progress of students?

- Skills – evaluation and analysis of historical sources and interpretations
- Written Assessment: ‘Money was the most significant reason why Henry VIII made himself head of the Church’ How far do you agree with this statement?
- Source / Interpretation based assessment: The Execution of Charles I has been interpreted and recorded in many different ways. Study these sources and explain which source gives the more accurate view of Charles’ execution.
- Historical investigation assessment: Why did so many people believe in witches in the seventeenth century?



<ul style="list-style-type: none"> <li>• Civil War – a war between two or more groups in the same country.</li> <li>• Clergy – religious people.</li> <li>• Conspiracy – where several people plan, or plot, to do something illegal or for an evil purpose.</li> <li>• Constitution – a legal document used to govern a nation.</li> <li>• Death warrant – a signed order for someone’s execution</li> <li>• Democracy – government by the people; a form of government in which the supreme power is put into the people and exercised directly by them or by their elected representatives under a free electoral system</li> <li>• Dissolution – closure, the end of</li> <li>• Divine Right – the belief that kings or the heads of state are appointed by God</li> <li>• Enlightenment – a philosophical movement. Scientific, intellectual and cultural changes occurred in this period of time. Questions were asked of existing systems of power and traditional ways of life</li> <li>• Infantry – soldiers or military units that fight on foot.</li> <li>• Interpretation – The act or process of explaining the meaning of something. You will need to explain why an individual views history in a particular way.</li> <li>• Interregnum – name for the British period of History between 1649-1660</li> <li>• Monarchy – where supreme power is held by an individual. Usually a king or queen.</li> <li>• Monasteries – a place where monks live. They were led by an abbot.</li> <li>• Parliament – an organisation which passes laws within a country.</li> <li>• Parliamentarian – somebody who supported parliament during the English Civil War</li> <li>• Protestant – a Christian religion which was set up in protest of the Catholic church. Their place of worship is usually plain and simple, so that there are no distractions to praying.</li> <li>• Puritan – these were Protestants who wanted more religious discipline and a simpler way of life. They became a powerful political party in the 17th century.</li> <li>• Rebellion – open, organized, and armed resistance to one’s government or ruler.</li> <li>• Renaissance - a period of growth and activity in the areas of art, literature, and ideas in Europe during the 14th, 15th, and 16th centuries</li> <li>• Republic – governments where the leadership is elected. There is no King or Queen.</li> <li>• Revolution – in history, it is generally an overthrow and the thorough replacement of an established government or political system by the people governed. However, it can also be a period of significant change.</li> <li>• Roman Catholic – someone who believed in the Catholic Church, with the Pope as its Head of the Church</li> <li>• Roundhead – a member of the Parliamentarians or Puritan party during the civil wars of the 17th century. The Cavaliers used this term as an insult because they wore their hair cut short.</li> <li>• Royalist – someone who supported Charles I during the English Civil War</li> <li>• Treason– the offence of acting to overthrow one’s government or to harm or kill its sovereign, (usually the king or queen). This can be divided up as treason, (against the leader of the country), and high treason, (against the country).</li> <li>• Tyrant – a ruler who rules badly and unfairly.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment week</li> </ul>
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**Intent – Concepts**

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Who were some of the main leaders of the early modern and modern period? How did power develop between 1501-1745?	To develop an overview of and explain the key developments between 1501-1745	To evaluate and able to justify who exercised the most power in government	<b>Recall focus – The end of the War of the Roses</b> Students are to look at 6 key monarchs between 1501-1745 They are to research the how power changed between the different branches of government.  Information on monarchs and table – <b>Textbook??</b> Complete a timeline of the main events 1509-1745
How revolutionary was the Renaissance?	To develop a knowledge of the key areas of the Renaissance and the changes that took place	To assess how revolutionary the Renaissance was and who the most significant contributor was	<b>Recall focus - The Key leaders. How did power change.</b> Students will look at 6 individuals from the renaissance period. Analysis of their contribution <a href="T:\Departments\Curriculum\History\New KS3 Units - 2018 onwards\Year 8\1509-1745 - new lessons 2019 onwards\How revolutionary was the Renaissance">T:\Departments\Curriculum\History\New KS3 Units - 2018 onwards\Year 8\1509-1745 - new lessons 2019 onwards\How revolutionary was the Renaissance</a>  Research the link between the Renaissance and the Reformation
What was wrong with the Catholic Church in the sixteenth century?	To develop a knowledge of religious beliefs in the sixteenth century and how the Reformation had an impact on England.	To explain and evaluate the changes that took place within the English Church between 1501-1603	<b>Recall focus - What are the key changes that took place during the Renaissance</b> Students to work out the difference between Protestant and Catholic beliefs Compare the inside of a Protestant and Catholic Church explain why the changes took place Produce own roller coaster to show the changes in religion between 1509-1603 <a href="https://www.youtube.com/watch?v=kj_-n9iOVpc&amp;list=PLoyWgXgBKinOyDeUnLE3Pk28mgeOtNK01&amp;index=8&amp;t=0s">https://www.youtube.com/watch?v=kj_-n9iOVpc&amp;list=PLoyWgXgBKinOyDeUnLE3Pk28mgeOtNK01&amp;index=8&amp;t=0s</a> – Timelines TV – the Reformation Think History pp.12-15 Research the Tudor family tree  Write an interview with Luther explaining why he disagreed with the Catholic Church
Why and with what consequences did Henry VIII break from the Church in Rome?  <b>ASSESSMENT: 'Money was the most significant reason why Henry VIII made himself head of the Church' How far do you agree with this statement?</b>	To develop a knowledge of and to be able to explain the causes and consequences of the Break from Rome	To be able to evaluate the significance of the causes and come to a substantiated judgement.	<b>Recall focus - The differences between Catholics and Protestant</b> Look at variety of reasons as to why Henry broke with the Catholic Church. Power, Money, Love, Religion) <a href="https://www.youtube.com/watch?v=8TH65WnwSFs">https://www.youtube.com/watch?v=8TH65WnwSFs</a> – Timelines TV – Henry and the Church of England Closure of the monasteries – produce a Venn diagram of why Think History 2 pp.16-19.  Think History 2 pp 8-13 A3 Venn diagram Write a newspaper article on the Pilgrimage of Grace.  IT opportunity - Write by an inspector's report to Henry explaining why the monasteries should be closed.
Which of Henry's wives was the most significant?	To develop a knowledge of the wives of Henry VIII and to be able to explain the importance of royal marriages in the context of the sixteenth century	To debate and assess which of the wives of Henry VIII was the most significant	<b>Recall focus - Why did Henry break from the Roman Catholic Church</b> Discussion of the meaning of the word significance. Students are to gather information on the 6 wives. Could use significance stars Students are to explain which wife is the most significant and why. They may use their own criteria- this may differ depending on a 16 <sup>th</sup> century or 21 <sup>st</sup> century viewpoint.



			<p>PEE paragraphs to be written</p> <p>ICT Opportunity – or in groups students to produce presentations on which wife was the most significant. These could then be presented to the class and then debate</p> <p>Profile sheets on wives</p> <p>PEE paragraphs could be peer assessed start of next lesson</p>
To what extent does Mary deserve the nickname Bloody Mary?	To develop knowledge of the reputation of Mary I and to develop source analysis skills	To reach a substantiated judgment and to evaluate the relative value of sources to an historical investigation	<p><b>Recall focus - What were the main religious changes that took place 1509-1603?</b></p> <p>Source analysis Think History 2 pp.29-32 Debate – possible silent debate?</p> <p>Students must use quotes from the sources to support their conclusions Answer the key question.</p>
To what extent was Elizabeth I successful at dealing with the Catholic threat during her reign?	To develop a knowledge and understanding of the different Catholic threats faced by Elizabeth I and to explain how she was threatened	To analyse and evaluate how successful Elizabeth I was at dealing with the Catholic threats.	<p><b>Recall focus - What were the causes of the Reformation in England?</b></p> <p>Was Mary Queen of Scots guilty of treason? Think History 2 pp.39-41. Complete the tasks on p.41 <a href="https://www.youtube.com/watch?v=JSN5JqGdMM">https://www.youtube.com/watch?v=JSN5JqGdMM</a> – Bloody Queens – Elizabeth I and Mary, Queen of Scots</p> <p><b>Recall focus - Details of the plots of Mary, Queen of Scots</b></p> <p>Why did the Spanish try to invade and why did they fail?</p> <p>Analysis of Armada portrait – See and infer Think History 2 pp.168 – Look at the list of reasons why Philip wanted to invade England. Put them into order of importance – justify your order</p> <p>Why did they fail? Venn diagram of why failed: Luck, Spanish mistakes, English skills Think History 2 pp.170-174 Making Sense of History 1509-1745 pp.128-31 Create board game on Spanish Armada. This is a good recall activity (Peer assess)</p> <p>Write a paragraph answering the key question – try to use evaluative words – significant.</p>
Was Fawkes framed or fairly punished?	To use sources to develop a key knowledge of the Gunpowder Plot.	To evaluate the value of contemporary sources and to be able to draw substantiated conclusions to a historical investigation.	<p><b>Recall focus - Reasons for the invasion and defeat of the Spanish Armada</b></p> <p>Divide students into 2 groups. Half will study sources that show he was framed, half to show he was fairly punished. Students are to evaluate the value of these sources.</p> <p>Students pair up with another pair from the opposite side – debate between themselves.</p> <p>Either class debate or small group debate on the Question – students must draw on specific evidence to support their points.</p> <p>Think History 2 pp.77-80 <a href="https://www.youtube.com/watch?v=YptNONmnXH0">https://www.youtube.com/watch?v=YptNONmnXH0</a> – BBC Teach Gunpowder Plot pt 1 <a href="https://www.youtube.com/watch?v=edhuXbE_nBk">https://www.youtube.com/watch?v=edhuXbE_nBk</a> – BBC Teach Gunpowder Plot pt 2 <a href="https://www.youtube.com/watch?v=StwleUnz0FQ">https://www.youtube.com/watch?v=StwleUnz0FQ</a> – Gunpowder, treason and plot documentary</p>



<p>What were the causes of the English Civil War?</p>	<p>To develop a knowledge of the causes of the English Civil War and to categorise the causes</p>	<p>To evaluate and analyse the causes of the English Civil War</p>	<p><b>Recall focus - Why some of the Tudor monarchs worried about the Catholic Church?</b>                  Watch Cromwell up to 'all the birds have flown' and get students to write down the causes of the Civil War</p> <p>Students to analyse the different types of causes and will need to categorise them – Religious, Economic, Political</p> <p>Written work                  'Why did the English Civil War break out in 1642?                  Which reason do you think is the most important and why?</p> <p><a href="https://www.youtube.com/watch?v=hAwjdudK6oc&amp;list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy&amp;index=8">https://www.youtube.com/watch?v=hAwjdudK6oc&amp;list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy&amp;index=8</a> – Timeslines TV – English Civil War                  Cromwell DVD                  Thinking History 2 pp. 44-49</p>
<p>Why was Charles I executed?</p> <p><b>Assessment: The Execution of Charles I has been interpreted and recorded in many different ways. Study these sources and explain which source is the most valuable for investigating the execution of Charles I.</b></p>	<p>To understand the key reasons why Charles I was executed and analysis of sources / interpretations of his death</p>	<p>To be able to evaluate different interpretations and analyse why his death has been interpreted in different ways focussing on the use ADAPTT to explain why.</p>	<p><b>Recall focus - Causes of the English Civil War</b>                  Students to watch clip from Cromwell on Charles' trial and execution. Note down the charges, how he behaves at his trial and execution.                  Compare the signing of the death warrant on film to actual death warrant</p> <p>Cromwell DVD                  Assessment materials                  Students to research Oliver Cromwell and bring information to next lesson</p>
<p>Was Oliver Cromwell a hero or a villain?</p>	<p>To develop a knowledge of Oliver Cromwell and his role and impact on England in the seventeenth century</p>	<p>To be able to evaluate the impact of Oliver Cromwell on England from different contemporary perspectives.</p>	<p><b>Recall focus - Key details of the Catholic Threat under Elizabeth I</b>                  Annotate source 'The World Turned Upside Down' See and infer                  Students to study a variety of information on Oliver Cromwell.                  Investigate to what extent Oliver Cromwell was a villain or a hero                  Challenge: Students could consider how different groups of people perceived OC (Parliamentarians, royalists, diggers, levellers etc.)  <a href="https://www.youtube.com/watch?v=bqi0Wd68Mio">https://www.youtube.com/watch?v=bqi0Wd68Mio</a> – Timelines tv – Oliver Cromwell</p> <p>Think History pp.61-64                  Making Sense of History 1509-1745 pp.86-89                  Source – the World Turned Upside Down</p>
<p>Between 1660 and 1760 who was more powerful the monarch or parliament?</p>	<p>To develop an overview of the political changes in England 1660-1760</p>	<p>To assess the definition of power and significance and to reach justified conclusions about which monarch is the most significance.</p>	<p><b>Recall focus - Key aspects of the Interregnum</b>                  Students to decide on own criteria of importance / significance.                  Research the monarchs up to 1760. What was each monarch still in charge of and what had they lost control of?                  Balloon debate</p> <p>Changing Minds pp.85-90</p>
<p>Was the fire of London a blessing in disguise?</p>	<p>To develop a knowledge of the causes and consequences of the Fire of London and to begin to evaluate their significance</p>	<p>To fully evaluate the causes and consequences of the Fire of London and analyse the consequences.</p>	<p><b>Recall focus - Who were the key leaders 1660-1760</b>                  Using pp.120-125 students can research the causes and consequences                  Complete Q1 p.121, Q1 &amp; 2 p.123, Q1-2 p.125  <a href="http://www.bbc.co.uk/newsround/37222884">http://www.bbc.co.uk/newsround/37222884</a></p> <p>Societies in Change pp.85-86</p>

# KESTEVEN AND SLEAFORD HIGH SCHOOL



			Renaissance, Revolution and Reformation pp.120-125
<p>Why was there a witch hunting craze in the seventeenth century?</p> <p><b>Assessment: Research – Why did so many people believe in witches in the seventeenth century?</b></p>	<p>To develop independent research skills and a knowledge of witchcraft in the seventeenth century</p>	<p>To use a variety of resources and reach explained and justified conclusions using different historical resources.</p>	<p><b>Recall focus - What were the main consequences of the Great Fire of London?</b></p> <p>Give students a very brief overview of witchcraft in the C16/17th and then allow students to research the questions independently. Independent research project.</p> <p>Question sheet / log sheet Sheets from various textbooks and information sheets (Information Packs) Think History pp.142-166 <a href="https://www.youtube.com/watch?v=exFFylqvKmU&amp;list=PLoyWgXgBKinOyDeUnLE3Pk28mgeOtNK01&amp;index=10&amp;t=0s">https://www.youtube.com/watch?v=exFFylqvKmU&amp;list=PLoyWgXgBKinOyDeUnLE3Pk28mgeOtNK01&amp;index=10&amp;t=0s</a> – Timelines TV – Pendle Witches</p> <p>Assessment materials</p>
<p>What was it like to live in England 1509-1745?</p> <p>Site study – What does Hardwick Hall reveal about the lives of rich people?</p>	<p>To develop an overview of everyday life in England 1509-1745 and to assess if life got better.</p> <p>To apply knowledge on lives of the gentry in the early modern period to a specific site.</p>	<p>To reach a substantiated judgement about the extent to which life got better. Students may assess that life improved in some areas and got worse in others</p> <p>To develop assess why the gentry built impressive houses.</p>	<p><b>Recall focus - Charles I and Oliver Cromwell</b></p> <p>Using 3 contemporary images students will investigate what everyday life was like They will then assess if the evidence matches the Whig view of History</p> <p>Students will look at information on Hardwick Hall and draw their own conclusions on why it was built</p> <p>Making Sense of History pp. 22-27</p> <p><a href="T:\KSHS\Departments\Curriculum\History\History Curriculum 2019\Year 8\New Lessons\Hardwick Hall">T:\KSHS\Departments\Curriculum\History\History Curriculum 2019\Year 8\New Lessons\Hardwick Hall</a></p>
<p>How united was the UK by 1801?</p>	<p>To develop an overview of the key events in the development of the United Kingdom</p>	<p>To assess where the turning points in the creation of the Union were. To evaluate which were the most significant turning points.</p>	<p><b>Recall focus - Comparison of the changes that took place on everyday life in 1509-1745</b></p> <p>Students are to annotate around the map the history of unification between 1485 and 1801. Use different colours to denote more unification and less unification Mention Act of Union 1801 Students are to assess to what extent the UK is united – when was the key turning point in terms unification</p> <p>Challenge: Do independent research on the Jacobite rebellions Map of Britain Think History Ireland pp.175-182, Scotland pp.188-195 Societies and Change pp.72-73. <a href="https://www.youtube.com/watch?v=NL9sNy_b23s&amp;feature=emb_logo">https://www.youtube.com/watch?v=NL9sNy_b23s&amp;feature=emb_logo</a> – United Kingdom</p> <p>Define the word revolution. How many different revolutions can you find that took place between 1745 and 1901?</p>
<p>Overview – what’s changed</p>	<p>To recall the main events and developments from the period – emphasising key turning points</p>	<p>To evaluate the significance of the key turning points and to be able evaluate the most significant developments</p>	<p><b>Recall focus - Turning points</b></p> <p><a href="T:\KSHS\Departments\Curriculum\History\History Curriculum 2019\Year 8\New Lessons\Lesson Timeline Last lesson">T:\KSHS\Departments\Curriculum\History\History Curriculum 2019\Year 8\New Lessons\Lesson Timeline Last lesson</a></p>