

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 1 Period Study: Understanding the changing world, 1558-1750 Society & Culture**

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| **About the unit:**  Students study key events in the reign of Elizabeth I in detail. This period study focuses in particular on an assessment of Elizabeth’s reign focusing on whether it merits the description, ‘Golden Age’. Students complete this period study with an enquiry into the Gunpowder Plot and in doing so they continue their study into the importance of religion. |
| **Learning Outcomes**  This thematic study will help students to develop:   * Their understanding of the religious and cultural change. * Their skills in handling evidence and their ability to draw their own conclusions. * Their understanding of historical controversy and the reasons for this. * Their ability to interpret the past. * Their understanding of change and continuity.   At the end students will know about:   * . * The key events during the reign Elizabeth I including the invasion of the Spanish Armada and cultural and political change. * The events surrounding the Gunpowder Plot.   Students will be able to:   * Explain why events/ individuals may be interpreted differently. * Analyse whether Elizabeth I’s reign deserves the title ‘Golden Age’. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:** Early Modern, Leonardo da Vinci, Renaissance, sculptor, architect, musician, engineer, scientist, anatomy, dissections, printing press, sea routes, voyages of exploration, dynasty, court, Lord Chancellor, Protestant, Catholic, Defender of the Faith, Great Matter, Supreme Head of the Church of England, Act of Supremacy, Act of Succession, The Treason Act, Pope, religious, heretics, excommunicated, Protestantism, English Prayer Book, Middle Way, persecute, Golden Age, wealth, poverty, gentlemen, yeomen, merchants, gallery, vagrants, beggars, harvests, plague, merrymaking, theatre, literature, musicians, adventurers, trade, trading companies, East India Company, Martin Frobisher, Sir Francis Drake, Sir Walter Raleigh, sea routes, trade routes, pillaged.  **Assessment Opportunities**  The end of enquiry final task is a supported piece of extended writing that will reveal:   * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of the period * Reveal their understanding of change over time. * Reveal their understanding of causes. * Reveal their understanding of historical interpretation.   Every lesson offers oppprtunity for formative assessment, for example, teacher questioning, class and peer discussion, spelling checks, quick quizzes, source analysis, written conclusions. |
| **Links to 2014 National Curriculum**  Content knowledge:   * The development of Church, state and society- the Elizabethan religious settlement and conflict with Catholics; the first colony in America and first contact with India. * Society, economy and culture across the period 1509-1745, for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature.   Disciplinary knowledge:   * Understand historical concepts such as change and continuity, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create structured account including written narratives and analyses. * Understand the methods of historical, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.   **Links to future learning at KS3:**   * Builds on Year 7 period study Society and Culture- building understanding of the role of the monarch and society. * Sets background for thematic study- Unit 3a. * Prepares students for later study of Power and People- changing role of the monarch and growing power of Parliament. * Prepares students for later study of Migration and Empire- Reformation and links to migration. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Britain and Health- Renaissance Britain and developments in anatomical understanding. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Understanding of the reasons for differing historical interpretations, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Assess how far the reign of Elizabeth I can be seen as a ‘Golden Age’.  **Key Terms:**  Protestantism, English Prayer Book, Middle Way, persecute, Golden Age | Students are reminded about the religious rollercoaster completed last lesson. Teacher asks what Elizabeth tried to do at the start of her reign, based on her experiences during the reigns of her father and half-siblings? | Students use a double page in their exercise books- one side headed ‘Elizabeth’s Reign was a Golden Age’. The other side headed ‘Elizabeth’s Reign was not a Golden Age’. Note- students may need further pages as the enquiry continues! Students will research evidence relating to Elizabeth’s reign, and will add notes to the relevant page of their exercise books depending on whether they agree with Dr Doubtful or Professor Positive. In this lesson they will focus on events surrounding the defeat of the Spanish Armada.  Using the Dan Snow clip on the Armada, students should be encouraged to add further detail to their exercise books. | Golden Age or not- what is the consensus so far? | Power point, information card- Armada notes. | Teacher questioning/ class discussion. Completed notes in exercise books. | Enquiry- asking historical questions, interpretation.  Literacy- reading, note-making.  Link with GCSE study: Elizabeth I | Historian- research/ analysis. |
| **Lesson 2 WALT:**  Assess how far the reign of Elizabeth first can be seen as a ‘Golden Age’.  **Key Terms:**  Wealth, poverty, gentlemen, yeomen, merchants, gallery, vagrants, beggars, harvests, plague, merrymaking, theatre, literature, musicians. | Horrible Histories- recap Spanish Armada. | In the second part of this enquiry students will assess how far Elizabeth’s reign was a Golden Age in terms of society and culture. | Golden Age or not- what is the consensus so far? | Power-point, information cards- wealth & poverty, culture. | Completed notes in exercise books. | Enquiry- asking historical questions, interpretation.  Literacy- reading, note-making.  Link with GCSE study: Elizabeth I | Historian- research/ analysis.  Architecture, theatre, art. |
| **Lesson 3 WALT:**  Assess how far the reign of Elizabeth first can be seen as a ‘Golden Age’.  **Key Terms:**  Adventurers, trade, voyages, exploration, trading companies, East India Company, Martin Frobisher, Sir Francis Drake, Sir Walter Raleigh, sea routes, trade routes, pillaged. | Students are challenged to recall two facts to support Professor Positive and two facts to support Dr Doubtful. | Students watch the clip relating to Drake’s voyage of exploration and assess his achievements.  Students make use of the information cards and add notes to their exercise books. | Explain homework- students should carefully revise their notes on Elizabeth in preparation for an assessment. Information cards can be placed on TEAMS for extra support. | Power-point, information cards- voyages of exploration and trading companies. | Completed notes in exercise books.  **BIG WRITE:** To what extent was the reign of Elizabeth I a Golden Age? | Enquiry- asking historical questions, interpretation.  Literacy- reading, note-making.  Link with GCSE study: Elizabeth I | Historian- research/ analysis.  Exploration, trade. |
| **Lesson 4 WALT:**  be able to explain the events surrounding the Gunpowder Plot.  (optional) | Teacher explains the background to the Gunpowder Plot. | Students make a note of areas to focus on while making notes as they watch a series of clips.  Students produce a Breaking News report detailing events. They should start with the execution of Fawkes and his fellow conspirators and the story of the Gunpowder Plot should be unravelled. | Nick Knowles programme/ Students deliver their breaking news reports.  Any questions over the treatment of Guy Fawkes? | Power-point | Notes based on clips, breaking news reports | Enquiry- interpretation and analysis.  Literacy- speaking skills. |  |