

**Scheme of Work: History**

**Key Stage 3**

**Year 7: Unit 5 Access to Year 8 Period Study: Understanding the changing world, 1450-1558 Society & Culture**

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| **About the unit:**  This is a period study that takes students right to the end of the Middle Ages and through to the Renaissance preparing them for their studies in Year 8. Students begin with a study of the Wars of the Roses and complete their own evidence based investigation into the controversy surrounding the character of Richard III. Students are introduced to the period known as the ‘Renaissance’ by studying the work of Leonardo da Vinci and the voyages of exploration which took place thorughout this period. Students study key events in the reign of Henry VIII and may compare this with monarchs studied earlier in Year 7. This period study focuses in particular on the events surrounding the Reformation in Britain and the motivations behind it. |
| **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 events surrounding the Wars of the Roses and the controversy surrounding the character of Richard III. * The features of and reasons for the changes that occurred during the Renaissance. * The key events during the reign of Henry VIII including the Reformation.   Students will be able to:   * Explain why events/ individuals may be interpreted differently. * Explain the changes that occurred during the Renaissance and why those changes took place at this time. * Explain changes and continuities since the Middle Ages. * Explain why the Reformation took place in Britain. |
| **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:**  Lancasters, Yorks, Hundred Years War, Wars of the Roses, murderous, Bosworth, skeleton, skeletal, archaeology, archaeologist, poll-axe, halberd, descendant, identified, Early Modern, Leonardo da Vinci, Renaissance, sculptor, architect, musician, engineer, scientist, anatomy, dissections, printing press, sea routes, voyages of exploration, dynasty, jousting, chivalry, Gentlemen of the Privy Chamber, tournaments, court, Lord Chancellor, cardinal, Protestant, Catholic, Defender of the Faith, Great Matter, Supreme Head of the Church of England, Act of Supremacy, Act of Succession, The Treason Act, Reformation, Martin Luther, pilgrimage, Pope, religious, heretics, Ninety-five Theses, indulgences, 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. |
| **Links to 2014 National Curriculum**  Content knowledge:   * The development of Church, state and society- the Wars of the Roses, Henry VII and attempts to restore stability. * The development of Church, state and society- Renaissance and Reformation in Europe; the English Reformation and Counter reformation.   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 earlier Year 7 period study Society and Culture- building understanding of the role of the monarch and society. * Sets background for study of the reign of Elizabeth- Year 8 * Prepares students for later study of Power and People- changing role of the monarch and growing power of Parliament- Year 8. * Prepares students for later study of Migration and Empire- Reformation and links to migration- Year 8. |
| **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:**  Be able to explain the reasons for the Wars of the Roses.  **Key Terms:**  Lancasters, Yorks, Hundred Years War, Wars of the Roses, murderous, Bosworth. | Remind students of expectations, hand out exercise books, PLCs, target stickers etc.  Re-cap events studied in Year 7. Teacher reminds students of the chronology. | Students are introduced to their first enquiry- The events of the Wars of the Roses. Students stick a copy of the timeline in their exercise books.  Optional: Dan Jones’ programme ‘The Mad King: Britain’s Bloody Crown’ (an investigation into the start of the conflict).  Students complete worksheet- if watching programme, complete for homework. | Quick Quiz | Power point,  Worksheet,  Exercise books, PLC’s, target stickers. | Teacher questioning- recap, quiz. Completed worksheet. | Metacognition- link back to Year 7 study. | Historian- chronology, interpretation. Link with documentary making, presenting. |
| **Lesson 2 WALT:**  Understand how Richard III’s skeleton was discovered and identified.  Know why Richard III has created arguments and controversy.  Explain which questions about Richard III can and cannot be answered from the skeletal evidence.  **Key Terms:**  Skeleton, skeletal, archaeology, archaeologist, poll-axe, halberd, descendant, identified, Shakespeare. | Students introduced to the recent discovery of Richard III’s body in a car park in Leicester (originally the site of Greyfriars Church).  Teacher offers some basic background on Richard and the reputation that he has gone down in history as having.  The discovery of the body was confirmed as being Richard III through DNA evidence obtained from one of his sister’s descendants. | Based on their knowledge of the archaeological finds, students investigate 5 cards which set out 5 puzzles relating to Richard. Which of these could have been solved by investigating the skeletal evidence? Which could not and why?  Teacher explains that the biggest reason for Richard having a murderous reputation relates to the mystery of the princes in the tower.  Teacher explains the background to this story and students attempt to unravel the mystery by investigating evidence and answering a series of questions- slide 21. | A further reason why Richard III had such a poor reputation is because of his portrayal in Shakespeare’s play. The description of Richard’s physical appearance has now been proven to be unfounded based on the archaeological evidence. Could the descriptions of his character be false also and simply an example of Tudor propaganda? (see slide discussing Shakespeare’s patrons). | Power-point, cards- puzzles, worksheet Princes in the Tower. | Teacher questioning, peer/ class discussion, completed worksheet. | English Literature- Shakespeare, interpretation, empathy. | Archaeology, forensic science, historian, reporting, journalism. |
| **Lesson 3 WALT:**  be able to explain the life and work of Leonardo da Vinci.  **Key Terms:**  Early Modern, Leonardo da Vinci,  Renaissance, sculptor, architect, musician, engineer, scientist, anatomy, dissections, printing press. | Teacher introduces students to a road map of the Early Modern period and poses three initial enquiry questions. | By studying the career of Leonardo da Vinci (all students should be familiar) students will complete an investigation that will offer them an overview of some of the developments during this period- this will include ‘The Renaissance’, ‘Connecting the World’, ‘The Reformation’. Students write up their account in the form of a podcast- ‘What Changed, 1450-1550?’ In this first part of the podcast they will focus on The Renaissance. There are prompts on the information cards to help them focus their enquiry. | Link between the printing press and the work of Vesalius (allowed accurate anatomical drawings to be produced). Link with the study of Britain and Health: renaissance heroes. | Power-point, road map cards, information cards. | Teacher questioning/ class discussion. Completed podcasts. | Art, Science. Interpretation and analysis. Speaking. | Art historian, medicine. |
| **Lesson 4 WALT:**  Explain the consequences of the voyages of exploration in the 15th and 16th Centuries.  **Key Terms:**  sea routes, voyages of exploration. | Under the title, ‘Connecting the World’, students copy brief summary from the slide. | Students organise a series of cards into the correct chronological order and then plan and write up the second part of their podcast- ‘What changed, 1450-1550?’- Connecting the World. Students may use the interviewer’s questions as prompts.  Note: part three will be completed later. | If time, students may investigate the experience of Life at Sea, using pages 12-13 of ‘In Search of History’. | Power-point, cards, In Search of History textbooks. | Teacher questioning/ class discussion. Completed card sort and podcast. | Geography, Science. Analysis. Speaking. | Explorer. |
| **Lesson 5 WALT:**  be able to explain key events in the reign of Henry VIII.  **Key Terms:**  Dynasty, jousting, chivalry, Gentlemen of the Privy Chamber, tournaments, court, Lord Chancellor, cardinal, Protestant, Catholic, Defender of the Faith, Great Matter, Supreme Head of the Church of England, Act of Supremacy, Act of Succession, The Treason Act. | Students are introduced to Henry VIII and teacher explains how he was the first King to use the title, ‘Your Majesty’. | Students investigate the early and later years of Henry VIII’s reign and complete an A3 worksheet summarising their findings. Students may work in pairs/ small groups to investigate the information, but teacher will need to be prepared to assist with any areas where students need greater clarity. Depending on the class, teacher may which to take students through completion of their A3 sheet step by step. | Horrible Histories- Rowan Atkinson as Henry VIII. | Power-points. Information cards, A3 worksheets. | Completed A3 sheets. These will need checking to ensure detail. Students may need support in summarising notes. | Literacy skills- reading, making notes. Revision skills- summarising large amounts of content. | Historian- research, analysis. |
| **Lesson 6 WALT:**  Be able to explain the events and consequences of the Reformation.  **Key Terms:**  Reformation, Martin Luther, pilgrimage, Catholics, Protestants, Pope, religious, heretics, Ninety-five Theses, indulgences, excommunicated. | In 1521 Henry VIII was given the title Fidei Defensor (Defender of the Faith) by the Pope after writing a pamphlet defending the Catholic Church. The title is still used today and is found on coinage despite the fact that Catholicism is no longer the official faith. Teacher asks students why this might surprise them given their knowledge of Henry’s reign acquired last lesson. | Students read through an information card on the Reformation and Martin Luther and answer three enquiry questions.  Students then identify differences between Protestant and Catholic churches.  Teacher outlines the consequences of the Reformation and students write up the final part of their podcast, started in Lessons 3 and 4.  Using a table of information giving a summary of the reign of each Tudor monarch, students create and annotate their own Tudor Rollercoaster. | Fact- why is Mary Tudor sometimes referred to as ‘Bloody Mary’?  Thinking forward to GCSE study of Elizabeth I- what lessons do students think Elizabeth may have learned about how to handle religion during her reign. | Power-point, information cards- Luther and the Reformation. | Responses to enquiry questions- The Reformation, completed Tudor Rollercoasters. | RS- differences between the Protestant and Catholic Church. Literacy skills- reading, drawing conclusions. Analysis and interpretation, understanding of change and continuity. | Historian- research and analysis. |