

History Year 7 – Term 5 – Terrible Tudors

Here students will explore the impact of the early Tudor dynasty, focusing in particular on the break with Rome. With a thorough understanding of the different beliefs of the Protestant and Catholic denominations, as well as the motivations behind Henry VIII’s break with Rome, students can apply their sources and analysis skills to a key turning point in British History. This will directly relate to the issues between rival denominations leading to the Gunpowder Plot, English Civil War and first journeys of emigration, as well as the GCSE Medicine unit where the Reformation marked the beginning of the weakening of the church’s role in medical practice, and the eventual ability of key individuals to challenge orthodox belief and create new, more accurate and effective medical practices.

	<u>Lesson Intent</u> (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	<u>Vocabulary – Daily Retrieval/Teach for memory</u>	<u>Activities/Assessment (to including the metacognitive/learning verb</u>	<u>Homework/Literacy Map</u>
<p><u>KG/s Identify and Summarise the characters in the Tudor family tree</u></p> <p>Lesson 1</p>	<p>This creates an overview for the unit, and how the Tudors fit together it allows students to research and links to Rye SMART resilience as students may need to read an information card more than once to discover the answer to all their questions.</p> <p>Feeds on from earlier kings and dynasties, from KS2.</p> <p>Feeds forward to Tudors, reformation (this term) and Elizabeth - Term 6.</p> <p>Feeds forward to Renaissance - Term 6, Yr7 and GCSE medicine as the dissolution began a turning point in challenging the church.</p>	<p>Ancestors Inheritance Heir Matrimony Protestant Catholic Divorce Childbed fever Overview</p>	<p>Show family tree – discuss meaning – pupils could draw simple family tree of their own to show understanding/teacher demonstrate family tree on board</p> <p>WE HAVE ONE LMINATED SET AS A DEPARTMENT</p> <p>This is an information search and pupils may have to look at each picture a few times – (resilience)</p> <p>Complete Tudor Family tree for reference</p>	<p>Research – How did Henry Tudor become King Was he born to be king? Do you think he deserved to be king?</p> <p>Give 2 weeks</p>
<p><u>KG/s Analyse the leadership qualities of Henry VII</u></p> <p>Lesson 2</p>	<p>Through looking at Henry VII students will see the challenges of medieval kingship, and begin to understand the importance of founding a dynasty – which led to the pressure on Henry VIII to produce the male heir and so ultimately the dissolution of the monasteries.</p> <p>Feeds on from Lesson 1 overview.</p> <p>Feeds on from comparisons with Kings John, Henry II and Richard II - Term 4, Lesson 9.</p>	<p>Leadership Decisive</p>	<p>Discussion of leadership qualities Retrieval discussion of types of sources - primary/secondary etc</p> <p>Identify if the sources show positive/negative traits.</p> <p>Extension – spot the bias – discussion of if still useful if biased. Why are sources biased etc.</p>	

Vocab Bank

	<p>Feeds on from 'sources skills' – Term 1. Feeds forward to Tudors, reformation (this term) and Elizabeth - Term 6. Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.</p>		<p>MARKED WORK – judgment on Henry VII</p>	
<p><u>KG/s Select arguments from sources to describe young Henry VIII</u></p> <p>Lesson 3</p>	<p>Here students are encouraged to challenge there existing knowledge of the past and examine Henry VIII in a way that is not often portrayed. This will ensure that they are questioning sources around them and testing knowledge rather than blindly accepting details that are “general knowledge”</p> <p>Feeds on from overview and Henry VII - Lessons 1 and 2. Feeds on from comparisons with Kings John, Henry II and Richard II - Term 4, Lesson 9. Feeds on from 'sources skills' - lessons 1 and 2. Feeds forward to Tudors, reformation (this term) and Elizabeth - Term 6. Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church. Feeds forward to Catholic/Protestant divide - Lesson 6.</p>	<p>Potentate Complexion Handsome Athletic Admired Gout Majesty Defender of the faith Pursuits Intellectual</p>	<p>Define key terms Brainstorm knowledge of Henry VIII from KS2 – expect to find old, fat, 6 wives etc</p> <p>Discussion of source – HAB and LAB version on PPT Discussion of Biased, but still useful</p> <p>Discussion of Young Henry then create table – words to describe Henry – old and young.</p> <p>Discussion – why do you think the OLD FAT henry is the one we all remember? Are students surprised by what they have learnt?</p>	
<p><u>KG/s Summarise and explain the problems Henry VIII faced</u></p> <p>Lesson 4</p> <p>Henry VII HW due</p>	<p>In the Becket unit students learnt that the church is as powerful/more powerful than a monarch and that a monarch gets his 'power' directly from God – this is called the Divine Right of Kings. Kings needed to obey 'pope/church' as they believed that the Pope descended from St Peter and was infallible. Kings were judged by God when they died and they can go to hell. This put a 'brake' on King's power. This, however, was not the only issue making ruling hard for Henry VIII – and here students will identify other problems for themselves.</p>	<p>Charisma Married Intelligence Miscarriage Divorce Debt Relationships Inheritance Heir Patriarchy Advisor</p>	<p>Create a criteria for a King May need to remind pupils about divine right Look at Henry's problems – which would be the biggest problem for a King?</p> <p>Pupils use Problem Solver Grid and complete chart for the solutions and the difficulties these would face</p> <p>Pupils choose one to write up in a paragraph as an agony aunt scenario</p>	<p>HERSTORY HW Choose <u>Two</u> of Henry VIII's wives. Research them – what were they like – looks, personality, life before they became queen etc How are they similar? How are they different?</p>

Vocab Bank

	<p>Feeds on from earlier Tudor learning – Lessons 1-3.</p> <p>Feeds on from comparisons with Kings John, Henry II and Richard II - Term 4, Lesson 9.</p> <p>Feeds on from ‘sources skills’ – Term 1.</p> <p>Feeds forward to Tudors, reformation (this term) and Elizabeth in term 6</p> <p>Feed forward to Renaissance in term 6 yr7 and GCSE medicine as the dissolution began a turning point in challenging the church.</p>			<p>Which do you think made the better wife and queen?</p> <p>Extension – expand your comparison to look at more of Henry’s wives (there were six of them!)</p> <p>Give 2 weeks</p>
<p><u>KG/s Describe Henry VIII’s marriages and explain his reasoning</u></p> <p>Lesson 5</p>	<p>Through exploring the six marriages of this monarch students not only gain generalised cultural capital, but they can begin to see the impact of some of the marriages and offspring, and it helps to consolidate learning of the family relations.</p> <p>Feeds on from earlier Tudor learning - Lessons 1-3.</p> <p>Feeds on from comparisons with Kings John, Henry II and Richard II - Term 4, Lesson 9.</p> <p>Feeds on from ‘sources skills’ – Term 1.</p> <p>Feeds forward to Tudors, reformation (this term) and Elizabeth - Term 6.</p> <p>Feeds forward to Renaissance in (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.</p>	<p>Divorce</p> <p>Matrimony</p> <p>Temptation</p> <p>Advice</p> <p>Warning</p> <p>Heir</p> <p>Inheritance</p> <p>Beheaded</p> <p>Adultery</p>	<p>Remember divorce behead died... rhyme and who had children.</p> <p>Explore the room to complete the task – tick sheet</p> <p>Then task – letter to Catherine Parr to summaries marriages. Print scaffolding from Slide 4 – for LAB you may wish to adapt with sentence starters or only give one structure to all students.</p>	
<p><u>KG/s Compare and contrast Christian denominations</u></p> <p>Lesson 6</p>	<p>The split from Rome by the English church had many implications, not least setting up centuries of feuds between rival denominations. This lesson begins to separate their beliefs and show students how they were similar, but with subtle differences that caused massive arguments</p> <p>Feeds on from earlier learning on Henry VIII - Lessons 3-5.</p> <p>Feeds on from importance of the church.</p>	<p>Reformation</p> <p>Christianity</p> <p>Catholicism</p> <p>Protestantism</p> <p>Decoration</p> <p>Transubstantiation</p> <p>Consubstantiation</p> <p>Papal Authority</p> <p>Heretic</p> <p>Martyr</p>	<p>It is ESSETIAL that students understand differences between Catholics and Protestants – they will struggle and will struggle to remember them! You may need t split the lesson into 2</p> <p>For this lesson, to get the differences of the church, you can use the making of the UK pages 32 – 33. Use this for the venn diagram. Alternatively copy slide 18</p>	

Vocab Bank

	<p>Feeds forward to dissolution of monasteries next lesson and Elizabeth - Term 6.</p> <p>Feeds forward to English Civil war - Year 8.</p> <p>Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.</p>	<p>Defender of the faith</p> <p>Act of Supremacy</p>	<p>Talk through the information on Catholics and Protestants – ensure all understand key concepts. Discuss images of churches.</p> <p>Then give Venn diagrams marked work what religion WAS Henry VIII</p>	
<p><u>KG/s Justify Henry VIII's decision to close the monasteries</u></p> <p>Lesson 7</p> <p>HERSTORY HW due</p>	<p>The split from Rome by the English church had many implications, not least setting up centuries of feuds between rival denominations. This lesson begins to separate their beliefs and show students how they were similar, but with subtle differences that caused massive arguments</p> <p>Feeds on from earlier learning on Henry VIII - Lessons 3-6.</p> <p>Feeds on from importance of the church.</p> <p>Feeds on from kingship and other monarchs studied – Terms 3 and 4.</p> <p>Feeds forward to dissolution of monasteries next lesson and Elizabeth - Term 6.</p> <p>Feeds forward to English Civil war - Year 8.</p> <p>Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.</p>	<p>Monasteries</p> <p>Convents</p> <p>Abbeys</p> <p>Monks</p> <p>Nuns</p> <p>Dissolution</p> <p>Prior</p> <p>Piracy</p> <p>St Benedict</p> <p>Chastity</p> <p>Abstinence</p> <p>Pilgrimage of Grace</p> <p>Pardoned</p> <p>Executed</p>	<p>Go through basics of monasteries to establish the importance</p> <p>Use information cards and to complete handout chart</p> <p>Discussion of Protests to the dissolution – focusing on the Pilgrimage of Grace</p> <p>End task – did the dissolution help Henry? Did it solve ALL problems?</p> <p>Extension activity for HA – pages 38 and 39 – purple making of the UK book– all activities in the Activity box</p>	<p>Literacy HW</p> <p>Pardoned</p>
<p><u>KG/s Describe the work of Edward VI</u></p> <p>Lesson 8</p>	<p>Edward VI pushed the reformation on from a simple split of finances and power under his father into the ideological reformation of belief and learning of the Enlightenment period. This pushed the differences between the two rival groups into more extremes.</p> <p>Feeds on from lessons on Henry VIII and changes to the church – Lesson 3-7.</p> <p>Feeds on from the Tudor family tree - Lesson 1.</p> <p>Feeds on from importance of the church.</p> <p>Feeds forward to the reigns of Mary (Lesson 8) and Elizabeth - Term 6.</p>	<p>Dissolution</p> <p>Protestantism</p> <p>Puritanism</p> <p>Council of regency</p> <p>Disease</p> <p>Tuberculosis</p>	<p>Retrieval tasks - How did Henry change the church?</p> <p>What is the problem of having a 9 year old child as ruler of a country? (This child would be a year 4 or 5 primary school aged child) Be sure pupils know what regency is.</p> <p>Part 2 – look at the changes made by Edward.</p>	

Vocab Bank

	Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.		Discuss Edward's death – IF TIME THIS COULD FEED TO A DISCUSSION OF LADY JANE GREY Especially for HAB Role play task	
KG/s <u>Describe the reign of Mary Tudor and Explain the reason for her nickname</u> Lesson 9	The split from Rome by the English church had many implications, not least setting up centuries of feuds between rival denominations. This lesson looks at how Mary tried to turn the country back to catholicism. Feeds on from earlier learning on Henry VIII - lessons 3-5. Feeds on from importance of the church. Feeds on from previous lesson on Edward VI. Feeds forward to Elizabeth - Term 6. Feeds forward to English Civil war - Year 8. Feeds forward to Renaissance (Term 6, Year 7) and GCSE medicine as the dissolution began a turning point in challenging the church.	Martyr Protestant Catholic Nicknames Interpretations	ISMs young Mary and burning martyrs – what can we learn from these? Discuss role of nicknames Information on Mary – background for understanding. Analysis table Judgment – MARKED WORK - SOT	

Vocab Bank