

History Year 7 – Term 6 – Rebirth

This term, students develop their knowledge and understanding of the changes seen in term 5 and explore some of the impacts of the Reformation. Students use two key aspects of the life of Queen Elizabeth I to practice their research, presentation and debate skills, as well as genre writing. They deepen their understanding of the religious rifts within England at the time – rifts that will be explored further in year 8 with the English Civil War and the beginning of religious emigration. Students also examine ideas of significance, especially around the new learning and inventions of the time – focusing in detail on the importance and impact of the Printing Press.

	<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 Summarise the main developments in the Renaissance</u></p> <p>Lesson 1 and 2</p>	<p>This lesson ensures a general understanding of the ideas and changes within the Renaissance and Early Modern/ Enlightenment period</p> <p>Feeds on from Tudors and dissolution of monasteries – Term 5.</p> <p>Feeds forward to Inventions such as the Printing Press - Lesson 8.</p> <p>Feeds forward to GCSE Medicine and the changes in medical knowledge/weakening of church power.</p>	<p>Renaissance</p> <p>Inventions</p> <p>Development</p> <p>Exploration</p>	<p>Chronology recap and the names of the major time periods</p> <p>Establishment of the idea of the Renaissance period and new learning</p>	<p>Inventions of the renaissance/Inventions of Leonardo da vinci – research and do a fact file – use google search. Give 2 weeks.</p>
<p><u>KG/s Analyse Elizabeth’s suitors</u></p> <p>Lesson 3 and 4</p>	<p>Create group work presentations to research and debate the best suitor for Elizabeth the first, through relating details of each man to the context of the time</p>	<p>Suitors</p> <p>Matrimony</p> <p>Patriarchy</p> <p>Matriarchy</p> <p>Contenders</p> <p>Arguably</p>	<p>Analysis exercise – should Elizabeth get married – why was marriage seen as so neseccary for her at the time?</p> <p>Students create campaigns for their contenders, they will present these in lesson 4</p>	

	<p>period and why a queen needed a husband.</p> <p>Feeds on from Tudors and the importance of a male heir – Term 5.</p> <p>Feeds forward to Spanish Armada - Lessons 5 and 6.</p>	<p>Consequently Furthermore</p>	<p>and then break into a debate task to argue/counter-argue who Elizabeth should marry</p> <p>Mark the students presentations of arguments for their suitors – and mark group work skills</p> <p>Feedback and have pupils write up who is best for the queen, or justify why the queen shouldn't marry at all</p>	
<p><u>KG/s Describe and Discuss the events of the Spanish Armada</u></p> <p>HW RESEARCH DUE</p> <p>Lesson 5 and 6 and 7</p>	<p>To create an overview of knowledge of the events of the Spanish Armada, and use these to create an analysis of why the Spanish were defeated.</p> <p>Geography link – locations of countries and events on map</p> <p>Feeds on from marriage debate - Lessons 3 and 4.</p> <p>Feeds on from Catholic Vs Protestant and the dissolution of monasteries - Term 5.</p> <p>Feeds forward skills to next SOOT task - Term 3.</p> <p>Feeds forward to GCSE skills – writing a 16 mark SOOT question.</p>	<p>Attack Count of Medina Navy Galleon Tactical</p>	<p>Research into the reasons for the Armada</p> <p>Pupils identify Spain on the map in relation to England and plot the events of the armada on the map – using annotations to describe events.</p> <p>Sort the reasons for failure into importance and explain choices.</p> <p>Genre writing – SOOT model, plana and answer assessment question “The wind was the main reason that the Spanish were defeated in 1588” – How far do you agree?</p> <p>MARKED WORK</p> <p>Aim to mark this for the next lesson to allow the students to respond to marking ASAP.</p>	<p>Prepare/revise for marked work SOOT assessment</p>
<p><u>KG/s Describe the changes brought about by Guttenberg</u></p> <p>Lesson 8</p>	<p>This is a key turning point in knowledge and has lasting impacts throughout the centuries and the History course. It is also an example to begin to discuss significance as a concept.</p>	<p>Revolutionary Development Monasteries Chronical Periodicals significance</p>	<p>Retrieval tasks on monastic roles</p> <p>Information on Gutenberg</p> <p>Identify changes made by the printing press - add links to show how different ideas relate to one another</p> <p>Explain these links</p>	<p>Literacy word – communication – due next lesson</p>

	<p>Feeds on from prior lessons on Renaissance – Lessons 1 and 2. Feeds on from work of the church - Term 4.</p> <p>Feeds forward to significance of Tyndale - Lesson 9. Feeds forward to scientific revolution - Lesson 10. Feeds forward to GCSE Medicine and the changes in medical knowledge/weakening of church power.</p>		<p>Ext judgement – what was the most important change? Think Significant at the time, significant over time.</p>	
<p><u>KG/s Explain the Significance of William Tyndale</u></p> <p>Literacy HW due Lesson 9</p>	<p>This extends the previous lesson, it is a key turning point in knowledge and has lasting impacts throughout the centuries and the History course. It is also an example to begin to discuss significance as a concept.</p> <p>Feeds on from prior lessons on Renaissance – Lesson 1 and 2. Feeds on from the Printing Press - Lesson 8. Feeds on from work of the church - Term 4.</p> <p>Feeds forward to scientific revolution - Lesson 10. Feeds forward to GCSE Medicine and the changes in medical knowledge/weakening of church power.</p>	<p>Significance Catholic Protestant Vernacular Heresy Martyr Lollard Prosecution</p>	<p>Significance of William Tyndale – Bible in English Recap catholic protest divide and beliefs Latin Vs English – reasoning for each side Trial of Tyndall sources – select the sources to argue for or against a charge of Heresy</p>	<p>HW research Herstory</p> <p>Research of female religious martyrs from the Tudor period – either dying for Catholicism or Protestantism – could use Lady Jane Grey, Mary Stuart, Lollards etc</p> <p>http://www.bbc.co.uk/legacies/myths_legends/england/surrey_sussex/article_1.shtml</p>

<p><u>KG/s Discuss the impact of the Scientific Revolution</u></p> <p>Lesson 10</p>	<p>Through looking at the scientific revolution, students can see a time of change, and the new technologies that were being created, they then can evaluate against what we have now to compare how different Medieval and Renaissance experiences were.</p> <p>Feeds on from prior lessons on Renaissance – Lessons 1 and 2. Feeds on from Lesson 8 on the Printing Press and 9 on Tyndale. Feeds on from work of the church - Term 4. Feeds forward to Royal Society - Lesson 11. Feeds forward to GCSE Medicine and the changes in medical knowledge/weakening of church power</p>	<p>Revolution Invention Industry Development Significance</p>	<p>Create a timeline of changes - use source information sheet – relate to how each increases either health/understanding of the world/industry – perhaps colour code or sort into a table Feed to general knowledge –what was still not known i.e. germ theory, other inventions/factories, transport etc Marked task Judgement – how much has life improved?</p>	
<p><u>KG/s Relate the Royal Society to its time to justify its importance</u></p> <p>Lesson 11</p>	<p>Feeds on from prior lessons on Renaissance – Lessons 1 and 2. Feeds on from lesson 8 on the Printing Press, and 9 on Tyndale. Feeds on from work of the church - Term 4. Feeds forward to Royal Society - Lesson 11. Feeds forward to the role of the Stuart government in politics and changing society – Term 2.</p>	<p>Astrology Astronomy Anatomy Gravity Revolutionise Reformation Civil War</p>	<p>Royal society – extension Issac Newton What is the RS? How would Charles II add importance to it? How did the civil war create it? Topics discussed in 1600s and reasoning. Compare to what would we discuss today? How did the printing press help? What evidence can we see of changing ideas – Feed to Newton for HAB/extension activities</p>	

	Feeds forward to GCSE Medicine and the changes in medical knowledge/weakening of church power.		USE THE BLUE INVESTIGATING HISTORY TEXTBOOKS FROM ROOM 2 – PAGES 88-91	
--	--	--	--	--