

## **Reciprocal Reading**

Personal Development at St Cecilia's includes the following:

- Safe Relationships
- Physical Health, Mental Health and Wellbeing
- Relationships and Sex Education
- Equality, Inclusion and Opportunity
- Fundamental British Values
- Citizenship
- Spiritual Development
- Moral Development
- Social development
- Cultural Development
- Character Development
- Catholic Social Teaching
- Futures, Finance and Careers

## Year 7

<b>Task</b>	<b>Text</b>	<b>Task</b>	<b>Personal development</b>	<b>Unit and Lesson</b>
1	Mary Celeste Mystery	Pupils use the evidence to create their own reasoned interpretation for the mystery. Class discussions of different theories during the lessons.	British Values	What is History? Lessons 9-11
2	Should Duke William invade England?	Pupils use the evidence to divide the arguments for and against invasion before ranking the reasons to invade and explaining the most convincing reason. Class discussion.	Moral Development	The Norman Conquest Lesson 20.
3	Who ruled England from 1066-1327?	Pupils read the puzzle and create a royal family tree from 1066-1327.	British Values	Medieval Realms Lesson 44.
4	Was Henry II a great king?	Pupils use the evidence from the worksheet to write a reasoned interpretation. Class discussion and justification.	Moral Development CST	Medieval Realms Lesson 47.
5	What did people in the Middle Ages think caused the Black Death?	Pupils use the source evidence to write a medieval doctor's report on what people in the Middle Ages thought caused the Black Death.	CST – Preferential treatment of the poor	Black Death Lesson 54.
6	Why did the English win at Agincourt?	Pupils read the newspaper account of the battle and use it to explain the reasons for victory.	Character Development	The Hundred Years War Lesson 64.

## Year 8

<b>Task</b>	<b>Text</b>	<b>Task</b>	<b>Personal Development</b>	<b>Unit and Lesson</b>
1	Is Bloody Mary's reputation deserved?	Pupils read the text book and gather evidence to write a paragraph for and against the interpretation before explaining their own reasoned opinion.	Moral Development	Tudors and Stuarts Lesson 8.
2	Who was Robert Cecil?	Pupils read the sources and answer the questions in order to understand the crucial role of Cecil in the Gunpowder Plot. This will help to develop their understanding of events.	Equality, inclusion and opportunity	Tudors and Stuarts Lesson 14.
3	What caused the French Revolution?	Text book. Short-term causes of the French Revolution.	CST - Preferential treatment for the poor. Moral and social development. Equality, inclusion and opportunity	French Revolution Lesson 30.
4	Does Louis XVI deserve to die?	Pupils use the evidence from lessons and the additional list of reasons to create a speech to be used in a class debate during the following lesson.	Moral development. CST.	French Revolution Lesson 40.

5	Why was Napoleon defeated in Russia?	Pupils use the source material to categorise the different reasons and explain them, as well as justifying the most important reason after a class discussion.	CST.	French Revolution Lesson 47.
6	Were all Native Americans the same?	Pupils read the text and source materials to write an account comparing the lifestyles of the Sioux and Iroquois tribes.	Cultural development. Equality, inclusion and opportunity.	Native Americans Lesson 55.

**Year 9**

<b>Task</b>	<b>Text</b>	<b>Task</b>	<b>Personal Development</b>	<b>Unit and Lesson</b>
1	The 1832 Royal Commission Report	Pupils read the source material and use it to construct a chart showing conditions in cotton mills. The evidence will be used to create a speech on factory reform that will be used during a class debate.	British values. Moral and social development. CST – preferential treatment for the poor.	Industrial Revolution Lessons 7 and 8.
2	Conditions in workhouses	Pupils read the text and source material and use it to gather evidence on different aspects of workhouse life in preparation for the assessment.	British values. Moral and social development. CST – preferential treatment for the poor.	Industrial Revolution Lessons 20 and 21.
3	Jack the Ripper witness statements	Pupils use the evidence from the witness statements during the murders to create their own identikit version of Jack the Ripper.	Moral development.	Crime and Punishment Lesson 35.
4	Florence Nightingale	Pupils use the text and sources to write an answer explaining the significance of Florence Nightingale.	Character development. Moral development. Equality, inclusion and opportunity.	Medicine, Surgery and Hospitals. Lessons 44 and 45.
5	What happened to the Romanovs?	Pupils use the text to discuss and debate the fate of the Romanovs.	British values. Moral development. Careers – the role of forensic science in proving historical hypotheses.	First World War Lesson 57.
6	Was Dunkirk a triumph or a disaster?	Pupils read the sources and interpretations and gather evidence for both sides of the argument before writing their own reasoned interpretation. Class discussion.	British values. Moral development.	Second World War Lesson 65.

**Year 10**

<b>Task</b>	<b>Text</b>	<b>Task</b>	<b>Personal Development</b>	<b>Unit and Lesson</b>
1	The People's Health text book, p 14-16.	Pupils use the evidence to explain how food, housing, water and waste affected health in the countryside in the Middle Ages.	Moral development. Equality, inclusion and opportunity.	People's Health Lesson 2.
2	The People's Health text book, p44-45.	Pupils use the evidence to explain the government's responses to plague and how effective these responses were, individually and collectively.	British values.	People's Health Lesson 10.
3	Why did William become King of England?	Pupils use the sources and interpretations to gather evidence for different reasons why William became king. Class discussion and reasoned justification of pupils' interpretations.	Character development. Spiritual development.	The Norman Conquest Lessons 5 and 8.
4	The Norman Conquest text book, p72-76.	Pupils read the interpretations and information on the purpose of Norman castles before completing the A3 sheet showing the different purposes of Norman castles and reaching their own reasoned interpretation. Class discussion.	Cultural development. Moral development.	The Norman Conquest Lesson 21.
5	Why was the Roman fort built at Ribchester?	Pupils read the interpretations and use the evidence to write the different reasons on their	British values. Cultural values.	Ribchester Lesson 3.

		A3 sheet. Class discussion and justification regarding the most important reason.		
6	Living Under Nazi Rule text book, p14-16.	Pupils read the evidence about the Reichstag Fire, March 1933 election and the Enabling Act before explaining the events and explaining how each allowed Hitler to gain more power in Germany in 1933.	British values.	Living Under Nazi Rule Lesson 2.

### Year 11

<b>Task</b>	<b>Text</b>	<b>Task</b>	<b>Personal Development</b>	<b>Unit and Lesson</b>
1	Living under Nazi Rule text book, p92-95.	Pupils read the text on different responses to Nazi rule in occupied Europe. Pupils use the examples of different countries and plot them on a continuum line from collaboration to accommodation and resistance. Class discussion and justification.	Moral development. Cultural development.	Living Under Nazi Rule Lesson 19.
2	Viking Expansion text book, p10-15.	Pupils gather evidence on different aspects of Viking life in Scandinavia. Pupils write their	Cultural development. Spiritual development.	Viking Expansion Lessons 2 and 3.

		findings on the A3 sheet under the different categories.		
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