



Big Question

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| AoLE: Humanities | Subject: History | Year: 8 |
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| Big Question / Aim / Objective / Concept | Vision (Proposed outcome) / Purpose of curriculum | Prior knowledge / Learners previous knowledge |
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| How did the Tudor dynasty shape and influence Britain's political, social, and cultural landscape during the 16th century? | The unit focuses on a wide range of political, economic, religious and social issues that took place under the reign of the Tudors. Some of the topic areas include: The Reformation; Henry's Divorce; Edward's changes to the Churches; 'Bloody' Mary and an evaluation of the reign of Elizabeth. This unit of work provides the opportunity to consider some of the events and themes from the Tudor period in greater detail and depth, whilst at the same time looking at key historical concepts like enquiry, interpretation, propaganda and bias. | Knowledge of the role of Christianity in Europe and Britain and how it affects daily life. The role of a King and heirs. |

What does progression look like in this 'Big Question'?

| Progression Indicator | Description of learning (What matters statements) | Student evidence of progression (Blooms) / Knowledge |
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| Excelling | <p>I can analyse the usefulness and consider the reliability and validity of a range of evidence relating to my enquiry.</p> <p>I can analyse, present and reflect on my findings, describing patterns and explaining relationships across data and sources.</p> <p>I can infer and evaluate opinions, viewpoints and interpretations from a range of sources and evidence in order to develop my own informed judgements.</p> <p>I can draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence.</p> <p>I can analyse and explain the impact of decisions made by individuals, local, national or global governance, and non-governmental organisations on people, their rights and the environment.</p> | <p>Recreate a modern day poster of Luther's criticisms.</p> <p>Create a dating profile for Henry VIII.</p> <p>Analyse contemporary sources about Henry and assess the reliability of the origin of the sources.</p> <p>Evaluate all the evidence provided to make a judgement on whether Henry VIII was a hero monster.</p> <p>Judge whether Mary Tudor deserves the title 'Bloody Mary'.</p> <p>Create their own propaganda portrait of Elizabeth.</p> <p>Analyse English and Spanish sources of information for bias.</p> |
| Advancing | <p>I can infer and compare people's opinions, viewpoints and interpretations from sources and evidence</p> <p>I can use evidence to explain how aspects of the past have been represented and interpreted in different ways.</p> <p>I can use my knowledge and understanding to analyse and explain how different communities and societies have changed over time.</p> <p>I can explain, using a range of evidence, why people have different interpretations and that interpretations are influenced by the availability, validity and credibility of evidence, identity, experiences, viewpoints and beliefs.</p> | <p>Compare and contrast Catholic and Protestant churches.</p> <p>Explain why people became Protestant.</p> <p>Explain why the reformation created religious turmoil across Early Modern Europe.</p> <p>Analyse interpretations of Mary Tudor.</p> <p>Explain the advantages and disadvantages of marriage for Elizabeth.</p> <p>Analyse the information of all potential suitors for Elizabeth and Select a suitable suitor.</p> <p>Analyse the Rainbow Portrait.</p> <p>Prioritise the reasons for the defeat of the Spanish Armada.</p> |



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| <p>Securing</p> | <p>I can describe and explain similarities and differences between people's lives both in the past and present.</p> <p>I can describe how some different characteristics of communities and societies have changed, within and across periods of time, in my locality and in Wales, as well as in the wider world.</p> <p>I can describe the different ways that countries and societies, including Wales, have been governed in the past and present.</p> <p>I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.</p> | <p>Explain the term succession and why boys were chosen as an heir.</p> <p>Describe Luther's criticisms of the Catholic Church.</p> <p>Describe Henry's hobbies and interests.</p> <p>Explain why Henry wanted a divorce.</p> <p>Explain why Henry created his own church.</p> <p>Describe key events in Mary Tudor's life.</p> <p>Discuss the role of a 16th Century female monarch.</p> <p>Explain how the Tudors used portraits to portray their power across their subjects.</p> |
| <p>Beginning</p> | <p>I have an understanding that the past can be divided into periods of time. I also have an understanding that these periods have distinctive features and are different from one another, as well as different from the present.</p> <p>I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs.</p> <p>I can form, express and discuss my own opinions on a range of issues after considering evidence and the views of others.</p> | <p>Identify the Tudor and Stuart monarchs in the Tudor and Stuart family tree.</p> <p>Identify the core beliefs of Catholicism.</p> <p>Identify the core beliefs of Protestantism.</p> <p>Identify Henry's 6 wives and describe their fates.</p> <p>Identify Henry's problems and offer sensible solutions.</p> <p>Identify positive and negative interpretations of Henry.</p> <p>Identify symbols within the Tudor portraits.</p> <p>Identify the reasons for Spain's attack and the reasons for the defeat of the armada.</p> |

| Authentic learning experiences (Local / National / International) | Skills (Literacy / Numeracy / DCF) / Cross Curricular links |
|---|---|
| <p>Authentic learning experiences: Virtual tour of the National History Museum and the Great Fire of London. Pupils act out a court trial about Mary Tudor.</p> <p>Local Links: Pupils will explore local Tudor Chester.</p> <p>National links: Pupils will study the impact of the dissolution of the monasteries around Britain.</p> <p>International links: Pupils will study the effects of the reformation across Early Modern Europe and how this changed Christianity forever.</p> | <p>Literacy: Describe and explain using connectives to structure reasoning. Read interpretations and infer the interpretation accordingly. Focus on the command word of describe. Extended writing formalising sentences and structuring paragraphs. Pupils use connectives to explain their reasoning. Summarise information. Read statements and create an argument. Use oracy skills to present an argument.</p> <p>Numeracy To use dates to create a class timeline representing the life of Henry VIII through his marriages.</p> <p>DCF Pupils create their own dating website for Henry VIII.</p> |



Assessment (How will we know that students have learnt what we taught them)

Formative Assessment:

Recreate a modern day poster of Luther's criticisms.
Create a dating profile for Henry VIII.
Analyse contemporary sources about Henry and assess the reliability of the origin of the sources.
Evaluate all the evidence provided to make a judgement on whether Henry VIII was a hero monster.
Judge whether Mary Tudor deserves the title 'Bloody Mary'.
Create their own propaganda portrait of Elizabeth.
Analyse English and Spanish sources of information for bias.
Compare Catholic and Protestant churches.
Explain why people became Protestant.
Explain why the reformation created religious turmoil across Early Modern Europe
Analyse interpretations of Mary Tudor.
Explain the advantages and disadvantages of marriage for Elizabeth.
Analyse the information of all potential suitors for Elizabeth and Select a suitable suitor.
Analyse the Rainbow Portrait.
Prioritise the reasons for the defeat of the armada.

Summative assessment:

Assessment 1

Write a letter to Henry VIII describing his problems and explaining sensible solutions whilst analysing sources.

Assessment 2

To what extent does Mary Tudor deserve the nickname 'Bloody Mary'?

Evaluation (To be completed 2024)

Strengths

Areas for Development

Pupil Voice