Break with Rome

Number of weeks (between 6&8)	**Content of the unit**	**Assumed prior learning (**tested at the beginning of the unit)
8 weeks	**<u>What is revealing about Henry VIII's divorce from Catherine of Aragon? - (Henry VIII's break with Rome)</u>** The focus is on the historical significance of Henry VIII's Break with Rome. The topic itself has such ramifications, both politically and religiously, students will be directed to assess its significance. This unit mainly focuses on the concept of significance. Extensive research on this concept has generally found that students tend to struggle to understand how and why significance is ascribed to historical topics. Counsell has sought to resolve this problem by devising a criteria to judge historical significance. Counsell has stated that to judge whether or not an event is historically significant, it must be "remarkable, remembered, resonant, resulting in change and/or revealing". Christine Counsell's criteria for historical significance will be used in order to support the learning hence why the question uses the word 'revealing'. Pupils will tackle this question in order to fully assess the significance of the Break with Rome. Initially pupils will be introduced to Henry VIII and judge whether he was a good or a bad king. They will then explore Henry's problems and solutions during his reign by focusing on Henry's six wives and understanding the closing down of monasteries. Finally, pupils will make links between Henry's desire for divorce from Catherine of Aragon and the Break with Rome by answering this enquiry question: What is revealing about Henry VIII's divorce from Catherine of Aragon?	Pupils have background knowledge on life in Tudor England and the focus now is on the monarchy, domestic and foreign affairs.

Assessment points and tasks	**Written feedback points**	**Learning Outcomes (tested at the end and related to subject competences)**
Lesson 8: What is revealing about Henry VIII's divorce from Catherine of Aragon? This is presented in a poster format as the criteria to judge significance is being tested. This allows all types of learners to show their understanding of this concept as they are prioritising and being creative by developing their own criteria. Must: Create a poster answering the enquiry question. Should: Assess the significance of the Break with Rome using given criteria Could: Judge its significance by devising your own criteria	Lesson 8 – Teacher feedback on the criteria devised by pupils to judge historical significance.	The skill focus is on Historical Significance and Band 1-9 ore covered. **Significance** I understand the meaning of significance I can identify a person/event that I think is significant I can identify and describe a significant person/event, without offering an explanation I can describe the reasons why a person or event is significant I can explain a simple reason why a person/event is significant I can explain more than one simple reason why a person/event is significant I can explain one or more developed reasons why a person/event is significant I can analyse why there are contrasting view of significance about the same person/event I can analyse how a person/event was significant considering their/its short and long term effects I can evaluate why views on significance change through time by considering the depth of impact over a period of time I can evaluate the historical significance of a person/event by linking it to other events

			in a historical narrative or argument
			I can evaluate how significance of a person/event varies in different social/cultural groups, and over time
			I can evaluate and explain historical significance using my own identified criteria
			I can evaluate the historical significance of a person/event by challenging previously established ideas on the significance of a person/event

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	Who was Henry VIII?	*Must:* Know basic information about who Henry VIII was and why he is important in English history. *Should:* Understand what Henry VIII did *Could:* Be able to explain who Henry VIII's was and why he is important.	Create a spider diagram of everything you know about Henry VIII.	Henry VIII image Tudor history	Activity 1: As a class read pages 8-11 Add any extra information to your spider diagram Activity 2: Examine the image of Henry VIII: WHAT DOES THE PORTRAIT TELL YOU ABOUT HENRY VIII? What can you see? Complete the sheet using the image.	None	To summarise today's lesson you need to write a paragraph in your books explaining the portrait. Use the structure provided. What can we learn about Henry from the exhibition at the Tower of London?

2.	Who was Henry VIII and do you think he was a good King or a bad King?	Must: Be able to recall some key facts about Henry VIII from last lesson. Complete the source investigation and describe if Henry was good or bad. Should: Decide if Henry was a man or a monster and explain this using the sources to support your answer. Could: Be able to evaluate Henry VIII's personality and question the reliability of the sources based on their origin or nature. (who wrote them/what are they)	Using the mini whiteboards write down as many things as you can remember about Henry VIII from last lesson. You have 2 min only!!	Mini white boards	Activity 1: We are going to find out a bit of information about Henry VIII. As a class we are going to read the sheet provided. Activity 2: Examine the different images of Henry VIII what can you learn from each picture? What does it tell us about Henry's personality? Activity 3: Examine the sources- divided them up into positive and negative comments about Henry. Activity 4: Enquiry question: Was Henry a man or a monster? You are going to investigate different sources to try and answer the enquiry question. Look at the example provided then use the sources around the room to complete the source investigation table. Activity 5: Oracy task - Was Henry a good or a bad king? 1) What is your interpretation of Henry's personality? 2) How do you think people in Tudor England felt about their king? 3) Which sources support each other? 4) Which source do you think is the most accurate? 5) Why are these sources significant? Activity 6: In your books answer the following question: **Was Henry VIII a man or a monster?** Use the essay structure and sentence starters provided	To summarise what we have learn in today's lesson- complete a Facebook bio page for King Henry VIII (This should be completed for your H/W)	Self-assessment on essay with success criteria given. Voting = Time to vote: Based on what you have learnt was Henry a man or a monster?

3.	What problems did Henry VIII have and how did he attempt to solve them?	Must: Know what Henry VIII's problems were Should: Understand how Henry attempted to solve these problems Could: Be able to explain Henry VIII's problems and rank them in order of importance.	Watch the video and note down seven problems Henry VIII was facing.	Henry's problems and solutions Mindmap	Activity 1: Read the card sort provided- cut out and stick the cards on to your paper in order of significance. You will need to match a problem to a solution. Activity 2: Draw a mind map showing Henry's problems and solutions. • Show links between any problems and solutions. • Which solution solved more than one problem? Circle it. Activity 3: Read page 34 in Making of the UK And complete the photo copy sheet detailing Henry's problems in more detail.	None	To summarise today's lesson you need to write a mini essay on Henry VIII and his problems. Answer the question below: *What problems did Henry VIII have and how did he attempt to solve them?*
4.	Did Henry's solutions create more problems?	Must: To understand the impact of the Break with Rome during Henry's reign Should: To use 'given' criteria to judge if Henry's break with Rome is historically significant Could: Create your own criteria to judge significance	List → explanation 1. List all the words you associate with the Break with Rome. 2. Now join these words together to explain the Break with Rome.	Slide 6 with grid Card Sort Card Sort differentiated	Activity 1: Create grid for did Henry's solutions create more problems? Activity 2: Prioritisation exercise Activity 3: Using Counsell's 5 R's, answer lesson question.	None	Feedback

5.	Who were Henry's six wives?	Must: Know who Henry's six wives were Should: Understand Could: Be able to produce a critical newspaper report	Watch and listen to the video: write down the names and order of Henry's six wives.	Character cards Character cards differentiated Timeline Images	Activity 1: In groups of four you are going to investigate the wives of Henry VIII. This is a memory challenge: One person at a time will exit the room and examine the information. They will then return to their groups and feedback. The team with the most accurate diagram will be the winners.	Create a newspaper front page reporting on Henry's love life, his marriages and divorces!	You must use the information from your team diagram to place Henry's wives on a timeline. Make sure you include: 1. Their Name 2. The dates when they were married 3. What happened to them 4. Some extra information

6.	Why did Henry VIII close down the monasteries?	Must: Know what a monastery was, who lived there and what they were like. Should: Understand why Henry VIII wanted to dissolve (close down) the monasteries. Could: Be able to explain why Henry VIII dissolved the monasteries, what his aims were at what he hoped to achieve. Be able to evaluate the impact of the dissolution of the monasteries.	Watch the video and makes notes about what a monastery was and who lived there?	Video clips from YouTube on PowerPoint Thomas Cromwell's report Information Sheet	Activity 1: What would monasteries be like? Think about Rich and Poor in Tudor England? Activity 2: As a class read the photo copied sheet to get an overview of the dissolution of the monasteries. Answer this question: ***Why was Henry's motive in closing the monasteries?*** Activity 3: Examine and read the sources on page 38 Create a table showing which sources show: 1. Reports of monks and nuns breaking the rules 2. Reports which were positive about the monasteries 3. Reports which were negative about the monasteries For each source you must explain why you have decided to put it in that column. Activity 4: Using the evidence from the sources you must imagine you are Thomas Cromwell. You must write a report to Henry VIII explaining what you have found.	None	What was the impact of the closure of the monasteries?

7.	Why did Henry VIII close down the monasteries?	Must: Know why Henry VIII went about closing the monasteries Should: Understand the way in which Henry VIII closed the monasteries Could: Be able to produce a critical newspaper report	What can we remember from last lesson about the dissolution of the monasteries? Watch the video to recap what we have learnt about the dissolutions of the monasteries. http://www.timelines.tv/index.php?t=0&e=7	Newspaper article model	Activity 1: **Newspaper – Henry VIII Closing the Monasteries** You must imagine that you are a journalist from the 1500s and you are writing a report on Henry VIII making himself the head of the Church of England and the way in which he went about closing the monasteries. You should make sure that you include: 1. Henry VIII making himself the Head of the Church of England. 2. Why he wanted to take over the monasteries. 3. The role of Thomas Cromwell. 4. How he went about the process in a sneaky way. 5. A good headline and appropriate picture.	None	Present your newspapers to the rest of the class. Verbal feedback provided.

8.	Assessment What is revealing about Henry VIII's divorce from Catherine of Aragon?	Must: Create a poster answering the enquiry question. Should: Assess the significance of the Break with Rome using given criteria Could: Judge its significance by devising your own criteria	Starter http://www.youtube.com/watch?v=BdE7LyxdTAg&feature=youtu.be • Take notes in bullet points. • Discuss what we have learned from the video • Write on board Questions: 1. What were Henry's problems and solutions? Problems = son, power, money Solutions = Divorce, stopped all opposition, became head of the Church of England, destroyed all monasteries. 2. What was the impact of the break with Rome? (remind them of the card sort activity) 3. What are the 5 R's? 4. How good of a Catholic was Henry? Catholic but led to religious changes → very little to do with religion, it was about his desire for money, a son etc. 5. What is your criterion to assess the significance of the break?	Mirror Sheet Peasants Revolt modelling Peer assessment Success Criteria	Activity • Individually, pupils will create a poster answering the enquiry question. • Include: words, pictures, symbols • Student assessment of the significance of the Break with Rome is required. Can use given criteria or their own along with contextual understanding to answer the enquiry question. • Clock timer on WIB. • Give updates • This outcome activity is specifically chosen as it can help pupils visualise and make sense of the Break with Rome. • Introduce colours to those finished Modelling • My poster on WIB of Peasants' revolt. Extension Task - Draw a timeline to show the Break with Rome using notes from previous three lessons.	None	• Peer assess posters. • Marking criteria given to each student (used lesson objectives) • Steer them in the right direction by making sure conceptual as well as contextual understanding is assessed. • Have you answered the enquiry question? • Opportunity for students to respond to peer assessment feedback e.g. add relevant information. • After the lesson, mark their work using levels (APP) Golden nugget • Class discussion on different criteria used by pupils