





Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6 weeks	<p>Who was the most important Tudor monarch: Edward, Mary or Elizabeth?</p> <p>The focus is mainly on significance. The feedback from the previous unit will give a chance for pupils to improve their understanding to judge historical significance.</p> <p>This sequence of lessons is intended as an overview of work covered in the first half of the course, with students working in groups and getting to grips with one of the most challenging concepts in history, the idea of significance. Use Counsell's definition of significance on the accompanying PowerPoint, but really encourage students to develop both presentation skills and the case for why their event should be worthy of the title 'Most significant'. Good opportunities for links with modern issues to demonstrate the ongoing significance of medieval events</p> <p>Although the central topic is the English Reformation, the focus of the lessons should look at the concept of change, the extent and pace of change over the sixteenth century. Examine the reasons for initiating changes in religious practices, how far the Tudor Church moved away from traditional religious practices towards the new Protestant faith and the impact of change on ordinary people.</p> <p>Pupils will explore the reformation by investigating the religious changes introduced by Edward, Mary I and Elizabeth I. they will then decide and reach a judgment on the most important Tudor monarch.</p>	<p>Pupils have knowledge on life in Tudor England and Henry VIII's break from Rome. The focus now is on the reformation and the religious changes made to England. The skill of historical significance is further developed in this unit of work with the formation of devising new criteria for a different historical topic.</p>



			I can evaluate the usefulness of an interpretation by cross-referencing it with other interpretations within the wider historical context																	
			I can evaluate historical interpretations of a person/event by challenging previously established ideas																	
			I can evaluate historical interpretations of a person/event by challenging previously established ideas, and by offering my own interpretation of the person/event																	

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	What was the Reformation?	<p>Must: To identify the characteristics of the Catholic and Protestant faiths</p> <p>Should: To gain a 'big picture' overview of the reformation</p> <p>Could: Explain peoples' beliefs after death in 1500</p>	Make a mind map of everything you think you know about the Tudors in the 16 th century.	<p>Catholic and Protestant Cards</p> <p>Venn Diagram</p> <p>Exit Card</p>	<p>Activity 1: What are the main differences between Catholics and Protestants? Use visual sources to help you decide where to place each statement on the venn diagram, e.g. Catholic or Protestant.</p> <p>Activity 2: Complete the triangle to show the order of importance of people in the Protestant Church.</p> <p>Activity 3: Define reformation with contextual knowledge</p>	Research - What did people believe about life after death in 1500?	Produce an exit card
2.	What changes did Edward make and why is he important?	<p>Must: To identify the changes introduced by King Edward VI</p> <p>Should: to infer from Edward's portrait</p> <p>Could: To understand why he is important</p>	Matching exercise of key words + definitions	<p>Definition of words sheet</p> <p>Factoid Sheet</p> <p>Factoid Sheet differentiated</p>	<p>Activity 1: identify the features in Edward's painting to illustrate the Protestant viewpoint.</p> <p>Activity 2: Read through this factoid about Edward VI, the third Tudor king. Highlight/underline all the major changes he introduced.</p> <p>Activity 3: Decide which was the most important change he brought to the country.</p>	None	Draw the learning pyramid in your book and answer those 3 questions from the PowerPoint.



3.	Should Mary I be remembered?	<p>Must: identify key facts about Mary I</p> <p>Should: To understand and explain why Mary I is important</p> <p>Could: To explore whether or not Mary should be remembered as 'Bloody Mary'</p>	<p>What did Mary I want to achieve during her reign?</p> <p>Edward VI dies and Mary secures the throne. Mary had an agenda when she came to the throne. An agenda is a list of things someone wants to achieve.</p> <ol style="list-style-type: none"> 1. Start by making some predictions. 2. Number these in order of importance. 3. Bonus question: Why have you made these predictions? <ul style="list-style-type: none"> • Write these down... • Report back to class! 	<p>Information Sheet</p> <p>Information Sheet differentiated</p>	<p>Activity 1: Trash or treasure activity: Should Mary I be remembered?</p> <ol style="list-style-type: none"> 1. Read information sheet individually 2. In pairs, discuss what the text is about, pull out main ideas. 3. Trash or treasure - to select evidence to show why she should be remembered. 4. Let's do the first one together. <ul style="list-style-type: none"> • Extension Task: Should Mary be remembered? Explain your answer using PEE. <p>Activity 2: Activity 2: Should Mary I be remembered as 'Bloody Mary'? Draw the grid on slide 8.</p>	None	Pyramid Plenary
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4.	What was the Spanish Armada and what were the causes of the Spanish Armada?	<p>Must: Know what the Spanish Armada was and how it happened.</p> <p>Should: Understand the (long and short term) causes of the Spanish Armada</p> <p>Could: Be able to make a judgement about which was the most significant cause of the Spanish Armada.</p>	<p>Show pictures of Elizabeth I, Obama and Beyonce.</p> <p>What is special about these people?</p> <p>Discuss with your partner!</p>	<p>Source Sheet</p> <p>Writing Frame differentiated for SEN and G+T</p> <p>Spanish Armada Map</p> <p>Homework Slide</p> <p>Card sort for causes</p>	<p>Activity 1: Who can you see in this source and what event do you think it is showing?</p> <p>Activity 2: Examine the map</p> <p>Activity 3: You must read the causes cards provided and match the cause definition to the description.</p> <p>Activity 4: Next you must decide which events are long term or short term causes. Sort the cards into two groups: Long and short term causes.</p> <p>Activity 5: Now you must rank the cards in a pyramid of significance- the most significant causes at the top and the least at the bottom.</p>	<p>Select the most important Tudor monarch and justify your answer by conducting research. Remember, you must compare your selected Tudor monarch with the other two to really prove your point.</p>	<p>To summarise today's lesson I would like you to answer this question:</p> <p>What was the Spanish Armada and why did it happen? You must...</p> <ol style="list-style-type: none"> 1) write in full sentences and paragraph your work. 2) include at least three different causes. 3) say which cause is the most significant and <u>explain why</u>
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5.	<p>Assessment Who was the most important Tudor monarch: Edward, Mary or Elizabeth?</p>	<p>You are going to use your existing knowledge and understanding to support your assigned Tudor monarch!</p> <p>You are now going to prepare your argument and then will be expected to present this to the class.</p> <p>Must: To identify the changes introduced by each Tudor monarch Should: To analyse the impact of these changes Could: To reach a judgement and justify the most important Tudor monarch</p>	<p>Put the following Kings and Queens in Chronological order of when they ascended the throne.</p> <p>Match the Kings and Queens with their religion</p>	<p>Homework findings will be used.</p>	<p>Activity 1: Recap When Edward VI became King after his father died, what impact did he have on the church in Britain?</p> <p>What do we know about Mary I?</p> <p>Explain the problems facing Elizabeth I when she became Queen?</p> <p>Activity 2: Presentations</p> <ul style="list-style-type: none"> You are going to use your existing knowledge and understanding to support your assigned Tudor monarch! You are now going to prepare your argument and then will be expected to present this to the class. Each group will have two minutes to present why they think their given monarch is important. 	None	<p>Feedback and peer-assessment on presentations</p>
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6.	Big Picture Overview of Tudor Era Were the 1500s a good time to live in England?	<p>Must: Be able to describe what it was like to live during the 1500s. L3</p> <p>Should: Be able to explain why the 1500s was a good or a bad time to live in England and provide examples. L4</p> <p>Could: Be able to explain and provided examples of how peoples lives were different and detail why they were different. L5+</p>	Discuss reasons why it might have been a good time to live in England then rank the NO cards in order.	<p>Diamond 9</p> <p>Writing Frame</p> <p>Writing Frame SEN</p>	<p>Activity 1: You will have 15min to read through your folders and start planning your essay. (Note: you can write on the sheet provided and jot down your ideas) You will then have 30mins to answer this question. Use the essay structure provided as a guide.</p> <p>Remember to write in full sentences and to paragraph your work. Remember for to <u>describe your point</u> - <u>provide an example</u> and <u>explain your opinion</u></p>	None	Time to reflect: For the last 10min of the lesson I want you to self assess your essay. Take a look at the learning outcomes and decided what level would you give yourself.
7.	Progress	<p>Must: Know your current attainment level and set a SMART target for next year.</p> <p>Should: Understand the range of skills you have acquired this year.</p> <p>Could: Be able to tidy up your folders and make all your work look presentable.</p>	Write a draft SMART target on a scrap bit of paper before being given approval to write on your sheet.	Assessment Framework/KS3 Levels	<p>Activity: Explain target setting and making progress.</p> <p>Setting meaningful targets and reflecting on progress so far.</p>	None	http://www.channel4.com/programmes/henry-viii-the-mind-of-a-tyrant/4od#2929427