

## The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: 9. How did the weather stop a Spanish invasion?
<p>Unit objectives: (NC Statements)</p> <p>Students will know the reasons for the deterioration of relations between England and Spain and make a judgement on the reasons for the failure of the Spanish Armada.</p>		
<p>Context for study: building on the previous units on the turbulent Tudor years and problems that Elizabeth I faced, this unit now focuses on the specific problem of the threat of invasion from Spain. Connecting previously visited problems of religion, marriage, money, being a female ruler. This lays the foundations for ks4 Elizabethan England and KS5 Foreign Policy NEA</p>		

<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p> <p>Know the reasons for the Spanish attack on England in 1588, know the long term and short-term causes, know which reasons go into which category- religious, economic, personal. Know how to identify and select evidence to support historical argument evaluating the level of importance and prioritising each reason. Know the main events and features of the story of the Spanish Armada attack. - know the style of ships, naval tactics, fireships, battle of Gravelines. Know the reasons for the Spanish defeat, identify, explain, categorise into groups – Spanish mistakes, English luck, English skill, weather. Know how to make a judgement presenting the best argument with substantiated evidence.</p> <p><b>Tier 2 words- execution, sailor, navy, invasion, crescent shape, colony, English Channel, North Sea, Artillery.</b></p> <p><b>Tier 3 words- Armada, Empire, Death Warrant, Babington Plot, Galleon, Musket, Beacons, Fireships</b></p>
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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities:  <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as the Spanish accounts of events</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>Formal assessment: How far was the weather responsible for the failure of the Spanish Armada?</p>	