

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 7	Unit: How turbulent was the Tudor period?
Unit objectives: (NC Statements)		
Know who the Tudor Monarchs were and how their reigns changed life in England forever.		
Context for study: The transition through time from the Medieval period to the Early Modern/ Tudor period. This unit builds on the foundations from KS2 and lays the way for KS4 Elizabethan England and KS5 Tudor rebellion and Disorder. In KS3, this unit moves onto Elizabeth I reign and Year 8 Stuarts to regicide, republic, and restoration.		

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

- Know who the '**Princes in the Tower**' were, know what the **Tower of London** is and why the Princes were sent there, know how Richard III came to the throne, know how it was the norm for 'minor' monarchs to be under the guardianship of a male relative, know how Richard went from caring uncle to evil uncle. Consider the evidence to evaluate who was responsible for their murder.
- Know the 2 sides of the **War of the Roses**, know how a weak king can result in a **civil war**, make connections with county cricket teams, emblems. Know how the 2 roses joined to become the Tudor rose.
- Know how **Henry VII** established his dynasty, know what actions Henry VII took to make himself a strong Tudor monarch
- Know what kind of a king **Henry VIII** was when he first became king, know the importance of being made 'Defender of the Faith' by the Pope.
- Know the story of Henry's first marriage and how falling for **Anne Boleyn** led to the break with Rome. Know the 6 wives of Henry VIII, know the rhyme – **Divorced, Beheaded, Died, Divorced, Beheaded, Survived**. Know Henry VIII's motives for breaking with Rome. Know the reasons for Henry VIII closing the monasteries (**dissolution of the monasteries**)
- Know that Historians often use the 5 R's to help them decide how important an event or person is. They are:
 - REMEMBERED - The event is important within the memory of a group of people.
 - REVEALING - Tells us something about an aspect of a time period.
 - RESONANT - People in different places/time periods can connect with it.
 - REMARKABLE – The event was talked about at the time and since.
 - RESULTING IN CHANGE - It had consequences for the future.
- Know the main features of a catholic church and how the church changed when Henry VIII broke with **Rome** and the **Pope**.
- Know the power of the Pope over the monarchs of European countries and how they controlled the people through the parish church in every village in England.
- Know how this time period was like a religious rollercoaster with each change in monarch equally a change in religion and if you didn't change your faith accordingly you could be put on trial as a **heretic committing heresy and a traitor committing treason**.
- Know the different arguments for and against Mary I being called 'bloody'
- Know the main features of Elizabeth's **religious settlement** or '**middle way**'.

Tier 2 words- turbulent, conflict, opposition, coronation, evidence, monasteries, divorce, protestant, sin

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Tier 3 words- lord protector, wars of the roses, dissolution, reformation, indulgences, purgatory, heir

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Mary I and Mary Queen of Scots are 2 separate people. Mary Tudor and Mary Stuart, they are cousins, not the same person. Queen of England and Queen of Scotland a different separate kingdom.

Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.

Ensure knowledge is sound before moving on during the lesson or in the next lesson.

Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?*

Bullet point question/ similar style to GCSE question.

Which of the following was the main reason for Henry's break with Rome?

- Religion
- Succession

Explain your answer using your own knowledge. (12 marks)

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.

Match the definition

Regular knowledge and recall checks through recap starters.

Explicit focus on answering questions in full sentences.

Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.