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| **Year** | 7 | **Subject** | History |
| **Lessons** | 10 | **Topic** | Topic 3 - Tudors and Stuarts  |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1 | Henry VIII and Divorce  | * Describe the different reasons Henry VIII wanted a divorce using historical language.
* Explain the different reasons Henry VIII wanted a divorce using historical language and detailed evidence.
* Evaluate the most important reasons Henry VIII wanted a divorce using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 2 | Creation of the Church of England  | * Describe the different changes made by Henry VIII using historical language.
* Explain the different changes made by Henry VIII using historical language and detailed evidence.
* Evaluate the most important changes made by Henry VIII using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 3 | Edward | * Describe the different changes made by Edward using historical language.
* Explain the different changes made by Edward using historical language and detailed evidence.
* Evaluate the most important changes made by Edward using historical language and detailed evidence.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 4 | Bloody Mary  | * To know when Mary I ruled England.
* To understand why Mary executed Protestant Christians.
* To evaluate whether Mary deserves the name ‘Bloody Mary’.
 | Live markingExtended writing – PEE formatUnderstand historical interpretations  | Embedded in lessons and resource folder. |
| 5 | Elizabeth  | * Describe who Elizabeth was.
* Explain possible suitors for her hand in marriage.
* Evaluate the most suitable candidate for marriage.
 | Live markingExtended writing – PEE formatGroup work Presentation in front of peers  | Embedded in lessons and resource folder. |
| 6 | King James  | * To discover James I’s problems
* To make a judgement about whether James solved his problems
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 7 | How did Power lead to the English Civil War?  | * To describe some causes of the English Civil War.
* To classify the causes learnt in today’s lesson.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 8 | How did religion lead to the English Civil War?  | * To describe some causes of the English Civil War.
* To classify the causes learnt in today’s lesson.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 9 | How did money lead to the English Civil War?  | * To describe some causes of the English Civil War.
* To classify the causes learnt in today’s lesson.
 | Live markingExtended writing – PEE format | Embedded in lessons and resource folder. |
| 10 | Assessment  | * Assess progress over the first half term.
 | Exam-style questions linked to KO’s  | Embedded in lessons and resource folder. |
| **Prior Knowledge** | **Assessment Opportunities** |
| Students should have covered some aspects of King Henry VIII in KS2 and many seem to know the rhyme (Divorce, Beheaded, Died, Divorced, Beheaded, Survived). Students may also have heard about ‘Bloody Mary’.  | Live marking opportunitiesPeer assessmentPEE format DPR Assessment 2 (Y7) |
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