

History Medium Term Planning

Year/Term	Y7 Summer 1	Unit	The English Reformation
Weeks	5	Themes	Religion, Belief, Power, Monarchy, Church and State
Note		Curr. Link	The development of Church, state and society in Medieval Britain 1509-1745; a local history study

Overview and Rationale for Unit

Briefly outline the main issues covered in this unit. How does it fit into the larger programme of study? Why are these Key Question important ones to ask? How does it fit into our vision statement for History?

The English Reformation has been identified as a key turning point in the development of Church-State relations in English history. It is often shown as the point when Britain began to move towards its own Renaissance, awakening from beneath the common veil of medieval ignorance. This unit will allow students to explore their own conclusions on the significance of the English Reformation, looking at ways in which life in England changed between 1509 and 1603. In addition to this, students will also look at the origins of the Reformation, in the process, challenging common simplifications about the role of Henry's divorce in driving the Reformation. Students will be asked to weigh the impact of different factors in leading to such a major change.

Culturally, this unit is important to help students understand the modern link between Church and State. It is also a good point to explore the differing impacts of big events on those with and without power. The Reformation therefore becomes a lens through which we can access the thoughts and feelings of real people from the very top to the very bottom of society.

Resources

TEXTBOOKS	WEBSITES	VIDEOS
<ul style="list-style-type: none">• A United Kingdom pp. 4-11; 20-21; 34-43• The Making of the UK pp. 6-27• Medieval Minds pp. 104-111• Conflict, People and Power pp. 30-31• Changing Minds pp. 48-55; 92-101	<ul style="list-style-type: none">• Overview of the Reformation HERE• Spartacus on the Reformation HERE• Henry VIII overview HERE• Brief overview of Tudor religion HERE• Shakespearian religion HERE• Henry VIII Exhibition at National Archives HERE• National Archives: Tudor England HERE• Spartacus Dissolution HERE• Dissolution of Roche HERE• Fountains Abbey HERE• Elizabethan Poor Law HERE• BBC Poor Law HERE• Bitesize Tudors HERE• Some nice activities in the Tudors section HERE	<ul style="list-style-type: none">• Tudor Kings and Queens visual timeline HERE• Terry Jones: Monk HERE• Horrible Histories – Reformation Changes HERE• Horrible Histories – Break with Rome HERE• Accepting Henry VIII's changes HERE• Wide range of useful clips HERE

These are the core concepts for History. Where suitable, particular SIGNPOSTS of historical mastery should be targeted as part of lessons. These should form a guide when deciding how to teach a particular aspect of the course. The aim is to get sound coverage over the year. In addition to these the KNOWLEDGE required is outlined in the Programme of Study.

LO1) Causation		LO4) Change & Continuity	
SIGNPOST 1 Causal Webs	Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences.	SIGNPOST 1 Identifying Change	Past societies are not fixed, there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods.
SIGNPOST 2 Influence of Factors	Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes.	SIGNPOST 2 Interweaving Continuity and Change	Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time.
SIGNPOST 3 Personal and Contextual Factors	Historical changes happen because of two main factors: The actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors.	SIGNPOST 3 Flows of Continuity and Change	Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be said to TRENDS and have specific TURNING POINTS.
LO2) Historical Evidence		LO5) Historical Interpretations	
SIGNPOST 1 Inferences from Sources	When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past.	SIGNPOST 1 Identifying Interpretations	Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through interpretations.
SIGNPOST 2 Cross Referencing Sources	Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources.	SIGNPOST 2 Drawing Inferences from Interpretations	It is possible to draw INFERENCES from interpretations of the past, just like with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation.
SIGNPOST 3 Source Utility	Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according to the specific enquiry or the questions being asked.	SIGNPOST 3 Evaluating Interpretations	The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE chosen to build their interpretation
SIGNPOST 4 Evaluating Sources	Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT for a purpose.	SIGNPOST 4 Interpretations in Context	Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created and what conditions and views existed at the time.
SIGNPOST 5 Sources in Context	Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and what conditions and views existed at the time.		
LO3) Historical World Views		LO6) Knowledge & Communication	
SIGNPOST 1 Appreciating World-Views	There are major differences between modern WORLD-VIEWS and those of people in the past, this means their beliefs, values and motivations. We must avoid PRESENTISM.	SIGNPOST 1 Knowledge	Historical knowledge and evidence is used to develop and prove an argument. Historical evidence should be ACCURATE and RELEVANT.
SIGNPOST 2 Perspectives in Context	The perspectives of HISTORICAL ACTORS are best understood by thinking about the CONTEXT in which people lived and the WORLD-VIEWS that influenced them	SIGNPOST 2 Structure	All writing needs a clear structure. This means introducing your work, developing ideas in paragraphs and reaching an overall conclusion.
SIGNPOST 3 Perspectives from Evidence	Looking at the perspective of an HISTORICAL ACTOR means drawing INFERENCES about how people thought and felt in the past. It does not mean using modern WORLD-VIEWS to imagine the past	SIGNPOST 3 Argument	All historical essays require some form of argument to develop. This means you need to clearly answer the question set and build a clear line of argument throughout your work.
SIGNPOST 4 Diversity	A variety of HISTORICAL ACTORS have very different (DIVERSE) experiences of the events in which they are involved. Understanding DIVERSITY is key to understanding history.		

Key Question 1	'It was all about Henry VIII having son wasn't it?' Exploding myths about the Reformation (5 lessons)	
Target Concepts	LO1 – Causation (1.1, 1.2, 1.3); LO6 – Knowledge & Communication (6.1, 6.2, 6.3)	
Aim for the end of the enquiry	The English Reformation is one of the key changes which moved medieval England towards modernity. Many students however will have covered the outline of the break with Rome in Primary school. Students tend to come with a misconceptions that the English Reformation was primarily about Henry VIII getting a divorce and see the Reformation as a sub-set of this. In this unit, students will be asked to draw on their existing knowledge of medieval Christianity as well as their conceptual causational understanding to build a more complex explanation of why the Reformation occurred. This unit asks students to explore the short term causes of the break with Rome, including Tudor wars and Henry's marriage issue, with the longer term, contextual religious and social criticisms of the Church.	
Core Content	Assessment	
<ul style="list-style-type: none"> • The nature of the English Reformation: <ul style="list-style-type: none"> ○ Henry VIII, the break with Rome, Act of Supremacy, Closure of the Abbeys • The divorce of Catherine of Aragon and Henry's desire for an heir • Tudor Wars – costs of the wars; the need for money • Power of the Pope and the King in the Middle Ages; the significance of the Act of Supremacy • Long term factors: Medieval criticisms of the Church ie. too rich, too powerful, setting a bad example etc. <ul style="list-style-type: none"> ○ A case study of the Lollards or other dissenters might help here ○ Differences between Catholic and Protestant beliefs 	<p>INFORMAL ASSESSMENT In-class/homework assessment – Exploding myths about the Reformation. Suggestions for a task include:</p> <ul style="list-style-type: none"> • A newspaper article explaining why Henry broke away from the Church • A Horrible Histories styled “Exploding Myths” task – acted out in class • “Exploding Myths” museum display – the simple myth vs the complex reality <p>FEEDBACK Comment marking and effort grade as part of normal marking cycle eg. 😞😞=unacceptable, 😞=poor, 😐=below par, 😊=good, 😊😊=v good Progress mark ie. (+) Making Progress; (=) Staying put (-) Going backwards!</p>	

Lesson	Enquiry Sub Question/Topic & LOs A set of potential Learning Objectives which might help answer each sub question	How could we answer these questions? (Activities) Think about ISM, main activities allowing extension, means of assessing understanding of the main questions asked	SIGNPOSTS Particular signposts to be targeted	Resources List of specific resources for this lesson – if they are digital, where are they located?
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Key Question 2	Extreme Makeover? How far did the Reformation change England? (5 lessons)
Target Concepts	LO4 – Change & Continuity (4.1, 4.2, 4.3); LO6 – Knowledge & Communication (6.1, 6.2, 6.3)
Aim for the end of the enquiry	This key question aims to get students thinking beyond the Reformation itself, instead considering its impact on England. Students will look at different changes the Reformation brought to England and then make a judgement about the extent of specific changes the Reformation brought. This is a very good change for students to consider the actual impact of an event which is widely held to be of great significance. Student will be able to explore the differing ways in which England was affected, from the top of society to the bottom. It also helps students grasp key differences between Catholics and Protestants, and how the Reformation had a wider significance than ‘simply’ a change of religious belief. There may be some great opportunities to use sources from places which resisted the changes to religion such as medieval Morebath in Devon.
Core Content	Assessment
<ul style="list-style-type: none"> • Major changes in the Reformation: Changes in the Church, Changes to ordinary people’s lives, Changes to power of the Monarch, Changes to care for the poor <ul style="list-style-type: none"> ○ The changes to church buildings and services ○ The closure of the monasteries including: the role of monasteries; the impact of their closure; a study of a local abbey eg. Fountains, Rievaulx, Roche. ○ Impact of the Reformation on ordinary people including: the confusion caused by different monarchs eg. Edward, Mary, Elizabeth; risks of being a Catholic in Elizabeth’s England; changes to personal religion ○ Elizabeth I’s final religious settlement and Elizabethan Poor Law 	<p>FORMAL PROJECT ASSESSMENT (1000 pts) Project learning task. Students need to design their own “Extreme Makeover” Reformation England edition.</p> <p>Students should create a piece which shows the before and after of four key aspects of Tudor England: 1509-1603. They need to show what has changed and how far. Students will need to focus on change and continuity, particularly discussing the extent of change or continuity: LO 4.1; LO 4.2 and LO 4.3 as well as knowledge and communication LO 6.1; LO 6.2 and LO 6.3</p> <p>Students will be given a variety of options to present their analysis which will be a project task.</p> <p>FEEDBACK Students should have formal, comment-based, responsive feedback. Effort: 😞😞=unacceptable, 😞=poor, 😐=below par, 😊=good, 😊😊=v good Progress mark: (+) Making Progress; (=) Staying put (-) Going backwards! Mastery Points: They should also be given a Mastery Points mark (0-1000 pts) taken from the mark scheme. This should be recorded in their books.</p>

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