

Date	Lesson Objectives <i>WALT (We Are leaning To...): Aims of lessons</i> <i>SUCCESS CRITERIA: What pupils will be expected to do</i>	Resources, Classwork and Homework
<p>AUTUMN TERM</p> <p>Week 1</p> <p>Weeks 2-3</p>	<p>One lesson per week</p> <p>Britain 1750-1900</p> <p>1. How Did Britain Change?</p> <p>WALT:</p> <p>(a) Identify the key political, social and economic changes in Britain 1500-1750.</p> <p>(b) Compare those changes with life in the Middle Ages to evaluate similarity and difference, change and continuity.</p> <p>SUCCESS CRITERIA: Pupils will be expected to...</p> <p>(i) Sequence events in the early modern period - 'Where does it fit?' exercise (see SHP textbook).</p> <p>(ii) Assess the extent of political, social and economic change in Britain to make judgments about progress.</p> <p>The Tudors</p> <p>2. Who Were The Tudors?</p> <p>WALT:</p> <p>(a) Tell the story of the Wars of the Roses and identify the reasons for Henry VII's victory at the Battle of Bosworth Field.</p> <p>(b) Draw, complete and extrapolate information from a Tudor and Stuart family tree about royal succession.</p> <p>SUCCESS CRITERIA: Pupils will be expected to...</p> <p>(i) Conduct independent research on a historical topic.</p> <p>(ii) Tell a story in their own words.</p> <p>(iii) Read information from a family tree accurately.</p>	<p>Main Textbooks:</p> <p>Quest 'Britain 1500-1750'</p> <p>SHP 'Re-Discovering The Making of the UK: Britain 1500-1750'</p> <p>'Headstart in History'</p> <p>Folens 'Gifted and Talented' Guide</p> <p>Classwork:</p> <p>1. 'Did you know?' quiz about Britain 1500-1750.</p> <p>2. Date search activity for the creation of a timeline for Britain 1500-1750.</p> <p>Homework:</p> <p>Mapwork and cloze notes on 'England in the 1500s'.</p> <p>Classwork:</p> <p>1. Write a brief account of the Wars of the Roses for the 'Children's Britannica'.</p> <p>2. Complete a Tudor and Stuart family tree.</p> <p>Homework:</p> <p>Write a diary entry entitled 'My Family Tree' from the perspective of one of the Tudor children using a family tree to help.</p> <p>Extension work:</p> <p>Research a non-Caucasian figure in the Tudor and Stuart period for pupil presentations, e.g. John Blanke.</p> <p>Websites:</p> <p>www.nationalarchives.gov.uk/pathways/blackhistory and</p> <p>www.bbc.co.uk/history/society_culture/multicultural/black_britons.</p> <p>Books:</p> <p>'Black Settlers in Britain 1555-1958', N. File & C. Power and</p> <p>'Staying Power: The History of Black People in Britain', P. Fryer.</p>

Weeks 4-6	<p>3. What Sort Of King Was Henry VIII?</p> <p>WALT: (a) Select relevant information from a variety of sources to assess the character and life of Henry VIII. (b) Conduct an independent investigation into Henry's life.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Select, combine and evaluate sources relating to Henry VIII's character and kingship. (ii) Reach a balanced conclusion in writing about Henry's character and reign.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> Pupils conduct a virtual interview of Henry VIII from 'Active History'. Psychological profile of Henry VIII. 'Blind Date' role-play (see Folens G&T, p.9-11). <p>Homework: 'Henry VIII: This is your Life!'</p> <p>Extension work: Catherine Parr letter - 'Wedding Day Worries'.</p>
Weeks 7-9	<p>The English Reformation</p> <p>4. Why Did Henry Break With Rome?</p> <p>WALT: (a) Examine the causes of Henry's break with Rome - power, money, love. (b) Evaluate evidence and reach conclusions on why Henry VIII dissolved the monasteries and its consequences thereafter, e.g. the Pilgrimage of Grace.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Explain the reasons for the break with Rome and make a balanced judgment about relative importance. (ii) Identify some basic theological and liturgical differences between the Catholic and Protestant Churches. (iii) Select, combine and evaluate evidence to reach conclusions about the dissolution of the monasteries.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> Pupil notes on power, money and love. 'Spot the difference: Catholics versus Protestants'. Identifying the differences in doctrine, liturgy and the appearance of the church. Annotating a picture of a dissolved monastery. Assessment 1 on the English Reformation. <p>Homework: Create a simple booklet for primary school children about the break with Rome (see 'Changing Minds', p.48-55).</p> <p>Extension: In pairs, write a short play about the Pilgrimage of Grace.</p>
Weeks 10-12	<p>5. How Did Religion Change Under The Tudors?</p> <p>WALT: (a) Examine the religious changes under Edward VI and Mary I. (b) Investigate the reputation of Mary Tudor as 'Bloody or Misunderstood Mary'?</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Describe the religious changes under Edward and Mary and show this in schematic form. (ii) Explain some of the key legislation under Edward and Mary, e.g. First Prayer Book etc. (iii) Examine art as a weapon or propaganda tool with reference to the religious changes under Edward. (iv) Appreciate that the 'Whig view of history' has distorted Mary's reputation and to arrive at a more balanced assessment of her reign in the context of the</p>	<p>Classwork:</p> <ol style="list-style-type: none"> Diagram of the helter-skelter, see-saw or pendulum of religious change. Cloze notes on religious changes under Edward and Mary. 'Edward VI: deconstructing a picture' (see Folens G&T, p.21-23). Sourcework on 'Bloody Mary or Misunderstood Mary'? <p>Homework: Extended writing on Mary's reputation: 'Bloody Mary or misunderstood Mary'?</p> <p>Extension: Independent investigation into the burning of the Protestants.</p>

<p>WINTER TERM</p>	<p>period.</p> <p>One lesson per week</p>	<p>Main Textbooks: Quest 'Britain 1500-1750' SHP 'Re-Discovering The Making of the UK: Britain 1500-1750' 'Headstart in History' Folens 'Gifted and Talented' Guide</p>
<p>Week 1</p>	<p>Elizabethan England</p> <p>6. How Did Elizabeth Want To Be Portrayed?</p> <p>WALT: (a) Investigate how Elizabeth I used portraits to convey a favourable impression of herself. (b) Compare and contrast Elizabethan portraiture.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Recognize some of the ways in which Elizabeth I used portraits for propaganda purposes. (ii) Identify 'messages' in portraits and begin to infer meanings. (iii) Describe similarities and differences between different portraits.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> 1. Hans Holbein 'The Ambassadors' exercise (from 'Active History'). 2. Examining pictures of Elizabeth during her reign. <p>Homework: 'Investigating the Rainbow Portrait' (see Folens Extension Book, p.58).</p> <p>Extension: Exhibition poster.</p>
<p>Weeks 2-7</p>	<p>7. How Successfully Did Elizabeth Tackle The Problems Of Her Reign: Politics, Religion and Society?</p> <p>WALT: (a) Find out how the Church Settlement of 1559 affected the Church of England. (b) Evaluate the causes of the execution of Mary, Queen of Scots. (c) Analyse and evaluate the reasons behind the defeat of the Spanish Armada. (d) Examine the reasons behind Elizabethan poverty and the impact of the Poor Law.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Describe and explain the differences between the position and treatment of Catholics and Puritans under Elizabeth I. (ii) Analyse and evaluate the validity and dangers of the various Catholic plots against Elizabeth. (iii) Explain why Elizabeth and Philip became enemies and prioritize the reasons for the Armada's defeat. (iv) Explain the reasons behind poverty and show how the treatment of the poor changed during the 16th century.</p>	<p>Classwork:</p> <ol style="list-style-type: none"> 1. Use ICT to create an information poster about religious issues during Elizabeth's reign (see 'Cut, Paste & Surf', p.16). 2. 'Was Mary such a big threat to Elizabeth' (see KS3 Strategy Pack, p.18-19). 3. News interview with the Ambassador of Spain on the causes of the Spanish Armada. 4. Assessment 2 on the Spanish Armada. 5. A report to the Queen about the poor in England. <p>Homework: Create an article about the Spanish problem for a history magazine aimed at teenagers using ICT (see 'Cut, Paste & Surf').</p> <p>Code breaking exercise - The Babington Plot (see substitution cipher exercise from 'activehistory' website).</p> <p>Create a population graph using ICT (see 'Cut, Paste & Surf', p.17).</p> <p>Extension:</p>

<p>Week 8</p>	<p>The Stuarts 8. Were the Catholics Framed For The Gunpowder Plot? WALT: (a) Evaluate a range of sources to examine different interpretations about the Gunpowder plot.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Identify the problems faced by James I and explain how they led to the Gunpowder Plot. (ii) Examine different interpretations of the event and arrive at a balanced conclusion.</p>	<p>Investigation: 'Does Elizabeth I deserve the title 'Good Queen Bess'? (see Folens G & T Guide, p.32-35).</p> <p>Classwork: 1. Police investigation into the Gunpowder Plot.</p> <p>Homework: A letter to the prosecution / defence.</p>
<p>Weeks 9-12</p>	<p>The English Civil War 9. Why Did War Break Out In England In 1642? WALT: (a) Analyse the long and short-term causes of the civil wars. (b) Provide a narrative sequence of events, 1642-49. (c) Assess the reasons behind the Parliamentary victory in the civil wars.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Categorize the causes of the civil wars and recognize that different interpretations use different categories. (ii) Evaluate the role of Charles I in the civil wars. (iii) Explain why Parliament won.</p>	<p>Classwork: 1. 'Families at war' mystery investigation. 2. Application to be king - a CV listing the appropriate traits for good kingship. Then compare it to actual CV of Charles I. 3. Diagram on the causes of the civil wars, e.g. gunpowder barrel, volcano, cannon etc. 4. Large posters showing the beliefs of the two sides. 5. Assessment 3 on the English Civil War.</p> <p>Homework Essay, newspaper report, TV report, or documentary about the causes of the civil wars.</p> <p>Recruitment poster or handbook for the New Model Army.</p> <p>Extension: Biography of key characters in the civil wars.</p>
<p>SUMMER TERM</p> <p>Weeks 1-2</p>	<p>10. Why Did The English Execute Their King? WALT: (a) To consider the arguments for and against executing king Charles I.</p> <p>SUCCESS CRITERIA: Pupils will be expected to... (i) Categorize the different arguments for and against the execution of the king. (ii) Have a basic understanding of why the issue was and is so controversial and place the episode into the broader</p>	<p>Classwork: 1. 'Who cares about Charles I and why?' (see KS3 Strategy Pack, p.93-97). 2. Mock trial (see SHP, p.80-81).</p> <p>Homework: Eye witness account of the execution (see 'Burnt Cakes' website).</p>

<p>Weeks 3</p>	<p>context of the constitutional development of England.</p> <p>Oliver Cromwell 11. Cromwell: Reformer or Tyrant? <u>WALT:</u> (a) Appreciate that the reputation of Oliver Cromwell has been interpreted in very different ways. (ii) And that interpretations of Cromwell are influenced by the background of the interpreter and the purpose of the interpretation.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Explain how and why different interpretations of Cromwell have been produced. (ii) Examine a range of sources to sift out arguments about Cromwell's reputation. (iii) Use information cards to reach a conclusion about the nature of Cromwell's rule and reputation.</p>	<p>Extension: 'Why was Charles I executed'? (see Folens 'Thinking Through History', p.102). Classwork: 1. Cromwell: source evaluation (see p.50-52 of Folens G & T).</p> <p>Homework: Investigation: 'Was Cromwell a war criminal?' (see 'Presenting the Past', p.60-65 and Worksheet 2.12).</p>
<p>Week 4</p>	<p>12. Why Did People Believe in Witchcraft? <u>WALT:</u> (a) Examine the origins and history of the European witch-craze.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Tell the story of the witch-craze. (ii) Examine a range of sources to consider people's beliefs in witches and witchcraft.</p>	<p>Classwork: 1. Sourcework on witchcraft from 'activehistory' website.</p> <p>Homework: A booklet on witchcraft with the following sub-headings:</p> <ul style="list-style-type: none"> • When did witches live? • Who were the witches? • What did witches do? • How were witches spotted? • How were witches treated? • When and why did witchcraft die out?
<p>Weeks 5-12</p>	<p>The Civil Rights Movement 13. How Far Did The Civil Rights Movement Achieve Equal Rights For Black Americans? <u>WALT:</u> (a) Examine how black people were treated within American society in the 1950s and 1960s. (b) Describe the different approaches used by individuals to obtain their civil rights - Rosa Parks, Martin Luther King, Malcolm X, the Black Panthers. (c) Assess the success of the civil rights movement in America.</p> <p><u>SUCCESS CRITERIA: Pupils will be expected to...</u> (i) Demonstrate an understanding that Black Americans did not have the same freedoms as White Americans and that this varied between states and over time. (ii) Explain the ways in which black Americans fought to obtain their civil rights in the 1950s and 1960s.</p>	<p>Classwork: 1. Timeline of the American black civil rights movement. 2. Extended writing on the events of the 1950s and 1960s.</p> <p>Homework: Produce a documentary on the civil rights movement using multimedia resources. OR Create a wall frieze on the black civil rights movement of the 1950s and 1960s.</p> <p>Extension:</p>

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	<p>(iii) Critically assess the work and importance of MLK and Malcolm X to the black civil rights movement.</p>	<p>Biography of Rosa Parks, MLK, Malcolm X, or the Black Panther Movement - the role of the individual in the civil rights movement.</p>
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