



Scheme of Learning	Topic: The Tudors
Learning outcomes	- Students should leave understanding what is meant by the Reformation. They will understand the difference between the Reformation as an ongoing process throughout the 16th and 17th centuries and the Break with Rome which represents one moment in English history. - Students will know who Martin Luther was. They will understand why Martin Luther was concerned about the direction of the Catholic church and particularly over the practices of indulgences. Students will know that he stated his dissatisfaction with the church via the 95 theses he placed in Wittenberg. - Students will understand Henry VIII's travel from committed Catholic and 'Defender of the Faith' to his excommunication by the Pope. They will be able to explain Henry's 'Great Matter' and why he sought to break with Rome in 1534, focusing on his desire to divorce Catherine of Aragon and marry Anne Boleyn so that he might have a son. They will be able to explain the influence of Anne's protestant faith on Henry also. - Students will be able to explain the impact that the Break with Rome and Reformation had on England. They will be able to explain what is meant by the Dissolution of the Monasteries and how their destruction had a sizeable impact upon society as a whole. - Students will be able to explain the events of Edward's reign and the counter reformation that took place under the reign of Mary I. - Students will study the reign of Mary, explaining the actions that she took to remove Protestantism from England. Students should be able to make a judgement on the fairness of the common interpretations of Mary as 'bloody'. - Students will be able to explain the religious settlement that was determined during the reign of Elizabeth I. - Students should be able to question the assumptions about Elizabethan England as a 'Golden Age'. They will know what is meant by culture and assess how far it is true to say that the Elizabethan period represented a cultural highpoint, considering the works of Shakespeare as an example. - Students will also be able to explain what the Elizabethan Poor Laws were and how they treated the poorest in England. They will also look at how disabled people and non-white people were treated during the period.
Key Question	- What were the problems with the Catholic Church in 1517? - How did Martin Luther challenge the power of the church? - What is meant by the term Reformation? - What is meant by the term Break with Rome? - Why did Henry break with Rome in 1534? - What was the Dissolution of the Monasteries? - Why did Henry seek to dissolve the monasteries? - What was the impact of the Break with Rome on England and its people? - Is it fair to label Mary 'bloody'? - Was Elizabethan England a 'Golden Age'?
Knowledge	In this unit we are focused on the issue of religion and the changes that took place in the sixteenth century. Students will understand that religion was an important part of peoples lives before 1500 and that is continued to be so after the



	Break with Rome. They should be able to explain however that the nature of religion changed and it became contested, with Catholics and Protestants now creating a division within the Christian church. • Another key thread in the unit is the nature of power. Students should be able to explain that the monarch became much more powerful after 1534, assuming, as they did, control over the church in England. • Students will also see that the nature of ruling changed with the ascension of two queens to the throne. Key Skills • In this unit students will seek to deepen their understanding of how change and continuity can be expressed in history. Lesson 4 asks students to examine different types of change, to quantify them and explain how they may be expressed. • Students will also learn to develop their skills of interpretation, focusing on whether common interpretations of Mary I are accurate and how interpretations come to be formed.
Ongoing Assessment	• Teachers will assess student's knowledge and understanding via in class questioning. Each lesson contains a number of opportunities to track and respond to student understanding.
Key Assessment	• At the end of the unit students will complete the pulling the threads together assessment which will test their understanding of the changes in religion and the nature of power in the period.
Clear sequencing of content	• The unit follows earlier units on the role of the church in medieval England. Students will use their knowledge of the medieval church and its dominance over people's lives as context for the problems and levels of satisfaction with the church in the 16th Century.
Links to Careers	• The unit provides students with analytical skills which will be useful for all careers. Moreover, it enables them to synthesise large volumes of evidence and form opinions and judgements. This is useful for an array of careers, such as: law, journalism, marketing etc

NHSG Key Stage 3 Unit Overview for Y7 History



Diversity and Inclusion	• In the unit we discuss whether Elizabethan England can be considered 'a Golden Age'. Students will examine the treatment of non-white people in England at the time and of disabled people in Henry VIII's court.
Additional Support	• The booklets contain knowledge organisers and can act as a helpful revision guide for students. All resources are uploaded to the Sharepoint page for students to access. Tasks are scaffolded and modelled to support student learning.
Challenge	• The unit contains links to podcasts from the Rest is History and BBC History Extra on Martin Luther, the Reformation and Mary I.