

Scheme of Work 2020 - 2021

Subject: History

Year Group: Year 7

Express and mainstream

Purple indicates Active Learning tasks

<p>16 4th Jan (INSET)</p> <p>Pupils return on Tuesday 5th so some won't be seen</p>	<p>L1: Why was the Church so important to medieval people?</p> <ul style="list-style-type: none"> Describe the role of the Church in medieval times Explain why the Church was so important in medieval times Assess reasons for significance using sources. <p>L2: Doom paintings</p> <ul style="list-style-type: none"> Describe Doom paintings Infer from Doom paintings Assess them for usefulness in understanding medieval beliefs 	<p>Key words: Church/church, significance, heaven, hell, doom paintings, priests, tithes, Catholic</p> <ul style="list-style-type: none"> Do now – short answer questions to begin to establish role of the medieval Church. Word search/stretch activities Thought map – role and importance of medieval Church Source usefulness – doom paintings example Table showing jobs done by the Church compared to today Flyer advertising local church Reflection – consider significance <p>Key words: Doom paintings, inference, damned, souls, afterlife</p> <ul style="list-style-type: none"> Do now: Draw small picture of your face and place it onto Doom painting. <i>What can you hear/smell/see?</i> Infer from modern photo to practise skill Label Doom painting with features then add inferences 	<p>Explain the significance of the medieval Church</p> <p>How has the role of the Church changed?</p> <p>How useful are doom paintings for understanding medieval beliefs?</p> <p>What can you infer from this source?</p> <p>What have we learned about attitudes to the afterlife?</p>	<p>GCSE stem:</p> <p>In what ways was x significant...?</p> <p>How useful is the source for...?</p> <p>NC strand:</p> <p>'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem:</p> <p>How useful is the source for x?</p> <p>What can you infer?</p> <p>NC strand:</p> <p>'development of Church, State and</p>	<p>Monopolise your homework 3</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/3/5/9, M1</p>
--	--	--	--	--	-----------------------------------	---

		<ul style="list-style-type: none"> Underline further things we can tell from medieval dialogues Summarise medieval beliefs about the afterlife on thought map Reflection: Complete scaffolded answer to: How much can doom paintings reveal about medieval attitudes to the afterlife? 	Can we be sure all medieval people thought this?	Society in Medieval Britain 1066-1509'		
17 11 th Jan	<p>L1 Why did people in medieval times go on Pilgrimages?</p> <ul style="list-style-type: none"> Describe experiences of medieval pilgrims Evaluate reasons for pilgrimages Assess accuracy of Google in giving reasons for pilgrimages <p>L2: Why do historians disagree about the Crusades?</p>	<p>Key words: pilgrimages, homage, saints, outlaws, relics, miracles</p> <ul style="list-style-type: none"> Do now: Q: How would you find out about something in history? Pupils decide what they think Google would say about why people went on pilgrimages (from 3 choices) Complete scavenger hunt chart using statements from medieval characters Reflection: Create a concise, accurate entry for Google explaining why people went on pilgrimages <p>Key words: Interpretation, historiography, Crusade, massacre, barbarism, conquer, Western, Eastern, objective, context</p>	<p>What kinds of challenges do you think medieval people faced that are different to today?</p> <p>What is missing from this interpretation?</p> <p>How accurate is it?</p> <p>Was religion the main reason people went on pilgrimages?</p> <p>What can you infer about x?</p> <p>Why do these views differ?</p>	<p>GCSE stem:</p> <p>How convincing is this interpretation?</p> <p>How far would you agree?</p> <p>Explain why</p> <p>NC strand:</p> <p>'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem:</p> <p>How convincing is this interpretation?</p>	Monopolise your homework 3	SMSC: So3, So6, So7, C1, C3, C5 Sp2/3/5/9, M1

	<ul style="list-style-type: none"> • Define and describe the Crusades • Use sources to infer about the knights who went on Crusade • Assess reasons for differences of interpretations 	<ul style="list-style-type: none"> • Do now: What do these films/books have in common? • Define the Crusades • Use Post it notes to write inferences about how the knights behaved/how people behaved towards them • Establish reasons for differences between Western and Eastern authors • Colour code then assess 2 interpretations of the same event • Reflection: Where did this interpretation come from? Why do you think he had a different perspective? 	<p>Why might this historian have a different view/be more objective?</p> <p>How might context affect interpretations?</p> <p>Why might interpretations change over time?</p>	<p>How far do you agree?</p> <p>What can you infer from x?</p> <p>Why do these interpretations differ?</p> <p>NC strand:</p> <p>‘development of Church, State and Society in Medieval Britain 1066-1509’</p>		
18 18 th Jan	<p>L1 Becket 1: Murder of Thomas Becket: Events and consequences</p> <ul style="list-style-type: none"> • Describe reasons Becket was murdered. • Assess usefulness of sources in understanding this event. • Evaluate the significance of this event 	<p>Key words: significance, usefulness, Church, state, Archbishop, Pope</p> <ul style="list-style-type: none"> • Do now - Describe/infer from sources • Events card sort – chronology • Reflect on key themes • Source exercise colour code • Ethical q – considering blame by categorising statements • Prioritise consequences 	<p>How significant was this event?</p> <p>What does it illustrate about the balance of power between Church and state?</p> <p>Who was most to blame for the murder?</p> <p>What is the relative significance of the consequences?</p> <p>How useful are available sources in this enquiry?</p>	<p>GCSE stem:</p> <p>Explain significance</p> <p>How useful?</p> <p>Write an account...</p> <p>NC strand:</p> <p>‘development of Church, State and Society in Medieval Britain 1066-1509’</p>	<p>Revise for assessment</p> <p>Monopolise your homework 3</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/3/5/9, M1</p>

	<p>L2 Becket Assessment</p> <ul style="list-style-type: none"> • Describe how and why Becket was killed • Explain how and why Becket was killed • Evaluate how and why Becket was killed 	<ul style="list-style-type: none"> • Do now: Revision tasks • Complete narrative account ASSESSMENT • Reflection: Self assess based on STEPS DEEP MARK 	<p>Who was most to blame?</p> <p>What connectives/links will you use?</p>	<p>GCSE stem:</p> <p>Write a narrative account of x</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>		
--	--	---	---	--	--	--

SPRING TERM 1 PART 2

19 25 th Jan	<p>L1 Medieval monarchs overview</p> <ul style="list-style-type: none"> • Make inferences from a source about medieval monarchs • Assess hypotheses about different medieval monarchs. • Substantiate points with evidence. <p>L2: Was King John really so terrible?</p>	<p>Key words: monk, medieval, monarch, barons</p> <ul style="list-style-type: none"> • Do now: Feed forward • Explain how the painting gives messages about medieval monarchs • Thumbs up/down in response to hypotheses • Complete prove or challenge hypotheses chart • Reflection: Identify 3 most/least successful monarchs on the wheel of fortune painting <p>Key terms: monks, Pope, cunning, barons</p> <ul style="list-style-type: none"> • Do now: Spot the differences 	<p>What does the artist's impression of x suggest? How?</p> <p>Which of the qualities listed are not shown in the painting?</p> <p>What evidence can you give to support your view?</p> <p>How do we know this from the painting?</p> <p>How can you support/refute this hypothesis?</p>	<p>GCSE stem:</p> <p>What can you infer from x?</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem: Explain why</p>	<p>Monopolise your homework 3</p>	<p>SMSC: So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>
----------------------------	---	---	--	--	-----------------------------------	--

	<ul style="list-style-type: none"> Identify features of King John's reign. Evaluate some of the problems John faced. Assess the evidence to make a judgement. 	<ul style="list-style-type: none"> Label the 2 portraits of Henry II and John with inferences Order information about John on line of certainty Based on information flashes, revise line of certainty Reflection: Class vote on John (from 2 choices or own explanation) 	<p>What can you infer from this?</p> <p>What has changed your view?</p> <p>How would you describe John as a king?</p>	<p>Describe features of x,</p> <p>NC strand:</p> <p>'development of Church, State and Society in Medieval Britain 1066-1509'</p>		
20 1 st Feb	<p>L1: Why were some many graves under Charterhouse square?</p> <ul style="list-style-type: none"> Use clues to establish a hypothesis Describe what happened based on evidence Develop a reasoned explanation <p>L2: What was the Black Death?</p> <ul style="list-style-type: none"> Describe symptoms/spread Explain medieval beliefs about 	<p>Key words: Preventions, pestilence, flagellant, pneumonic, bubonic, pandemic, tentative</p> <ul style="list-style-type: none"> Do now: Describe what you think is happening in the photograph Clues/evidence is gradually fed into the enquiry to develop pupil hypotheses Reflection: Pupils create a conclusion using tentative language <p>Key terms: Buboes, muscle spasms, symptoms.</p> <ul style="list-style-type: none"> Do now: Describe/infer from the source. Is it useful? Compare similarities and differences between medieval 	<p>How certain are you? Why?</p> <p>Were any of these beliefs sensible? Why?</p> <p>Do people always offer sensible reasons for disease now?</p>	<p>GCSE stem:</p> <p>Explain why</p> <p>What can you infer?</p> <p>NC strand:</p> <p>'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem:</p> <p>What can you infer from the source/how useful is it?</p> <p>Explain similarities/differences</p>	<p>Monopolise your homework 3</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<p>causes, preventions and treatments</p> <ul style="list-style-type: none"> • assess source usefulness 	<p>and modern reactions to illness</p> <ul style="list-style-type: none"> • Short answer questions using clip to establish how it arrived and key symptoms • Categorising thought map on causes/preventions and cures used by medieval people • Reflection: Black Death bingo to show understanding of key terms 		<p>Explain why</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p>		
21 8 th Feb	<p>L1: Should we study the Black Death?</p> <ul style="list-style-type: none"> • Identify changes and continuities after The Black Death • Assess historians' interpretations of the Black Death • Judge the significance of The Black Death <p>L2: Black Death consequences</p> <ul style="list-style-type: none"> • Identify consequences of the Black Death. • Categorise the consequences and find links between them. 	<p>Key words: consequences, significance, interpretations, historians</p> <ul style="list-style-type: none"> • Do now: Is Freddie's mum right about the Black Death? • View criteria for judging significance • Categorise changes and continuities • Judge how convincing the views of two historians are • Reflection: Write a script to respond to the complaint made by Freddie's mum <p>Key words: As above + social, political, economic, factors.</p> <ul style="list-style-type: none"> • Do now: Cause/cure/symptom • Venn diagram to show consequences and links between them, completed using info around the room. • Introduce essay task • Assessment/MARK 	<p>How far do you agree with historian x?</p> <p>Why/how is the Black Death significant?</p> <p>What reasons/evidence can you give?</p> <p>Were there any positive impacts of the Black Death? Who would benefit?</p> <p>What was the long-term significance?</p> <p>What kind of effect was the most significant?</p>	<p>GCSE stem:</p> <p>How convincing is the interpretation?</p> <p>How far do you agree?</p> <p>Explain the significance</p> <p>NC strand: 'development of Church, State and Society in Medieval Britain 1066-1509'</p> <p>GCSE stem:</p> <p>Explain significance</p> <p>What was the main factor?</p> <p>NC strand: 'development of Church, State and</p>	<p>Monopolise your homework 3</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

		<ul style="list-style-type: none"> • Explain links on the chart between consequences • Reflection: Use a writing frame to challenge the view of a teacher who argued that the Revolt was insignificant and not worth teaching 				
23 1st March	<p>L1: Introduction to the Early Modern Period; An Overview</p> <ul style="list-style-type: none"> • Identify features of early Modern England linked to Power/ordinary lives/beliefs • Establish chronology of the period • Explain changes and continuities <p>L2: Henry VIII</p> <ul style="list-style-type: none"> • To know who goes where in the Tudor dynasty • To explain how they relate to Henry VIII 	<p>Key words: Early Modern, Tudors, Stuarts, Cromwell, society, economy, culture</p> <ul style="list-style-type: none"> • Do now: Who/what do you recognise from these images of people and events? • Complete top trumps activity of early modern rulers and place them on timeline that also shows weakest to strongest • Use resource packs to categorise and chart changes linked to key themes during Elizabethan, Stuart and Cromwellian times • Reflection: What similarities/continuities were there throughout early modern times? <p>Key words: wars of the Roses, dynasty, heir, family tree, annulment</p> <ul style="list-style-type: none"> • Do now: Think/pair/share mind map – what do you know about Henry VIII? 	<p>Evaluate strengths and weaknesses</p> <p>Explain changes and continuities</p> <p>What was the most significant change?</p> <p>In which of our key themes was there most change?</p> <p>What problems can you foresee for Henry based on the Tudor family tree?</p> <p>Was Henry a total villain?</p>	<p>GCSE stem:</p> <p>Changes/continuities (relevant to factors question)</p> <p>Describe features</p> <p>NC strand: 'the development of Church, State and Society in Britain 1509-1745'</p> <p>GCSE stem:</p> <p>How far do you agree?</p> <p>How convincing?</p> <p>NC strand:</p>	<p>Monopolise your homework 4</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> To consider how we can use the family tree to learn about the Tudor Dynasty 	<ul style="list-style-type: none"> Watch for learning – Henry’s wives in preparation for family tree completion Completion of family tree and stretch questions Reflection: was Henry <i>all</i> bad? 		‘the development of Church, State and Society in Britain 1509-1745’		
24 8th March	<p>L1: Should the NPG sell cushions of Henry VIII?</p> <ul style="list-style-type: none"> Describe the image Henry wanted to create for himself. Assess the events of Henry’s reign. Evaluate whether Henry lived up to the image he tried to create of himself <p>(Alternative lesson = Henry decision making, but this requires working in teams of 3* so adaptations needed)</p> <p>L2: Reformation</p>	<p>Key terms: dynasty, prosperous, heir, nature, origin, purpose</p> <ul style="list-style-type: none"> Do now: Tick the statements that apply to messages in the portrait source and explain choices Complete this for the painting Discuss the National Portrait Gallery’s decision to sell cushions depicting Henry VIII Use word bank to sum up Dawson’s interpretation of Henry Complete chart using statements to assess Henry’s reign Reflection: Write a letter to the portrait gallery as a conclusion using writing frame, discussing why/why not they should sell the cushions <p>MARK</p> <p>Key words: Reformation, protestant, Catholic, monastery, dissolution</p>	<p>What messages apply to the source?</p> <p>Why would Henry try to depict himself in this way?</p> <p>Was this image a realistic one?</p> <p>Assess Henry’s reign</p> <p>Create a balanced argument</p> <p>What did Henry gain from the Reformation?</p>	<p>GCSE stem:</p> <p>Assess sources and interpretations</p> <p>NC strand:</p> <p>‘the development of Church, State and Society in Britain 1509-1745’</p> <p>GCSE stem:</p>	<p>Monopolise your homework 4</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<ul style="list-style-type: none"> • To describe what Protestantism is • To explain what the Reformation was • To analyse the impact on England 	<ul style="list-style-type: none"> • Do now: Feed forward/compare illustrations of Catholic and Protestant churches and annotate for similarities/differences. Discuss • Watch for learning – use clips to gain contextual knowledge of Henry’s changes and complete short answer knowledge building questions • Literacy task – write a persuasive letter to explain to Henry the impact on people of closing the monasteries • Reflection: Pupils judge horrible histories interpretation – what does it suggest/do you agree? 	<p>How did it impact on ordinary people?</p> <p>What was the main reason for the Reformation?</p> <p>How far do you agree with the interpretation?</p>	<p>Explain similarities and differences</p> <p>How far do you agree?</p> <p>NC strand:</p> <p>‘the development of Church, State and Society in Britain 1509-1745’</p>		
25 15 th March	<p>L2: Edward and Mary: What changes did they make?</p> <ul style="list-style-type: none"> • Identify changes to the Church made by Edward and Mary • Describe how the changes would impact on society • Assess whether Mary deserved her cruel reputation 	<p>Key words: Reformation, Latin, pulpit, rood screen, altar, heretic, provenance</p> <ul style="list-style-type: none"> • Do now: Match details to a source and infer from it • Compare churches for similarities and differences using pictures of before/during the reign of Edward • Establish reasons Mary Tudor had problems when she came to the throne • Analyse source for content and provenance and use other source/contextual information 	<p>What can you learn about Mary’s reign from the source?</p> <p>How useful is this source in understanding Mary’s reign?</p> <p>What difference does the provenance make in trusting this source?</p> <p>How can we check if it is likely to be true?</p>	<p>GCSE stems: What can you infer?</p> <p>Explain similarities/differences</p> <p>How useful is source x for?</p> <p>Describe features</p> <p>NC strand:</p> <p>‘the development of Church, State and</p>	<p>Monopolise your homework 4</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<p>L2: Spanish Armada</p> <ul style="list-style-type: none"> To identify what the Spanish Armada was. To describe what happened during the Armada To assess reasons the Armada failed 	<p>to explain how useful it is for assessing Mary's reign</p> <ul style="list-style-type: none"> Reflection: Did Mary deserve her reputation as 'bloody Mary'? <p>Key words: Armada, fleet, fireships, pirates, shipwreck, Netherlands</p> <ul style="list-style-type: none"> Do now: Pupils use clues to suggest what the Armada was. Prioritising given causes Use written info and clip to create a sequenced account about the Spanish Armada and why it failed. Reflection – Consider alternative ending to suggest why this event was significant to England <p>Pupil self-assessment MARK</p>	<p>Explain most important cause of defeat</p> <p>Use connectives to link the narrative</p> <p>Analyse questions for each section of the narrative</p>	<p>Society in Britain 1509-1745'</p> <p>GCSE stem:</p> <p>Explain why</p> <p>Explain significance</p> <p>NC strand:</p> <p>'the development of Church, State and Society in Britain 1509-1745'</p>		
26 22nd March	<p>L1: What was the Renaissance?</p> <ul style="list-style-type: none"> To identify what the Renaissance was. To describe some key features of the Renaissance. To explain what caused the Renaissance and why it began in Italy. 	<ul style="list-style-type: none"> Feed forward <p>Key words: Renaissance, exploration, science, technology, medicine, theatre, art</p> <ul style="list-style-type: none"> Do now: Write down key definition – Renaissance. Information hunt of the key developments during the Renaissance (these will be explored in greater detail during the enquiry). 	<p>Why did the Renaissance begin in Italy?</p>	<p>GCSE stem:</p> <p>Describe features</p> <p>NC strand:</p> <p>'the development of Church, State and Society in Britain 1509-1745'</p>	<p>Monopolise your homework 4</p>	<p>SMSC:</p> <p>So3, So6, So7, C1, C3, C5 Sp2/5/9, M1</p>

	<p>L2: What were the voyages of discovery?</p> <ul style="list-style-type: none"> • Identify and describe the findings made on the voyages of discovery • Explain what knowledge had been discovered as a result of the voyages of discovery • Assess how useful Travellers' tales are as evidence of discoveries in the New World. 	<ul style="list-style-type: none"> • Passage to read leading to Causation Thinking Map of reasons Renaissance began in Italy. • Reflection: Thinking map of key developments and explanation of why <p>Key words: exploration, gryphon, circumnavigation, usefulness</p> <ul style="list-style-type: none"> • Do now - Picture of a gryphon – what is this? do you believe it existed? why are there pictures and stories of the gryphon? • <i>Students go on a voyage of discovery around the room gathering evidence from primary sources of the discoveries made between c.1300 and c.1600 to create an "Explorer's Guide to the World".</i> • Comparison of maps 1200 and 1600 – how much more did Europeans know about the world? • Usefulness of Travellers' tales question. • Reflection: What new knowledge had been discovered as a result of the voyages of discovery? 	<p>How useful is Source A as evidence of travellers' experiences as they explored the world?</p>	<p>GCSE stem: Describe features, How useful?</p> <p>NC strand: 'the development of Church, State and Society in Britain 1509-1745'</p>		
--	--	---	--	--	--	--

Easter break 29th march to 9th April
SUMMER TERM 1

