



Year: 8

**History**

Topic:

**The Tudors**

**Knowledge and Understanding to be developed:**

**Reading/analysis**

Pupils will begin by learning about the early life of Henry VIII and move on to study some of the main events of his reign. By learning about the changes he brought about in England, pupils are preparing for an assessment where they pass judgement on whether Henry was a 'Star' or a 'Monster'. (next half term)

**Key Terms to be learned this half term:**

Catholic excommunicated Pope dissolution reformation monasteries parliament government executed pilgrimage rebellion revolt abbots monks Principality gangrene ulcers syphilis paranoia depression prophecy descendants physicians

Week 1/2 Learning Objectives and Outcomes:	Assessments:	Homework:
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<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand how young Henry VIII spent his time and money.</li> <li>Decide whether Henry was religious when he was a young man.</li> <li>Place main events from Henry's life in correct chronological order.</li> <li>Work out important facts about Henry's life through calculations using the timeline.</li> </ul>	<p>Do pupils understand enough about Henry VIII to write a short profile for 'Young Henry'?</p>	<p>Complete profile</p>
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Week 3/4 Learning Objectives and Outcomes:	Assessments:	Homework:
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<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand how and why Henry VIII fell out with the Pope.</li> <li>Know how this affected the life of Henry and religion in the whole of England.</li> <li>Understand why Henry married so many women.</li> <li>Know what happened to each of his wives.</li> <li>Advise his sixth wife on how to survive the marriage.</li> </ul>	<p>Do pupils understand why the Break from Rome took place?</p> <p>Do pupils understand Henry's reasons for marrying six times?</p>	<p>Design a flattering (!) Tinder bio for Henry VIII to attract a new wife.</p>
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Week 5/6/7 Learning Objectives and Outcomes:	Assessments:	Homework:
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<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand how and why Henry carried out the Dissolution of the Monasteries.</li> <li>Understand what occurred as a result of the dissolution. (P of G)</li> <li>Understand how and why the Acts of Union were passed.</li> <li>Know what happened as a result of the Acts of Union.</li> </ul>	<p>Do pupils understand why Henry closed the monasteries and united England and Wales? (and what the repercussions were)</p>	<p>Write a letter from a concerned Welshman to Henry to protest about the effects of the Act of Union.</p>
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**Skills**

**I.C.T-** 3.2 use software tools to create and enhance text, image, sound, animation and video components (designing a dating profile for Henry)

**Literacy-** 8.WS2 select, analyse and present ideas and information convincingly or objectively, 8.WS4 organise longer pieces of writing making links with and between paragraphs ('Young Henry' profile)

**Numeracy-** 8.N4 recognise and apply key mental facts and strategies (timeline activity- chronology and number problems)