

<b>Subject</b>	History
<b>Term</b>	Cycle 1
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	How important was Worcester in the Medieval period?

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Comparison of settlement hierarchy – towns and villages
- A typical medieval village
- The charter of 1189
- City walls and size of city
- The medieval urban landscape
- Trades and economy of city
- People and parishes
- Public Health and rules
- Religion and beliefs

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Use of a variety of sources and interpretations as evidence (AO3)
- Some evaluation of sources as evidence for usefulness (AO3)
- Selection and explanation of knowledge of function of Medieval Worcester (AO1)
- Understanding of key features of Medieval Worcester (AO2)
- Understanding of significance of settlements in Medieval society (AO2)
- Understanding how different and similar Worcester was then (AO2)

**Formative Assessment/key piece of work prior to end of unit:**

One assessment in the first term will look at general communication, presentation skills and some historical knowledge of a medieval village.

The main assessed report will be based on the different roles and purpose of Medieval Worcester. This will be drafted and copied onto an A3 template.

Pupils will receive written feedback after drafting their explanation so they can improve

the quality of their writing. All pupils are encouraged to produce excellent history. The criteria for this is published and will be shared with pupils so that they know what to aim high for.

**Summative Assessment**

The final A3 template will form the main product to be assessed and kept in pupil folders. This will also be reported on against the relevant AO in the first term. This template will have selected knowledge that pupils have decided to use with some teaching prompting

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Very little prior learning will be needed but some idea of chronology of where the period is and its key features would be useful. Key features of Worcester will be revisited in Year 8 and GCSE. Changes in religion with the Tudors will revisit essential Church beliefs common to the Medieval world. The summer term will also examine this time with the development and use of Goodrich castle.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

- Key word lists
- Study guide
- Drafting written reports
- Literacy mats

**Link forward: where next for the learning?**

Pupils will study how religion changed the lives of British people during the reign of Mary Tudor and write their report about whether she deserves her reputation as Bloody Mary.

Public health in the 19<sup>th</sup> century follows on with some links to health studied in the 1467 ordinances.

Goodrich castle further deepens their study of the Medieval world.

<b>Subject</b>	History
<b>Term</b>	Cycle 2
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	How did religion change the lives of British people?

**Skills and concepts to be developed and assessed (linking to identified AOs)**

**In depth study of the reign and reputation of Mary Tudor will focus more on how we know in history – so more AO3 work.**

- Reading Images – interpretation and inference(AO3)
- Diversity of peoples, beliefs and behavior (AO1)
- Interpretation of sources as evidence (AO3)
- Reading Images – understanding context and applying knowledge to judge value (AO3)
- Interpretations – main viewpoints on Mary Tudor (AO3)
- Change and continuity of Tudor monarchs (AO2)
- Causation – why did Mary change back to Catholic (AO2)
- Communication – plan, draft and improve written report about Mary’s reputation (AO1)

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Key features of beliefs in Heaven&Hell, sin, etc
- MA Routes to Heaven – Priest, Pilgrimage, Pardons, etc
- Reign of Mary Tudor – events, changes and people
- Catholic/Protestant comparison
- Persecution of Protestants and Foxe’s Book of Martyrs
- Context of Tudor changes and rulers
- Relations with Spain and France
- Different groups in society
- Different types of sources available

**Formative Assessment/key piece of work prior to end of unit:**

Bishop’s Acta drafted paragraph(s) with questions, www, ebi and improvement time given. Live writing, exemplar work shared. Peer assessment and correcting too.

Mary Tudor drafted paragraphs with questions, www, ebi and improvement time given. Live writing, exemplar work shared. Use of gallery critique to develop expectations and confidence in what to write.

**Summative Assessment**

Bishop’s Acta and Mary Tudor report are judged as excellent or not. These will help form the evidence for progress check reporting of the four thresholds.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

The nature of medieval society and how people lived in towns and villages. The central role of the church (tithes and main ceremonies), including the high number of parishes (12) in Worcester. How we know – the role evidence plays also will need to be revisited and developed more.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Pupil checking and correcting of SPAG during drafting and improving. Some teacher finding of incorrect SPAG. Key words used with pupils for Mary Tudor in booklet. Use of exemplar work. Availability of dictionaries and thesaurus in teaching rooms.

**Link forward: where next for the learning?**

Pupils will go on to examine the 17<sup>th</sup> century briefly and then look at the effect that industrialisation had on towns and cities. This will lead to their analysis of the Silent Highwayman cartoon using knowledge of Public Health in the 1830s and 1804s. Final study involves more Medieval investigation with how Goodrich Castle changes.

<b>Subject</b>	History
<b>Term</b>	Cycle 3
<b>Duration (approx.)</b>	15-16 lessons
<b>Module</b>	How have the lives of British people changed?

**Skills and concepts to be developed and assessed (linking to identified AOs)**

- Interpretation and inference of sources (AO3)
- Diversity of peoples, beliefs and behavior (AO1)
- Understanding context and applying knowledge to explain purpose of cartoon (AO3)
- Change and continuity in London (AO2)
- Causation – why was London so foul (AO2). Why was Goodrich castle built there? (AO2)
- Communication – plan, draft and explain a cartoon (AO1)
- Describe & explain knowledge of London in 1660s (AO1)
- Describe and explain how castles can be attacked and defended in MA (AO1)

**Factual knowledge to be taught and assessed (including subject specific vocabulary).**

- Crystal Palace 1851, exhibits and building
- Views and opening, reactions to & visits
- Domestic system & change
- Typical textile factory, role of children
- Typical mine and jobs, dangers and solutions
- Overcrowding, poor housing
- Sewers & sanitation, disease (Cholera esp)
- Purpose and key features of a castle
- Different types of castle, eg motte and bailey, stone
- Location of a castle – geographical, regional /national, command of routes, raw materials
- Natural and manmade lines of defense – assess strengths and weaknesses of each
- Different methods of attack
- Living in a medieval castle

**Formative Assessment/key piece of work prior to end of unit:**

1—Describe and explain the message of a cartoon from 1858. (AO3)  
 Use Silent Highwayman cartoon from 1858 to explain its purpose and message. Written feedback in exercise books before best annotation of cartoon.  
 2—Siege report is written after visiting Goodrich. This uses pupil reflection and peer assessment to improve its quality before copying up in best.(AO1)

**Summative Assessment**

A test paper on the 1660s is sat for one hour after revision points have been given and used. (AO1&AO3)  
 Describe and explain the message of a cartoon from 1858. Final judgment given about whether the work is excellent or not.

**Building Retention: What prior learning must be built upon/revisited and how will it be assessed?**

Black Death and living in Medieval Worcester linked to life in London and belief about disease. Medieval life in towns and villages also needs to be referred to with life in a typical castle like Goodrich. Pupils have used a variety of sources and will again need to infer and now try to analyse purpose in context.

**Spelling-Punctuation-Grammar How will you promote high standards within this module?**

Pupil checking and correcting of SPAG during drafting and improving. Some teacher finding of incorrect SPAG. Key words used with pupils for in texts and ppts. Use of exemplar work. Availability of dictionaries and thesaurus in teaching rooms. Use of previous exemplar work to show excellence again

**Link forward: where next for the learning?**

Pupils will study a development study in Year 8 – the story of democracy and how Britain become a fairer society. The theme is power and protest and looks at the history of Britain from 1066 to 1918 and votes being given to women.

Pupils also visit Kenilworth castle to launch their investigation of a Tudor Royal progress (to the castle and Worcester in 1575).