



Off With Your Head

Recommended year group: Year 7

Subject focus: History, RE

Driving Question

Did life in England turn upside down between 1485 and 1700?

Introduction

The intention of this theme is for students to investigate the development of Church, state and society in Britain 1509–1745 with a focus on the history of the Tudor and Stuart periods. Students learn about the history of England, beginning with the reign of Henry VII, then progressing through the Tudor monarchy, including Henry VIII, Edward VI, Mary I and Elizabeth I. Students are posed with problems faced by various Tudor monarchs and through research and source enquiry are asked to offer solutions. Students' progress into the Stuart monarchy by studying the Gunpowder Plot; the Civil War; the execution of King Charles I; the Interregnum and Restoration of the monarchy. Throughout the theme, students develop their historical skills through examination of sources and interpretations, considering their reliability and utility. They consider the impact of key individuals and events on society. They make judgments on the effectiveness of rulers, supporting their analysis with historical evidence. They consider different interpretations through a consideration of Oliver Cromwell as a hero or a villain.



Assessment outcomes

Lesson 2: What do we know about the Tudors and Stuarts? – PL.IE.01

Lesson 4: The Religious Roller Coaster – SE.RE.03

Lesson 6: Big Read: Elizabeth I speech – RL.ID.04

Lesson 7: Big Write: Saved from the Chop! – CL.WP.02

Lesson 13: Oliver Cromwell: Hero or Villain? – SE.HS.05

Lesson 14: The Restoration of the monarchy – SE.HS.02

Key vocabulary

adjectives, affectionate phrases, alliteration, amplification, ancestor, baron, Catholic, causes, chronology, civil war, colonies, colonist, conflict, consequences, crown, declaration, denomination, descendant, desolation, diction, divine right of kings, division, dynasty, East India, emotive language, empire, excommunication, exploration, explorer, facts, family tree, flattery, galleon, galvanise, government, heir, House of Commons, House of Lords, interpretation, interpretation, juxtaposition, Levant, martyr, monarch, navigation, North East Passage, opinion, parallel structure, parliament, parliamentarian, personal pronouns, persuasive techniques, pilgrims, Pope, powerful/emotive verbs, prime minister, protestants, puritans, reformation, reign, religion, repetition/anaphora, rhetorical question, Royalist, settlers, source, statistics, Stuarts, triplets, Tudors, Wars of the Roses

Linked reading

Eliza Rose by Lucy Worsley

The captivating debut children's novel from popular television historian Lucy Worsley is an exciting and charming glimpse behind the scenes of the Tudor court.

Flipped learning opportunities

Lesson 1 – What was the Wars of the Roses?

Lesson 2 – What do we know about the Tudors and Stuarts?

Lesson 3 – Digging Deeper – Henry's wives

Lesson 4 – Dissolution of the monasteries

Lesson 8 – Christopher Columbus research

Lesson 9 – Tudors and Stuarts abroad: Roanoke

Lesson 10 – How does the UK government work?

Lesson 12 – The English Civil War, 1642–1649

Lesson 13 – The Restoration of the monarchy

Lesson 15 – Queen Elizabeth I and the Armada Portrait



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People, Place and Time

The **People, Place** and **Time** resources provide support to key knowledge throughout the theme.

Family learning opportunities

The activities allow students to complete quests with friends, family, or guardians outside of the classroom environment. These activities are engaging and provide additional context to the lessons studied in the theme.

Kooth Content to support your wellbeing

How to Support the Women and Girls in Your Life
Mindfulness for anger
What it might feel like to leave your home country
Writing to your MP

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

Cultural capital suggestions

Read: *Horrible Histories* – [Terrible Tudors](#) and [Slimy Stuarts](#)

Look: [Elizabeth](#) (1998)

Listen: [Six: The Musical](#)



Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 1 What were the Wars of the Roses?	History	Identify and research the Tudors' claim to the throne of England. Create a <i>Horrible Histories</i> episode about the Wars of the Roses.	C.DR.02 Performing to an audience (Performance Skills) SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance/importance, similarity and difference)	History: The development of Church, state and society in Britain, 1509–1745. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
Lesson 2 What do we know about the Tudors and Stuarts?	History	Identify Tudor and Stuart monarchs. Describe the Tudor and Stuart succession. Analyse a specific question about a Tudor or Stuart monarch.	SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary PL.IE.01 Undertake a self-directed research project: planning, researching and collating information around a chosen topic or concept	History: The development of Church, state and society in Britain, 1509–1745. Frame historically valid questions and create structured accounts, including written narratives and analyses.
Lesson 3 Tudor Kings	History	Identify and solve problems faced by a Tudor king. Explain the impact of Henry VIII.	SE.HS.05 Writing historical arguments	History: The development of Church, state and society in Britain, 1509–1745. Frame historically valid questions and create their own structured accounts, including written narratives and analyses.



Lesson 4 The Religious Roller Coaster	RE History	Describe the importance of the Church from Medieval to Tudor times. Compare and contrast two different denominations of Christianity. Describe the 'Religious Rollercoaster' of the Tudor period.	SE.RE.03 Making connections between religious beliefs and practices	NATRE guidelines: Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.
Lesson 5 Tudor queens	History	Assess the interpretations of Mary I. Predict solutions to numerous problems faced by Elizabeth I. Investigate the events of the Spanish Armada.	SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance/importance, similarity and difference)	History: The development of Church, state and society in Britain 1509–1745. Identify significant events, make connections, draw contrasts, and analyse trends within periods.
Lesson 6 Big Read: Queen Elizabeth I speech	English	Identify language techniques in a speech. Explain and analyse the purpose and overall effectiveness behind the features.	RL.ID.04 Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyse how they affect meaning or tone	English: Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning; make inferences and refer to evidence in the text.
Lesson 7 Big Write: Saved from the Chop!	English	Identify different forms of Tudor punishment. Select appropriate language to create a persuasive speech. Construct a speech that would save you from the Chop by using persuasive techniques.	CL.WP.02 Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice)	English: Write accurately, fluently, effectively and at length for pleasure and information through notes and polished scripts for talks and presentations. Plan for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates.



<p>Lesson 8 Tudors abroad: Exploration</p>	<p>History</p>	<p>Identify locations on a map. Explain why Tudors explored where they did. Evaluate interpretations of these explorers.</p>	<p>SE.HS.04 Using historical interpretations</p>	<p>History: The development of Church, state and society in Britain, 1509–1745: Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland); first contact with India. Discern how and why contrasting arguments and interpretations of the past have been constructed.</p>
<p>Lesson 9 Tudors and Stuarts abroad: Colonisation</p>	<p>History</p>	<p>Identify reasons why Puritans wanted to leave England in 1621. Explain how the colonists were supported in the colony. Investigate the story of different people in the Thanksgiving story.</p>	<p>SE.HS.01 Structuring, organising and deploying historical knowledge, using historical vocabulary</p>	<p>History: The development of Church, state and society in Britain, 1509–1745. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</p>
<p>Lesson 10 Tudor and Stuart government</p>	<p>History Citizenship</p>	<p>Describe features of a Tudor government and some of their leadership strategies. Explore the power dynamics between monarchy and government at different periods. Compare Tudor government and modern-day government.</p>	<p>SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance, similarity and difference)</p>	<p>Citizenship: The national curriculum for citizenship aims to ensure that all pupils: acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.</p>



<p>Lesson 11 Remember, Remember: The Gunpowder Plot</p>	<p>History</p>	<p>Identify the reasons behind the Gunpowder Plot.</p> <p>Identify and describe different theories about who was involved in the Gunpowder Plot.</p> <p>Judge the reliability of the evidence used to convict Guy Fawkes.</p>	<p>SE.HS.03 Using historical sources</p>	<p>History: The development of Church, state and society in Britain, 1509–1745. Identify significant events, make connections, draw contrasts, and analyse trends within periods.</p>
<p>Lesson 12 The execution of a king: the English Civil War</p>	<p>History</p>	<p>Define a ‘civil war’.</p> <p>Describe reasons why the English Civil War began and how it was fought.</p> <p>Explain who won the Civil War and the consequences for King Charles I.</p>	<p>SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance / importance, similarity and difference)</p>	<p>History: The development of Church, state and society in Britain, 1509–1745. Identify significant events, make connections, draw contrasts, and analyse trends within periods.</p>
<p>Lesson 13 Oliver Cromwell: Hero or villain?</p>	<p>History</p>	<p>Identify reasons why Oliver Cromwell can be seen as a hero and a villain.</p> <p>Apply knowledge gained from sources and interpretations to explain why Oliver Cromwell can be seen as a hero or a villain.</p> <p>Construct a written historical argument to assess if Oliver Cromwell was a hero or a villain</p>	<p>SE.HS.04 Using historical interpretations</p> <p>SE.HS.05 Writing historical arguments</p>	<p>History: Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>



<p>Lesson 14 The Restoration of the monarchy</p>	<p>History</p>	<p>Identify reasons why Charles II was known as the 'Merry Monarch'.</p> <p>Apply knowledge gained from research tasks to consider his effectiveness as king compared to other monarchs.</p> <p>Construct a comic strip of some key events which occurred during his reign.</p>	<p>SE.HS.02 Making historical connections (change and continuity, cause and consequence, significance/ importance, similarity and difference)</p>	<p>History: The development of Church, state and society, 1509–1745. Know and understand the history of these islands as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as significance.</p>
<p>Lesson 15 Tudor portraits</p>	<p>Art</p>	<p>Identify the features of a portrait.</p> <p>Sketch features of a Tudor portrait.</p> <p>Apply art techniques to create a Tudor-style self-portrait.</p>	<p>C.OT.02 Developing Ideas: Express a variety of relevant thoughts and ideas</p>	<p>Arts and Design: Use a range of techniques and media, including painting.</p>
<p>16 Careers in the Civil Service</p>	<p>Personal Development</p>	<p>Identify the different job sectors within the Civil Service.</p> <p>Describe the careers that are available in the Civil Service.</p> <p>Present information about these job sectors and careers within them.</p>	<p>PD.CA.02 Experiencing the world of work</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.</p>

