

Year 10 Long Term Plan History

<p>Domains of knowledge (all need to be in this box, same across all KS)</p> <p>Thematic study and the historic environment: Medicine in Britain c1250-present and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches.</p> <p>Period study and British depth study: The Superpower relations and the Cold War 1941-91. Henry VIII and his ministers 1509-1540.</p> <p>Modern depth study: Weimar and Nazi Germany 1918-1939</p>	<p><u>Key concepts (same across all KS)</u></p> <ul style="list-style-type: none">• Cause• Consequence• Change and Continuity• Similarity and Difference• Historical significance• Sources and evidence• Historical interpretations
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Year 10

Paper 1: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches.		Paper 1: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches.		Paper 1: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches.	
Unit Title: Paper 1: Section A: British sector of the Western Front 1914-1918: injuries, treatment and the trenches.	Unit Length: weeks 5: 3 hours per week.	Unit Title: Paper 1: Section B: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day: 1250-1700	Unit Length: 4 weeks: 1250-1500 4 weeks: 1500-1700 3 hours per week.	Unit Title: Paper 1: Section B: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day: 1700-1900-present day	Unit Length: 4 weeks: 1700-1900 4 weeks: 1900-present day 3 hours per week.
<u>Domains knowledge</u> Taken from the top left box) Paper 1: Section A: British sector of the Western Front 1914-1918: injuries, treatment and the trenches.		<u>Domains knowledge</u> Taken from the top left box) Paper 1: Section B: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day: 1250- 1500 and 1500-1700.		<u>Domains knowledge</u> Taken from the top left box) Paper 1: Section B: Thematic and Historic Environment Study: Medicine in Britain, 1250-present day: 1700-1900 and 1900 present day.	

<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of the medical developments of World War One 1914-1918.● Causes of changes in medical warfare, treatment surgery.● Consequences of warfare on battle injuries.● Change and Continuity: How far treatment changed 1914-1918.● Similarity and Difference: in treatments and how they progress 1914-1918.● Historical significance: new medical developments 1914-1918.● Sources and evidence: describe (4) Utility (8) following up a historical enquiry (4)● Historical interpretations: N/A	<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of causes, treatments, prevention,public health: key individuals 1250-1500/1500-1700.● Causes of disease 1250-1500/1500-1700.● Consequences of treatment and prevention.● Change and Continuity: how far medical progress was made 1250-1500/1500-1700.● Similarity and Difference: 1250-1500 compared to 1500-1700.● Historical significance: Medical developments and key individuals.● Sources and evidence: N/A● Historical interpretations: N/A	<p>Key concepts</p> <ul style="list-style-type: none">● Chronology of causes, treatments, prevention,public health: key individuals 1700-1900/1900-present day.● Causes of disease 1700-1900/1900-present day..● Consequences of treatment and prevention.● Change and Continuity: how far medical progress was made 1700-1900/1900-present day.● Similarity and Difference: 1700-1900 compared to 1900-present day..● Historical significance: Medical developments and key individuals.● Sources and evidence: N/A● Historical interpretations: N/A
<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline key battles 1914-1918: chronology</p> <p>Define key terminology on medical developments WW1.</p> <p>Analyse medical developments 1914-1918 through sources and evidence.</p> <p>Evaluate: the utility of sources A and B and following up a historical enquiry.</p> <p>Be able to answer:</p> <p>Retain factual knowledge required for section A on the Western Front.</p> <p>Answer the following type of questions:</p> <p>4 mark: Describe two features of....</p> <p>8 mark : How useful are sources A and B for an enquiry into.....Explain your answer, using sources A and B and your own knowledge of the historical context.</p> <p>4 mark: How could you follow up source to find out more about.....In your answer you must give the question you would ask and the type of source you would use.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1250-1500/1500-1700 key events: chronology.</p> <p>Define key terminology medicine 1250-1500/1500-1700.</p> <p>Evaluate: similarity and difference between 1250-1500/1500-1700.</p> <p>Evaluate: change and continuity of how far how far medical progress was made 1250-1500/1500-1700.</p> <p>Be able to:</p> <p>Retain factual knowledge required for section B medicine 1250-1500/1500-1700.</p> <p>Answer the following type of questions:</p> <p>4 mark: Explain how X is similar/different to Y.</p> <p>12 mark: Explain why.....</p> <p>16 mark: Statement “.....” How far do you agree? Explain your answer.</p>	<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline 1700-1900/1900-present day key events: chronology.</p> <p>Define key terminology medicine 1700-1900/1900-present.</p> <p>Evaluate: similarity and difference between 1250-1500/1500-1700/1700-1900/1900-present</p> <p>Evaluate: change and continuity of how far how far medical progress was made 1250-1500/1500-1700/1700-1900/1900-present</p> <p>Be able to:</p> <p>Retain factual knowledge required for section B medicine 1250-1500/1500-1700.</p> <p>Answer the following type of questions:</p> <p>4 mark: Explain how X is similar/different to Y.</p> <p>12 mark: Explain why.....</p> <p>16 mark: Statement “.....” How far do you agree? Explain your answer.</p>
<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What was the Western Front and what were the key British battles fought 1914-1918? Where was the Western Front?/ why trenches were dug? /1914 Battle of Ypres/Hill 60 mines/ 1915 second Battle of Ypres/The Battle of the Somme 1916/Arras 1917/Cambrai 1917: Cause and consequence.</p> <p>What was the trench system? key features/construction/ organisation/frontline/support/reserve/ communications trenches/advantages/disadvantages. sources and evidence.</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What were the causes of disease 1250-1500? The Four Humours/Miasma/God/Supernatural: Cause.</p> <p>What treatments were used 1250-1700? Religious/Humoral/herbal/supernatural: consequence.</p> <p>How was surgery performed in the Middle Ages? Cataracts/amputation/antiseptic wine/anaesthetic opium/Wound Man. consequence.</p> <p>How was disease prevented in the Middle Ages? Flagellants/Fasting/Regimen Sanitus/Herbs. Consequence.</p>	<p>Broken down and sequenced knowledge: Substantive and the work of the historian (teacher job)</p> <p>What were the causes of disease 1700-1900? Ideas that stopped: Four Humours/Supernatural/God/New ideas/Spontaneous Generation/Pasteur Germ Theory:Change and continuity</p> <p>Why was the work of Pasteur and Koch significant? 1861 Germ Theory/Significance of Pasteur/Koch discoveries/Significance of Koch: Consequence: change and continuity/historical significance.</p> <p>What was care like 1700-1900 in the Industrial Period? Hospital conditions 18th century/Florence Nightingale/Crimea 1854/ reduction in death rate/Nightingale's methods/design of hospitals/training of nurses/changes to</p>

<p>What were the conditions on the Western Front and why was it difficult to transport injured soldiers? No Man’s Land/ problems/horse drawn ambulance/motor ambulance/train,ship and barge ambulance/stretchers/bearer/problems/solutions cause and consequence.</p> <p>What were the medical problems on the Western Front soldiers experienced? Trench foot/Trench fever/ Shell shock/the nature of wounds/ infection/rifles/ explosives/shrapnel/head injuries. The effects of gas attacks/ Chlorine/Phosgene/ Mustard. cause and consequence.</p> <p>How had medicine progressed up to WW1? X-rays/Blood transfusions: Change and continuity</p> <p>What was the role of RAMC and FANY in helping wounded soldiers on the Western Front? :Historical significance.</p> <p>What was the evacuation route for injured soldiers on the Western Front? RAP/ADS/MDS/CCS/Base hospitals/Arras underground hospital. Historical significance.</p> <p>What were the new techniques in the treatment of wounds 1914-1918? Amputation/wound excision/Carrel-Dakin method/Thomas Splint/mobile x-ray units/blood transfusions/1915 Geoffrey Keynes/1915 Richard Lewishon Sodium Citrate/1916 Francis Rous and James Turner 1916 citrate glucose/Battle of Cambrai 1917/Canadians/head injuries/Brain surgery/Harvey Cushing/Plastic Surgery/Harold Giles/Cause and consequence: historical significance/sources and evidence.</p>	<p>How did people deal with public health in the Medieval Period? Laws/rakers/pipes/fresh water/cesspits: consequence. Who treated the sick 1250-1500? Wise women/apothecaries/physicians/barber surgeon: consequence.</p> <p>What were medieval hospitals like?Church/no infectious diseases/no doctors/care not cure: consequence.</p> <p>How did people deal with the Black Death 1348? Symptoms/causes/treatments/prevention: consequence.</p> <p>How much progress was there in medicine 1250-1500? Progress on: causes/treatment/prevention/factors limiting progress/church/Hippocrates/Galen/tradition/government: change and continuity.</p> <p>What were the causes of disease 1500-1700? Change/Sydenham/New scientific thinking/continuity: The Four Humours/Miasma/God/Supernatural still believed by some people: Cause/change and continuity.</p> <p>What was the Renaissance? Rebirth/scientific revolution/ Royal Society 1662/Robert Hooke/Richard Lower/Anthonie Van Leeuwenhoek/animalcules/Philosophical Transactions/Sydenham developments: Cause: change and continuity.</p> <p>What treatments were used 1500-1700? Change/chemical cures/transference/quinine malaria/continuity/Religious/Humoral/herbal/supernatural: change and continuity.</p> <p>How was disease prevented 1500-1700? change/ Regimen Sanitatis/bath houses spread of syphilis/change miasma removal/change prayer/moderation: change and continuity.</p> <p>What was care like 1500-1700? Impact dissolution of the monasteries/change reduced hospital care/plague houses/ charity run hospitals/continuity/wise women/physicians expensive/master apothecary/master surgeon/physician little dissection: consequence: change/continuity.</p> <p>How did Vesalius help medical progress 1500-1700? Who was Vesalius?/Six Anatomical Tables/Galen’s mistakes/Vesalius’ discoveries/Printing press/significance/dissection/Vesalius’ work supported Harvey/challenged Galen/limited progress on causes/treatments of disease: Consequence: historical significance: change and continuity.</p> <p>How did William Harvey help medicine progress? Who was Harvey?/Galen’s ideas on blood/Harvey challenged Galen/Harvey’s discoveries/Anatomical Account of the motion of the heart and blood.”/Experiment/heart was a pump/significance of Harvey/experimentation/proved Galen wrong/progress on blood transfusions: Consequence:historical significance:change and continuity.</p> <p>How did people deal with the Great Plague 1665? Symptoms/causes/treatments/prevention/comparison 1348/progress government actions: Change and continuity/similarity and difference.</p>	<p>hospitals/cottage hospitals/voluntary hospitals/infirmaries/ specialist hospitals/pharmacies/first pill machine: Cause and consequence/change and continuity.</p> <p>How did treatment change 1700-1900? Surgery 18th century/problems/Anaesthetics/Ether/James Simpson Chloroform 1847/Queen Victoria/Overdose/Black Period of Surgery/Hannah Greener/Antiseptics/Joseph Lister 1865/Carbolic Acid/impact/Aseptic surgery/How much progress was there in treatment 1700-1900?: Cause and consequence:historical significance/change and continuity.</p> <p>How was disease prevented 1700-1900? Jenner/smallpox/inoculation/cowpox/1790s/1798/refusal Royal Society/1802 Jennerian Society/1837 epidemic/inoculation banned/1852 compulsory/enforced 1872/ 1979 World Health Organisation//impact short/long term: cause consequence: change and continuity: historical significance.</p> <p>How did people deal with public health 1700-1900? Prevention/living conditions 1800s/Edwin Chadwick 1842 government report/Laissez faire/1848 Public Health Act/terms/non compulsory/ 1854-66/67 Cholera epidemic/1867 right to vote/government action on public health /1975 Public Health Act/terms/impact/ Cholera 1854/John Snow/Broad Street Pump/removal/reduction in cases/impact of Snow’s work: Cause and consequence: change and continuity: historical significance.</p> <p>How much progress was there in medicine 1500-1700? Progress Limited progress on: Ideas on the causes of disease/prevention/vaccinations/public health/treatment/care and hospitals.</p> <p>What factors affect progress 1700-1900? science and technology/work of individuals/government attitudes: cause and consequence: change and continuity.</p> <p>What are the causes of illness 1900-present day? Diagnosis and lifestyle/blood tests/CT scans/MRI scans/x-rays/endoscopes/ultrasound/lifestyle factors/smoking/drinking/diet/drugs/alcohol/genetics/DNA/Watson/Crick/ Franklin/1986 Human Genome Project/mapping DNA 2001/impact/treatment/prevention/hereditary diseases.Cause and consequence:historical significance.</p> <p>What treatments are used 1900-present day? Magic bullets/Salvarsan 606 1914/Prontosil 1932/Penicillin/impact of antibiotics/drug treatment/Changes in surgical treatments/modern treatments.: change and continuity.</p> <p>How was disease prevented 1900-present day? Compulsory vaccinations/genetic screening/charities/government lifestyle campaigns/government legislation/Clean Air Acts 1956/1968/smoking ban 2007/car emissions. change and continuity.</p> <p>How are people cared for 1900-present day? 1911 National Insurance Act/1942 Beveridge Report/ NHS 1948/ NHS services available/ problems with the NHS/improvements/impact of the NHS on society. Change and continuity.</p>
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	<p>How much progress was there in medicine 1500-1700? Progress on: causes/treatment/prevention/medical knowledge/limited progress on causes and treatments/progress in understanding human anatomy/factors that helped or hindered progress/church/science and technology/government/tradition/individuals:: change and continuity.</p>	<p>How is lung cancer treated 1900-present day? Deaths/smoking/modern diagnosis/treatment/prevention/impact: Change and continuity: historical significance.</p> <p>How much medical progress was there 1900-present day? Progress/No progress/ideas on the causes of disease/treatment/prevention/public health/care.</p> <p>What factors helped medical progress 1900-present day? Science and technology/Individuals/the government. Change and continuity: historical significance.</p>
<p><u>Formal formative:</u></p> <ul style="list-style-type: none"> Knowledge retrieval test: factual knowledge of all aspects of the Western Front. 	<p><u>Formal formative:</u></p> <ul style="list-style-type: none"> Knowledge retrieval test: factual knowledge of all aspects of Medicine 1250-1500/1500-1700. 	<p><u>Formal formative:</u></p> <ul style="list-style-type: none"> Knowledge retrieval test: factual knowledge of all aspects of Medicine 1700-1900/1900-present day.
<p><u>Summative assessment:</u></p> <ul style="list-style-type: none"> Assessment: 4,8,12 Mark questions exam paper. 	<p><u>Summative assessment:</u></p> <ul style="list-style-type: none"> Assessment 4,12,16 mark exam question 1250-1500/1500-1700. 	<p><u>Summative assessment:</u></p> <ul style="list-style-type: none"> Assessment 4,12,16 mark exam question 1700-1900/1900-present day..

Year 10 Long Term Plan History

Vision statement (habit 1)
The wider Co-op values of do what matters most, be yourself, succeed together and show you care.

<p>Domains of knowledge (all need to be in this box, same across all KS)</p> <p>.Thematic study and the historic environment: Medicine in Britain c1250-present and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches.</p> <p>Period study and British depth study: The Superpower relations and the Cold War 1941-91. Henry VIII and his ministers 1509-1540.</p> <p>Modern depth study: Weimar and Nazi Germany 1918-1939</p>	<p><u>Key concepts</u> (same across all KS)</p> <ul style="list-style-type: none">● Cause● Consequence● Change and Continuity● Similarity and Difference● Historical significance● Sources and evidence● Historical interpretations
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Year 10

<p>Paper 2 Period study and British depth study: The Superpower relations and the Cold War 1941-91. Henry VIII and his ministers 1509-1540.</p>		<p>Paper 2 Period study and British depth study: The Superpower relations and the Cold War 1941-91. Henry VIII and his ministers 1509-1540.</p>		<p>Paper 2 Period study and British depth study: The Superpower relations and the Cold War 1941-91. Henry VIII and his ministers 1509-1540.</p>	
Unit Title: Henry VIII and his ministers 1509-1540. Wolsey 1509-1530	Unit Length: weeks 4: 3 hours per week.	Unit Title: Henry VIII and his ministers 1509-1540. Wolsey 1509-1530	Unit Length: weeks 4: 3 hours per week.	Unit Title: Henry VIII and his ministers 1509-1540. Wolsey 1509-1530	Unit Length: weeks 4: 3 hours per week.
<p><u>Domains knowledge</u> Taken from the top left box) Henry VIII and his ministers 1509-1540. Wolsey 1509-1530</p>		<p><u>Domains knowledge</u> Taken from the top left box) Henry VIII and his ministers 1509-1540. Cromwell 1530-1540</p>		<p><u>Domains knowledge</u> Taken from the top left box) Henry VIII and his ministers 1509-1540. Reformation 1534-1540</p>	
<p><u>Key concepts</u></p> <ul style="list-style-type: none">● Chronology of Henry VIII ministers and government reforms.● Causes of ministers rise to power, domestic and foreign policy, and their fall from power.● Consequences of domestic and foreign policy and their fall from power.● Change and Continuity: domestic and foreign policies.● Similarity and Difference: N/A● Historical significance: key events during Wosley’s ministry● Sources and evidence: N/A● Historical interpretations: N/A		<p><u>Key concepts</u></p> <ul style="list-style-type: none">● Chronology of Henry VIII ministers and government reforms.● Causes of ministers rise to power, domestic and foreign policy and their fall from power● Consequences of domestic and foreign policies and their fall from power.● Change and Continuity: domestic and foreign policies.● Similarity and Difference: N/A● Historical significance: key events during Cromwell’s ministry● Sources and evidence: N/A● Historical interpretations: N/A		<p><u>Key concepts</u></p> <ul style="list-style-type: none">● Chronology of Reformation reforms.● Causes of the Reformation.● Consequences of the Reformation.● Change and Continuity: Religious reforms.● Similarity and Difference: N/A● Historical significance: key events of the Reformation.● Sources and evidence: N/A● Historical interpretations: N/A	
<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline Wolsey’s rise to power and key events: chronology.</p> <p>Define key terminology on Henry VIII’sministries.</p> <p>Evaluate: historical significance of Henry VIII's domestic and foreign policies .</p>		<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline Cromwell’s rise to power and key events: chronology.</p> <p>Define key terminology on Henry VIII’sministries.</p> <p>Evaluate: historical significance of Henry VIII's domestic and foreign policies.</p>		<p>Relevant end points: What do you want the students to know and demonstrate: Disciplinary knowledge Students complete timeline key events of the Reformation: chronology.</p> <p>Define key terminology on the Reformation.</p> <p>Evaluate: historical significance of the Reformation.</p>	

<p>Be able to:</p> <p>Retain factual knowledge required for Wolsey 1509-1530</p> <p>Answer the following type of questions:</p> <p>4 mark: Describe two features of.....</p> <p>12 mark: Explain why.....</p> <p>16 mark: Statement “.....” How far do you agree? Explain your answer.</p>	<p>Be able to:</p> <p>Retain factual knowledge required for Cromwell 1530-1509</p> <p>Answer the following type of questions:</p> <p>4 mark: Describe two features of.....</p> <p>12 mark: Explain why.....</p> <p>16 mark: Statement “.....” How far do you agree? Explain your answer.</p>	<p>Be able to:</p> <p>Retain factual knowledge required for the Reformation 1530-1509</p> <p>Answer the following type of questions:</p> <p>4 mark: Describe two features of.....</p> <p>12 mark: Explain why.....</p> <p>16 mark: Statement “.....” How far do you agree? Explain your answer.</p>
<p><u>Broken down and sequenced knowledge:</u> Substantive and the work of the historian (teacher job)</p> <p>How was Tudor society and government organised in 1509? Population/society structure/chain of being/standard of living/cloth and wool trade/ London/Religious beliefs/Roman Catholic/government departments/role of the king. Historical significance.</p> <p>What was Henry VIII’s accession to the English throne? Kingdom inherited from Henry VII/The Renaissance Prince/personality/interests/Henry’s views on sovereignty and monarchy/Henry’s personal style of government/Henry’s strengths and weaknesses/Henry’s aims as king:. Historical significance.</p> <p>How did Wolsey rise to power? timeline Wolsey’s early life/career/government positions/personality/wealth/Alter Rex second king/reasons for Wosley’s rise to power/nobility hatred: Causes: Chronology</p> <p>What were Wolsey’s domestic reforms? Enclosure/justice system/Eltham Ordinances/Finance: Causes and consequences;historical significance.</p> <p>What was the Amicable Grant 1525? Finance war with France/ ⅓ and ⅔ /not approved by Parliament/Revolt Suffolk/damaged Wolsey’s reputation/Henry distrusted Wolsey/consequences: Cause and consequence:historical significance.</p> <p>What were the aims and outcomes of Wolsey’s foreign policy? Aims/countries in Europe/Chronology key battles/1518 Treaty of London/1520 Field of the Cloth of Gold/Wars with France and Spain/Charles I/V/Francis I/ Treaty of bruges 1521/1529 Treaty of Cambrai/consequences/Henry’s reaction:. Cause and consequence: historical significance of the successes and failures of Wosley’s foreign policy.</p> <p>What was the importance of Catherine of Aragon and the succession? Henry’s early marriage to Catherine 1509/failure to produce a male heir/Bessie Blount/Henry Fitzroy/Bible /childless Catherin’s marriage to Arthur 1502/how to end the marriage annulment granted by the pope and why this would cause problems/Fell in love with Anne Boleyn/prospect of new male heir if Henry married her. historical significance.</p> <p>What were Wolsey’s attempts to gain an annulment? 1527 task/Pope Clement fear of Charles V/I/marriage against papal scripture/1528 Wolsey offered to rule as Papal Legate/Pope refused/1529 Cardinal Campeggio no decision/ Opposition to annulment and support for Catherine: cause and consequence:historical significance.</p>	<p><u>Broken down and sequenced knowledge:</u> Substantive and the work of the historian (teacher job)</p> <p>How did Cromwell rise to power? timeline Cromwell’s early life/career/government positions/personality/Reformist/loyalty/ruthless/charm/efficiency. Cause and consequence.</p> <p>How did Cromwell gain Henry VIII his annulment from Catherine of Aragon? 1533 Jan Anne Boleyn pregnant/Henry needed annulment/ break with Rome/Cromwell’s plan/Act in Restraint of Appeals March 1533/king Supreme Head of the Church of England/Law allowed divorce hearing from Catherine of Aragon/May 1533/court declared divorce/Mary illegitimate. Cause and consequence:historical significance.</p> <p>Why was Anne Boleyn executed? Timeline of events from arrest to execution/reasons for Anne’s fall/failure to produce a male heir/1534-1536 two miscarriages/Henry disappointed/arguments with Cromwell over the alliances/money from dissolution of the monasteries/ Henry fell in love with Jane Seymour/influence of the Seymour family/Catholic nobility/adultery/treason/Anne’s personality:Cause and consequence: historical significance.</p> <p>Who was Jane Seymour and why was she significant? Marriage 1536/male heir required/Mary and Elizabeth illegitimate/Henry Fitzroy died/1534 Act of Succession/Edward October 1537/ succession strengthened/ death/Edward Seymour career.: Historical significance.</p> <p>What were Cromwell’s domestic reforms?Reform of the Royal Council/Reform of the Council of the North/Financial Reforms/Court of Augmentations/Court of First Fruits and Tenths/Reform of Wales 1536/ Reform of Parliament. Cause and consequence: historical significance.</p> <p>What was the significance of Anne of Cleves? Reasons for the marriage threat of Catholic invasion France/Spain/needed another male heir to secure the Tudor succession/Cleves rejected Protestantism/ Henry needed another European alliance/ Hans Holbein/portrait Anne of Cleves attractive/Cromwell persuaded Henry to marry/marriage treaty/Henry’s dislike/flanders mare/ Marriage Jan 1540/failure of the marriage/Henry blamed Cromwell/non-consummation/ no longer needed European alliance/threat reduced/Annulment/July 1540/ King’s sister/rewarded. Historical significance.</p> <p>Why was Cromwell executed? Treason/heresy/Act of Attainder/29th June/no trial/Influence of Duke of Norfolk/Catherine Howard/rumours/Cromwell failed to get the annulment from Anne of Cleves rapidly/Cromwell fully introducing Protestantism into</p>	<p><u>Broken down and sequenced knowledge:</u> Substantive and the work of the historian (teacher job)</p> <p>What was the Protestant Reformation in Europe and how did this affect England? 1533 Act in Restraint of Appeals/Henry Supreme Head of the Church of England/break with Rome/ Reformation in Europe Martin Luther/Christian Church split/Catholic/Protestants/ features of each tradition/Defender of the Faith/Reasons why Henry attacked the Catholic Church. Cause and consequence.</p> <p>What were the Acts of Succession and Supremacy? 1534 Acts of Succession/Supremacy terms/ Cromwell’s role in enforcing the acts/The treason Act 1534. Cause and consequence: historical significance.</p> <p>What was the significance of Elizabeth Barton, John Fisher and Thomas More? Elizabeth Barton Nun of Kent/1527 visions/Henry/death/1534 executed treason/Cardinal Fisher supported Barton/refused to take the Oath of Succession/June 1535 executed for treason/ Thomas More/Chancellor/refusal to take the Oath of Succession/ Cromwell attempts to persuade/ executed July 1535/opposition from RC Church for the executions/ Cromwell blamed/ Pope/Charles V angry/fear terror in England/deepened split with Rome. cause and consequence: historical significance.</p> <p>What was the impact of the Reformation on the church? Cromwell Protestant sympathies/ Act of Supremacy 1534/Catholics versus Reformers/Act of Ten Articles/Royal Injunctions 1536/Bishops Book 1537/Royal Injunctions 1538/Henry still a Catholic despite the Reform of the Catholic Church/1539 Six Articles reaffirm the Catholic traditions. Causes and consequence: historical significance.</p> <p>What was the role of religious houses? Types of monasteries/Purpose of monasteries/religious/medical/commercial.educational/refuge/administrative. Historical significance.</p> <p>What was the dissolution of the monasteries? Reasons for dissolution/religious/political/financial/1535 Cromwell’s commissioned inspections/visitations/corruption/Act for the dissolution of the lesser monasteries 1536/ 1538 religious houses gift for the king/The Act of the Dissolution for the Greater monasteries 1539/most significant reason for dissolution financial. Cause and consequence: Historical significance.</p> <p>What was the impact of the dissolution of the monasteries? winners/closure symbolised weakening power of the Catholic Church/Henry financial benefits/Henry gave monastic lands to the nobility to assure continued support/losers monks lost homes/nuns/hardships/Devout Catholics/Poor and sick/tenant farmers/vagrants. Cause and consequence: historical significance.</p> <p>What were the causes of the Pilgrimage of Grace? Leaders/ Robert Aske/Duke of Suffolk/link to Christ/social/political/religious/economic/Lincolnshire October</p>

Why did Wolsey fall from power? Domestic reforms/Amicable Grant/foreign policy/failure to achieve annulment/Influence of the Boleyns/Wolsey's dismissal/nobility/court factions: cause and consequence:historical significance.	England/Enemies at court/ Catholic nobility/French Catholic/John Fisher/Thomas More executions blame/Henry ill snap decisions/1541 Henry regretted execution 28th July 1540.	1536/Yorkshire 16th October-6th December/January 1537/ Execution of Aske July 1537. Cause and consequence: historical significance. Why did the Pilgrimage of Grace fail? Reasons why the pilgrimage failed/Aske misplaced trust in Henry/Henry's ruthlessness/ significance/threatened king/threatened Council of the North/Sped up dissolution/postponed religious reform. Cause and consequence: historical significance.
Formal formative: <ul style="list-style-type: none">Knowledge retrieval test: factual knowledge on Wolsey.	Formal formative: <ul style="list-style-type: none">Knowledge retrieval test: factual knowledge on Cromwell.	Formal formative: <ul style="list-style-type: none">Knowledge retrieval test: factual knowledge on Reformation.
Summative assessment: <ul style="list-style-type: none">Assessment: 4,8,12 Mark questions exam paper.	Summative assessment: <ul style="list-style-type: none">Assessment: 4,8,12 Mark questions exam paper.	Summative assessment: <ul style="list-style-type: none">Assessment: 4,8,12 Mark questions exam paper.