



# HISTORY Year 8 LP1

This half term: **Skills, Knowledge and Understanding to be developed:**

**Unit 1: What were the important turning points of the Tudor and Stuart period?**

- Students will be able to explain the causes of the Spanish Armada, describe how Cromwell came to power and assess the consequences of the Great Fire of London.
- Students will know key facts and keywords about the Spanish Armada and its voyage, Oliver Cromwell as Lord Protector and the spread of the Great Fire of London in 1666.
- Students will demonstrate their understanding by placing the events of the Spanish Armada in chronological order, assessing whether Oliver Cromwell was a hero or a villain and describing the consequences of the Great Fire of London.

**Key Terms:**

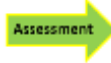
Stuart, Tudor, Armada, Elizabeth, Charles I, Spain, Oliver Cromwell, Hero, Villain, Great Fire of London, Pudding Lane, 1666

LP 1 – Week 1 - Learning Outcomes:

**UNIT 1: WHAT WERE THE IMPORTANT TURNING POINTS OF THE TUDOR AND STUART PERIOD?**

1. **Students will know** the themes that will be taught in the Year 8 course, the department’s expectations and its teaching strategies.
2. **Students will be able to** read with concentration texts, on screen and on paper that are new to them and understand the information on them to explain the causes of the Spanish Armada.

Literacy focus: RC1



**Success criteria:**

Know the themes that will be taught in Year 8

Explain why Phillip sent the Spanish Armada

**Homework LP1 1**

LP 1 – Week 2 - Learning Outcomes:

1. **Students will be** to identify and record the sequence of events involved in the Spanish Armada by placing them in Chronological order.

Literacy focus: OL3



**Success criteria:**

To map the events of the Spanish Armada in their correct Chronological order

**Homework LP1 2**

LP 1 – Week 3 - Learning Outcomes:

1. **Students will be able to** to gather and summarise relevant information to analyse the reasons for the failure of the Spanish Armada.
2. **Students will complete the APP.**  
**Students will know** who Oliver Cromwell was and why he came to power.

Literacy focus: RA3

APP

GRADE

**Success criteria:**

APP

To analyse sources and discover reasons for the failure of the Spanish Armada

Who was Oliver Cromwell and how he came to power?

**Homework LP1 3**

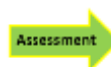
Revise for APP – complete revision sheet (GC)



LP 1 – Week 4 - Learning Outcomes:

1. **Students will be able to** defend a point of view with information and reasons to assess whether Cromwell made people’s lives better or worse.

Literacy focus: 8.OS5.



**Success criteria:**


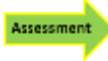
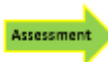
What changes did Cromwell introduce as Lord Protector?

**Homework LP1 4**

Analyse sources on Oliver Cromwell

(GC)



<p><b>LP 1 – Week 5 - Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>Students will be able to</b> compare views of the same topic and judge which is most valid to <u>assess</u> the impact Oliver Cromwell had on Britain and whether he serves to be regarded as a hero or villain</li> </ol> <p><b>Literacy focus: 8.RA5.</b></p> <ol style="list-style-type: none"> <li><b>Students will be able to</b> <u>explain</u> the significance of the causes of the Great Fire of London 1666.</li> </ol>		<p><b>Success criteria:</b></p> <p>How effective was Cromwell?</p> <p>Explain the main reason for why the Great Fire of London happened.</p>	<p><b>Homework LP1 5</b></p> <p>Revise for SA – complete revision sheet</p> <p>(GC)</p> <input type="checkbox"/>
<p><b>LP 1 – Week 6 - Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>Students will</b> complete the Summative Assessment on the turning points of the Tudor and Stuart period.</li> </ol>	<div style="border: 2px solid blue; padding: 5px; display: inline-block;">SA</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">GRADE</div>	<p><b>Success criteria:</b></p> <p>SA</p>	<p><b>Homework LP1 6</b></p>
<p><b>LP 1 – Week 7 - Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li><b>Students will be able to</b> read with concentration texts, that are new to them to <u>describe</u> the events of the Great Fire of London 1666.</li> </ol> <p><b>Literacy focus: RC5</b></p> <ol style="list-style-type: none"> <li><b>Students will be able to</b> use varied and suitable vocabulary accurately, including subject-specific terminology and phrases in order to <u>explain</u> how they tried to stop the fire of London in 1666.</li> </ol> <p><b>Literacy focus: WL2</b></p>		<p><b>Success criteria:</b></p> <p>Describe what happened during the Great Fire of London 1666.</p> <p>How did they stop the Great Fire of London?</p>	<p><b>Homework LP1 7</b></p>
<p><b>LP1 - Week 8 - Learning Outcome:</b></p> <ol style="list-style-type: none"> <li><b>Students will describe</b> the consequences of the Great Fire of London in 1666.</li> </ol>		<p><b>Success criteria:</b></p> <p>Describe what happened after the Great Fire of London 1666.</p>	<p><b>Homework LP1 8</b></p>

Please note this is subject to change