DRIVING QUESTION: **Did life in England turn upside down between 1485 and 1685?**

‘Off with your Head’ takes its name from the famous line used by The Queen of Hearts from Lewis Carroll’s infamous Alice’s Adventures in Wonderland. The theme takes off by looking at who the Tudors were. Further lessons develop the ideas from the introduction with a lesson dedicated to Tudor Kings and Queens and students will proceed to explore the notion of whether key figures from history should be considered heroes or villains based on historical sources. The strong links to History continues throughout as students begin to broaden their knowledge base of the era and look more closely at the Tudors and the Stuarts and fit them into context with events that were happening in Britain at the time. One such event being the civil war where students get an in depth look at key battles from this and the key personnel involved. The historical figure of Oliver Cromwell is a perfect example of a key figure of Britain’s past that has divided opinion on whether he was a great leader or cool blooded tyrant. This allows students to formulate their own opinions and write these opinions as a discursive text that will act as a key assessment.

**In this theme I will learn…**

* The Tudor Dynasty including how the Tudors came to power and how they decided to rule England
* About Queen Elizabeth’s I reign and how her subjects saw her.
* About the reigns of two different Tudor Queens; Mary I and Elizabeth I and will be looking at the events that shaped their reigns and problems faced by the Queens during their reign.
* About some of the problems faced by Tudor Kings and what they did to overcome these problems.
* About the impact Tudor kings had on the church, the state and society in Tudor times and in turn, how this has had an impact on modern day society.
* How Tudor government was structured at the time, the relationship between the monarch and parliamentarians, and comparing against the workings of government and the Royal family today.
* How Tudor portraits were used to communicate a message about their monarchy, and how to create a portrait of your own in the Tudor style.
* About the Crime and Punishment during Tudor England, they will identify and analyse how society has changed.
* About the different features of Tudor homes and buildings and the lives of those who lived in Tudor England.
* About the ‘religious rollercoaster’ of the Tudor times.
* About different theories that exist about who was involved in the Gunpowder plot.
* How Oliver Cromwell ruled Britain for a time and the significance this event has on the political profile of Britain
* The Restoration of the monarchy brought about by Charles II and the Glorious Revolution

**In this theme the skills I will develop will be…**

* How to annotate, explain and analyse the purpose and overall effectiveness behind language techniques in a speech.
* How to evaluate whether Queen Mary was as ‘bloody’ as history states.
* How to predict and assess solutions to numerous problems faced by Elizabeth I.
* How to build a historic argument in an essay style format.
* To be able to confidently use historical sources and interpretations (also understand the difference between them) and use the evidence within them to build my arguments as to why Henry VIII could be viewed as both good and bad and evaluate the impact he has had on society.
* How to write a structured persuasive speech, using a variety of persuasive techniques.
* How to use the Grid Method effectively and independently to sketch a Tudor building. They will practise a variety of skills they have learnt through the art curriculum.
* How to create a timeline showing when Catholics and Protestants were able to practice freely
* How to write a report analysing all the evidence to determine if Guy Fawkes should have been proved guilty of the Gunpowder Plot
* How to compare the historical events over time to demonstrate my awareness of continuity and change