

KEVICC KS3 Curriculum:	Subject: History	Key terms and vocabulary.
Year: 7 Term: Spring 2	Topic: Religious Rollercoaster	<p>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</p> <p>Conceptual vocabulary will be present throughout the topic: Change Continuity Cause Consequence Significance Similarity Difference</p> <p>Period specific terminology will also be present throughout the course.</p> <p>Reformation, Catholic, Protestant, Heresy, Heretic, Heir, Monarchy, Laity, Clergy</p>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b><u>Conceptual Focus is cause and consequence:</u></b></p> <p>This topic will serve as a continuation of the year-long theme of power. Looking at how power was presented in the form of Religious power and how significant religious and ideological shifts during the Tudor period resulted in the "Religious Rollercoaster".</p> <p>The aim of this topic is to present the conceptual idea of consequence, specifically how a key Historical event (the Reformation) can have consequences years, even decades down the line.</p> <p>Students' previous learning from Spring 1 will also help them to identify the significance of the changes that come about as a result of the Reformation, as they will be able to use their prior knowledge of Cathedrals and Catholicism to see how drastically aspects of religion have changed.</p> <p>Alongside this, students will develop a further understanding of the significance religion played in the day-to-day life of the people living during the period. There will be a significant focus on the impact of religion on three key aspects of Tudor society: Monarchy, Clergy, and Laity. The understanding of these impacts will underpin the assessment, which will focus largely on the repercussions of the Reformation.</p> <p><b><u>Key concepts students will look at include:</u></b></p> <p>Change Continuity Cause – this is the key conceptual focus of this topic Consequence – this is the key conceptual focus of this topic Significance – this is the key conceptual focus of this topic Similarity Difference</p>		
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students will be working on their prior learning from Spring 1 to help develop their conceptual understanding. No prior knowledge of the time period is necessary.</p>	<p><b>How does this content link to future learning?</b></p> <p>Students will continue to work on their basic Historical skills as well as adding in more advanced skills, such as evaluation, and beginning to look at the nature of Historical interpretation. It will also give them some grounding for GCSE content.</p>	
<p><b>Reading:</b> <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading activities of sources and Historical interpretations provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i></p> <p>Writing tasks provided every lesson – some comprehension from source material, some from Historical interpretations, some creative. All focused on the conceptual focus.</p>	
<p><b>Key assessments:</b></p> <p><i>How will students review the information learned?</i></p> <p><i>How will feedback be seen?</i></p> <p>Recaps every three lessons to assess knowledge (AO1), with quickfire questions and immediate answers in low-stakes quizzing.</p> <p>Assessment will be a summative assessment in the form of a longer evaluation-based question: <b><u>What were the repercussions of the Reformation?</u></b> Students will be directed to focus on three aspects of Tudor society: Monarchy, Clergy, and Laity.</p>		

