

# HISTORY UNIT: Who Was Henry VIII?



| Lesson                                | Working Towards   | Working at  | Greater depth  | Assessment activity/<br>evidence<br>Quiz/questioning<br>(written or oral), map,<br>diagram/essay | Assessment |
|---------------------------------------|---|---|--|--|------------|
| 2- Who was the real Henry?            | Who was Henry VIII and what did he look like? Know he was King of England from 1509-1547 and know there are different images of him | Compare interpretations of Henry VIII judging them and drawing conclusions from the interpretations, justifying answers | Why do we only ever see pictures of Henry VIII from the 1530's in the history books? Explain and justify your answers  | Oral<br>Questioning<br>Quiz  |            |
| 3-What was young Henry like?          | Describe what the young Henry was like. Give 5 facts about what he was like   | Explain what the sources tell us about Henry VIII   | Evaluate a range of primary and secondary sources to find out about the past judging which are the most reliable/useful and describe/explain what they tell us | Annotate a source<br>Oral<br>Questions<br>Quiz   |            |
| 4- Who was Catherine of Aragon        | Who was Catherine of Aragon? Name 3 things that happened to her in her life   | <b>Describe and explain</b> the highs and lows of Catherine's life  | Describe, empathise, observe, recall, summarise, explain, conclude and evaluate the ups and downs of Catherine's life  | Write a letter<br>Questioning<br>Quiz<br>Oral  |            |
| 5-Why did Henry VIII break with Rome? | What was the break with Rome?   | Describe, analyse and explain the results why Henry broke with Rome.  | What was the main reason for the break with Rome? Explain and justify your answer  | Questioning<br>Quiz<br>Oral<br>Essay   |            |
| 7-8 Was Henry a good or bad monarch?  | Give 2 reasons for Henry being a bad monarch and 2 reasons a good monarch   | Explain why you think Henry was a good or bad monarch. Justify your answers and use the sources given                   | Reason and analyse the reasons for Henry being both a good and a bad monarch, explaining your answers and coming to a conclusion.                              | Questioning<br>Quiz<br>Oral<br>Essay   |            |

**END OF UNIT TEACHER ASSESSMENT:** WT EXP GD

**NATIONAL CURRICULUM:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.