Ravens Wood School

KS3 Curriculum Plan

Subject: **History**

Overarching Topic: Challenges to Religious Authority	
Why is this topic being studied at this time? How does it fit into the wider subject curriculum?	Blood, alone, moves the wheels of history. Thus lamented Martin Luther as he nailed his 95 Theses to the door of the church in Wittenberg and set in motion the wheels of centuries of religious upheaval that cost the lives of countless individuals. And Luther had good reason to think in this way; for hundreds of years before the tumultuous events of 1517, Europe had been ravaged by conflict, turmoil and power games that all had their genesis in mankind's competing claims to know the mind of God. This term we shall consider: the use of religion as a tool to keep law and order in the dangerous world of Mediaeval Europe; the argument between two close friends that resulted in the bloody murder of a man of the cloth; the role of new ideas and a dream to re-build the Ancient World in driving Luther to rebel against the Church; and Henry VIII's reasons for bringing the whole edifice of the Church crashing down in England, only to replace it with a new order that was created in his image. Revenge, corruption, egoism, betrayal, utopianism and murder are just some of our watchwords for this exciting period of history.

	Critical	Core	Pinnacle
The Big Questions (What questions will students be able to answer upon mastery of the topic?)	What is Christianity? What was the role of the church in people's lives? Who is the Pope? What is the difference between Catholicism and Protestantism?	• How was the Church used to maintain control of the people? • What did medieval religion look like? • Henry and Becket • Why did Henry II and Thomas Becket fall out? • Crusades • Why were Europeans in the Middle East? • Who controlled the Middle East? • What were Luther's ideas on religion? • How did Luther's ideas impact Europe and the power of the Pope? • Why did Henry reform the Church? • How did the people feel about Henry's changes? • What was more threatening to Elizabeth – Puritans or Catholics?	• To what extent was Henry's reformation different from Edward's reformation? • Is a Marxist interpretation of medieval religion a valid interpretation? • How similar were the Peasants' Revolt and the Pilgrimage of Grace? • To what extent were the aims of the crusades consistent? • What are the key differences between Lutherism and Calvinism and Zwinglism? • Were the Catholics framed on 5th November?

	• Why do we remember the 5th November?	

The Key Skills/ Techniques	The sophistication and application of skills will become more advanced as students' progress through the critical, core and pinnacle knowledge.	
	Skill/Technique	**How will this skill be developed?**
	Causation	• Categorisation • Explanative phrases
	Significance	• Assessment of short-term and long-term significance – developing the Carpenter assessment of significance for pinnacle.
	Source analysis	• PANDA / NOP
	Key words	• Catholic, Protestant, transubstantiation, consubstantiation, religious authority, puritan, calvinist, mass, Eucharist, liturgy, episcopal, priest, bishop, vicar, archbishop, monastery, reform, reformation, devout, heretic, heresy, treason, regicide, conflict, exile, supremacy • reliable, useful, provenance, infer, imply, inference, implies, implies + nouns ending in –y end in –ies in the plural + i before e except after c when ….. + avoid personal pronouns
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