

National Curriculum links for class lessons and fieldwork

Lesson 1 – When was the Dissolution of the monasteries?

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History (Key stage 2)

Chronological understanding

1a – place events, people and changes into correct periods of time

1b – use dates and vocabulary relating to the passing of time...

Historical interpretation

3 – recognise that the past is represented and interpreted in different ways, and...give reasons for this

Historical enquiry

4a – find out about the events, people and changes studied from an appropriate range of sources of information...

4b – ...select and record information relevant to the focus of the enquiry

Organisation and communication

5a – ...select and organise historical information

5c – communicate their knowledge and understanding of history in a variety of ways

History (Key stage 3)

Chronological understanding

1 – ... recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Historical enquiry

4a - ...identify, select and use a range of appropriate sources of information including...printed sources...ICT-based sources...

4b – evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5b – accurately select and use chronological conventions and historical vocabulary...to organise historical information.

5c – communicate their knowledge...of history, using...spoken language...and the use of ICT.

Wider curriculum links

ICT (Key stage 2)

Finding things out

1b - ...selecting suitable sources, finding information...

Lesson 2 – Where were Nottinghamshire's monasteries and when were they founded?

History (Key stage 2)

Chronological understanding

1b – use dates and vocabulary relating to the passing of time...

Knowledge and understanding of events, people and changes in the past

2a – (know)...about characteristic features of the periods and societies studied ...

Historical interpretation

3 – recognise that the past is represented and interpreted in different ways...

Historical enquiry

4a – find out about the events, people and changes studied from an appropriate range of sources of information...

Organisation and communication

5b – use dates and historical vocabulary to describe the periods studied

5c – communicate their knowledge and understanding of history in a variety of ways

History (Key stage 3)

Chronological understanding

1 – ... recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2d - ...identify trends...within...periods.

2e - ...consider the significance of the main events, people and changes studied.

Organisation and communication

5c – communicate their knowledge and understanding of history, using a range of techniques, including...the use of ICT.

Wider curriculum links

Geography (Key stage 2)

Geographical enquiry and skills

1a – ask geographical questions

2c – use...maps

2d – use secondary sources of information...

Knowledge and understanding of patterns and processes

4a – recognise and explain patterns made by individual...human features in the environment

Geography (Key stage 3)

Geographical enquiry and skills

1a – ask geographical questions

2c - use...maps

Knowledge and understanding of places

3a – (know)...the location of places...studied

Knowledge and understanding of patterns and processes

4a – describe...patterns of...human features

Mathematics (Key stage 2)

Ma3 Shape, space and measures

Understanding properties of position and movement

3c – locate and draw shapes using coordinates...

Understanding measures

4b – ...interpret numbers...with increasing accuracy...

Mathematics (Key stage 3)

Ma3 Shape, space and measures

3e – locate points with given coordinates

ICT (Key stage 2)

Exchanging and sharing information

3b – be sensitive to the needs of the audience and think carefully about the content and quality when communicating information

Lesson 3 – Why were the monasteries built where they were?

History (Key stage 2)

Knowledge and understanding of events, people and changes in the past

2c – to identify and describe reasons for...historical events...in the periods studied

History (Key stage 3)

Knowledge and understanding of events, people and changes in the past

2c – to analyse and explain the reasons for...historical events...in the periods studied

Wider curriculum links

Geography (Key stage 2)

Geographical enquiry and skills

1a – ask geographical questions

1b – collect and record evidence

1c – analyse evidence and draw conclusions

2a – use appropriate geographical vocabulary

2c – use...maps

2g – (use)...decision-making skills

Knowledge and understanding of places

3c – ...describe where places are

3g – ...recognise how places fit within a wider geographical context...

Geography (Key stage 3)

Geographical enquiry and skills

1a – ask geographical questions

1c – collect, record and present evidence

1d – analyse and evaluate evidence and draw and justify conclusions

2c – use...maps

Knowledge and understanding of places

3c – describe and explain the physical and human features that give rise to the distinctive character of places

Knowledge and understanding of patterns and processes

4a – describe and explain patterns of physical...features and relate these to the character of places and environments

Mathematics (Key stage 2)

Ma3 Shape, space and measures

Understanding measures

4b – ...interpret numbers and read scales...

Mathematics (Key stage 3)

Ma3 Shape, space and measures

4a – convert measurements from one unit to another

Lesson 4 – What were the monasteries like?

History (Key stage 2)

Knowledge and understanding of events, people and changes in the past

2a – (know)...about characteristic features of the periods and societies studied

Historical enquiry

4a – find out about...people...from an appropriate range of sources of information

Organisation and communication

5a – select and organise historical information

5c – communicate...knowledge and understanding of history in a variety of ways

History (Key stage 3)

Historical enquiry

4a – use a range of appropriate sources of information

Organisation and communication

5c – communicate their knowledge and understanding of history

Wider curriculum links

Geography (Key stage 2)

Geographical enquiry and skills

2a – use appropriate geographical vocabulary

2c – use...plans

2d – use secondary sources of information...

Geography (Key stage 3)

Geographical enquiry and skills

2c – use...plans

2d – use secondary sources of evidence...

English (Key stage 2)

En2 Reading

Reading for information

3c – obtain specific information through detailed reading

ICT (Key stage 2)

Exchanging and sharing information

3b – be sensitive to the needs of the audience and think carefully about the content and quality when communicating information

ICT (Key stage 3)

Exchanging and sharing information

3a – interpret information...reorganise and present it in a variety of forms that are fit for purpose

Lesson 5 – What was life like for the monks inside the monastery?

History (Key stage 2)

Knowledge and understanding of events, people and changes in the past

2a – about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men...in the past

ICT (Key stage 2)

Reviewing, modifying and evaluating work as it progresses

4b – describe and talk about the effectiveness of their work with ICT, comparing it with other methods...

ICT (Key stage 3)

Reviewing, modifying and evaluating work as it progresses

4b – share...views and experiences of ICT, considering the range of its uses...

Lesson 6 – Why did the Dissolution of the monasteries take place?

History (Key stage 2)

Knowledge and understanding of events, people and changes in the past

2a – (know)...about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences...

2c – identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

2d – describe and make links between the main events, situations and changes within...the...periods...studied

Historical interpretation

3 – recognise that the past is represented and interpreted in different ways, and...give reasons for this

Organisation and communication

5a – recall, select and organise historical information

5c – communicate their knowledge and understanding of history in a variety of ways

History (Key stage 3)

Knowledge and understanding of events, people and changes in the past

2c – analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied.

2d – identify trends...within...periods, and links between local, British...(and)...European...history

Historical interpretation

3b – evaluate interpretations

Organisation and communication

5a – recall, prioritise and select historical information

5c – communicate their knowledge and understanding of history, using a range of techniques...

English (Key stage 2)

En1 Speaking and Listening

Speaking

1b – gain and maintain the interest and response of different audiences

1e – speak audibly and clearly...

Drama

4a – create, adapt and sustain different roles, individually and in groups

4b – use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script

En3 Writing

Composition

1a – choose form and content to suit a particular purpose

Planning and drafting

2a – plan...

2b – draft...

2c – revise...

2d – proofread...

2e – present...

English (Key stage 3)

En1 Speaking and Listening

Drama

4a – use a variety of dramatic techniques to explore ideas, issues, texts and meanings

4b – use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays

4d – evaluate critically performances of dramas that they have watched or in which they have taken part

En3 Writing

Planning and drafting

2a – plan, draft, redraft and proofread their work on paper and on screen

ICT (Key stage 2)

Finding things out

1b - ...selecting suitable sources, finding information...

Developing ideas and making things happen

2a - ...develop and refine ideas by bringing together, organising and reorganising text...images...as appropriate.

Exchanging and sharing information

3b - ...be sensitive to the needs of the audience and think carefully about the content and quality when communicating information.

ICT (Key stage 3)

Exchanging and sharing information

3b – use a range of ICT tools efficiently to draft, bring together and refine information...

Lesson 7 – Why happened to people and property after the Dissolution?

History (Key stage 2)

Knowledge and understanding of events, people and changes in the past

2a – (know)...about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences...

2c – identify and describe...results of, historical events, situations, and changes in the periods studied

Organisation and communication

5a – select and organise historical information

History (Key stage 3)

Knowledge and understanding of events, people and changes in the past

2c – explain the...results of, the historical events, situations and changes in the periods studied

2e – consider the significance of the main events...and changes studied

Organisation and communication

5b - ...organise historical information

ICT (Key stage 2)

Developing ideas and making things happen

2a - ...develop and refine ideas by...reorganising text...as appropriate.

Bringing it all together – Additional Assessment using ICT What do we know about the Dissolution of the monasteries in Nottinghamshire?

History (Key stage 2)

Chronological understanding

1a – place events, people and changes into correct periods of time

1b – use dates and vocabulary relating to the passing of time...

Knowledge and understanding of events, people and changes in the past

2c – identify and describe...results of, historical events, situations, and changes in the periods studied

2d – ...describe and make links between the main events, situations and changes within...the...societies studied

Historical interpretation

3 - ...recognise that the past is represented and interpreted in different ways, and...give reasons for this

Historical enquiry

4b – ask and answer questions, and...select and record information relevant to the focus of the enquiry

Organisation and communication

5a – recall, select and organise historical information

5b – use dates and historical vocabulary to describe the periods studied

5c – communicate their knowledge and understanding of history in a variety of ways

History (Key stage 3)

Chronological understanding

1 - ...make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time

Knowledge and understanding of events, people and changes in the past

2c – (describe)...analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied

2d – identify trends...within...periods, and links between local, British...(and)...European...history.

2e – consider the significance of the main events, people and changes studied

Historical interpretation

3b – to evaluate interpretations

Historical enquiry

4a – identify, select and use a range of appropriate sources of information

Organisation and communication

5a – recall, prioritise and select historical information

5c – communicate their knowledge and understanding of history

ICT (Key stage 2)

Finding things out

1a – ...talk about what information they need and how they can find and use it

1b – ...select suitable sources, find information, classify it...

1c – ...interpret information...check it is relevant and reasonable...

Developing ideas and making things happen

2a – ...develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound as appropriate

Exchanging and sharing information

3a – ...share and exchange information in a variety of forms...

3b – ...be sensitive to the needs of the audience...

Reviewing, modifying and evaluating work as it progresses

4a – review what they and others have done to help them develop their ideas

4b – describe and talk about the effectiveness of their work...

4c – talk about how they could improve future work

ICT (Key stage 3)

Finding things out

1a – be systematic in considering the information they need and...discuss how it will be used

1b – obtain information well matched to purpose by selecting appropriate sources

Exchanging and sharing information

3a - ...interpret information...reorganise and present it in a variety of forms that are fit for purpose

Reviewing, modifying and evaluating work as it progresses

4a – reflect critically on their own and others' use of ICT...

4b – share their views and experiences of ICT...

4c – discuss how they might use ICT in future work...

English (Key stage 2)

En1 Speaking and Listening

Group discussion and interaction

3a – make contributions relevant to the topic and take turns in discussion

3b – vary contributions to suit the activity and purpose...

3c – qualify or justify what they think after listening to others'...

3d – deal politely with opposing points of view...

3e – take up and sustain different roles...including chair, scribe and spokesperson

3f – use different ways to help the group move forward, including summarising the main points, reviewing...clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences

En3 Writing

Knowledge, skills and understanding

Composition

1a – choose form and content to suit a particular purpose

Planning and drafting

2a – plan...

2b – draft...

2c – revise...

2d – proofread...

2e – present...

2f – discuss and evaluate...

English (Key stage 3)

En1 Speaking and listening

Group discussion and interaction

3b – take different views into account...

3c – sift, summarise and use the most important points

3e – help the group to complete its task by varying contributions appropriately...

En3 Writing

Composition

1e - ...express connections between information and ideas precisely

1g – consider what the reader needs to know and include relevant details

1h – present material clearly, using appropriate layout, illustrations and organisation

Planning and drafting

2a – plan, draft, redraft and proofread their work on paper and on screen

2b – judge the extent to which any or all of these processes are needed in specific pieces of writing

2c – analyse critically their own and others' writing

Learning across the National Curriculum

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Spiritual and moral development

Children examine the motives for decisions and behaviours together with their consequences. They then draw personal conclusions as to whether these decisions and behaviours were right or wrong and why. This brings into focus the issue of different viewpoints and values (lessons 6 and 7).

Social development

By studying how monks worked for the good of their own community and those outside it, children's understanding of the value of community is enhanced (lessons 5 and 7). Children also begin to develop an understanding of social and political institutions and groups within society at various levels and how they relate to each other (lessons 5, 6 and 7).

Cultural development

Children develop an understanding of mediaeval and early Tudor religious beliefs and their impact in leading to the establishment of the monasteries. They also learn how a change in widely held cultural beliefs such as the rise of Protestantism, can contribute to large social change such as with the dissolution (lessons 2, 6 and 7).

Citizenship

Children develop an understanding of parliament as a check on the monarchy as well as an insight into politics (lesson 6).

They also 'reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences' (DfEE/QCA 1999 p.139) (lesson 7).

Promoting skills across the National Curriculum

Main usage of key skills

Communication – Lessons 6, 7 and the supplementary final ICT activity

Application of number – Lessons 2 and 3

ICT – Lessons 1, 2, 4, 5, 6, 7 and the supplementary final ICT activity

Working with others – Lessons 3,5,6,7 and the supplementary final ICT activity

Improving own learning and performance - The supplementary final ICT activity

Problem solving – Lesson 6 and the supplementary final ICT activity

Main usage of thinking skills

Information processing – Lessons 3, 7 and the supplementary final ICT activity

Reasoning – Lessons 3, 6, 7 and the supplementary final ICT activity

Enquiry - The supplementary final ICT activity

Creative thinking – The supplementary final ICT activity

Evaluation – Lesson 7 and the supplementary final ICT activity

Links to QCA history schemes of work

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This scheme of work and resources can be used instead of QCA unit 7 'Why did Henry VIII marry six times?'

Under the heading 'About this unit' the QCA unit on Henry VIII states 'In this unit children find out about the Tudors through the story of Henry VIII's marriages. They develop their ability to use written and pictorial sources, ask and answer questions, give reasons for actions and identify changes' (The Standards Site – Accessed 16/8/05).

'The Dissolution of the monasteries in Tudor Nottinghamshire' develops the same skills through a study of some of the actions of the same monarch. It also gives an insight into an important aspect of mediaeval and early Tudor life.

Where the two schemes differ is in their target audience. QCA unit 7 is aimed at years 3 and 4, whereas this scheme is aimed at years 5, 6 and key stage 3.

This scheme builds on and supports the following QCA history schemes:

QCA Unit 4 (Yr 2) 'Why do we remember Florence Nightingale?'

In this unit children look at the contribution a key individual has made to the history of Britain and the factors that influenced their decisions. This process is repeated in this scheme when the children look at a wider range of political and religious factors that affected Henry VIII's decisions as well as the results.

QCA Unit 5 (Yr2) 'How do we know about the Great Fire of London?'

'This unit links an important event beyond living memory in British history, the Great Fire of London, with a famous person, Samuel Pepys. The children develop a sense of chronology and consider why the Great Fire happened...(and)... its results...The approach could also suit the study of other famous events'(The Standards Site – Accessed 16/8/05).

This approach is used and developed in this scheme.

QCA Unit 8 (Yr 3 / 4) 'What were the differences between the lives of rich and poor people in Tudor times?'

This unit also focuses on the Tudor period, developing the social and economic perspectives touched on in the Dissolution material in more detail.

QCA Unit 2 (Yr 7) 'How did medieval monarchs keep control?'

This unit focuses on the power of medieval monarchs and can be compared to the power of Henry VIII as a Tudor monarch.

QCA Unit 3 (Yr 7) 'How hard was life for medieval people in town and country?'

This unit includes the impact of the Black Death, one reason for monastic hardship prior to the dissolution. 'The Dissolution of the monasteries in Tudor Nottinghamshire' also discusses the lives of people in different social groups in lesson 7.

QCA Unit 4 (Yr 7) 'How did the medieval church affect people's lives?'

'In this unit pupils learn about the medieval church and its impact on people's everyday lives, about the beliefs of the Catholic Church...They learn about the role of monasteries