

**History:
Richard III**

Year 8 Autumn Term 1

**Time of Assessment: Time of
Assessment: Between 7th and 17th
October**

Knowledge to be Assessed:

- Students will have looked at the events of the War of the Roses and Richard III's involvement.
- They will have looked at why there are different interpretations of Richard, both primary and secondary and will look at why some sources are subjective.
- Ultimately, students will use the sources to decide whether Richard murdered his nephews, or not.
- Students will use and evaluate sources to help them answer the question critically and reach a conclusion.



Skills to be assessed:

Knowledge of key dates.
Understanding of primary and secondary sources.
Critical analysis of sources.
Understanding of reliability of different sources.

Resources to help Revision:

- <https://www.britannica.com/biography/Richard-III-king-of-England/Usurpation>
- <https://www.bbc.co.uk/bitesize/topics/zmxh34j> (Shakespeare)
- <https://le.ac.uk/richard-iii> (University of Leicester.)
- <https://www.youtube.com/watch?v=P8QDa1zuUd4> (King in the Carpark)
- <https://www.channel4.com/programmes/the-princes-in-the-tower-the-new-evidence> (Princes in the Tower).

Emerging	Developing	Secure	Mastering	Extending
Students can identify that some sources see Richard III as good, some see him as a villain.	Students give a basic description of Richard III's character traits. Students show some understanding that Richard has been represented in different ways.	Students give a clear description on Richard III's character traits. Students identify that Richard has been interpreted in different way and you can suggest possible reasons for this.	Students give a detailed view of Richard III's character traits and understand why there are different interpretations of Richard III. Students make a limited judgement.	Students describe and analyse why there are different interpretations of Richard III. Students use and evaluate sources to reach a detailed and balanced conclusion and make a judgement that is explicit and clear.

**History:
Mary Tudor**

Year 8 Autumn 2

Time of Assessment: Time of Assessment: Between 2nd and 16th December

Knowledge to be Assessed:

- Students will have looked at the English Reformation and how Mary tried to return England to the Catholic faith. They will look at the methods she used.
- They will have looked at why there are different interpretations of Mary, both primary and secondary and will look at why some sources are subjective.
- Ultimately, students will use the sources to decide whether Mary was an unusual 'bloody' monarch or not.
- Students will use and evaluate sources to help them answer the question critically and reach a conclusion.



Skills to be assessed:

- Knowledge of key dates.
- Understanding of primary and secondary sources.
- Critical analysis of sources.
- Understanding of reliability of different sources

Resources to help Revision:

- <https://www.bbc.co.uk/bitesize/topics/zw-csp4j/articles/zgkcr2p> (BBC Bitesize - English Reformation).
- https://www.bbc.co.uk/history/historic_figures/mary_i_queen.shtml (BBC – Mary biography)
- https://www.youtube.com/watch?v=wbzj_uFhvf8M (Bloody Britain – Burnt at the stake).
- <https://www.youtube.com/watch?v=D-ib-hqYjXM> (David Starkey).
- <https://www.rmg.co.uk/stories/topics/mary-i-facts-myths> (Facts & Myths about Mary Tudor).

Emerging	Developing	Secure	Mastering	Extending
Students have described what is in each source and have shown which sources say that Mary was bloody or not.	Students have used the sources to explain how Mary has been interpreted in different ways and have selected and combined information from different sources to do so.	Students have begun to offer possible reasons why Mary has been interpreted in different ways and say which you can trust/ not trust and why.	Students have analysed why Mary I has been interpreted in different ways. You have evaluated the sources to answer the question critically, considering why views might have changed over time and have reach a conclusion.	Students have analysed why there are different historical interpretations of Mary I, you have evaluated sources critically to answer the question and have reached an explicit conclusion and judgement.