Year: 8	Subject: History	Unit title: The Reformation	Term: Autumn
Knowledge (Learn that): • Scholars know that early critics made people question Church wealth, teachings and authority before Henry VIII broke with Rome. • Scholars know that Martin Luther challenged the Pope and showed that Christians could reject Catholic authority. • Scholars know that Henry VIII's break with Rome was motivated by his wish to annul his marriage and secure the Tudor dynasty. • Scholars know that as Supreme Head of the Church of England Henry VIII took Church wealth and land which strengthened the Crown. • Scholars understand that the English Reformation was made possible by the European Reformation but was motivated initially by Henry VIII's desire for an annulment and later by wealth. • Scholars understand that Henry VIII's children oversaw a period of religious turmoil in England.		**Core Vocabulary:** Reformation, Catholic Church, Pope, Mass, Indulgence, Purgatory, Lollards, Heretic, Martin Luther, 95 Theses, Sola fide, Sola scriptura, Protestant, Transubstantiation, Consubstantiation, Annul, Dynasty, Act of Supremacy, Dissolution of the Monasteries, Gentry **Vocabulary to Encounter:** John Wycliffe, Erasmus, Humanism, Diet of Worms, Excommunicate, Wittenberg, Catherine of Aragon, Anne Boleyn, Charles V, Thomas Cranmer, Thomas Cromwell, Pilgrimage of Grace, Robert Aske, Vestments **Vocabulary to Retrieve:** Catholic Church, Pope, Latin, Monastery, Relic, Pilgrimage, Tithe, Archbishop of Canterbury, Printing press, Humanism, Patronage, Legitimacy, Parliament	**Teaching Sequence:** Lesson 1: Early Criticism Lesson 2: Martin Luther Lesson 3: The Reformation in England Lesson 4: Money Lesson 5: Planning Lesson Lesson 6: Essay Writing Lesson Lesson 7: Whole Class Feedback Lesson Lesson 8: The Big Picture - Religion under the Tudors

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **causation and historical argument.**

Scholars will be encouraged to:

• Identify longer-term conditions, immediate triggers and subsequent motivations within the English Reformation.
• Explain how criticism of the Church, humanism and printing created conditions in which reforming ideas could spread.
• Distinguish the European Reformation from the political and dynastic circumstances that produced the break with Rome in England.
• Explain why Henry VIII's desire for an annulment acted as the immediate trigger for removing papal authority.
• Recognise that access to Church wealth developed after the break with Rome and helped drive the Reformation further.
• Show how religious, personal, dynastic, political and economic causes interacted rather than operating independently.
• Compare the importance and role of causes without reducing the Reformation to a single explanation.
• Use precise evidence to construct a reasoned argument about why there was a Reformation of the Church in England.

This enquiry develops scholars' understanding that causes can play different roles. Some create the conditions for change, some trigger decisions and others accelerate or consolidate developments already under way.

Writing curriculum:

Throughout this unit, scholars use writing to practise causal explanation and historical argument.

• Scholars use terms such as long-term cause, condition, trigger, motivation, consequence, significance and interconnection accurately.
• Vocabulary and prior knowledge are revisited through retrieval practice, comparison of beliefs and structured extended responses.
• Scholars use "because, but, so" to connect motives, obstacles and consequences.
• Claim, example and explanation structures support movement from assertion to evidence-based causal reasoning.
• Writing progresses from explaining individual criticisms and motives to linking European ideas, Henry's Great Matter and financial opportunity.
• The final essay is organised around the European Reformation, Henry's Great Matter, and money and the Dissolution of the Monasteries.
• The conclusion requires scholars to compare the role of each cause and explain how the causes depended upon one another.

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Links to other units:

Why this and why now?

The Reformation is the second Year 8 enquiry and follows directly from the Renaissance. It is positioned here to:

- Apply knowledge of humanism, classical texts and printing to a major challenge to religious authority.
- Move from judging change to explaining why religious and political change occurred in England.
- Connect developments across Europe with the personal decisions of the English monarchy.
- Establish the religious divisions and Tudor settlement that shape later seventeenth-century conflict.

How does this speak to what came before?

- The Renaissance enquiry explains how humanism encouraged scholars such as Erasmus to return to original texts and criticise established practice.
- The printing press provides the mechanism through which Luther's ideas travelled quickly across Europe.
- Year 7 study of the medieval Church, pilgrimage, monasteries, papal authority and monarchy provides the substantive reference point for understanding reform.
- Medieval Monarchy provides prior knowledge of dynasty, legitimacy, Church–Crown relations and Parliament.

How does this prepare scholars for what comes next?

- The Tudor Big Picture lesson establishes repeated religious change under Edward VI, Mary I and Elizabeth I.
- The next Year 8 enquiry into the English Civil War builds on religious mistrust, royal authority, Parliament and the legacy of the Reformation.
- Later Year 8 work can return to the redistribution of land, the growth of the gentry and the relationship between wealth and political power.
- In Year 9, scholars can apply this causal framework to ideological, political and social change in the modern world.

Links to the national curriculum:

This unit supports the key stage 3 study of the development of Church, state and society in Britain 1509-1745. It examines the English Reformation, Henry VIII and the break with Rome, the Dissolution of the Monasteries and religious change under the Tudors.

Linking to the KS3 National Curriculum

- Scholars study criticism of the late medieval Catholic Church and the European Reformation.
- The unit explains Henry VIII's Great Matter, the Act of Supremacy and the removal of papal authority.
- Scholars examine the economic and social consequences of the Dissolution of the Monasteries.
- The Tudor Big Picture lesson places Henry's actions within religious change under Edward VI, Mary I and Elizabeth I.

Moving Beyond the KS3 National Curriculum

1. Causal Roles and Interconnection

- Scholars distinguish enabling conditions, immediate triggers and later motivations.
- They explain how intellectual, personal, dynastic, political and financial causes reinforced one another.

2. Belief, Authority and Agency

- The enquiry compares competing Catholic and Protestant beliefs while recognising that Henry's break with Rome was not initially driven by Protestant theology.
- It examines how individuals used ideas and institutions to pursue particular aims.

3. Change, Continuity and Lived Experience

- The Big Picture lesson reveals rapid official change alongside continuing uncertainty for ordinary people.
- Henry's political break is distinguished from later changes to worship and belief.

4. Disciplinary Literacy and Argument

- Repeated causal structures and thematic planning support sustained historical explanation.
- The final essay requires a comparative judgement supported by precise evidence.