

History Lesson Plan – Religious Persecution

Subject content from the National Curriculum 2014 (content in bold can be met through this topic)

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

[non-statutory examples]

- **Changes in an aspect of social history, such as religious beliefs**
- The changing power of monarchs

A local history study [non-statutory examples]

- **a study over time tracing how several aspects of national history are reflected in the locality**
- **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**

Aims of the National Curriculum 2014

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **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. (KS2)**
- **Know and understand significant aspects of the history of the wider world:** the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; **achievements and follies of mankind.**
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions** and create their own structured accounts, including written narratives and analyses.
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)**
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **They should understand how our knowledge of the past is constructed from a range of sources. (KS2)**
- **Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;** between **cultural**, economic, military, political, religious **and social history**; and between short- and long-term timescales.

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Cross-Curricular Links	
<p>Spiritual</p> <ul style="list-style-type: none">• Experience enjoyment and fascination in learning about others and the world around them.• Use imagination and creativity in learning. <p>Moral</p> <ul style="list-style-type: none">• Investigate, and offer reasoned views about, moral and ethical issues. <p>Social</p> <ul style="list-style-type: none">• Show interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural</p> <ul style="list-style-type: none">• Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage• Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities.	

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Catholic vs Protestants

Henry 'broke' from the Catholic Church and formed his own Church of England and. What was the difference? Weren't they both Christians?

Protestants



We are Protestants. During the period 1500-1700 we could practice our religion freely during the following dates:

1547-1553

1558-1700

We would like to tell about our beliefs.

Churches

Churches should be plain, not decorated, so that people can concentrate on what the minister is saying.

Church Services

We believe that church services should be in English so that everyone can understand them.



The Bible

We believe that everyone should be able to read the Bible for themselves. It should therefore be available in English.

Sins

People are sinful. Sins can only be forgiven by God and Jesus.

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God

We believe that God is omnipotent (all-powerful) and everywhere.



Priests

We believe:

Priests do not have the power to turn bread and wine into the body and blood of Jesus.

Priests are ordinary people

Priests should wear plain clothing.

Priests should speak in English

Priests should be allowed to get married.

Priests should be punished if they break the law.

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Catholics



I am a Catholic. During the period 1500-1700 Catholics could practice their religion freely during the following dates:

1500-1530

1553-1558

I would like to tell what Catholics believe.

Churches

Churches should be elaborately decorated to show God's glory. Decorations should include paintings and statues of Jesus and the saints, candles, gold and jewels.

Church Services

We believe that church services should be in Latin. They have always been in Latin and help the church to keep control over the people.

God

People need a priest to help them find God.



The Bible

We believe that people should not be able to read the Bible for themselves and that they need a priest to interpret the holy script. It should only be available in Latin so that the devil cannot understand it.

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Sins

People are sinful. Sins can be forgiven by:

Going to church, going to confessional to get their sins forgiven. Paying money to the church



Priests

We believe:

Priests are divine beings that have the power to turn bread and wine into the body and blood of Jesus.

Priests should wear rich, elaborate clothing.

Priests should speak in Latin

Priests should not get married, as they are married to the church.

Priests should not be subject to the law of the land only church laws.

1. Make a chart to show the different between Catholic and Protestant
2. What evidence is there on the sheets to show that the church had power over the people?
3. People were willing to die for their faith. Why do you think this was?

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Persecution

John Jeffries (in the video) was a Catholic. Under the rollercoaster of Catholic-Protestant-Catholic-Protestant Tudors, he was accused of being a traitor under Elizabeth I for his Catholic practises. This could result in being exiled, fined, tortured, executed or even hung-drawn-and-quartered. Luckily for John, Elizabeth I was slightly more tolerant than her sister or father and he received a hefty fine instead. However, people like Sir Thomas More and many other were not so lucky and were executed. These people were called martyrs.

Punishment: Death by Beheading



The punishment of death by the axe was the most common form of execution and it was a terrifying prospect. The Tudor executioners often took several blows before the head was finally severed. The punishment of beheading was held in public and witnessed by many people. Following the execution by beheading the severed head was held up by the hair by the executioner. This tradition was not just to show the crowd the head, but also to show

the head of the victim the crowd and to its own body. Consciousness remains for at least eight seconds after beheading, until the lack of oxygen causes unconsciousness and mercifully death. The heads of Tudor traitors were placed on stakes and displayed in public places such as on the ramparts of castles or such prominent spots like London Bridge.

What other crimes could result in a beheading in Tudor in Times? List them in the box.

