



Learning Activities – three options and additional activities

Option 1

Enquiry Question:

Was the Reformation popular with the English people throughout the Tudor Period?

Purpose

- review the information to illicit responses
- To record responses
- To look at events over time
- To evaluate the evidence

Stage one

Read the following information:

- Introduction (www.historyofparliamentonline.org/schools/ks3/reformation)
 - Parliaments (www.historyofparliamentonline.org/schools/ks3/reformation/parliaments)
- Keep the glossary to hand

Using the information in the Parliaments section, fill in *Activity sheet – Parliamentary events* (if working in groups you may want to divide the information up for different groups to consider).

Stage two

Read the following information

- Constituencies (www.historyofparliamentonline.org/schools/ks3/reformation/constituencies)
- MPs (www.historyofparliamentonline.org/schools/ks3/reformation/mps)

Organise the information from this sections to fill in *Activity Sheet – MP's role* and *Activity Sheet – Key Events* (there are two levels for this activity choose which is most suitable for your ability).

Stage three

Using the existing chronology create your own chronology based on the key information that you have learned that charts the evidence of when religious change and the Reformation was popular or unpopular.

Activity sheet - Religious Change, may provide a guide of how to organise your information

Finish up

If working as a class you can now discuss your outcomes and whether you feel able to answer the enquiry question.

If working alone write a short paragraph in answer to the enquiry question '*Was the Reformation popular with the English people throughout the Tudor Period?*'

Focus the paragraph on three – five pieces of evidence.

Option two

Enquiry question

How did Parliament play a significant role in the Reformation?

- What were the key roles that MPs' played during the Reformation period?

Purpose:

- To review the information
- To examine the role of MP's and key individuals
- To examine the relationship between Parliament and the monarchs
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Stage one

Read the following information:

- Introduction (www.historyofparliamentonline.org/schools/ks3/reformation)
- Parliaments (www.historyofparliamentonline.org/schools/ks3/reformation/parliaments)

Keep the glossary to hand

Using the information complete *Activity Sheet – Monarch's decisions*.

Stage two

Read the information:

- Constituencies (www.historyofparliamentonline.org/schools/ks3/reformation/constituencies)

Using the information complete *Activity Sheet – Constituencies* (if working in groups you may want to divide this information up to be used in pairs working together, then reporting back to a wider group).

Stage three

Read the information:

- MPs (www.historyofparliamentonline.org/schools/ks3/reformation/mps)

Complete *Activity Sheet – MPs' Role*

Finish up

Complete *Activity Sheet – Key Events* (choose the appropriate level between 1 and 2).

As a class discuss the enquiry question and, if you think you can, answer it.

'How did Parliament play a significant role in the Reformation?

- *What were the key roles that MPs' played during the Reformation period?'*

If working alone return to the enquiry question and assess if you can answer it using the information that you have gathered and recorded. Write a paragraph summing up an answer to the question.

Option 3 (medium ability)

Enquiry Question

Explain how the Reformation changed England

- Who gained in importance from the Reformation – the Monarch or Parliament?

Purpose:

- To review the information
- To understand the term and significance of the Reformation
- To examine the relationship between Parliament and the monarchs

Stage one

Read the information:

- The Reformation (shorter version:

www.historyofparliamentonline.org/schools/ks3/reformation/short-overview)

Use *Activity Sheet – Key Events 1* to record what you have learnt

Stage two

Read the information:

- MPs

Complete *Activity Sheet – MPs' Role*

Stage three

Read the information:

- The Chronology (www.historyofparliamentonline.org/schools/ks3/reformation/chronology)

Using the Glossary, create your own timeline of significant events.

Finish up

From all the information you have gathered complete *Activity Sheet – Monarch's Decisions*.

As a group, are you able to answer the question: 'Who gained in importance from the Reformation – the Monarch or Parliament?'

If working alone can you answer the question by summing up your findings in one paragraph?

Extended activities (all abilities)

- Use the information that you have learnt to write a short newspaper piece on the importance of one of the Kings or Queens to the period of religious change and the Reformation.
- Use the information to write a piece for a newspaper on the impact of the Reformation on an area near you.
- In most areas a religious building was lost due to the dissolution of the Monasteries – find out about any such place in your local area. Who got the land from the dissolution and what remains of the building now?
- Complete *Activity Sheet – Did You Know?* by matching the facts to the Parliament, MP or Constituency they refer to.
- Creative writing: using *Activity Sheet – Did You Know?* write an alternative history of the Reformation