

Implementation: Scheme of Learning

Subject: History

Year: 8

Unit Title: **Domestic Disputes**

Summary of unit: Development of Church, state & society, 1509-1745: causes and events of the Civil Wars throughout Britain

This unit is made up of 10 key questions: 1) Was James a good candidate for the monarchy after Elizabeth I? 2) Why did the Gunpowder plot take place and were the plotters framed? 3) How did the personality of Charles 1 lead to Civil War? 4) What were the causes of the English Civil War? 5) What were the similarities, differences and motives of the two sides of the Civil War? 6) What were the events and outcomes of the some of the major battles of the Civil War? 7) Why did Oliver Cromwell and the New Model Army win the war? 8) Who was Cromwell and how did England fare under him? 9) Was the trial of Charles I fair? 10) Why did people believe in witchcraft?

Key Concepts: cause and consequence; significance; chronological understanding; interpretations of history

Key Processes: historical enquiry; using evidence; communicating about the past.

Mid Unit assessment: The most important cause of the Civil War was ... To what extent do you agree?

End of Unit assessment: Knowledge assessment and essay assessment (to check progress from mid-unit assessment): Oliver Cromwell was a hero.... To what extent do you agree?

Links to future learning/key stage 4:

Edexcel GCSE 16 mark questions (to what extent do you agree...)

PEEL technique in essay writing

Source utility and reliability

Familiarity with Cromwell (the Protectorate for Crime and Punishment unit)

Knowledge of Gun Powder plot for

Links to prior learning:

PEEL technique (Yr 7 essay writing)

What can I learn from the source? (Source skill practice - ongoing)

Chronology: (Yr 8 Term/s 2 & 3: who will rule after Elizabeth and why was James a concern for England)?

Importance of religion in England

RWCM: Reading: identification of key words from passages after reading; using dictionaries to find definitions of key words; research tasks to find evidence online; use of keywords to summarise learning e.g. bottle it up; defining key words .g. History Dictionary plenary **Writing:** discussion and modelling of writing strategies for causation, consequence, significance and evaluation; self and peer-assessment to reflect on writing; extended writing including narrative, prose; imaginary non-fiction (articles and obituaries), PEEL essays; provision of writing frames; use of mnemonic e.g. PERSUADE; **Communication:** communicating historical knowledge in essay writing (P.E.E.L paragraphs), propaganda poster, political campaign song writing, comprehension questions; ordered debates; use of videos and podcasts; pupils given choice of 'most appropriate' method of presentation for their work; student-led learning with pupils playing role of teachers; drama (re-enactments and news); SPaG emphasis and reminders in every lesson; display of key words on PPs in lessons; focus on spoken language in all verbal tasks; **Mathematics:**

<p>case study during GCSE (Crime and Punishment unit)</p> <p>Pendle witch trials (Crime and Punishment unit)</p> <p>Development of Britain, ideas, political power, industry & empire (1745-1901)</p> <p>Key concepts</p>	<p>(Yrs 7 & 8)</p> <p>Categorisation of social, political, religious and economic factors (Yr 7: Post Battle of Hastings & Yr 8: Rule of Elizabeth)</p> <p>Key concepts</p>	<p>identification of primary and secondary data; pupils encouraged to make relationships between cause and effect; code breaking in plenaries and starters; construction and interpretation of timelines, graphs and maps; comparing numerical data; data handling: concept of bias; arguments and reasoning based on historical evidence; use of maps.</p>
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<p>Cross Curricular Links: (see RWCM) Further: English e.g. letter writing; Citizenship e.g. propaganda campaign leaflet (Roundhead vs. Cavaliers) & designing new flag; Mathematics: e.g. roll the dice and explain the link of names and numbers to gunpowder plot and multiple choice – are you a Roundhead or a Cavalier?; Art: e.g. draw three pictures to summarise today’s learning in relation to Charles I; Music: e.g. write and perform a propaganda song for one side of the Civil War, Geography: Location of battle sites.</p>	<p>Curriculum Opportunities: explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today; use ICT to research information about the past, process historical data and select, categorise, organise and present their finding; make links between history & other subjects.</p>
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Strategies to Support & Stretch: less challenging text readings vs. more challenging text reading; option to choose activity of choice in starters, main tasks & plenaries e.g. what does the source tell us...vs. why was James being Scottish a concern for England?; independent collection of data e.g. scan the text and answer the questions vs. investigate the sources to write an opinionated letter to Sir Cecil; word bank; sentence starters; model answers; teacher modelling class work; scaffolded questioning in class discussions and teacher-led learning; seating plan according to ability for pair activities such as think, pair, share; pictures as prompts; extension tasks e.g. can you come up with your own words to test the class; multiple and varied teaching and learning strategies such as writing songs, creating posters, word bingo, extended writing tasks, oral activities, complete the grid activities, colour coding; teacher support.

SMSC & British Values

Social: Pupils are expected to work together cooperatively to complete tasks and problem solve e.g. working out whether the Gun Powder plotters were framed. Think-Pair-Share template given to ensure pupils are utilising discussion time wisely.

Moral: Pupils will look at the implication of witch hunting and targeting the female gender as well as considering the opposing point of view e.g. pupils will design a poster as Matthew Hopkins: the witch finder General. Through investigating and using a range of historical sources, pupils develop their ability to critically assess sources of evidence for accuracy and reliability e.g. pupils will look at a number of sources to assess the conspiracy theory of the Gunpowder Plot. Pupils will study significant figures from the past such as King James, King Charles, Guy Fawkes and Matthew Hopkins. Pupils will consider the moral and ethical decisions made by such figures and their impact as well as subsequent interpretations of them. Pupils will have the chance to evaluate these actions both in a historical context and with our C21 values in mind; they will use careful consideration of criteria and analytical skills to develop tentative answers to difficult questions.

Spiritual: Pupils are encouraged to be critical yet understanding of the views of others; including historians, interpretations of the past and primary sources, and other Pupils. Through carefully planned debates and discussions, Pupils learn to take interest in and respect the views of others. Pupils also learn how to come to an informed conclusion having taken on board a range of different viewpoints and are taught to critique the provenance of evidence they are dealing with in order to approach it analytically e.g. was the trial of Charles I fair? Lessons are interactive and engaging so that pupils develop a sense of enjoyment and fascination in learning about how the world they live in has changed over time. Religious tensions leading to war.

Cultural: Through peer assessment, group discussions, class feedback sessions and debates, pupils are introduced to peer concepts, values and events not encounterable otherwise e.g. think-pair-share templates. Pupils will also be asked to communicate their opinions and knowledge in varied ways including artistic forms e.g. creating a leaflet and writing a propaganda song as part of a political campaign. Pupils will consider religious, social, political and economic factors when assessing the roles of James, Charles, Hopkins and Cromwell.

Cultural Capital

Use of propaganda in political campaigns and advertising

Examination of personality traits (James: BLOB playground) and (Charles: clash with parliament)

Political advisor (Robert Cecil)

Investigative policing: were the Gun Powder plotters framed? (You've been framed TV show format)

Opinion column writers: Bonfire night should not be cancelled

Writing an obituary (Oliver Cromwell)

Use of monarch portraits on stamps (starter: do the Stuart monarchs deserve this honour?)

Treatment of women (witch trials)

Judge and jury – will you sign Charles I's death warrant?

