

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 2 Period Study: Understanding the Changing World, 1450-1750 Power and the People**

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| **About the unit:**  This unit offers the second layer of the study into the period, 1450-1750 and offers students an opportunity to investigate the dramatic changes and events that occurred in England resulting in the declining power of the monarchy and the growing power of Parliament. Students begin the unit with an enquiry into the challenges faced by Elizabeth I, particularly given the fact that she was a female monarch. This is followed by a study into the theory of Divine Right of Kings, as promoted by James I and the factors that led to Civil War during the reign of his son, Charles I. Students investigate the nature of Civil War and its impact on both soldiers and civilians. This is followed by an enquiry into the consequences of the Civil War, the Interregnum and interpretations of Cromwell. Continuing with their chronolgical study of the period, students investigate the events surrounding the restoration of the monarchy, the Glorious Revolution and the creation of and interpretations of the Bill of Rights. As part of their study of the wider world, students will study the changing nature of British rule in India. The period study is concluded with an investigation into religious differences and consequences during the period and this will bring together Unit 1 and 2. |
| **Learning Outcomes**  This thematic study will help students to develop:   * Their understanding of the power of the monarch and the growing power of Parliament. * Their skills in handling evidence and their ability to draw their own conclusions. * Their understanding of historical controversy and the reasons for this. * Their ability to interpret the past. * Their understanding of change and continuity. * Their understanding of Britain’s relationship with the wider world.   At the end students will know about:   * The challenges Elizabeth I faced as a female ruler. * The background and causes, events and consequences of the Civil War. * How Cromwell has been interpreted. * The Restoration of the monrachy. * The Glorious Revolution and the Bill of Rights. * The changing nature of British rule in India.     Students will be able to:   * Explain why events/ individuals may be interpreted differently. * Explain whether Civil War was inevitable and why events of the Civil War were so traumatic. * Explain changes and continuities since the Middle Ages. * Explain why the monarchy was restored only to be followed by the Glorious Revolution and the creation of the Bill of Rights. * Analyse why British rule in India changed over time. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:**  Coronation, succession, smallpox, Protestantism, Catholicism, Puritanism, taxation, Privy Councillor, Privy Council, Divine Right, absolute rule, authority, Parliament, quarrel, execution, scaffold, executioner, upheaval, turmoil, Civil War, shocking, traumatic, Republic, inevitable, House of Commons, House of Lords, MPs, Petition of Right, Ship Money, soldiers, civilians, injuries, muskets, pikes, pistols, swords, cannon, anaesthetics, combat, Parliamentarians, Royalists, Battle of Naseby, Cromwell, Puritan, opponents, New Model Army, Parliamentarians, Royalists, executed, Lord Protector, Republic, Interregnum, death warrant, hero, villain, restoration, monarchy, Declaration of Breda, East India Company, voyages of exploration, trade, Spice Islands, Mughal Emperor, aristocrats, civil servants, prejudice, Raj, Viceroy.  **Assessment Opportunities**  The end of enquiry final task is a supported piece of extended writing that will reveal:   * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of the period * Reveal their understanding of change over time. * Reveal their understanding of causes. * Reveal their understanding of historical interpretation.   Every lesson offers oppprtunity for formative assessment, for example, teacher questioning, class and peer discussion, spelling checks, quick quizzes, source analysis, written conclusions. |
| **Links to 2014 National Curriculum**  Content knowledge:   * Contact with India and the development of the British Empire. * The causes and events of Civil War throughout Britain. * The Interregnum. * The Restoration, ‘the Glorious Revolution’ and power of Parliament.   Disciplinary knowledge:   * Understand historical concepts such as change and continuity, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create structured account including written narratives and analyses. * 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.   **Links to future learning at KS3:**   * Builds on Year 7 period study Power and People- building understanding of the role of the monarch and parliament. * Consolidates study of society and culture in Unit 1. * Prepares students for later study of Migration and Empire. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Understanding of the reasons for differing historical interpretations, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  To be able to explain the problems faced by Elizabeth I during her reign.  **Key Terms:**  Coronation, succession, smallpox, Protestantism, Catholicism, Puritanism, taxation, Privy Councillor, Privy Council. | Recap- link to reign of Henry VIII. Ask students to remind you why Henry VIII was so desperate to have a son.  Link with Elizabeth- 1. Never really expected to succeed the throne.  2. would have been doubts about her abilities as she was a woman. | Elizabeth spent a huge sum of money on her coronation. Ask students why they think she did this.  Introduce students to the account given by John Knox and ask students to explain/ interpret why Knox is so opposed to a female ruler.  Introduce students to the account given by one of Elizabeth’s privy councillor- what does he suggest are the problems Elizabeth will face?  Students will investigate a series of problems faced by Elizabeth- this may form a class discussion initially. Ask students to complete their worksheet by summarising into a Tweet each of Elizabeth’s problems. | Reminder that despite Knox’s comments, female monarchs have not done so badly! | Power-point, worksheets. | Teacher questioning and class discussion. Source analysis completed tweets. | Analysis and interpretation. Revision skills- summarising into key details.  Link with citizenship.  Literacy- challenging vocabulary.  Link with GCSE History: Elizabeth I | Citizenship- equality.  Historian or any analytical role. |
| **Lesson 2 WALT:**  Be able to explain the theory of Divine Right.  Understand why problems developed between James I and Parliament.  **Key Terms:**  Divine Right, absolute rule, authority, Parliament, quarrel. | Teacher introduces class to an image of Louis XIV who believed, as many other monarchs did, that he had been divinely ordained to rule. Teacher explains the theory of Divine Right and asks students how the portrait shows this.  Teacher introduces the next enquiry. | Teacher explains that the theory of Divine Right will have been well-known and understood. It is shown in Shakespeare’s Macbeth and plays by Shakespeare would have been performed to a whole range of classes throughout society. The timing of Macbeth also coincided with James writing his own ideas about Divine Right.  However, teacher also goes on to explain that James I’s reign would also see the beginnings of Parliament challenging some of the powers of the monarch.  Students design a poster showing that James I was ordained by God. Some further examples of Louis XIV can be used. | Students explain how their image depicts James I as having been chosen by God to take the throne. | Power-point, colours. | Teacher questioning, class/ peer discussion. Completed posters. | Interpretation and analysis. Link with English Literature- Shakespeare’s Macbeth and Art- portraits of Louis XIV and poster designs. | Historian- interpretation/ analysis. Artist. Playwright. |
| **Lesson 3 WALT:**  Explain what made the changes of 1625-1660 so shocking.  **Key Terms:**  Execution, scaffold, executioner, upheaval, turmoil, Civil War, shocking, traumatic, Republic | Students analyse a sketch of the execution of Charles I. Ask students what is happening, who they think is being executed, how they know whether this person was important etc.  Students are shown the execution scene from Cromwell.  How was this event shocking based simply on the study of Divine Right completed last lesson? | Students are shown the portrait of Charles I produced by Anthony van Dyck in 1633. Teacher explains some of the background to Charles’ accession and how at the time of the portrait he would have been unaware of the shocking events that would unfold.  Using information students will annotate a timeline in detail so they gain a clear overview of the events involved in their enquiry. Guidelines are shown on slide 6. | How does the artist show that people were shocked by Charles’ execution in his interpretation? | Power-point, information cards. | Teacher questioning, class/ peer discussion. Completed timelines. | Enquiry- asking historical question. Interpretation and empathy. Link with Art- paintings/ artists’ interpretations. | Historian- asking questions, analysis, interpretation. Artist, Film/ Documentary making. |
| **Lesson 4 WALT:**  Be able to explain whether Civil War was inevitable.  **Key Terms:**  Inevitable, Civil War, House of Commons, House of Lords, MPs, Petition of Right, Ship Money. | Students are introduced to the historical debate surrounding the Civil War- inevitable or accidental? | Students reflect on a series of events. Depending on the class, teacher may wish to guide students through this in stages with opportunities to reflect. Students write a paragraph to explain whether Civil War was inevitable or not. If they believe it was, at which point was this the case? If not, they must explain why not. | Students are shown the clip of Charles I and armed soldiers forcing their way into Parliament.  Link with the state opening of Parliament where since that time the doors of the Commons have been slammed in the face of Black Rod to show the authority of the House. | Power-point, A3 information sheet showing events leading to Civil War. | Class discussion. Completed paragraphs. | Government and Politics.  Interpretation and analysis. | Documentary/ film making.  Historian- historical debate, enquiry. |
| **Lesson 5 WALT:**  Be able to explain what made the Civil War so traumatic.  **Key Terms:**  Soldiers, civilians, trauma, injuries, muskets, pikes, pistols, swords, cannon, anaesthetics, combat, Parliamentarians, Royalists, Battle of Naseby. | Students watch a Horrible Histories clip summarising the Civil War. | Teacher explains that the Civil War, by its very nature had a devastating impact on both soldiers and civilians. Families and friends divided etc- point illustrated through a letter written by Sir Edmund Verney to his brother.  Map illustrates where the fighting took place throughout the duration of the Civil War.  Teacher goes on to develop discussion of the impact of the Civil War and refers to the source- The World Turned Upside Down. The information on the Civil War may be shared. Based on their understanding students produce a game board. See notes on final slide. | Students can play their games- in theory it should be very difficult to escape the effects of the Civil War. | Power-point, information if needed on the Civil War, A3 sheets to create game boards, dice. | Teacher questioning, class/ peer discussion. Preparation for and completion of game boards. | Empathy, analysis and interpretation. Creative skills. | Citizenship- impact of war, Civil War in particular. |
| **Lesson 6 WALT:**  Be able to explain differing interpretations of Oliver Cromwell.  **Key Terms:**  Cromwell, Puritan, opponents, New Model Army, Parliamentarians, Royalists, executed, Lord Protector, Republic, Interregnum, death warrant, hero, villain. | Students watch the clip and make notes on the actions of Oliver Cromwell.  Students give themselves a mark for any facts they recorded (shown on slide 3). | Teacher shows a series of sources relating to Oliver Cromwell- these should provoke a discussion about whether Cromwell should be seen as a hero or a villain.  Students complete a worksheet: ‘Cromwell-a Hero or a Villain?’ using various information cards relating to Cromwell’s career.  What can students conclude? How would they interpret Oliver Cromwell- hero villain? | Teachers discusses the historiography relating to Cromwell- interpretations of Cromwell have changed over time. (Final slide). | Power-point, information cards. | Teacher questioning/ class discussion. Checklist from clip. Completed worksheets- hero/ villain. | Government and Politics.  Literacy skills- listening, reading, recording notes, challenging vocabulary. | What makes someone significant? How and why should individuals be interpreted in different ways? Link with Black Lives Matter protests and removal of Edward Colston statue and vandalism of Winston Churchill statue. |
| **Lesson 7 WALT:**  Explain how Charles II became King.  **Key Terms:**  Restoration, monarchy, Declaration of Breda. | Students complete the sentence: ‘When Oliver Cromwell died, the people of England were happy to be ruled by a king again because…’ | Across a double page of exercise books students write the title and draw a line across both pages, evenly numbering 1-10. They will record a summary of the ten steps towards the monarchy being restored. For each step students have a maximum of 3 words (prompts) so 30 in total. Slide 5 shows the first step along with 3 examples of how this could be recorded in three words.  Students then complete the remaining steps using the information from the following slides.  Mini-plenary- what does this tell us about England at the time?  Teacher explains the Declaration of Breda. Students investigate each of the five promises and produce their own Declaration.  Mini-plenary- How important was the Declaration of Breda? | Students analyse and discuss a portrait of Charles II.  Ask students what we have learnt about Charles II today. What sort of King do students think he might be? | Power-point, Declaration of Breda worksheet, Declaration of Breda handouts. | Teacher questioning/ class discussion. Ten steps task completed. Declaration of Breda worksheets completed. | Government and Politics, Art.  Literacy- challenging vocabulary.  Revision skills-summarising content into prompts/ visual images to illustrate content. | Historian- interpretation and analysis of events. |
| **Lesson 8 WALT:**  Explain how the ‘King of Bling’ changed England.  Understand the events of the Glorious Revolution.  **Key Terms:**  Merry monarch, mistresses, illegitimate, Protestant, Catholic, Glorious Revolution. | Students compare two images- a Puritan and characters from the period of Restoration.  Teacher explains that Charles II was seen as the ‘Merry Monarch’. In Horrible Histories he is seen as the ‘King of Bling’ or the ‘Party Prince’. | Students create a table to note six changes introduced by Charles II- they move around the classroom gathering information to complete their tables. Once completed students produce an invitation for Charles II’s 30th Birthday party. They should show the changes in some way on the invite.  Mini-plenary- Does Charles II deserve the titles given to him.  Teacher explains that Charles died without a legitimate heir and so his brother was made King James II. This led to fears of a return to a Catholic England.  Students produce a comic strip (2 differing levels of difficulty) illustrating the events of the Glorious Revolution. | Students explain in their own words how the Glorious Revolution succeeded. | Power point, information cards- changes under Charles II, comic strip templates. | Teacher questioning, class/ peer discussion. Completed tables and birthday invitations, completed comic strips. Summary conclusion. | Government and Politics. Art. | Historian- interpretation and analysis of events. |
| **Lesson 9 WALT:**  Additional detail- higher ability.  Be able to explain the features of the Bill of Rights and the establishment of constitutional monarchy. | Students recap their understanding of the events that occurred during the Glorious Revolution using their comic strips.  Teacher explains that the events led to the creation of a Bill of Rights.  Teacher explains the links with the US constitution. | Class discussion of the terms of the Bill of Rights and the establishment of ‘constitutional monarchy’. Discuss what this means and the implications. Ask students to think through their studies since Year 7 and encourage them to begin to put together the road to democracy. Students may need a reminder of what democracy means. | Students answer the question: ‘How far was the Bill of Rights a move toward democracy?’ | Power-point. | Class discussion, teacher questioning. Completed conclusions. | Government and Politics.  Literacy- challenging vocabulary.  Metacognition- deeper thinking, piecing together relevant content since Year 7. | Politician, Historian. |
| **Lesson 10 WALT:**  Be able to explain the achievements of Lancaster, Hawkins and Roe.  **Key Terms:**  The East India Company, voyages of exploration, trade, Spice Islands, Mughal Emperor. | Recap the voyages of exploration under Elizabeth I- Who was involved? What did they achieve? | Teacher explains the creation of the East India Company and the involvement of Lancaster, Hawkins and Roe.  Students complete a table assessing what each individual achieved and how successful they were. Students decide which individual deserves to be remembered most and produce a museum display explaining their achievements. | Students defend their choice to the rest of the class. | Power-point, printed images for museum displays. | Completed tables and museum displays. Peer discussion. | Enquiry- research, asking historical questions. Literacy- summarising information into display. | Citizenship- Britain’s role and impact in India. |
| **Lesson 11 WALT:**  Understand how the British government came to rule India directly and the main features of rule during the period of the British Raj.  **Key Terms:**  Aristocrats, civil servants, prejudice, Raj, Viceroy. | Teacher introduces students to the career of Robert Clive- a statue of him stands in London.  Based on their new understanding of who Robert Clive was and what he did, do students agree that he should be celebrated? | Teacher introduces and explains the next enquiry.  Using information cards students will complete the first two of three summary cards detailing what mattered to British Rulers of India.  In this lesson students will focus on: Company Rule, 1757-1803 and From Rule to Rebellion. | State three new facts learnt this lesson. | Power-point, information cards. | Class discussion. Completed summary cards. | Enquiry- asking questions. Interpretation of events. Analysis of ‘significant’ individual. Literacy- reading, note-making. | Historian- interpretation. Citizenship-Link with Black Lives Matters protests and removal of statue of Edward Colston, vandalism of Winston Churchill statue- questions over who deserves to be celebrated? |
| **Lesson 12 WALT:**  Understand how the British government came to rule India directly and the main features of rule during the period of the British Raj.  **Key Terms:**  Aristocrats, civil servants, prejudice, Raj, Viceroy. | Teacher explains the start of the British Raj and Queen Victoria becoming Empress. Victoria was represented by a viceroy in India. | Students compete their third summary card focusing on ‘The British Raj, 1858-1905’ using the information cards.  **Interim Assessment/ Big Write: “What mattered most to the British in India was improving the lives of the Indian people.” How far do you agree?**  Teacher explains task using the iceberg- similar to Britain and Health/ Conflict and Tension/ Elizabeth-planning to answer Question 4. | Hands up- who agrees with the statement? Who would challenge? | Power-point, information cards. | Completion of summary cards, completion of final task. | Enquiry- asking questions. Interpretation of events. Analysis of ‘significant’ individual. Literacy- reading, note-making.  Essay writing-preparation for GCSE. | Citizenship- Britain’s role and impact in India. |
| **Lesson 13 WALT:**  Understand that many rapid changes took place between 1547 and 1688 as a result of the personal religious beliefs of kings and queens.  Explain that religion mattered deeply to many people because of their belief in Heaven, Hell and Purgatory.  Understand that the main reason for opposing a monarch and his or her government was almost always because of religious differences.  **Key Terms:**  Religious rollercoaster, Heaven, Hell, purgatory, state religion, Puritans, moderates, Catholics. | Quick recap- students are reminded of the religious rollercoaster studied earlier. | Thinking History Task- New Religion.  Students are divided into Catholics, Puritans and Moderates. Impact of the Reformation is revised, and students are reminded of their study of religion in the Middle Ages- belief in Heaven and Hell.  Students complete a happiness graph (from the point of view of their religious belief). Prompts for teacher questioning in notes on each slide.  See Thinking History notes for more detail. | Students complete activities to reflect on their happiness graph. | Power-point, Happiness graphs. | Teacher questioning, class discussion, completed happiness graphs, reflections. | RS- religious change.  Maths- chronology.  Empathy, understanding of change and continuity, interpretations. | Citizenship- understanding different perspectives. |