

HISTORY AUTUMN 2 – YEAR 8: 3) CHARLES I, ENGLISH CIVIL WAR, INTERREGNUM

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Understand the chronology of the monarchy – Charles I's significance: only English monarch executed because of the will of the people Develop an understanding of the wider impact of war - English Civil War the causes and its impact on society - divided friends and families Identify the change and continuity of England as a republic, Lord Protector Cromwell – change and continuity of life in England. Cromwell's actions in Ireland was he a hero or villain? Continued division following the Reformation Links with Magna Carta and Peasants' Revolt units from Y7 curriculum – tracing the fight for democracy and representation in Britain NC ref: 2 	<ul style="list-style-type: none"> Charles I what sort of king was he; Charles I's personal rule; causes of the English Civil War; events of the war; impact on society- dividing friends and families; impact on the governance of the country - long and short term, trial and execution of the king Lord Protector – life under Cromwell; comparisons between him and Charles I, actions in Ireland Judgement of Cromwell – hero or villain 	<p>Civil war; treason; republic; cause/consequence; narrative; persecution; Lord Protector, puritan; roundhead; cavalier; royalist; parliamentarian; interregnum; Personal Rule; Absolute monarch; Divine Right of Kings; musket; pike; cavalry; dragoons; New Model Army; plunder; widow; divisive; Pride's Purge; Levellers; regicide</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Source analysis of the impact the civil war had on society Evaluating sources and interpretations to form a judgement on the legacy and deserved reputation of Oliver Cromwell Learning new vocabulary and using it both verbally and in written form in the correct historical context Writing frames, sentence starters/stems Success criteria and mark schemes VIP strategy for disadvantaged Use the SEND passports to ensure the correct strategies are used to support students who have SEN 	<ul style="list-style-type: none"> Recognise the differences between modern day monarchies and republics e.g. Britain and America Understand the impact rulers' decisions can have on society and how friends/families can be divided because of them e.g. Brexit What can happen when the rule of law is challenged – military coups etc. 	<ul style="list-style-type: none"> Individuals role in determining who governs you – importance of having your own opinions Encourage leadership and inclusion and identify hypocrisy and the problems it can cause

<ul style="list-style-type: none"> <i>Recommended reading: A Skinful of Shadows</i> by Frances Hardinge; <i>Simon</i> by Rosemary Sutcliff 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <i>Social -how friends and families can be divided by decisions – can they truly recover?</i> <i>Moral – execution of the king – is legal execution ever justifiable?</i> <i>Spiritual – role of religion in perpetuating and facilitating division</i> 	<ul style="list-style-type: none"> <i>Cross curricular links with Character and Culture - relationships and what happens when they go wrong</i> <i>Opportunities to promote reading aloud throughout the unit; Opportunities for extended writing – narrative accounts; newspaper articles</i> 	<ul style="list-style-type: none"> <i>Charles I was an unpopular king</i> <i>Oliver Cromwell was the king</i> <i>Britain has ALWAYS had a monarchy</i>
Assessment timeline:		
<ul style="list-style-type: none"> <i>Cumulative knowledge quizzes</i> <i>Knowledge retrieval and extended writing – balanced argument and supported judgement – Oliver Cromwell: hero or villain?</i> 		
Home learning		
<ul style="list-style-type: none"> How fair was the trial of Charles I task – beginning of ECW unit Stuarts Enrichment Grid – middle of unit Create a revision resource using the knowledge organiser for assessment on the English Civil War and Cromwell – end of ECW unit 		
Feedback		
<ul style="list-style-type: none"> <i>Feedback 4 for all assessments; all students will complete green pen improvement activities as part of the assessment feedback process</i> <i>‘Live’ marking using iScanners</i> 		

Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit: 3																													