

HISTORY SPRING 1 & 2 – YEAR 8: 4) C17 – RESTORATION; GREAT PLAGUE; GLORIOUS REVOLUTION; WITCH HUNTS; SCIENTIFIC REVOLUTION

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Change and continuity re. ideas of cause, impact and methods of treatment of the plague compared with the Black Death (1348); changing power of the monarchy; comparisons of progress between medieval and early modern periods Chronology of major events in British history Social history – witchcraft – local study, Demonology James I, involvement of Matthew Hopkins – widely held belief that witches were responsible for events such as fire, plague, failing harvests etc. Chronological evolution in scientific thinking from supernatural to rational and the pioneers e.g. Newton, Galileo; Copernicus; Harvey etc. NC ref:2;5 	<ul style="list-style-type: none"> Restoration of the monarchy – impact of role and power of the monarch following the ECW, execution of Charles I and the Interregnum Approaches to explaining and dealing with the Great Plague and its consequences – comparisons to the Black Death Glorious Revolution – impact on the power of the monarch – exploring ‘revolution’ as a historical concept Witch hunts – stereotypes; why they were demonised in the 17th century – links to Puritanism/James I/civil war. How they were treated/tested Local history - Role of Matthew Hopkins employed by the government –case studies e.g. Pendle. Salem Witch Trials local history link Bridget Bishop & Rebecca Nurse witches from Norwich and Great Yarmouth; understand why people believed in witchcraft Scientific Revolution – evolution: start of the Enlightenment and pioneers – why was it slow to take ‘hold’ 	<p><i>The Restoration; Declaration of Breda; evolution; revolution; miasma; pomander; – revisit previously taught keywords epidemic/pandemic; Absolute Monarch; Constitutional Monarchy; Immortal Seven; demonology; Witch Finder General; persecution; stereotypes; familiar; malicious; early modern period; scapegoat; ‘Cunning woman’; paranoia; hysteria; gravity; pioneers; Royal Society; printing press; Enlightenment – origins Latin in =into and lux meaning light; Renaissance; empiricism</i></p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Identifying the links between the five topics and comparing progress to prior learning of earlier periods Learn and use new vocabulary verbally and in written form in the correct historical context Analysing change and continuity; drawing on learning from this unit and prior units Writing frames; success criteria and mark schemes VIP strategy for disadvantaged students Use the SEND passports to ensure the correct strategies are used to support students who have SEN Recommended reading: ‘Children of Winter’ by Berlie Doherty; ‘Mist Over Pendle’ by Robert Neill; ‘Burning Issy’ by Melvin Burgess 	<ul style="list-style-type: none"> Relevance of the 17th century scientific revolution to scientific discoveries in the 21st Evolution of revolution to the digital revolution 21st century interpretation of witch hunts – how people can easily be marginalised/scapegoated 	<ul style="list-style-type: none"> Understanding of existence of modern-day pandemics e.g. Coronavirus Understanding the effects/dangers of stereotyping, persecution and exploring the role of the bystander Inspirational individuals and the impact of their discoveries on our lives – encourage students to develop their own ideas

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Witchcraft/Witches – does it have to involve ‘magic’ – people in modern society believe in witches and witchcraft Social - Marginalisation of sections of society Morality issues surrounding the development of scientific treatments Spiritual- Can/does science replace religion -can they peacefully co-exist? 	<ul style="list-style-type: none"> Cross curricular links with the English department e.g. diary of Samuel Pepys Cross curricular with Science and maths e.g. Newton and Galileo development of science and scientific discoveries Numerous opportunities to promote reading aloud and opportunities for extended writing – source analysis 	<ul style="list-style-type: none"> Think witches live up to the stereotypes e.g. wear black Scientific ideas and discoveries were welcomed and instigated immediate change Scientific discoveries limited the power of the Church
Assessment timeline:		
<ul style="list-style-type: none"> Knowledge quizzes – starter tasks Inferences from sources relating to the Great Plague Extended writing - evaluation of change vs. continuity in the early modern period; independent judgements on progress in this period 		
Home learning		
<ul style="list-style-type: none"> Stuarts Timeline Task – beginning of SOL Story, Source, Scholarship – Why was there a witch craze in the 16th and 17th centuries? – middle of SOL Revision using knowledge organiser for assessment on the whole SOL – end of SOL 		
Feedback		
<ul style="list-style-type: none"> Feedback 4 used for all formal assessment – all students will complete green pen improvement activities as part of the assessment feedback process Live marking using iscan 		

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: 4																													