

YEAR 8 AUTUMN 1 & 2, GUNPOWDER PLOT; CHARLES I AND THE ENGLISH CIVIL WAR, HISTORY DEPARTMENT

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Builds on prior learning regarding the significance of religion in society and the religious divisions following the Reformation Gunpowder Plot – continuity of religious persecution – absolute monarchy. Conspiracy – were the plotters framed Understand the chronology of the monarchy – Charles I 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? NC ref: 2 	<ul style="list-style-type: none"> Gunpowder Plot what were the reasons for the plot; who was involved; was it a conspiracy, the long- term impact of the plot Charles I what sort of king was he; 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 Source analysis/inferences – Gunpowder Plot Narrative account of the civil war Judgement of Cromwell – hero or villain 	<p>Conspiracy; significance; chronological; interpretation; democracy; parliament; civil war; treason; republic; cause/consequence; narrative; persecution; Lord Protector, puritan; roundhead; cavalier; royalist; parliamentarian; interregnum</p>
Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> Debate whether the plotters were framed – reaching judgements and justifying them Learning new vocabulary and using it both verbally and in written form in the correct historical context Source analysis of the impact the civil war had on society 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"> 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. Recognise the differences between modern day monarchies and republics e.g. Britain and America Conspiracy theories throughout history and modern day e.g. Covid 19 (Corona Virus) and 5G 	<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"> Recommended reading: 'A Skinful of Shadows' by Frances Hardinge; 'Simon' by Rosemary Sutcliff 		
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> Spiritual- strength of religious convictions – does religious belief justify decisions Moral – execution of the king – is legal execution ever justifiable? Social -how friends and families can be divided by decisions – can they truly recover 	<ul style="list-style-type: none"> Cross curricular links with science- use of gunpowder – explosives -chemistry Cross curricular links with Character and Culture- relationships and what happens when they go wrong Opportunities to promote reading aloud throughout the unit; Opportunities for extended writing – narrative accounts; newspaper articles 	<ul style="list-style-type: none"> Guy Fawkes was the leader of the plotters There were only 5 plotters Charles I was an unpopular king Oliver Cromwell was the king
Assessment timeline:		
<ul style="list-style-type: none"> Cumulative knowledge quizzes Newspaper article on the Gunpowder plot – hypothesis of whether they were framed Narrative account of the causes of the civil war Analysis of Oliver Cromwell: Hero or Villain 		
Home learning		
<ul style="list-style-type: none"> Meanwhile, Elsewhere – Nur Jahan – beginning of GP unit Bedrock Learning assignment Revision using knowledge organiser for assessment on the Gunpowder Plot – end of GP unit Enrichment Grid – The Stuarts (set at start of topic – 2 weeks) Pixl Unlock Vocab Task – middle of Stuarts/ECW unit Revision using knowledge organiser for assessment on the English Civil War – end of Stuarts/ECW unit 		
Feedback		
<ul style="list-style-type: none"> Feedback 4 for all assessments 'Live' marking using iscanners 		

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:																													