

Year 8 History Department Spring Term 1 Great Plague; Great Fire; Witchcraft and the Scientific Revolution

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• Change and continuity re ideas of cause, impact and methods of treatment of the plague</li> <li>• Chronology of major events in British history</li> <li>• 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.</li> <li>• Chronological evolution in scientific thinking from supernatural to rational and the pioneers e.g. Newton, Galileo; Copernicus; Harvey etc.</li> <li>• NC ref:2;5</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of the Great Plague and its consequences – comparisons to the Black Death</li> <li>• Witchcraft – stereotypes; why they were demonised in the 17<sup>th</sup> century – links to Puritanism/James I/civil war. How they were treated/tested</li> <li>• Local history - Role of Matthew Hopkins employed by the government –case studies e.g. Pendle. Salem Witch Trials local history link Bridget Bishop &amp; Rebecca Nurse witches from Norwich and Great Yarmouth; understand why people believed in witchcraft</li> <li>• Scientific Revolution – evolution: start of the Enlightenment and pioneers – why was it slow to take ‘hold’</li> </ul>	<p><b>Enlightenment – origins Latin in =into and lux meaning light evolution; revolution; demonology; miasma; Witch Finder General; persecution; stereotypes; familiar; gravity; pioneers; Royal Society; printing press – revisit previously taught keywords epidemic/pandemic</b></p>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• <i>Identifying the links between the four topics</i></li> <li>• <i>Learn and use new vocabulary verbally and in written form in the correct historical context</i></li> <li>• <i>Debate on witchcraft</i></li> <li>• <i>Writing frames; success criteria and mark schemes</i></li> <li>• <i>VIP strategy for disadvantaged students</i></li> <li>• <i>Use the SEND passports to ensure the correct strategies are used to support students who have SEN</i></li> <li>• <i>Recommended reading: ‘Children of Winter’ by Berlie Doherty; ‘Mist Over Pendle’ by Robert Neill; ‘Burning Issy’ by Melvin Burgess</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Relevance of the 17<sup>th</sup> century scientific revolution to scientific discoveries in the 21<sup>st</sup></i></li> <li>• <i>Evolution of revolution to the digital revolution</i></li> <li>• <i>21<sup>st</sup> century interpretation of witch hunts – how people can easily be marginalised</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understanding of existence of modern-day pandemics e.g. Coronavirus</i></li> <li>• <i>Understanding the effects/dangers of stereotyping</i></li> <li>• <i>Inspirational individuals and the impact of their discoveries on our lives – encourage students to develop their own ideas</i></li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:

<ul style="list-style-type: none"> <li>• <i>Witchcraft/Witches – does it have to involve ‘magic’ – people in modern society believe in witches and witchcraft</i></li> <li>• <i>Social - Marginalisation of sections of society</i></li> <li>• <i>Morality issues surrounding the development of scientific treatments</i></li> <li>• <i>Spiritual- Can/does science replace religion -can they peacefully co-exist</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Cross curricular links with the English department e.g. diary of Samuel Pepys</i></li> <li>• <i>Cross curricular with Science and maths e.g. Newton and Galileo development of science and scientific discoveries</i></li> <li>• <i>Numerous opportunities to promote reading aloud and opportunities for extended writing – source analysis</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Think witches live up to the stereotypes e.g. wear black</i></li> <li>• <i>Scientific ideas and discoveries were welcomed and instigated immediate change</i></li> <li>• <i>Scientific discoveries limited the power of the Church</i></li> </ul>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>• <i>Knowledge quizzes</i></li> <li>• <i>Inferences from sources relating to the Great Plague</i></li> <li>• <i>Evaluation of change vs. continuity in the early modern period</i></li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>• <i>Story, Source, Scholarship – Why was there a witch craze in the 16<sup>th</sup> and 17<sup>th</sup> centuries? – beginning of SOL</i></li> <li>• <i>Bedrock Learning assignment – middle of SOL</i></li> <li>• <i>Revision using knowledge organiser for assessment on the whole SOL – end of SOL</i></li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>• <i>Feedback 4 used for all assessed pieces</i></li> <li>• <i>Live marking using iscan</i></li> </ul>		

## 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:																													