

Year 8 History Department 2021 - 2022

Half Term 3 Scheme of Learning
Focus: Stuarts and the Civil War

Enquiry Question
How much power should the monarchy have?

Intent of this scheme of learning

The intent of this scheme of learning is for students to assess the level on instability in the Stuart era and recognise the causes and consequences. Students will link the events to modern day and review times of instability in the 21st century and what this means locally, nationally and internationally.

Prior learning and links to future learning

In Year 7, students learnt about the Black Death and will make a comparison here to the Great Plague. The study of the Stuart period leads directly into the HT4 topic of the Interregnum and Restoration of the monarchy. Students will determine the extent of change and continuity between the two topics.

Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the cause/consequence and significance across the timescale.

Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

Tim Harris - Britain's First Stuart Kings

Substantive Knowledge

British Knowledge:

- Gunpowder plot
- Great Fire of London
- English Civil War

Meanwhile elsewhere in Europe and/or the Wider World:

- Consolidation of the English and Scottish crowns
- Wider impact of the Great Plague

Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

Links to career and the wider world

Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will produce accounts of the gunpowder plot and plague

Academy core values – Respect, Ambition, Resilience and Compassion

Students will recognise the resilience of people in England throughout this unstable time and when facing adversity. Students will reflect on how they would react and how they overcome adverse situations.

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.		
Assessment 4 – How stable was England? Assessment 5 – How much power should the Monarchy have?		

Lesson Sequencing			
	Learning Intention	Key knowledge	Challenge framework
What were the problems of the early Stuart period?			
1	Describe the reign of James I	<ul style="list-style-type: none"> Consolidation of the Crowns (England & Scotland) Issues of religion (Splits in the Protestant faith) Marriage and family (Marriage to a Catholic princess) 	<ul style="list-style-type: none"> Identify James' relationship to Elizabeth Describe the key issues of his reign Assess the significance of the reign of James I
2	Describe the events of the Gunpowder Plot	<ul style="list-style-type: none"> Treatment of Catholics in England Changes in religion under James I Beliefs of Guy Fawkes & Robert Catesby 	<ul style="list-style-type: none"> Identify the conflict between the Catholics and the King Describe the actions of the plotters Assess the impact of the plot
3	Compare the consequences of the Gunpowder Plot	<ul style="list-style-type: none"> Trial and Execution of Guy Fawkes Changes in treatment of Catholics – Act of Popish Recusants, oath of loyalty to the King Social unrest 	<ul style="list-style-type: none"> Describe the execution of the plotters Compare the consequence of the Gunpowder plot Assess the significance of the plot for different groups and modern day
Why was the late Stuart period so unstable?			
4	Assess the impact of the Great Plague	<ul style="list-style-type: none"> Similarities to the Black Death Response of London to the Plague Treatments for the Plague 	<ul style="list-style-type: none"> Identify similarities to Black Death Describe features of the Plague Assess the impact of the Great Plague – what changed in England as a result?

5	Explain why the Great Fire of London spread	<ul style="list-style-type: none"> • Conditions in towns • Weather conditions (Drought & High winds) • Design of buildings (City planning, house materials) 	<ul style="list-style-type: none"> • Identify the events of the Great Fire • Describe the different factors that affected the fire • Explain why the fire spread
6	Explain why Charles I was so unpopular	<ul style="list-style-type: none"> • Marriage to Henriette • Changes to religion • Ship Tax • Dissolution of Parliament 	<ul style="list-style-type: none"> • Describe the rule of Charles I • Identify the cause of the conflict between him and Parliament • Explain why these choices made him so unpopular
7	Compare the armies of the English Civil War	<ul style="list-style-type: none"> • Parliamentarians (Roundheads) • Royalists (Cavaliers) • Role of Prince Rupert • Role of Oliver Cromwell • Key battles of the Civil War 	<ul style="list-style-type: none"> • Identify key features of each army • Describe main successes and failures • Compare the strength and efficiency of the two armies
8	Evaluate sources about the trial and execution of King Charles	<ul style="list-style-type: none"> • Charles' surrender to Parliament • Trial of Charles • Belief in the Divine right of Kings • Reaction to the execution 	<ul style="list-style-type: none"> • Describe the events of the trial and execution • Evaluate how useful the sources are to validating the story • Assess the interpretations of the trial and execution