

**Year 8 History Department Curriculum 2023 – 2024**

**Half Term 3 Scheme of Learning  
Focus: The Stuart Reign**

**Enquiry Question  
How stable was life under the Stuarts?**

**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 21<sup>st</sup> 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.

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.

**Assessment 3-** How stable was life in Stuart England?

**CEIAG links**

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. Students will also explore links to the NHS and fire service when comparing to the modern day.

**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.

<b>Tier 2 vocab</b>	Rule	Plot	Catholics	Conflict	Civil	Impact	Treatments	Similarities	Explosives	Stable
<b>Tier 3 vocab</b>	Gunpowder	Dissolution	Parliament	Plague	Bacteria	Plague Doctor	Divine Right of Kings	Royals	Puritans	Execution

### Lesson Sequencing

	Learning Intention TBAT	Knowledge	Skills
1	Describe the rule of James I and the Gunpowder Plot	<ul style="list-style-type: none"> <li>• Treatment of Catholics in England</li> <li>• Changes in religion under James I</li> <li>• Beliefs of Guy Fawkes &amp; Robert Catesby</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the conflict between the Catholics and the King</li> <li>• Describe the actions of the plotters</li> <li>• Assess the impact of the plot</li> </ul>
2	Explain the causes of the English Civil War	<ul style="list-style-type: none"> <li>• Marriage to Henriette</li> <li>• Changes to religion</li> <li>• Ship Tax</li> <li>• Dissolution of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the rule of Charles I</li> <li>• Identify the cause of the conflict between him and Parliament</li> <li>• Explain why these choices made him so unpopular</li> </ul>
3	Assess the impact of the Great Plague in 1665	<ul style="list-style-type: none"> <li>• Similarities to the Black Death</li> <li>• Response of London to the Plague</li> <li>• Treatments for the Plague</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities to Black Death</li> <li>• Describe features of the Plague</li> <li>• Assess the impact of the Great Plague – what changed in England as a result?</li> </ul>
4	Explain the significance of the Great Fire of London in 1666	<ul style="list-style-type: none"> <li>• Conditions in towns</li> <li>• Weather conditions (Drought &amp; High winds)</li> <li>• Design of buildings (City planning, house materials)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the events of the Great Fire</li> <li>• Describe the different factors that affected the fire</li> <li>• Explain why the fire spread</li> </ul>
5	Analyse sources on how stable life was under the Stuarts	<ul style="list-style-type: none"> <li>• The Gunpowder Plot</li> <li>• English Civil War</li> <li>• Great Plague</li> <li>• Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• Compare periods of instability under the Stuarts</li> <li>• Assess source material on how stable life was under the Stuarts</li> </ul>