

History Year 8 – TERM 2

Through the examination of key events, students see the impacts of the reformation and the religious split. Students can relate local customs surrounding bonfire celebrations to the attempted terrorist attempt on King James I and examine the beginnings of changing society into a meritocracy under Cromwell. This ensures an understanding of the gradual progression and modernisation of attitudes, as well as providing students with a good opportunity to make comparisons between the arrival of the plague (studied in Year 7) and the impact (or lack of impact) of new learning in responses to the 1665 outbreak in London. This allows for students to move on in Term 3 to analyse the British Empire and its impacts, including slavery, and how attitudes towards these changed over time too.

	Lesson Intent (i.e. how does support learning in the next lesson/future lesson/exam prep, etc)	Vocabulary – Daily Retrieval/Teach for memory	Activities/Assessment (to including the metacognitive/learning verb)	Homework/Literacy Map
<p><u>KG/s Discuss the conspiracy theory – were the Catholics framed?</u></p> <p>Lesson 1 and 2</p>	<p>Relating to the importance of the 5th November in Sussex culture, this lesson aims to explore the reasons behind the customs and use sources to analyse bias and explore two sides to an argument to create justified judgments.</p> <p>Feeds on from prior lessons on Renaissance – Term 1.</p> <p>Feeds on from ‘Reformation’ (Year 7)</p> <p>Feeds on from the ‘Religious Divide’ in Yr7, and Term 1 ‘Marriage Debate’.</p> <p>Feeds forward to ‘Causes of English Civil War’ - Lesson 3.</p> <p>Feeds forward to ‘Events of the Execution’ - Lesson 4.</p>	<p>Conspiracy Plotting Explosion Aggrieved Chronology Framed</p>	<p>Listen/watch/discuss the poem “Remember, Remember the fifth of November Look at the Guy Fawkes signatures – discuss the impact of his torture. Research the events of the gunpowder plot - Reading pages 68 – 69 Renaissance, Revolution and Reformation Link these to the bonfire celebrations and discussions of Sussex culture and differences to the rest of UK</p> <p>Lesson 2 This lesson is set up for an ASSESSED PIECE which is using a range of sources to determine if the plotters were set up. Use the sources on pages 70/71 of the textbook – sort into evidence for a plot/evidence set up.</p>	<p>Literacy HW – conspiracy – give one week</p>

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			Pupils should write up their answer using at least 4 sources Scaffolding for marked task available	
<u>KG/s Asses the extent to which the commanders armies in the civil war were promoted based on their ability</u> Lesson 3 Literacy hw due	This looks at the events and key individuals of the English Civil war, through looking at their qualities. It shows how for some there was still a strict hierarchy of power, but that for others attitudes were beginning to change. Feeds on from Lessons 1 + 2; 'Catholic/Protestant Divide' in Yr7; and Term 1 - Lessons 1-9. Feeds on from 'Changing Attitudes Within Society' - Term 1 Lessons 8-11. Feeds forward to 'Extent of Changing Attitudes in Medicine' at GCSE/ Feeds forward to 'Events of the Civil War' and 'The Execution of Charles 1' - Lessons 4-6.	Ability Merit Promotion Nepotism Patronage Aristocracy Cavalier Roundhead Parliamentarian Traditional Meritocracy Hierarchy	Define Civil War, Nepotism and Merit. Sources – carousel task. Looking at evidence of who commanded, their backgrounds and their roles/successes – this could be through a range of fact files and a comparison table. Cromwell and the army generals based on merit – Prince Rupert and Cavalier generals based on nepotism. Judgment – are attitudes changing? Temper this – are they only changing for some.	HERStory research – a famous woman in the civil war? How could women help in the civil war? https://www.nationalarchives.gov.uk/education/resources/women-english-civil-wars/ - could complete tasks here? http://earlofmanchesters.co.uk/the-warrior-women-of-the-english-civil-war/ - or use this for research? Give 2 weeks
<u>KG/s Was the execution of Charles I inevitable? Analyse and Review the causes of execution</u> Lesson 4 (and 5?)	This is leading to another key turning point in British history, and demonstrates a massive change in understanding of social and power relationships. This looks at the ideas of cause and consequence, and reviewing the events to judge where the turning points arose. Feeds on from Lessons 1 + 2; 'Catholic/Protestant Divide' in Year 7; Term 1 - Lessons 1-9.	Prosecution Defence Divine Right Omnipotent Arrogant Execution Inevitable Turning point	Examine the images of the execution and annotate. Identify causes of civil war – taxes, rule without parliament and DIVINE RIGHT. They are given cards – top font is recap for why Parliament won but bottom font is information that will answer when execution became inevitable – then plot these on the living graph.	

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	<p>Feeds on from 'Changing Attitudes Within Society' - Term 1, Lessons 8-11. Feeds on from 'Events of the Civil War', and 'Key Characters' - Lesson 3. Feeds on from 'Printing Press' and the significance of this/Tyndale - Term 1. Feeds on from the power struggles of the Medieval kings such as Henry II, John and Richard II – Year 7 Feeds forward to 'The extent of Changing Attitudes in Medicine' at GCSE. Feeds forward to 'The Execution of Charles 1, Lesson 6.</p>		<p>Write a short paragraph explaining their decision.</p>	
<p><u>KG/s To kill or not to kill?</u> <u>Relate</u> <u>parliament's decision to the events of 1649</u> Lesson 6 Herstory hw due</p>	<p>This is another key turning point in British history, and demonstrates a massive change in understanding of social and power relationships. With challenges to the role of kings, it also challenged the hierarchy of knowledge and allowed new people and new ideas to prosper rather than keeping to the status quo. Feeds on from Lessons 1 + 2; 'Catholic/Protestant Divide' in Year 7; and Term 1 Lessons 1-9. Feeds on from 'Changing Attitudes Within Society' - Term 1 Lessons 8-11. Feeds on from 'Events of the Civil War' and 'Key Characters' Lesson 3. Feeds on from 'Printing Press' and the significance of this/Tyndale - Term 1.</p>	<p>Prosecution Defence Devine Right Omnipotent Arrogant Execution Inevitable Verdict Deliberation</p>	<p>Note – if you want to set this up as a role play then by all means do. You can do so after looking at all of the information for/against and the trial (Making a bullet proof hat will be fun!!) ROLE PLAY MAY TAKE 2 LESSONS</p> <p>Quick overview of what trial by juries mean, and key terms verdict and deliberation. Examine the arguments for and against the execution and make an explained judgment – does the evidence support the execution? MARKED WORK</p>	

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	<p>Feeds on from 'The Power Struggles of the Medieval Kings' such as Henry II, John and Richard II – Year 7.</p> <p>Feeds forward to 'Extent of Changing Attitudes in Medicine' at GCSE.</p> <p>Feeds forward to 'The Execution of Charles 1' - Lesson 6.</p>		<p>Source work to examine images of the trial and execution to annotate and explain aspects of the sources</p>	
<p><u>KG/s Summarise the experiences of the first settlers</u></p> <p>Lesson 7</p>	<p>Here, we begin to explore other meeting with cultures. This will create a chronological link in order to later work on empires and a moral question. Link to geography – push and pull factors</p> <p>Feeds on from Lessons 1 + 2; 'Catholic/Protestant Divide' in Year 7; and Term 1 - Lessons 1-9.</p> <p>Feeds on from 'Changing Attitudes Within Society' - Term 1.</p> <p>Link forward to 'Exploration and New Medicines' in 'Medicine' at GCSE.</p> <p>Feeds forward to 'Empire' Lessons.</p>	<p>Pilgrim Settlement Relocation Push factor Persecution Puritan</p>	<p>Pocahontas clip – digging for gold – ISM – what does this tell us about why people went to the new world?</p> <p>Examine issues of Persecution in Britain – Examine the first settlement – pros/cons.</p>	<p>Research – early pilgrim settlers – fact file on the Mayflower?</p> <p>Who went? When? Where to? Details of the journey Fate of the settlers? Other early first settlements</p> <p>Give 2 weeks</p>
<p><u>KG/s Has the new learning worked? Compare and contrast the reactions doctors in the times of Edward III and Charles II</u></p> <p>Lesson 8</p>	<p>This lesson applies the knowledge of changing attitudes in the context of specific examples, and mirrors learning at GCSE. It allows for comparison and contrasts with the application of knowledge in a specific case across time periods.</p> <p>Feeds on from Year 7 learning – the Black death and beliefs about disease.</p> <p>Feeds on from 'Changing Attitudes Within Society' - Term 1, Lessons 8-11.</p>	<p>Proclamation Epidemic Disease</p>	<p>Retrieval of Black death learning – causes, beliefs about disease etc.</p> <p>Quiz – scenarios from 1660s – points score for best answers to them.</p> <p>Sources – Lord mayor's proclamations 1665</p> <p>Compare – what has changed – actions? Compare – what has changed – beliefs? Compare – what has changed – impacts?</p> <p>Judgment – how much has really changed? MARKED WORK</p>	

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	<p>Feeds on from 'Printing Press' and the spread of new knowledge.</p> <p>Feeds forward to 'Extent of Changing Attitudes in Medicine' at GCSE.</p> <p>Feeds forward to GCSE 'Medicine' - study of the 1665 plague.</p> <p>Feeds forward to 'Industrial Revolution' and conditions in towns/outbreaks of disease such as cholera.</p>			
<p><u>KG/s Compare Celebrations of different religious factions</u> Lesson 9</p> <p>First settlement research hw due</p>	<p>This is another key turning point in British history, and demonstrates a massive change in understanding of social and power relationships. With challenges to the role of kings, it also challenged the hierarchy of knowledge and allowed new people and new ideas to prosper rather than keeping to the status quo.</p> <p>Feeds on from Lessons 1 + 2; 'Catholic/Protestant Divide' in Year 7; and Term 1, Lessons 1-9.</p> <p>Feeds on from 'English Civil War' – Lessons 3-6.</p> <p>Feeds on from 'Medieval Christmas' - Year 7.</p> <p>Feeds forward to 'Christmas in the Trenches of WW1' and 'Comparing Experiences'.</p>	<p>Puritan Commonwealth Carnivals Dancing Frivolity Banned</p>	<p>A puritan Christmas Exploration of key vocabulary. Watch the Horrible histories clip – to see what Puritan Christmas involved. Comparison between Medieval and Modern Christmas celebrations. Success criteria levels displayed to guide work. Ext – how would you secretly get around the laws? Review the laws – how successful would Cromwell have been?</p>	

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