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| **Subject: KS5 History** | **Course/Year group: 12** | **Key Topic: Glorious Revolution 1688-1701** |

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| **Historical Interpretations.How revolutionary in the years to 1701, was the Glorious Revolution 1688-1689?** This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit). Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). The significance of the [Bill of Rights of 1689](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/billofrights/) and the [Act of Settlement of 1701](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/) should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy. Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm) and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined. The importance of the [role of parliament in the years 1688–1701](https://books.google.co.uk/books?id=6kyFAgAAQBAJ&pg=PA195&lpg=PA195&dq=Parliament+and+Monarchy+1688-1701&source=bl&ots=YFNhe9-B4b&sig=Fd0p6906zjYZEzO4PKFUaU46U1w&hl=en&sa=X&ei=HOqHVcaMIoubsgGMmYPYCQ&ved=0CDAQ6AEwAw#v=onepage&q=Parliament%20and%20Monarchy%201688-1701&f=false) should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country. They should be aware that [William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). Students should understand the significance of the [change from royal control of finance to parliamentary oversight](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). |

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| **History Concepts and Processes** | **Powerful Knowledge expectations/Assessment Objectives** | **Cross-curricular and inter-disciplinary links** |
| **1 Concepts****1** Chronological understanding,**2** Cultural, ethnic and religious diversity,**3** Knowledge and Understanding of events and developments**4** Causation and consequence,**5** Change and continuity**6** Similarity and difference,**7** Significance,**2 Processes****AO2 Historical Enquiry****AO3 Exploring interpretations** | **Most pupils will:**Have a developed chronological overview of x. They will have developed knowledge and understanding about the --- and the causes of ---- and the changes and continuities that were to result. They will have developed historical enquiry skills and the ability to use evidence to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have an appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking.**Some pupils will have progressed further and will:**Have a developed a sophisticated chronological overview of x .They will have developed deep knowledge and understanding about the ---- and the complex causes of ---- and the significant changes and continuities that were to result. They will have developed critical historical enquiry skills and the ability to use evidence sophisticatedly to communicate about the past. Furthermore they will have developed the personal learning and thinking skills of independent enquiry, creative thinkers, team workers and effective participators. They will have a more sophisticated appreciation of wider curriculum dimensions of cultural diversity and creative and critical thinking. | **Habits of Mind****Inquisitive -** Wondering & questioning, Exploring possibilities, Challenging assumptions**Collaborative -** Co-operating appropriately, Giving & receiving feedback, Sharing the ‘product’**Persistent -** Sticking with difficulty, Daring to be different, Tolerating uncertainty**Disciplined -** Crafting & improving, Reflecting critically, Developing techniques**Imaginative -** Using intuition, Making connections, Playing with possibilities**Literacy**WritingReadingSpeaking and Listening |

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|  | **History Learning Objectives: Concepts, Powerful Knowledge and skills including; habits of mind. literacy and numeracy.** | **Differentiated teaching strategies/activities including stretch and challenge** | **Resources** | **AfL activities and formal assessment** | **Extended enquiry including stretch and challenge** |
| Week 1 | **I In a nutshell :?****History Learning Objectives**Enquiry Question. Introducing the resources - Thinking about the learning journey in the next 6 weeks- 18 lessons?This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit). Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
* Modelling.
* Independent Learning.

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| Week 2**Focus 1** | **II Causes and analyses of developments:** **Focus 1** This topic focuses on the [overview of the Glorious Revolution](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/) of 1688–89 which led to the fall of [James II](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/JamesII.aspx) and the accession of [William and Mary](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensoftheUnitedKingdom/TheStuarts/MaryIIWilliamIIIandTheActofSettlement/MaryIIWilliamIII.aspx) as joint sovereigns and the [historiography of the development](https://docs.google.com/document/d/1dxpnkPcEdFr-RnXgUJuJtigMkPIDvGuadQNB5UqTAcY/edit). Students will need to understand the [revolutionary ideals which led to the overthrow of James II](https://docs.google.com/document/d/1k9R0daML9RmoVmsAggP6EpQ6xej_02O37c9E5SCYBps/edit). The significance of the [Bill of Rights of 1689](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/billofrights/) and the [Act of Settlement of 1701](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/actofsettlement/) should be understood, and the extent to which these acts confirmed the end of divine right and established a constitutional monarchy. **History Learning Objectives**Enquiry Question. Study Extracts 1 and 2 in the Extracts Booklet before you answer this question. In the light of differing interpretations, how convincing do you find the view that, ? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 3 **Focus 2** | **II Causes and analyses of developments:** **Focus 2** Students should be aware of the importance of the [Toleration Act](http://www.jacobite.ca/documents/1689toleration.htm) and of those who were excluded from the Act’s provisions. They should note the extent to which the supremacy of the Anglican Church, and of a confessional state, were both undermined. **History Learning Objectives**Enquiry Question. Study Extracts 1 and 2 in the Extracts Booklet before you answer this question. In the light of differing interpretations, how convincing do you find the view that, ? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 4**Focus 3** | **II Causes and analyses of developments:** **Focus 3** The significance of the Triennial Act 1694 and the growth of parliamentary power. The importance of the [role of parliament in the years 1688–1701](https://books.google.co.uk/books?id=6kyFAgAAQBAJ&pg=PA195&lpg=PA195&dq=Parliament+and+Monarchy+1688-1701&source=bl&ots=YFNhe9-B4b&sig=Fd0p6906zjYZEzO4PKFUaU46U1w&hl=en&sa=X&ei=HOqHVcaMIoubsgGMmYPYCQ&ved=0CDAQ6AEwAw#v=onepage&q=Parliament%20and%20Monarchy%201688-1701&f=false) should be understood, and students should be aware of how far parliament had become a partner with the monarchy, in the government of the country. **History Learning Objectives**Enquiry Question. Study Extracts 1 and 2 in the Extracts Booklet before you answer this question. In the light of differing interpretations, how convincing do you find the view that, ? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 5**Focus 4** | **II Causes and analyses of developments:** **Focus 4** They should be aware that [William III’s war with France led to a restructuring of government finances, public scrutiny of government income and expenditure and the establishment of the Bank of England in 1694](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/). Students should understand the significance of the [change from royal control of finance to parliamentary oversight](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/revolution/overview/financialrevolution/).**History Learning Objectives**Enquiry Question. Study Extracts 1 and 2 in the Extracts Booklet before you answer this question. In the light of differing interpretations, how convincing do you find the view that, ? To explain your answer, analyse and evaluate the material in both extracts, using your own knowledge of the issues.AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 6 | **III Thematic Analysis of Wider context** **History Learning Objectives**Enquiry Question. ?AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Week 6 | **IV Cracking the Puzzle. Preparing for Assessment****History Learning Objectives**Enquiry Question. ?AO 3 and 4**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
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| Transferable skills | Examples |
| **Cognitive skills**  | Non-routine problem solving – expert thinking, metacognition, creativity.Systems thinking – decision making and reasoning.Critical thinking *–* definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.*

ICT literacy *-* access, manage, integrate, evaluate, construct and communicate |
| **Interpersonal skills**  | Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.*

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.  |
| **Intrapersonal skills** | Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.  |