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| **Subject: KS5 History** | **Course/Year group: 12** | **Key Theme 3 :** Social and intellectual challenge, 1625–88 |

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| **Social and intellectual challenge, 1625–88.** Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants. The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html). |

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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 social and intellectual challenge 1625-88. They will have developed knowledge and understanding about the population, class and ideas and the causes of challenge 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 the social and intellectual challenge 1625-88. They will have developed deep knowledge and understanding about the population, class and ideas and the complex causes of challenge 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**Key Topic 1** | **I In a nutshell :?****History Learning Objectives**Enquiry Question. Introducing the resources - Thinking about the learning journey in the next 4 weeks- 12 lessons?**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.

 **Plenary**·  | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |
| Week 1**Part 1** | **II Causes and analyses of developments:** **Part 1** Population: reasons for the increase in population; the impact of [population growth](http://homepage.ntlworld.com/hitch/gendocs/pop.html) on urban development and rural change; growth of [poverty and vagrancy](http://cass.lancs.ac.uk/wp-content/uploads/2015/04/09-CASS-Beggars-RL-FINISHED.pdf); the Poor Laws and actions against beggars and vagrants. **History Learning Objectives**Enquiry Question. How far did population change and the extent and administration of Poverty 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**Establish groups and group roles along with the ultimate aim of the research.**Development Activities*** Group work.

Collaboration on Activity 1, 2 and 3 with group roles of Researchers of Text, Websites, Youtube, Pictures and Analyser of extent of change.* Modelling.

Each group presents their findings as a model for others to consider through questioning and downloading for homework to include in their folders.* Independent Learning.

To produce a piece of extended writing on the extent of change and challenge to political stability presented by Theme 3 Part 1 content. **Plenary**Consider the range of interpretations offered through research by students on the extent of change and challenge along with the historiographical debates of the period. | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |
| Week 2 **Part 2** | **II Causes and analyses of developments:** **Part 2** The changing structure of society: [the power of the nobility; the changing gentry class](https://en.wikipedia.org/wiki/Storm_over_the_gentry); urbanisation ([growth of London](http://www.bbc.co.uk/history/british/civil_war_revolution/brighter_lights_01.shtml)) and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. **History Learning Objectives**Enquiry Question. How far did class and gender roles change 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**Establish groups and group roles along with the ultimate aim of the research. **Development Activities*** Group work.

Collaboration on Activity 1, 2 and 3 with group roles of Researchers of Text, Websites, Youtube, Pictures and Analyser of extent of change.* Modelling.

Each group presents their findings as a model for others to consider through questioning and downloading for homework to include in their folders.* Independent Learning.

To produce a piece of extended writing on the extent of change and challenge to political stability presented by Theme 3 Part 2 content. **Plenary**Consider the range of interpretations offered through research by students on the extent of change and challenge along with the historiographical debates of the period. | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |
| Week 3**Part 3** | **II Causes and analyses of developments:** **Part 3** A ferment of ideas: radical political ideas [Hobbes and Locke](http://www.academia.edu/860350/Explain_what_made_the_political_arguments_of_both_Hobbes_and_Locke_so_progressive_for_their_time), including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including [Francis Bacon](http://www.francisbaconsociety.co.uk/francis-bacon/influence-and-reputation/) , and the experimental method; the [significance of the Royal Society](http://www.history.org.uk/resources/secondary_resource_7382_123.html).**History Learning Objectives**Enquiry Question. How far did political and scientific thought develop to challenge the establishment 1625-88?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**Establish groups and group roles along with the ultimate aim of the research. **Development Activities*** Group work.

Collaboration on Activity 1, 2 and 3 with group roles of Researchers of Text, Websites, Youtube, Pictures and Analyser of extent of change.* Modelling.

Each group presents their findings as a model for others to consider through questioning and downloading for homework to include in their folders.* Independent Learning.

To produce a piece of extended writing on the extent of change and challenge to political stability presented by Theme 3 Part 1 content. **Plenary**Consider the range of interpretations offered through research by students on the extent of change and challenge along with the historiographical debates of the period. | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |
| Week 4 | **III Thematic Analysis of Wider context** **History Learning Objectives**Enquiry Question. ?AO 1 and 2**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.

 **Plenary**· **Al**l**Most****Some** | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |
| Week 4 | **IV Cracking the Puzzle. Preparing for Assessment****History Learning Objectives**Enquiry Question. ?AO 1 and 2**Habits of Mind Objectives**Inquisitive, Collaborative, Persistent, Disciplined, Imaginative**Literacy Objectives**Reading, Speaking and Listening and Writing | **Starter**· **Development Activities*** Group work.
* Modelling.
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 **Plenary**·  | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1WpnKp4HFG8Oo0vbQtEQitZbeJf0ErzVrCJ4qYWdLGPY/edit)2 **Reading.**[3 **Online resources.**](http://historyattallis.weebly.com/ks5-paper-1-britain-1625-1701.html) | 1 Developing powerful knowledge through reading, speaking and listening and writing.2 Extended writing presentation3 Peer Assessment and Teacher Assessment | 1 [Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)3 [Keith Wrightson Society 1560-1640](https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3) |

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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.  |