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| **Subject: KS4/5 History** | **Course/Year group: 9/10/11/12/13** | **Key Topic 1: The quest for political stability, 1625–49 and Religion: conflict and dissent, 1625–49** |

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| **The quest for political stability, 1625–49 and Religion: conflict and dissent, 1625–49**. In studying Theme 1, students need to understand the [nature of Stuart rule](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) and the [reasons why the system failed to provide a stable system of government](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) in the given period. They should understand Charles I’s political ambitions and the extent of [parliamentary opposition to the king](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) resulting in the [complete breakdown of the relationship](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/). Detailed knowledge of the events of the civil wars is not required, but students should understand [the growing political and military power of parliament in the years to 1646](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/), and [Charles’ unwillingness to compromise his royal authority](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/). In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period.[They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland](http://www.nationalarchives.gov.uk/education/civilwar/g3/key/#p3). |

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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 not have made so much progress and will:**  **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**  Writing  Reading  Speaking 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 5 weeks- 15 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**.  2 **Reading.**  3 **Online resources.** | 1 Developing powerful knowledge through reading, speaking and listening and writing.  2 Extended writing presentation  3 Peer Assessment and Teacher Assessment | 1 [The Labelling and Historiography 164-60 Rachel Hammersley](http://thefaculties.org/early-modern-britain/labelling-historiography-1640-60-descent-war-dr-rachel-hammersley/)  2 [History Today Articles on 1625-42](https://drive.google.com/drive/folders/0B1nsDxK47bFYSmVTeUx5Z3NidDQ)  3 [History Today Articles on 1642-49](https://drive.google.com/drive/folders/0B1nsDxK47bFYQmE1dFQ0czNDY2c)  4 [Keith Wrightson Yale University 1629-40](https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3)  5 [Keith Wrightson Yale University 1640-46](https://www.youtube.com/watch?v=qPwuul8J-Os&list=PL18B9F132DFD967A3&index=20)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-004)  [7 Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 1-2  **Theme 1** | **II Causes and analyses of developments:**  **Theme 1** students need to understand the [nature of Stuart rule](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) and the [reasons why the system failed to provide a stable system of government](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) in the given period. They should understand Charles I’s political ambitions and the extent of [parliamentary opposition to the king](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) resulting in the [complete breakdown of the relationship](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/). Detailed knowledge of the events of the civil wars is not required, but students should understand [the growing political and military power of parliament in the years to 1646](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/), and [Charles’ unwillingness to compromise his royal authority](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/).  **History Learning Objectives**  Enquiry Question. Why did Charles I fail to establish a stable system of government 1625-49?  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**.  2 **Reading.**  3 **Online resources.** | 1 Developing powerful knowledge through reading, speaking and listening and writing.  2 Extended writing presentation  3 Peer Assessment and Teacher Assessment | 1 [The Labelling and Historiography 164-60 Rachel Hammersley](http://thefaculties.org/early-modern-britain/labelling-historiography-1640-60-descent-war-dr-rachel-hammersley/)  2 [History Today Articles on 1625-42](https://drive.google.com/drive/folders/0B1nsDxK47bFYSmVTeUx5Z3NidDQ)  3 [History Today Articles on 1642-49](https://drive.google.com/drive/folders/0B1nsDxK47bFYQmE1dFQ0czNDY2c)  4 [Keith Wrightson Yale University 1629-40](https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3)  5 [Keith Wrightson Yale University 1640-46](https://www.youtube.com/watch?v=qPwuul8J-Os&list=PL18B9F132DFD967A3&index=20)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-004)  [7 Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 3-4  **Theme 2** | **II Causes and analyses of developments:**  **Theme 2** students should be aware of the diversity of religious beliefs and opinions during the given period.[They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland](http://www.nationalarchives.gov.uk/education/civilwar/g3/key/#p3).  **History Learning Objectives**  Enquiry Question. Why did Laud’s attempts to impose religious uniformity fail 1625-49?  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**.  2 **Reading.**  3 **Online resources.** | 1 Developing powerful knowledge through reading, speaking and listening and writing.  2 Extended writing presentation  3 Peer Assessment and Teacher Assessment | 1 [The Labelling and Historiography 164-60 Rachel Hammersley](http://thefaculties.org/early-modern-britain/labelling-historiography-1640-60-descent-war-dr-rachel-hammersley/)  2 [History Today Articles on 1625-42](https://drive.google.com/drive/folders/0B1nsDxK47bFYSmVTeUx5Z3NidDQ)  3 [History Today Articles on 1642-49](https://drive.google.com/drive/folders/0B1nsDxK47bFYQmE1dFQ0czNDY2c)  4 [Keith Wrightson Yale University 1629-40](https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3)  5 [Keith Wrightson Yale University 1640-46](https://www.youtube.com/watch?v=qPwuul8J-Os&list=PL18B9F132DFD967A3&index=20)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-004)  [7 Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 5 | **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**.  2 **Reading.**  3 **Online resources.** | 1 Developing powerful knowledge through reading, speaking and listening and writing.  2 Extended writing presentation  3 Peer Assessment and Teacher Assessment | 1 [The Labelling and Historiography 164-60 Rachel Hammersley](http://thefaculties.org/early-modern-britain/labelling-historiography-1640-60-descent-war-dr-rachel-hammersley/)  2 [History Today Articles on 1625-42](https://drive.google.com/drive/folders/0B1nsDxK47bFYSmVTeUx5Z3NidDQ)  3 [History Today Articles on 1642-49](https://drive.google.com/drive/folders/0B1nsDxK47bFYQmE1dFQ0czNDY2c)  4 [Keith Wrightson Yale University 1629-40](https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3)  5 [Keith Wrightson Yale University 1640-46](https://www.youtube.com/watch?v=qPwuul8J-Os&list=PL18B9F132DFD967A3&index=20)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-004)  [7 Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 5 | **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. * Independent Learning.     **Plenary**  ·  **Al**l  **Most**  **Some** | 1 **Department Activity booklet**.  2 **Reading.**  3 **Online resources.** | 1 Developing powerful knowledge through reading, speaking and listening and writing.  2 Extended writing presentation  3 Peer Assessment and Teacher Assessment | 1 [The Labelling and Historiography 164-60 Rachel Hammersley](http://thefaculties.org/early-modern-britain/labelling-historiography-1640-60-descent-war-dr-rachel-hammersley/)  2 [History Today Articles on 1625-42](https://drive.google.com/drive/folders/0B1nsDxK47bFYSmVTeUx5Z3NidDQ)  3 [History Today Articles on 1642-49](https://drive.google.com/drive/folders/0B1nsDxK47bFYQmE1dFQ0czNDY2c)  4 [Keith Wrightson Yale University 1629-40](https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3)  5 [Keith Wrightson Yale University 1640-46](https://www.youtube.com/watch?v=qPwuul8J-Os&list=PL18B9F132DFD967A3&index=20)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-004)  [7 Simon Schama History of Britain 08](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |

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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. |