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| **Subject: KS5 History** | **Course/Year group: 12** | **Key Topic:** The quest for political stability, 1649–60 and Religion: conflict and dissent, 1649–60 |

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| **The quest for political stability, 1649–60 and Religion: conflict and dissent, 1649–60**. In studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60. In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of [changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125). |

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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**  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 3 weeks- 9 lessons?  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/1E0LvjjT8VtXZm2jVkOUct9MctGwvnezH1t0K3GOEuMU/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 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 1649-60](https://drive.google.com/drive/folders/0B1nsDxK47bFYWkpyM25rZVhLMnM)  3 [Keith Wrightson 1647-60](https://www.youtube.com/watch?v=v500uw9qnDU&list=PL18B9F132DFD967A3&index=21)  5 [David Starkey The Stuarts](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-005)  [7 Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 1  **Theme 1** | **II Causes and analyses of developments:**  **Theme 1** In studying Theme 1, students need to understand the nature of Republican and [Cromwell's](http://www.bbc.co.uk/timelines/zttpsbk) rule and the reasons why the system failed to provide a stable system of government in the given period. Detailed knowledge of each of the republican systems introduced in the years 1649–60 is not required, but students should understand the reasons for the unpopularity of these experiments, the [rump parliament](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/rump-dissolved/) and [Cromwell as Lord Protector](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/protectorate-parliaments/) and [changes in representation in the commons](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/commons-representation-changes/), and the factors which led to the [end of republican rule and the restoration of the monarchy](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/end-of-the-protectorate/). They should be aware of military involvement in politics, [the leadership of Oliver Cromwell](http://www.nationalarchives.gov.uk/education/civilwar/g6/key/) and the extent to which it influenced political stability in the years 1646–60.  **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/1E0LvjjT8VtXZm2jVkOUct9MctGwvnezH1t0K3GOEuMU/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 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 1649-60](https://drive.google.com/drive/folders/0B1nsDxK47bFYWkpyM25rZVhLMnM)  3 [Keith Wrightson 1647-60](https://www.youtube.com/watch?v=v500uw9qnDU&list=PL18B9F132DFD967A3&index=21)  5 [David Starkey The Stuarts](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-005)  [7 Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 2  **Theme 2** | **II Causes and analyses of developments:**  **Theme 2.** In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should be aware of [changes imposed on Anglicanism during the Commonwealth and Protectorate](http://www.history.ac.uk/reviews/review/1308). They should understand the extent of [religious radicalism during republican rule](http://www.history.ac.uk/reviews/review/1125).  **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/1E0LvjjT8VtXZm2jVkOUct9MctGwvnezH1t0K3GOEuMU/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 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 1649-60](https://drive.google.com/drive/folders/0B1nsDxK47bFYWkpyM25rZVhLMnM)  3 [Keith Wrightson 1647-60](https://www.youtube.com/watch?v=v500uw9qnDU&list=PL18B9F132DFD967A3&index=21)  5 [David Starkey The Stuarts](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-005)  [7 Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 3 | **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/1E0LvjjT8VtXZm2jVkOUct9MctGwvnezH1t0K3GOEuMU/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 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 1649-60](https://drive.google.com/drive/folders/0B1nsDxK47bFYWkpyM25rZVhLMnM)  3 [Keith Wrightson 1647-60](https://www.youtube.com/watch?v=v500uw9qnDU&list=PL18B9F132DFD967A3&index=21)  5 [David Starkey The Stuarts](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-005)  [7 Simon Schama History of Britain 09](https://drive.google.com/drive/folders/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc) |
| Week 3 | **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. | [1 **Department Activity booklet**.](https://docs.google.com/document/d/1E0LvjjT8VtXZm2jVkOUct9MctGwvnezH1t0K3GOEuMU/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 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 1649-60](https://drive.google.com/drive/folders/0B1nsDxK47bFYWkpyM25rZVhLMnM)  3 [Keith Wrightson 1647-60](https://www.youtube.com/watch?v=v500uw9qnDU&list=PL18B9F132DFD967A3&index=21)  5 [David Starkey The Stuarts](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)  6 [David Starkey Monarchy](http://www.channel4.com/programmes/monarchy/on-demand/39163-005)  [7 Simon Schama History of Britain 09](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. |