



Subject: HISTORY	Year Group: 8	Unit: Regicide, Republic and Restoration. (term 1) 1. Why did England turn to Regicide?
Unit objectives: Students will gain a knowledge and understanding of the causes, events and consequences of the English Civil War.		

Context for study: The only time in the last millennium where there was no monarchy. This was a transformative time for the country, both from a power and religious perspective. The Civil War arguably led to the slow decline of the monarchy, instead promoting parliament and debate as a system to run the country. This 17th Century study features heavily in our local history. We will be looking at the influence of Cromwell on both religion and politics, as well as how his victory led to a power shift in the way England was ruled forever. When learning about different historical interpretations of Oliver Cromwell, students will be building on their knowledge and understanding of historical interpretations, their uses and reasons why they developed. (This History skill features in each year of KS3 in preparation for KS4 AQA 8145 BA and KS5 OCR H505 Y113 + Y306 interpretation assessment objectives.) We will see the development of Parliament over the 17th Century with the restoration of the monarchy with King Charles II in 1660.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)*

- Know that King **James VI of Scotland and I of England** was the son of Mary Queen of Scots, the first **Stuart Monarch**, and very different to Elizabeth I in approach.
- Know the meaning of the word- **Civil War**, and the impact this has on a country.
- Know the different causes of the English **Civil War**, **political, religious and economic**, and how **Charles I** belief in the **Divine Right** of Kings caused conflict with **Parliament**, and the role of **Ship tax**.
- Know that religion played a role in the causes of the Civil War, with **Protestants** fighting on both sides, but the **Puritans** for Parliament being anti-Catholic. **Catholics** fought for the King.
- Know the reasons for some members of Parliament being for the King and some being against the King.
- Know the different nick-names of the 2 sides of the Civil War- **Roundheads** and **Cavaliers** and why they got that name.
- Know that both sides of the Civil War, the **Royalists** and **Parliamentarians** had different types of soldiers who fought in a particular way, **Pikemen, Cavalry, Cannons, Musketeers Infantry and Dragoons**.
- Know the role **Cromwell's New Model Army** played in the Parliamentarians winning the Civil War.
- Know that the **Royalist** side was not always the most effective.
- Know the role **Prince Rupert** took in fighting during the Civil War and how He was **interpreted** in different ways by the different sides.
- Know that the killing of a monarch is called **regicide**.
- Know the different arguments for and against **regicide**.
- Know that there are different **interpretations** of the past and of people. 2 sides of the same event for example, Cromwell's actions in Ireland.
- Know that all sources of evidence have a use and are useful to a historian for explaining how people thought at that time.
- Know how puritans changed everyday life after the death of the King.
- Know that when using sources and interpretations as evidence you need to **PACC** the source. **Consider Provenance, Audience, Content, and Context** and the impact this will have on the view presented.

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Inaccurate prior knowledge of the English Civil War, King Charles I, Oliver Cromwell</p> <p>Confusion over the move from Tudors to Stuart royal family, how to distinguish between royalists and parliamentarians.</p> <p>Vocabulary to describe different military methods, 2 sides of the Civil War and interpretations of Cromwell.</p> <p>Regular formative assessment through low-stakes questioning, inclusive sharing of responses.</p> <p>Do not rush through a lesson or move on to the next lesson if knowledge is not secure. Plenaries and starters to assess learning, and need to remain / revisit lesson</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms./ Explicit teaching of Tier 2/3 vocabulary</p> <p>Match the definition</p> <p>Sentence starters for correct PEEL paragraphing/ modelling WAGOLL. Focus on answering questions in full sentences.</p> <p>PACC for source analysis- Provenance, Audience, Content, Context.</p> <p>Use of historical articles to stretch and challenge students. Teachers reading aloud text, focus on details of text as well as uses for purpose of the study.</p> <p>Regular knowledge and metacognitive checks through students reading out responses.</p> <p>Expanded success criteria used to support final assessment.</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p>No formal assessment on this unit.</p> <p>Focus on interpretations- Historical skill. The usefulness of interpretations and the ability to explain the differing interpretations of Oliver Cromwell.</p> <p>Summative assessment of key knowledge – short answer questions.</p> <p>An informed written response - was Cromwell a hero or a villain?</p> <p>Students will demonstrate knowledge, analysis and understanding of the origins of different interpretations of the past.</p>	