

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 8	Unit: 2. Cromwell- petty puritan or popular protector
Unit objectives: (NC Statements) Students will make connections with their local history and understand the impact of Oliver Cromwell on politics, religion, social, economic and military matters.		
Context for study: From Divine Right of King to Republic to Restoration of Monarchy by Parliament. Consideration of the shift from the power of the monarchy in the Medieval and Tudor period (year 7) to Stuart period (year 8) and the change in role and power through 19thC and 20 th C (year 9)		

<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in bold)</i></p> <p>Know what Cromwell did in Ireland once he became leader of England. Know the story of Drogheda and 2 different perspective of events there.</p> <p>Know Cromwell's story, identify as evidence examples of his actions which can be interpreted as being heroic and evil. Know what kind of a soldier he was, know what kind of a military leader he was, know what orders he gave as leader of parliamentary forces and Lord Protector. Know how a persons background can influence their point of view- know a typical Royalist perspective on Cromwell, be able to explain why they would hold that point of view. Know how your religion, your place of birth, your point of view in the Civil War would influence your interpretation of Oliver Cromwell.</p> <p>Know how Cromwell changed England after the death of the King following the puritan ideals.</p> <p>Know why after the death of Cromwell in 1548, Charles II Charles I son was restored to the Monarchy in the Restoration of the Monarchy in 1660.</p> <p>Know that when Charles II was restored to the Monarchy he acted in 2 ways, taking revenge on the murderers of his father and as a 'Merry Monarch'- who wanted to appear as not wishing to rock the boat and challenge Parliament's authority.</p>
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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next 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 throughout lessons.</p> <p>Match the definition</p> <p>Regular knowledge and recall checks through recap starters.</p> <p>Explicit focus on answering questions in full sentences.</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><i>Knowledge recall assessment on the Civil War</i></p>	<p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as differing accounts of actions in Drogheda</p>

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