

## The Warriner School Subject Curriculum Map



Subject: History	Year Group: 8	Unit: 3. Did the Stuarts change England for the better?
Unit objectives: (NC Statements)  Students will know and understand the changes to society from 1660 to 1714, socially, economically and politically.		
Context for study: restoration of the Monarchy and the impact of change from Republic to Restoration. Transition of power to Parliamentary rule and Glorious Revolution and Act of Union and Act of Settlement 1701, this time period shows the transition from Medieval power to Parliamentary power alongside future units on the rise of the British Empire.		
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 <b>bold</b>)</i>  Know the similarities in beliefs of the causes of the <b>Great Plague</b> of 1665 and <b>Black Death</b> of 1346-1352, know the similarities between medieval treatments and 17 <sup>th</sup> Century treatments. Know the cause, rumours and impact of the <b>Great Fire of London</b> 1666 Know examples of scientific and technological developments in the 1600s Know what happened in 1688 with the <b>Glorious Revolution</b> , removal of James II from power and replacement of Queen Mary II and King William III to power with the backing of Parliament. Know what the <b>Bill of Rights</b> meant for Mary and William in 1688 Know the history of The Royal Society at this time. Know how and why the <b>United Kingdom</b> was created in 1707 with the <b>Act of Union</b> . Know that England united with Scotland in 1707 under Queen Anne. Know how the Monarchy was gifted to a German cousin <b>George I</b> in 1714 and why. Know who the <b>Hanoverians</b> were, the role of the <b>Act of Settlement of 1701</b> had on the line of succession to the throne. Know how someone 52 <sup>nd</sup> in line to the English throne could become King.		
Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses. Confusion on when where similarities and differences of Great Plague and the Black Death.  Ensure knowledge is sound before moving on during the lesson or in the next lesson.	Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons. Match the definition Regular knowledge and recall checks through recap starters. Explicit focus on answering questions in full sentences.	

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<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>There is no formal assessment on this unit.</i></p>	<p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p>
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