



YEAR 8 Autumn TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic:

Elizabethan England

English Civil War



Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/National Curriculum Links	<p><u>Did everyone in Elizabethan England experience a 'golden age'</u></p> <p>The Elizabethan era is often called a "golden age," but not everyone experienced it that way. This topic explores different aspects of Elizabethan society to reveal diverse experiences during this period.</p> <p><u>Was Charles I responsible for the English Civil War? /What can sources tell us about the experience of the English Civil War?</u> Pupils will develop their understanding of the role of religion that they covered in Year 7 by considering what divine right is. They will then explain the causes of the Civil war and why people felt their lives had been 'turned upside down'. They will explore different sources to complete this.</p>
Spiritual, moral, social, and cultural development	Pupils will have a sense of British culture and its origins through examining figures such as Shakespeare who contributed to the Golden Age. They will also have an appreciation of the difficulties facing a female ruler which might lead to a reflection on the way women are viewed in society then and now. Pupils will have an understanding of power and traditional British institutions through their examination of the civil war and restoration. Their discussion of the primary source materials should encourage empathy and understanding of people's experiences in a different time period.
Numeracy	<p>Chronological order of key events.</p> <p>Facts and figures surrounding deaths in the civil war.</p>
Literacy	<p>Vocabulary Tier 2: poverty, culture, exploration, Golden Age, monarch, parliament, civil war, restoration, revolution, roundheads, cavaliers, execution.</p> <p>Vocabulary Tier 3: Cause, interpretation, primary source, secondary source, utility, chronology.</p> <p>Reading: Students will be provided with reading opportunities every lesson and will start to engage with historical sources both primary and secondary.</p> <p>Writing: Students will complete writing tasks in every lesson which will include tasks such as summarizing knowledge, answering comprehension questions and evaluating factors and sources. They will build on the essay writing skills learnt in Year 7 to create an essay on the Elizabethan Golden Age and a 'write an account' question.</p> <p>Oracy: Students will be encouraged to feedback on their ideas and their opinions, Class reading is also a feature of many lessons.</p>
Becoming future ready	Careers/Employability: A study of history lends itself to careers such as Archaeologist, Librarian, Reporter, Political analyst, Heritage manager, Business consultant, Historian or a career in law.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: Students will all need to produce the same outcome, but lower sets will be provided with extra scaffolding such as sentence starters, writing frames, key word lists and more extensive modelling.</p> <p>By resource: Historical sources and reading materials will be adapted for the bottom sets.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p><u>Elizabethan Golden Age</u></p> <p><u>Substantive knowledge</u></p> <p>Students should know the following:</p>

<p>Learning Outcomes (Knowledge)</p>	<p>The Elizabethan era is often called a "golden age," but not everyone experienced it that way. This topic explores different aspects of Elizabethan society to reveal diverse experiences during this period.</p> <p>Great Chain of Being: Elizabethan society followed a hierarchical structure called the Great Chain of Being. The upper classes benefited more from the golden age, while those lower in the social order had limited access to its advantages.</p> <p>Religious Differences: Religion played a crucial role in Elizabethan England. Catholics faced discrimination, hindering their participation in the golden age, while Protestants enjoyed greater benefits.</p> <p>Education and Culture: Education and cultural advancements thrived in the Elizabethan era. However, these opportunities were primarily available to the privileged classes, leaving the lower classes with limited access.</p> <p>Exploration: Exploration and colonisation efforts contributed to the golden age perception. While some benefited from the wealth and resources brought by exploration, not everyone shared in the rewards.</p> <p>Experiences of Ethnic Minorities: Ethnic minorities faced discrimination and marginalization in Elizabethan England. The golden age narrative largely ignored their experiences, highlighting the era's limitations in providing equal opportunities for all.</p> <p><u>Disciplinary knowledge</u></p> <p>The unit problematises the general interpretation and asks students to consider whether EVERYONE experienced a 'golden age'. Students should be introduced to the idea of similarity and difference – age, social class, gender etc. would impact experiences of people in the period.</p> <p><u>English Civil War</u></p> <p><u>Substantive knowledge</u></p> <p>Students should know the following:</p> <p>Charles I's Personality and Background: Charles I was the king of England during the English Civil War. He believed in the divine right of kings and had a stubborn personality, often clashing with Parliament over his authority and policies.</p> <p>Charles I's Relationship with Parliament: Charles I had a tense relationship with Parliament. He frequently clashed with them over issues like taxation and his attempts to govern without their consent, leading to conflicts and a breakdown in trust between the king and Parliament.</p> <p>Events Leading to the Outbreak of Civil War: Several factors contributed to the outbreak of the Civil War. These included disagreements over religion, Charles I's attempts to impose his authority on Scotland, and his unpopular policies such as raising taxes without Parliament's consent.</p> <p>Cavaliers and Roundheads: During the Civil War, those who supported Charles I were called Cavaliers, while those who supported Parliament were known as Roundheads. They had different political and social views, and their clashes defined the conflict.</p> <p>Experiences of Civil War, including Civilian Violence and Women's Role: The Civil War resulted in widespread violence and suffering for civilians. Towns and cities became battlegrounds, and atrocities were committed by both sides. Women played significant roles during the war, often acting as nurses, spies, and even taking up arms to defend their homes.</p> <p>Witch Craze during the Civil War: The Civil War coincided with a period of intense fear and superstition, leading to a witch craze. Many innocent people, mostly women, were accused of witchcraft and executed. The chaos and uncertainty of the war contributed to this climate of suspicion and paranoia.</p> <p>Propaganda during the Civil War: Both sides in the Civil War used propaganda to shape public opinion and gain support. Pamphlets, posters, and speeches were employed to spread messages and influence people's views. Propaganda played a significant role in fuelling the conflict and rallying support for each side.</p> <p><u>Disciplinary knowledge</u></p> <p>Students will begin with a focus on causation. They will consider short and long-term causes of the war and how causes link. They will use the analogy of Alphonse the Camel to explain this.</p> <p>Students will then focus on use of sources as evidence. They will start to consider how historians use the provenance of sources to contextualise what a source can tell us.</p> <p>These link to PLC statements that pupils have in their books.</p>
<p>Current learning to be developed in the future within:</p>	<p>Pupils will continue to develop their key disciplinary knowledge of causation and use of sources in Year 9. They will consider the concept of parliament further when they consider the women's suffrage movement.</p>
<p>Assessment</p>	<p>See feedback policy.</p>
<p>Impact</p>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>