

	Pathway 2,3,4	Year 8	Spring Term English Civil War	
<p>Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?</p> <p>Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc</p> <p>Many parallels can be drawn between the English Civil War and the present day. The English Civil War poses questions over the sovereignty of Parliament, the role of Britain in Europe, and the relationship between England, Scotland, Wales and Ireland. The English Civil War laid the foundations for modern monarchy-government relations. By studying the English Civil War students have an opportunity to understand the history of their country and how it shaped the nation. Learning about the English Civil War gives our pupils an understanding of how important government is and what people had to do to ensure a fairer society.</p>				
Key knowledge that should be learned during this SoW	All	Most		Some
Concept:	<p>To develop an awareness of the past</p> <p>An opportunity for pupils to think about the changes in people’s lives since the Stuart era.</p>	<p>To identify similarities and differences between ways of life in different periods</p> <p>An opportunity for pupils to think about the changes in people’s lives since the Victorian era.</p> <p>An opportunity for pupils to see the cause and consequence of this era in modern day life.</p>		<p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>An opportunity for pupils to think about the changes in people’s lives since the Stuart era.</p> <p>An opportunity for pupils to see the cause and consequence of this era in modern day life.</p> <p>An opportunity for pupils to think about the significance of this time.</p>

Knowledge:	<p>To know that Charles I and Parliament were the main protagonists.</p> <p>To know there were two sides Cavaliers and Roundheads</p> <p>To know who fought in the English Civil War started</p> <p>To understand why Charles was arrested.</p>	<p>Know who Charles I and Parliament were and remember their roles</p> <p>To know who supported the King and Parliament</p> <p>To know Charles role in the start of the English Civil War</p> <p>To give at least 2 reasons why Charles was arrested</p>	<p>Understand the role of Parliament and remember the key protagonists.</p> <p>Understand why Parliament and Charles didn't want to work together</p> <p>To know the difference between Cavaliers and Roundheads</p> <p>To be able to recall who Charles was, Cromwell and why the English Civil war started</p>
Key Skills:	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>what will they actually be able to do as a result of this learning</p> <p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent enquirers – students to show independence in what they</p>

			include in their work
Language and/or communication skills:	<p>what 'words' will pupils learn and be able to apply</p> <p>Charles I, Oliver Cromwell, cavalier, roundheads, war, Catholic, Protestant</p>	<p>what 'words' will pupils learn and be able to apply</p> <p>James I, parliament, royalist, parliamentarian, executed, throne, ship tax</p>	<p>what 'words' will pupils learn and be able to apply</p> <p>Westminster, New Model Army, Whitehall, Henrietta, monarchy</p>
Curricular Links	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year	Science	Maths	PE
7			
8	Human body		
9			
10		Equations	Muscles / Skeleton
11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact