<table>
<tr><td colspan="2">Topic title: Gunpowder Plot and English Witch Trials</td></tr>
<tr><td colspan="2">Unit Overview:
In this unit students will investigate if the Gunpowder Plotters were set up by the government. Students will look at evidence that supports the traditional story and evidence that supports the revisionist view. Using this evidence they will make a decision as to which they believe is the most accurate. Students will also begin a study into why societies create scapegoats with a focus on the English witch trials in the 1600s.
Key topics
1. Why were the Catholics upset/angry with James I?
2. How did government spies influence the plot?
3. Who could have written the Monteagle letter?
4. Why did people believe in witches?
5. Who was most likely to be accused of being a witch?</td></tr>
<tr><td>Relevant Prior Learning:

Students will have completed a unit on the Tudors in Year 7. This will have covered the reformation and religious tensions in England.

Possible misconceptions:
Students often become confused between which religion the monarch is. Continuous recall will be used</td><td>Recall:
Knowledge recall will take place explicitly at the start of the lesson in the form of a short knowledge test on whiteboards. It will also occur naturally throughout the lesson as part of class discussions.

Students will draw on knowledge from previous learning in year 7.

As the unit progresses students will draw on knowledge learnt in earlier lessons.</td></tr>
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<tr><td>to make sure student are clear that the King was Protestant and the plotters were Catholic.

Some students believe all witches were women – its important to remember while most people accused of being a witch some men were accused as well</td><td>PSHE, SMSH and Careers Links:

Students will develop their skills of analysis and evaluation throughout the unit. For example, they will be required to judge the most significant factor which led to the Norman victory at Hastings

Students also develop their source skills in the assessment at the end of the unit. Here they will be considering the reliability of two sources.</td></tr>
<tr><td>Key Vocabulary:
Generally used subject specific:

Traitor
Scapegoat
Recusant
Tolerance
Economy
Mass hysteria
Frontier
Reverend</td><td>Links to KS4:

Students will be able to make links with why societies create scapegoats when covering the rise of Hitler at KS4</td></tr>
<tr><td colspan="2">Assessment: At the end of the unit students will complete an assessment on source utility, alongside a knowledge recall test. This is intended to further develop their source skills and give students an opportunity to practice revision of a larger amount of content.</td></tr>
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Week	Core Knowledge	Learning Outcomes	Suggested Activities	Recall
1-2	**Were Guy Fawkes and the Gunpowder Plotters set up?**	**Students will understand:** **What was the plotter's motives?** Students will be given both the tradional and the revisionist story of the Gunpowder plot. Using different sources they will discover what the plotter's motives were **Plans to bridge the gaps:** Students will complete a purple sheet with prior knowledge at the start of the unit. In each lesson there will be opportunities for students to think harder and make valid judgements on the significance of events	All activities are on the department powerpoints. Students will be re-introduced to sources using COPP – (Content, Own Knowledge, Provenance and Purpose) This will be consistent over all KS3 lessons **Stretch Suggestions:** If the Catholics were unhappy in England why didn't they just leave?	Recall will take the form of a knowledge test at the start of the lesson. There will be informal recall throughout the lesson as part of class discussion.
3-4	**Could the plotters have succeeded on their own?**	**Students will understand:**	All activities are on the department powerpoints.	Recall will take the form of a knowledge test at the start of the lesson.

		Was it possible for the plotters to get away with the plan without help from the government? Students will look at evidence to see if the plan was possible.	**Stretch Suggestions:** What was the purpose of the Monteagle letter and why would the writer want to be anonymous?	There will be informal recall throughout the lesson as part of class discussion on whiteboards
5-6	**"The gunpowder plotters received a fair trial". How far do you agree?**	**Students will understand:** **Was the trial fair** Students will look reasons why the trial was unfair and judge the significance of the reasons	All activities are on the department powerpoints. **Stretch Suggestions:** If the government already believed him to be guilty, why did they bother to put him on trial?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
7-8	**Why do Historians have different views on the Gunpowder plot**	**Students will understand:** **What factors lead to historians having different interpretations of the same event**	All activities are on the department powerpoints. **Stretch Suggestions:**	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.

		Students will discover historical "facts" are shaped by more than just evidence. And will consider how perspective, and agenda shape interpretations Students will complete a purple sheet with knowledge they have learnt throughout the unit	How can we ever know the truth about the Gunpowder Plot if most of the evidence comes from the King's government?	
9-10	**Why was Temperance Lloyd hanged in 1682?**	**Students will understand:** Students will investigate why Temperance Lloyd was hanged and discuss why she admitted to being a witch Students will complete a purple sheet with prior knowledge at the start of the unit. In each lesson there will be opportunities for students to think harder and make valid judgements on the significance of events	All activities are on the department powerpoints. **Stretch Suggestions:** What are possible reasons people believed in witches at this time?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
11-12	**Why do societies create scapegoats?**	**Students will understand:**	All activities are on the department powerpoints.	Recall will take the form of a knowledge test at the start of the lesson on whiteboards

		Students will look at what scapegoats are and reasons why people created scapegoats during the time of the witch hunts/trails	**Stretch Suggestions:** Can you think of a modern example where leaders blamed someone else during a crisis?	There will be informal recall throughout the lesson as part of class discussion.
13-14	**Why did the English witch trials happen?**	**Students will understand:** Students will recap the 4 main factors and apply them to two cases studies or witch trials in Essex and Pendle	All activities are on the department powerpoints. **Stretch Suggestions:** Why would we not blame crop failure on witches today?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
15-16	**<u>"The Salem witch trials had the same causes as the English witch trials". How far do you agree?</u>**	**Students will understand:** **How similar were the English and American witch trials?** Students will look at evidence and make a clear judgment on the similarities and differences of the English and American witch trials	All activities are on the department powerpoints. **Stretch Suggestions:** **Was the harrying of the North a necessary evil?** Why might Tituba have bee the first person accused in the Salam witch	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.

			trials? - Were all women at risk in the Salem Witch Trials?	
17-18	**Could the witch trials have been stopped sooner?**	**Students will understand:** **Were witch trials inevitable?** Students will look at reasons why the witch trials stopped in England Students will complete a purple sheet with prior knowledge at the start of the unit. In each lesson there will be opportunities for students to think harder and make valid judgements on the significance of events	All activities are on the department powerpoints. **Stretch Suggestions:** Do you think the rejection of torture was more about fairness or about getting better results? Why?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.

Topic title: Medieval life: Power and Control
Unit Overview: In this unit students will look at the causes of the English Civil War. This will include the impact of the civil war on ordinary people, England under Cromwell and the overall significance of the English Civil War. Key topics 1. Why did the English murder their King? 2. The civilian experience 3. Trial of the king

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<tr><td colspan="2">4. Cromwell
5. Restoration of the monarchy</td></tr>
<tr><td rowspan="2">Relevant Prior Learning:

Students will have completed a unit on the Gunpowder Plot and Witchcraft and will understand the impact of religion on England

Possible misconceptions:
Students can get confused with different kings and the time periods – recall activities at the start and throughout to make sure all students are understanding</td><td>Recall:
Knowledge recall will take place explicitly at the start of the lesson in the form of a short knowledge test. It will also occur naturally throughout the lesson as part of class discussions.

Students will draw on knowledge from previous learning at primary school

As the unit progresses students will draw on knowledge learnt in earlier lessons and previous years. For example, students may use their knowledge on the reformation to understand he divide between Catholics and Protestants.</td></tr>
<tr><td>PSHE, SMSH and Careers Links:

Students will develop their skills of analysis and evaluation throughout the unit. For example, they will be required to judge the most significant factor which led to the peasant’s revolt

Students also develop their source skills in the assessment at the end of the unit. Here they will be considering the reliability of two sources.</td></tr>
<tr><td>Key Vocabulary:
Generally used subject specific:

Archbishop
Royalist
Parliamentarian</td><td>Links to KS4:

Students will revisit this topic when they do the Black Death when studying Medicine through time.</td></tr>
<tr><td colspan="2">Assessment: At the end of the unit students will complete an assessment on source utility, alongside a knowledge recall test. This is intended to further develop their source skills and give students an opportunity to practice revision of a larger amount of content.</td></tr>
</table>

Week	**Core Knowledge**	**Learning Outcomes**	**Suggested Activities**	**Recall**
1-2	**Why did the English murder their King?**	**Students will understand:** **What were the causes of the English Civil War** **Plans to bridge the gaps:** Students will complete a purple sheet with prior knowledge at the start of the unit. In each lesson there will be opportunities for students to think harder and make valid judgements on the significance of events	All activities are on the department powerpoints. Students will categorise causes into three different factors and judge the most significant factor **Stretch Suggestions:** Stretch question- How might a modern historian interpret this event differently to a person living in the 1630s?	Recall will take the form of a knowledge test at the start of the lesson. There will be informal recall throughout the lesson as part of class discussion.
3-4	"No one was safe during the English Civil War?" How far do you agree?	**Students will understand:** **What was the impact of the Civil War on civilians?**	All activities are on the department powerpoints. Students will revisit source utility	Recall will take the form of a knowledge test at the start of the lesson.

		Students will look at different examples of how civilians were affected during the Civil war	**Stretch Suggestions:** Was the Bolton Massacre and necessary evil during the Civil War?	There will be informal recall throughout the lesson as part of class discussion on whiteboards
5-6	Could Elizabeth Alkin's pen do more damage than a soldier's sword?	**Students will understand:** **What impact did Elizabeth Alkin have on the Civil War?** Students will look at what Elizabeth Alkin did and how that affected the Civil War	All activities are on the department powerpoints. Students will judge the short and long term impacts of Elizabeth's work **Stretch Suggestions:** The King was to blame for Thomas Becket's death?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
7-8	Why was Charles I murdered?	**Students will understand:** **Was the trial of the king fai?** Students will look at different sources to judge the trial of the king	All activities are on the department powerpoints. Students will look at sources using COPP	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.

			Stretch Suggestions: Many of the pictures of the event were done by foreign artists. What does this also tell us about the event?	
9-10	Why is Cromwell such a controversial figure in history?	**Students will understand:** **Why are their different opinions about Cromwell? Was he a hero or a villain?**	All activities are on the department powerpoints. Students will look at sources and practice a PEEL paragraph **Stretch Suggestions:** Why do historians have different perspectives?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
11-12	**Why did the english kill one king just to crown another king 11 years later**	**Students will understand:** Why did the restoration of the monarchy happen?	All activities are on the department powerpoints. **Stretch Suggestions:** *'Was the monarchy restored due to problems with the Protectorate, or because of optimism about Charles II?*	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
13-14	"It wouldn't matter if we stopped teaching the English Civil	**Students will understand:**	All activities are on the department powerpoints.	Recall will take the form of a knowledge test at the start of the lesson on whiteboards

	War" How far do you agree?'	What is the significance of the civil war?	**Stretch Suggestions:** How do we determine significance?	There will be informal recall throughout the lesson as part of class discussion.
15-16	'A major shift in English political thought': Is Howard Nenner right about the 18th century monarchy?	**Students will understand:** **What is a turning point? How was the civil war a turning point for English history**	All activities are on the department powerpoints. **Stretch Suggestions:** Was the English Civil War a turning point in English political power?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
	Slavery and Empire Depth Study	**Students will understand:** Why Britain wanted an Empire and how British rule had both positive and negative consequences. Why many people supported slavery, reflecting attitudes of the time with strong emphasis on how these are, and must be, very different today. That whilst we teach about common beliefs and situations in the past (e.g. on women) some people managed to transcend these.	All activities are on the department powerpoints. **Stretch Suggestions:** Why did Europeans enslave West Africans?	Recall will take the form of a knowledge test at the start of the lesson on whiteboards There will be informal recall throughout the lesson as part of class discussion.
	Immigration Depth Study	**Students will understand:** Why different groups have emigrated to England. The different experiences that they had and the reasons for this.	All activities are on the department powerpoints.	Recall will take the form of a knowledge test at the start of the lesson on whiteboards

		The effect that immigration has had on England at different stages in History.	**Stretch Suggestions:** Why has immigration caused so much debate in England, and how far are those fears justified?	There will be informal recall throughout the lesson as part of class discussion.