

**Second year history learning programme : UNIT ONE –THE ENGLISH CIVIL WAR**

Topic/Content	Objectives/Skills	Possible Homework/Activities	Assessment	Success Criteria (for E/S/D at KS3)	Stretch & Challenge (Thirst for Learning)
Lesson 1: The Problems faced by James 1 and Charles 1 1603-40	Cause and consequence Diversity Interpretation Power of the monarchy Power of parliament Religious conflict Change and continuity	Pupils write a 500 word assessment to analyse how James 1 and Charles dealt with the problems they faced. They are to make a presentation to the rest of the class to the success and failure in the areas of ; a)Religion b)Finance c)Foreign affairs d)Parliament Each pupil could cover one separate area .Pupils could rate the success of James and Charles out of ten. Presentations could utilise ICT resources	Second Year History: Explain why the Civil War broke out in August 1642.	<b>Excellent: 19/25 and above</b> 1) the response will be clearly structured and focused on the question; 2) a developed conclusion will be provided ; 3) there will be clear differentiation between long and short term factors; 4) each paragraph will begin with a clear link back to the question set; 5) precise, detailed evidence will be provided to support arguments such as dates, statistics etc. ; 6) The work will be carefully presented.	Pupils instructed to visit the Hatters Museum' in Stockport to research the significance of John Bradshawe to the English Civil War and particularly in relation to the execution of Charles the First  Research into Sir William Brereton of Handforth hall ( Blue Plaque on Didsbury Library)
Lesson 2- Archbishop Laud and religious changes in the 1630s	Interpretation of Evidence Cause and Consequence	Read pages 148 and 149 in Kelly about Archbishop Laud and the punishments of The Star Chamber. Answer source based questions on source A on page 51 in UH2. Pupils construct their own cartoon or poster showing their opposition to Lauds reforms in the 1630s.		<b>Secure: 16/25 and above</b> 1) the response will be clearly structured although there may be some imbalance between long and short term factors; 2) some evidence will be provided to support arguments but this may be inconsistent; 3) paragraphs will normally begin with a link back to the question and the response will generally focus	

Lesson 3: Scotland and Ireland as causes of the Civil War	Cause and Consequence Diversity	Answer qu 1-4 p53 in Understanding History Construct a cause and effect diagram for both Scotland and Ireland Get pupils to evaluate causes by establishing a hierarchy of importance.		on the question set but there may be occasional elements of description; 4) A conclusion will be provided but may be brief and in need of further development. <b>Developing: 12/25 and above</b> 1) the response will contain excessive description of events in the 1620s and 30s and will not fully address the question; 2) the structure of the response will be unclear e.g. no clear distinction will be made between long and short term factors; 3) few, if any, links will be made back to the question at the start of paragraphs; 4) little or no precise evidence will be provided to support any arguments made; 5) No clear conclusion will be offered.	
Lesson 4: The Start of the Civil War 1640-1642	Chronology and understanding	Construction of an accurate ,fully labelled timeline using information on pages 54 and 55 in Understanding History 2 Qu 5 and 6 UH2			
The Civil War Lessons 5 and 6-Why did the Parliamentarians win the English Civil War 1642- 1649?	Cause and consequence Chronology and understanding Historical interpretation.	Pupils complete an assignment using a variety of different types of presentation and materials. This will be done in class and for homework. Pupils will also be asked to do a PowerPoint presentation. Video-The English Civil War DVD –The English Civil War.			
Lesson 7 The Execution of Charles 1: Lesson 8: Oliver Cromwell and the Protectorate	Cause and Consequence Diversity Change and Continuity Factionalism within parliament. Lesson 8:	Qu2-5pages 58 and 59 in Understanding History 2 Pupils are given a teacher produced work sheet setting out four groups; The Army Parliament Royalists Puritans			

	Oliver Cromwell and the Protectorate	They will be asked to work in groups to work out how their particular group has been affected by a series of events in the 1650s.They will then be asked to make a written diary to present their ideas. Some pupils will be chosen to give an oral presentation setting out their ideas.			
--	--------------------------------------	---	--	--	--