

### Fourth year History Learning Programme 5. The Power and the People

Topic/Content	Objectives/Skills	Homework	Assessment	Success Criteria	Stretch & Challenge (Thirst for Learning)
<p>The Magna Carta:</p> <p>The Barons' dissatisfaction with King John's rule.</p> <p>Its terms and short/long term impact.</p>	<p>Students to develop their understanding of the concepts of Causation and Significance.</p> <p>Gain an understanding of the Feudal System as a starting point in the journey towards democracy.</p>	<p>Why did the barons think that Magna Carta was necessary?</p> <p>Worksheet on the terms of the Magna Carta.</p> <p>Think questions Power and the people text p16.</p> <p>Focus task Power and the people text p17.</p>	<p>The examination paper tests students' ability to:</p> <p>Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1).</p> <p>Explain and analyse historical events and periods studied using second order historical concepts (AO2).</p>	<p>See AQA examination papers for guidance.</p>	
<p>Simon de Montfort and the origins of Parliament:</p> <p>Issues between Henry III and his barons.</p> <p>The provisions of Oxford, 1258. Parliament of 1265 and consequences.</p>	<p>Students will develop an understanding of the causes, consequences and significance of change, as well as the resulting progress. It will allow students to construct an understanding of the rights and responsibilities of the citizen.</p> <p>Particular emphasis could be made on the role of the individual in shaping history.</p>	<p>Progress check questions, 1-6 p25 Power and the people text.</p> <p>Compare the events of 1265 with those of 1215. In what ways are they similar/different?</p> <p>Focus task (Factor chart) p23 Power and the People text.</p>	<p>Analyse and evaluate contemporary sources (AO3).</p> <p>A range of contemporary sources might include: paintings, cartoons, photographs, posters, film, diaries, newspaper accounts, eye-witness descriptions and official documents.</p>		
<p>The Peasants' Revolt, 1381:</p> <p>Feudal monarchy, social, economic and political causes of the revolt.</p>	<p>Students to understand how the relationship developed between the citizen and the State developed in Britain over a longer period of time.</p>	<p>Clear succinct notes on the various causes of the Peasants' Revolt.</p> <p>Assess the significance of the Peasants' Revolt. (8)</p>			

<p>Actions by the rebels and government.</p> <p>Consequences of the revolt.</p>		<p>Focus task (Factor chart) p31 Power and the people text. Assess the role played by John Ball in the revolt.</p>	<p>Question type:  How useful is Source A to an historian studying...? (8)</p>		
<p>Summary: To what extent had power shifted in the period?</p>	<p>Students to understand how the relationship developed between the citizen and the State developed in Britain over a longer period of time.</p>	<p>Bullet point notes on the ideas forwarded on p34 Power and the People text.</p>	<p>Explain the significance of... (8)</p>		
			<p>Compare event A with Event B. In what ways were they similar/different? (8)</p> <p>Has X been a <b>main</b> factor in causing protest/change over a particular time period? (16) + 4 SPG</p> <p>Such factors could include: war, religion, chance, government, communication, economy, ideas, the role of the individual.</p>		
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