

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Cause and consequence Diversity Interpretation Power of the monarchy Power of parliament Religious conflict Change and continuity	<i>Links to parallel events, changes and developments</i> <i>Depth Study</i>	What were the main causes of the Civil war? Comparison of different monarchs-James 1 and Charles 1 Why did relations between Crown and Parliament deteriorate during this period?	Pupils work in groups of four 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	<i>Understanding History 2p50-51</i> <i>A World of Change p141-148</i>
<b>Key processes</b>	<b>Learning outcomes</b>			<b>Curriculum opportunities</b>
<b>Oral Communication</b> <b>Research</b>	Pupil led presentations			ICT Influence on modern world
				<b>Spirituality</b>
				Resolution of conflicts Understanding of different variants of Protestantism.

St Ambrose College History Department Scheme of Work  
 Unit 3: The Civil War  
 Lesson 2: Archbishop Laud and Religious Changes in the 1630s

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Interpretation of Evidence Cause and Consequence	<i>Thematic Study</i> <i>Changing beliefs and attitudes</i>	Why were religious changes unpopular in the 1630s?	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.	<i>Understanding History 2 p50-51</i> <i>A world of Change p148-149</i>
<b>Key processes</b>	<b>Learning Outcomes</b>			<i>Curriculum Opportunities</i>  Opportunity to analyze primary source material based upon satire .Evidence that would be subversive at the time. Opportunity to use kinesthetic skills.
<b>Using evidence</b> <b>Historical enquiry</b>	Pupils will recognize that primary source material can be satirical and exaggerated. Pupils will understand how and why religion was such a divisive issue at the time and how offensive the reforms of Archbishop Laud were to some people.			<b>Spirituality</b>  <u>Understanding of different Variants of Protestantism and the idea of religious divisions.</u>

St Ambrose College History Department Scheme of Work  
 Unit 3: The Civil War  
 Lesson 3: Scotland and Ireland as causes of the Civil War

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Cause and Consequence Diversity	<i>Links to parallel changes and developments</i> <i>Depth study</i>	How did events in Scotland and Ireland destabilize the authority of Charles 1 in Britain	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 .	<i>Understanding History 2 p52 and 53</i>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Curriculum opportunities</b>
	<i>Opportunity to evaluate the importance of causes.</i> <i>Pupils given the opportunity to analyze historical source material.</i>			<i>Pupils will be able to interpret primary source material</i> <i>Pupils will be able to assess the provenance of historical sources</i>
				<b>Spirituality</b>
				<u>To understand religious divisions in Scotland and Ireland.</u>

St Ambrose College History Department Scheme of Work  
 Unit 3: The Civil War  
 Lesson 4: The Start of the Civil War 1640-1642

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Chronology and understanding	Development of Political Power	How did Events 1640 -1642 lead to the start of the Civil War	Construction of an accurate ,fully labled timeline using information on pages 54 and 55 in Understanding History 2 Qu 5 and 6 UH2	<i>Understanding History 2 P54 and 55</i>
				<b>Curriculum Opportunities</b>
				ICT to present timeline
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Spirituality</b>
<b>Communicating about the past</b>	Pupils will be able to plot information on an accurate timeline. Pupils will be able to explain and analyze key causes of events			<u>Religion as a source of conflict</u>

Unit 3: The Civil War Lessons 5 and 6-Why did the Parliamentarians win the English Civil War 1642-1649?

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Cause and Consequence Religious Diversity Power of monarchy Power of Parliament	<i>Depth study</i>	How did the following factors lead to the defeat of Charles 1 in the Civil War; Battles Leaders and Personalities Politics Religion Geographical factors	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.	<i>Textbooks</i> <i>School library</i> <i>History based websites</i> <i>Local Library</i> <i>Departmental based question sheet</i>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Curriculum Opportunities</b>
<b>Research</b> <b>Oral communication</b>	<i>Pupils will be able to undertake a period of historical research and come to a conclusion with a balanced evaluation.</i>			Opportunity to use school library and to improve research skills.
				<b>Spirituality</b>
				<u>To assess the importance of religion during a period of social and economic turmoil.</u>

St Ambrose College History Department Scheme of Work  
 Unit 3: The Civil War  
 Lesson 7 The Execution of Charles 1:

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Cause and Consequence	<i>The Trial and Execution of Charles 1</i>	Why was Charles 1 executed after the end of the English Civil War.?	Qu2-5pages 58 and 59 in Understanding History 2	<i>Understanding History 2 p58-59</i>
				<b>Curriculum Opportunities</b>
<b>Key processes</b>	<b>Learning Outcomes</b>			The opportunity to assess a variety of historical causes.
<b>Evaluation and analysis of causes</b>	<i>Pupils will be able to identify relevant causes Pupils will understand the concept of enabling causes. Pupils will be able to establish a hierarchy of importance of causes.</i>			<b>Spirituality</b>
				<u>To understand the religious differences in 1649.</u>

St Ambrose College History Department Scheme of Work  
 Unit 3: The Civil War  
 Lesson 8: Oliver Cromwell and the Protectorate

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Diversity Change and Continuity Factionalism within parliament.	<i>The Importance of different groups in affecting outcomes in 1650s</i>	Why was there so much political and religious instability in the 1650s?	Pupils are given a teacher produced work sheet setting out four groups; The Army Parliament Royalists Puritans 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.	<i>Teacher produced worksheet Understanding History 2</i>
<b>Key processes</b>	<b>Learning Outcomes</b>			<b>Curriculum Opportunities</b>
<b>Historical empathy Change and Continuity</b>	Pupils will be able to understand how different groups react to a series of important events. Pupils to present a diary of views on events. Pupils will be able to work in groups.			The opportunity to work in groups To develop skills of empathy.
				<b>Spirituality</b>
				<u>To appreciate importance of religious divisions in 1650s.</u>