



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
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6 weeks	<p>Stuart Life</p> <p>In this unit of work, pupils will investigate life in Stuart England by focusing on the skill of historical evidential thinking. Pupils will initially explore whether or not Cromwell was a hero or villain. Then, the substantive concept of monarchy will be introduced as the return of the monarchy is explored. Life in Stuart England will cover: witches in the 17<sup>th</sup> century, the Great Plague of 1665, the symptoms and possible treatments for the plague and also the Great Fire of London. These lessons will be taught by using historical evidence ranging from a variety of sources.</p>	Pupils are familiar with the religious and political turmoil of the Stuart era as the English Civil War has been covered.																																																																																																																																																																																																																																																																																																																																																					
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																																																																																																																																																																																					
Mid unit assessment in lesson 6 (poster work) + end of unit assessment 12 (writing a letter)	Teacher Feedback in lessons: 6 + 12	<p>The main skill focus is Source Skills and band range 1-9 are covered</p> <p><u>Source Skills</u></p> <table border="1" data-bbox="1377 1031 2778 1856"> <tr><td rowspan="16" style="writing-mode: vertical-rl; transform: rotate(180deg);">Source skills</td><td>I can identify what a source says</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I understand that sources can be different</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify an opinion about an event or person from a 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2.	Who was James and how did he become king of England?	<p><u>Must:</u> Describe James I (L3)</p> <p><u>Should:</u> Understand how he became king (L4)</p> <p><u>Could:</u> Explain the problems James I faced (L5+)</p>	<p><b>Who was James I?</b></p> <p>Using the information above complete the Tudor and Stuart Family Tree. You must add the names and dates of the king / Queen. If you have time you can draw their picture.</p>	PowerPoint	<p>Activity 1: Carefully read the statements above: You must complete the profile info for James I by carefully choosing from the sentences on the board and putting them in the correct place on your table.</p> <p>Activity 2: What was James I really like and what problems did he have? As a class read the information provided and complete the activities.</p> <p>Activity 3: Examine the picture of King James I- What is he thinking? In your books draw out and fill in two speech bubbles.</p> <ol style="list-style-type: none"><li>1. What kind of King do you think he was?</li><li>2. What problems did he have?</li></ol>	None	Traffic light learning objectives
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3.	Why do we celebrate bonfire night?	<p><u>Must:</u> Know when the Gunpowder Plot took place (L3)</p> <p><u>Should:</u> Understand who was involved and what they wanted (L4)</p> <p><u>Could:</u> Be able explain if the Catholic's were really guilty (L5+)</p>	<p>Which is the odd one out? Why do you think this?</p> <p>Extension: Can you guess the topic we will be studying today? How do you know this? Write your answer down</p>	<p>Info Sheets</p> <p>Storyboard</p> <p>Q+A</p>	<p>Activity 1: As a class read pages 32-33 Making of the Uk (Heinemann)</p> <p>Answer these questions in your books:</p> <p>What was the Gunpowder Plot? Who were they trying to kill? What happened to the plotters? Why do we celebrate 5<sup>th</sup> November with bonfires?</p> <p>Activity 2: Watch the video and make notes:</p> <p>What was the plan for the Gunpowder plot? What were they trying to do?</p> <p>Activity 3: Using the information from the book and the video:</p> <p>You must make a storyboard to explain the events of the Gunpowder Plot of 1605.</p>	<p>Make a newspaper front page explaining the events of the Gunpowder Plot in 1605. Make sure you explain who you think was guilty.</p>	<p>In pairs use the questions to test each other on different aspects of the plot. Take it in turns to ask a question and guess the answer</p>
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4.	Were the Catholics really guilty?	<p><u>Must:</u> Know when the Gunpowder Plot took place (L3)</p> <p><u>Should:</u> Understand who was involved and what they wanted (L4)</p> <p><u>Could:</u> Be able explain if the Catholic's were really guilty(L5+)</p>	Draw a speech bubble in your books and answer the question: Why do we celebrate bonfire night?	Investigation Booklet YouTube video clip	<p>Activity 1: As a class read page 56 (source 1) Making of the UK What was the Gunpowder Plot? Who was involved?</p> <p>Activity 2: Some people accept the story in source 1 however there is also another argument which suggests that the Catholics were framed. You are going to complete an investigation to try and find out the truth.</p> <p>Activity 3: Complete the last page of your investigation booklet: Were the Catholics framed? Make sure you give evidence to back up your argument.</p>	None	Watch the video about the Gunpowder Plot  How does it support what we have learnt today?
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5.	Why did people believe in witches in the 17 <sup>th</sup> century?	To understand why people believed in witches in the Stuart era	Which of these women are witches and why?  Differentiated questions: foundation, intermediate and higher	Exit cards  Extension  SEN table  Sources  Trial starter	Activity 1: As a class read the sheet provided and examine the sources. Complete the table using the sources.  Activity 2: Imagine you are Matthew Hopkins You must make a leaflet (including images and diagrams) explaining: <ol style="list-style-type: none"><li>1. Who you are</li><li>2. What you do</li><li>3. How you can tell who's a witch</li></ol> Activity 3: The year is 1645, imagine you live in the small village of Manningtree. Matthew Hopkins has arrived and has accused Elizabeth Clarke of being a witch. In pairs review the case and discuss evidence for and against Elizabeth Clarke being a witch.	<u>Homework</u> Design a poster to warn people about how to spot a witch. A4/A3 Colour Neat	Class vote: What should happen to Elizabeth Clark?
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6.	Why should we remember the Great Plague of 1665?	Must: To investigate the causes of the Great Plague Should: To investigate the consequences of the Great Plague Could: explain why it is important to remember the Plague	Examine the list provided- these are all the causes of deaths in London in the year 1665. What do you notice about the causes of death? What killed the most people in 1665?	Statements Info Sheet Starter	Activity 1: Watch the video: What was the Great Plague? How did the Plague spread?  Activity 2: As a class read pages 116-117: Bring out your dead Read Samuel Pepys diary: What is happening in London?  Activity 3: Cut out and match the pictures to the descriptions then stick them into your books in the correct order.	Examine your cards and answer these questions: 1. Look at picture 2 and its description. Make a list of all the ways that were used to try and stop the plague from spreading 2. Look at pictures 3 and 4 and their descriptions. How did the people of London try to get away from the plague? 3. Look at picture 5 and its description. Why would the coffin carriers hold a red stick in their hands? 4. Look at pictures 7,8,9, explain in your own words how plague victims were buried.	Watch the video: (start 8:30) How did people respond to the plague? What did the Government do?
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7.	What were the symptoms and possible treatments for the plague?	To understand the symptoms and treatments for the plague during the Stuart era	Speculate on: What do you think a plague doctor was?	Information Sheet Plague Doctor Image	Activity 1: What can you see? Who was a Plague Doctor? What do you think they did? Do you think they were successful?  Activity 2: As a class read pages 118-119: What were the symptoms of the plague? What were the possible remedies?  Activity 3: Imagine you are a Plague Doctor- You are going to make a poster explaining to the people of London in 1665: <ol style="list-style-type: none"><li>1. What the plague is</li><li>2. What the symptoms of the plague were</li><li>3. What the possible remedies for the plague were</li><li>4. How you can help the people of London</li><li>5. The features of a plague doctors uniform</li></ol>	None	Presentation of posters
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8.	Who was to blame for the Great Fire of London?	<p><u>Must:</u> Know when the Great Fire of London was and understand how the fire spread(L3)  <u>Should:</u> Be able to complete a source investigation to find out who was to blame (L4)  <u>Could:</u> Be able to write a diary entry summarising the events. (L5+)</p>	<p>Above is a picture of the great fire of London. Your task is to imagine that you were living in London at the time of the fire and the fire was burning near your house. During the fire what might you have been able to see, hear, smell and touch/feel</p>	<p>Starter Sheet  Source table  Information Sheet  Great Fire of London</p>	<p>Activity 1: What can you remember from last lesson?  As a class read the information about the Great Fire of London in 1666</p> <p>Activity 2: How did the fire start and who was to blame?  Read the sources provided and complete the source investigation table.</p> <p>Activity 3: Imagine you were alive in 1666 and saw the Great Fire. Write a diary entry using the structure above. Create a character for yourself.</p>	None	Watch the video and make notes about how the fire spread.
9.	What was life like in Stuart England?	To investigate different aspects of life in Stuart England during the 17 <sup>th</sup> Century.	<p>Video Clip:  Who is this person?  Why and when did they become King?  What do you think life was like in England?  How was it better than under Oliver Cromwell?</p>	<p>SEN table  Sources</p>	<p>Activity 1: You are going to investigate different aspects of life in Stuart England during the 17<sup>th</sup> Century. It was a time of wealth and prosperity and although much had changed since Tudor times, some aspects of life had actually changed very little.  Draw out the table in your books. Using the sources provided you must complete your table. There are 10 sources in total.</p> <p>Activity 2: Using the information from your completed table answer the question below:  <b>What do you think life was like in Stuart England?</b>  (Remember to write in full sentences and paragraph your work)</p>	None	Watch the video and make notes: What was fashion like in Stuart England?



10.	<b>Exam</b>	<p>Question 1 Target: Description of key features and characteristics</p> <p>Question 2 Target: Use of knowledge and evaluation of source to reach a conclusion</p> <p>Question 3 Target: Understanding and analysis of an interpretation and explanation of key concepts.</p>	Run through structure for each question.	Mark Scheme, sentence starters and structure is provided to pupils.	<p>1. Describe James I</p> <p>Do you agree that the fire was caused by Catholics?</p> <p>2. Explain your answer by referring to the provenance of the source, as well as using its content and your knowledge. [6 marks]</p> <p>3. "Life in Stuart England was good."</p> <p>How far do you agree with this interpretation? Explain your answer. [12 marks] + [SPaG 3 marks]</p>	None	Collect papers.
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