





Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																	
8 weeks	<p>English Civil War</p> <p>The Civil War was long and bloody and brought about many changes that can still be seen today – especially in our parliamentary system and the way the army is trained. Pupils will study the unpopular decisions made by Charles and the different explanations of why the war started (religious, political, economic and social factors) as they consider the causes and consequences of the English Civil War.</p> <p>Literacy: This unit primarily focuses on teaching the concept of causation. Pupils’ literacy will be developed in order to make links, build judgements, categorise factors and use supporting evidence. Pupils will be encouraged to use historical causation vocabulary such as: This led to ..because..This caused ...After... Before ... Nevertheless ... On the other hand worked together with ...both, This was made worse/better by, This triggered/sparked .. This started.. This was influenced by ...</p> <p>Categories: long/short term, political/economic/social/religious</p> <p>The effect of this..This change caused ..As a result ..This influenced ..This had a large/small impact. Which made, For the first time, This had not occurred before</p> <p>Pupils will explore the problems Charles I had with Parliament, the long and short term causes of the war, the events of the war and the consequences of the war. Pupils will analyze and compare sources in order to find out Charles I’s execution.</p>	Following chronology of British History, pupils move from the Tudors to the Stuart Era.																																																																																																																																																																	
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																	
<p>Teacher mid unit assessment: Lesson 6 categorisation task Teacher end of unit assessment: Lesson 12 source work to investigate causes</p> <p>Must: Categorise the causes of the English Civil War Should: Understand the causes of the English Civil War Could: Rank the most important reasons for the start of the Civil War + Charles I execution</p>	<p>Teacher feedback: Lessons 6 + 12</p>	<p>The main focus on historical causation and band ranges 1-9 are covered.</p> <table border="1" data-bbox="1374 1438 2783 1871"> <tr> <td rowspan="8" style="writing-mode: vertical-rl; transform: rotate(180deg);">Cause & Consequence</td> <td>I can identify an example of a cause without reason or justification</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 example of a cause and/or consequence without reason or justification</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 several examples of causes and/or consequences without a simple description</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 several examples of causes and/or consequences of an event with a simple description</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 describe examples of causes and/or consequences without exploring links between them</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 describe examples of causes and/or consequences with simple links between them</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 explain examples of causes and/or consequences and can begin to explore the links between them</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 explain examples of causes and/or consequences and can begin to consider the long</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> </table>	Cause & Consequence	I can identify an example of a cause without reason or justification																				I can identify an example of a cause and/or consequence without reason or justification																				I can identify several examples of causes and/or consequences without a simple description																				I can identify several examples of causes and/or consequences of an event with a simple description																				I can describe examples of causes and/or consequences without exploring links between them																				I can describe examples of causes and/or consequences with simple links between them																				I can explain examples of causes and/or consequences and can begin to explore the links between them																				I can explain examples of causes and/or consequences and can begin to consider the long																			
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2	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 5th 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: 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>
3	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>	<p>Draw a speech bubble in your books and answer the question: Why do we celebrate bonfire night?</p>	<p>Investigation Booklet</p> <p>YouTube video clip</p>	<p>Activity 1: As a class read page 56 (source 1) Making of the UK</p> <p>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>	<p>None</p>	<p>Watch the video about the Gunpowder Plot</p> <p>How does it support what we have learnt today?</p>



4	What problems did Charles I have with Parliament?	<p><u>Must:</u> Know who Charles I was and when he ruled (L3)</p> <p><u>Should:</u> Understand the problems Charles has with Parliament (L4)</p> <p><u>Could:</u> Be able explain why Charles has so many problems (L5+)</p>	In pairs make a spider diagram or list of qualities or characteristics and good King should have.	<p>Card sort</p> <p>Charles I Info Sheet</p> <p>YouTube video clip</p>	<p>Activity 1: As a class read page 32 (Making of the UK- DH)</p> <ol style="list-style-type: none"> 1. Look at source 1: What do you think the artist wants to tell us about Charles I? 2. Why does Charles react in the way he does? (Source C) 3. How is parliament trying to reduce the power of the king? (source D) <p>Activity 2: Was Charles I and good or a bad King? In pairs cut out the cards and sort them into two groups. You will need to be able to justify your ideas.</p> <p>Activity 3: Watch the video and make notes: What kind of a King was Charles I?</p>		<p>Looking at your cards:</p> <ol style="list-style-type: none"> 1. What was the best decision that he made? 2. What was the worst thing that he did? <p>Was Charles I a good or a bad king? Answer this question in your books: When Charles I became king of England he made some changes. For example... Charles was a good King because... However Charles also made some bad decisions like... Overall Charles was a good/bad king. I think this because...</p>
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5	Which events made the English Civil War more likely?	<p><u>Must:</u> Know some of the concerns people had during the 17th Century (L3)</p> <p><u>Should:</u> Understand the problems Charles has with Parliament (L4)</p> <p><u>Could:</u> Be able to explain how these problems led to Civil War. (L5+)</p>	<p>Choose <u>one</u> of the following questions.</p> <p>Answer this question in your book.</p> <p>Foundation: Use the key words to label the image to show what is upside down (Use your dictionary to translate words)</p> <p>Intermediate: What is the picture suggesting is upside down?</p> <p>Higher: Why is the 'World Upside Down' after the death of Charles 1st?</p>	<p>17th century concerns</p> <p>Problems on A3 paper</p> <p>Grid</p> <p>Starter Sheet</p>	<p>Activity 1: List as many odd things as you can about this picture (there are at least 8). How do you think the artist felt about the execution of Charles I?</p> <p>Activity 2: Match the heads and tails: Make sure you copy these important words and definitions into your books</p> <p>Activity 3: In pairs read through the speech bubbles and decide what people would be most concerned about. Cut out and order your cards in a pyramid of significance- the most important concern at the top and least at the bottom.</p> <p>Activity 4: How did Charles really react to these problems? 1 = B / 2 = B / 3 = B / 4 = C What might these problems or issues cause to happen?</p>	None	<p>Look at the source:</p> <ol style="list-style-type: none"> 1. What can you see in this cartoon? 2. Who do you think the two groups represent? 3. What do you think the cartoon is trying to say about the situation in England?
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6	What were the long term and short term causes of the English Civil War?	<p><u>Must:</u> Know at least five causes of the English Civil War (L3)</p> <p><u>Should:</u> Understand the difference between Long term and Short term causes. (L4)</p> <p><u>Could:</u> Be able explain which causes were the most significant in causing the Civil War. (L5+)</p>	Look back at the work we did last lesson – What were the Four problems Charles faced before the start of the Civil War in 1642? Write the four problems down in your books.	Timeline Card sort	<p>Activity 1: Read through the scenario and identify the long, short and trigger causes.</p> <p>Activity 2: Create a timeline showing the causes of the Civil War</p> <p>Activity 3: There are lots of reasons why the English Civil War broke out. Using the cards provided- sort the reasons into the three groups. In your books draw three overlapping circles- stick the cards into these circles.</p> <p>Activity 4: On your diagram use two colours to highlight which of the cards you think are: A Long Term Cause. (happened years before the war started) A Short Term Cause. (happened within weeks of the war starting)</p>	None	<p>What were the causes of the English Civil War?</p> <p>You must explain why the Civil War took place using specific examples. Explain which reasons are long / short term causes. What was the most important cause of the English civil war? Why?</p> <p>What was the least important cause of the English civil war? Why?</p>
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7	What happened during the Civil War 1642-1649?	<p><u>Must:</u> Know at least three events of the English Civil War (L3)</p> <p><u>Should:</u> Understand how the Civil War developed and how it ended. (L4)</p> <p><u>Could:</u> Be able explain which events were the most significant during the Civil War. (L5+)</p>	Recap of last lesson Answer ONE question in your book.	Info Sheet SEN timeline	<p>Activity 1: Describe what you can see happening from one map to the next: What do you think this represents and how is it linked to the English Civil War?</p> <p>Activity 2: As a class read the information sheet: What events do you think were the most significant and why?</p> <p>Activity 3: Watch the video and make notes: Who won the English Civil War?</p> <p>Activity 4: Using the information provided make a timeline of key events during the English Civil War Once you have finished your timeline, highlight any events you think are 'turning points' and explain why.</p>	None	Why did the English Civil War end in 1648? Using information from this lesson and your timeline write a paragraph explaining your opinion.
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8	What was life like for people during the English Civil War?	<p><u>Must:</u> Know at least three events of the English Civil War (L3)</p> <p><u>Should:</u> Understand how the Civil War developed and how it ended. (L4)</p> <p><u>Could:</u> Be able explain which events were the most significant during the Civil War. (L5+)</p>	<p>In each row pick out the odd word- write this down in your books.</p> <p>Extension: Explain why you have chosen those 4 words</p>	Roundhead and Cavalier diagram	<p>Activity 1: Watch the video and make notes: Look back at your timeline What happened during the Civil War? Who won the English Civil War?</p> <p>Activity 2: Using the information on page 73 label your Cavalier and Roundhead. On your diagrams label the parts of the uniforms then answer the question:</p> <p>Extension: Which uniform gives better protection? Why?</p> <p>Activity 3: You are going to research three case studies to find out what life was really like during the civil war. Case study 1: Plunder and Violence (p74-75) Case study 2: Lady Harley defends her castle (p76-77) Case study 3: When did you last see your father. (p78-79) You can pick any case study (you are expected to do at least two) Read the pages and answer the Activities / Discussion points in your books. We will have a discussion about what you have found out at the end of class.</p>		Using your research and the information from today's lesson: What life was really like during the civil war?
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9	Why did the Parliamentarians win?	<p><u>Must:</u> Know at least three events of the English Civil War (L3)</p> <p><u>Should:</u> Understand how the Civil War developed and how it ended. (L4)</p> <p><u>Could:</u> Be able explain which events were the most significant during the Civil War. (L5+)</p>	Unscramble the words below and write them in your books	Grid	<p>Activity 1: Why did the Parliamentarians win the English Civil War? As a class read pages 56-57 (Making of the UK Living through History) Using the table provided- summarise the key information</p> <p>Activity 2: Of all the reasons listed which was the most important in helping the Parliamentarians win? Rank the reasons in order of importance. Explain your most important reason in your books. Generals Officers The New Model Army Allies Money Write your most important reason with an explanation on the post-it note.</p> <p>Activity 3: Watch the video and makes notes: Reenactment of the Battle Naseby</p>		Draw your own cartoon summary of the major battles of the Civil War. Make sure you explain who won and what they outcome of the battle was.
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10	How did Parliament prove that Charles was guilty and how did they punish him?	<p><u>Must:</u> Know when Charles was put on trial (L3)</p> <p><u>Should:</u> Understand why Charles was put on trial. (L4)</p> <p><u>Could:</u> Be able explain how Parliament was able to punish and execute a king. (L5+)</p>	<p>Watch this reenactment of the trial of King Charles I:</p> <ol style="list-style-type: none"> 1. What can you see? 2. What is happening? 3. What is the environment like? 4. How does the court room feel? 	<p>Card Sort starter</p> <p>Sources</p> <p>Trial diagram</p>	<p>Activity 1: In pairs sort the speech bubbles into reasons King should be killed King should live Which do you think are the most significant reasons for the execution of the king?</p> <p>Activity 2: Use source 1 to complete your diagram of the trial of Charles I Match each sentence in source 1 to the correct part of the picture and write it in the box provided.</p> <p>Activity 3: Read source 3. It tells you what King Charles looked like on the first day of the trial. It also tells you how he acted. Write down any words or phrases which show you the author liked King Charles.</p> <p>Activity 4: Imagine you are an opponent of the King. You do not like Charles very much. Write an account of the King which argues against source 3. You can use the starter sentence below.</p>	None	How does this video support what we have done in class today?
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11	How can we reenact the trial and execution of King Charles I?	<p><u>Must:</u> Know when Charles was put on trial (L3)</p> <p><u>Should:</u> Understand why Charles was put on trial. (L4)</p> <p><u>Could:</u> Be able explain how Parliament was able to punish and execute a king. (L5+)</p>	Watch this reenactment of the trial of King Charles I: <ol style="list-style-type: none">1. What can you see?2. What is happening?3. What is the environment like?4. How does the court room feel?	How did people feel starter Trial play	Activity 1: As a class we are going to re-enact the trial and execution of King Charles I. You will need to allocate the parts and then set the classroom up to look like the courtroom. Activity 2: Answer these questions about the trial in your books: <ol style="list-style-type: none">1. Who was the president of the court?2. Who on the second civil war?3. What does Jane blame the king for?4. What was Charles accused of?5. Why did Charles believe the court had no right to try him?6. When and why was Charles banned from coming to court?7. Why was Gerald Baxter an important witness?8. What did the letter say? Why did Bradshaw refuse to let Charles speak?9. How was Charles to be killed?10. When was Charles executed?	Revision	How does this video support what we have done in class today?
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12	Can I analyze and compare sources in order to find out Charles I's execution/	<p>Must: To analyse sources to find out about the execution</p> <p>Should: To analyse and compare historical sources to learn how King Charles I was executed</p> <p>Could: consider reliability when scrutinising historical sources</p>	<p>Watch the 8 minute clip showing the execution of Charles I. This is taken from the film Cromwell who was the leader of Parliament. (see link below)</p> <p>Complete the answers on the task sheet (see next slide for details)</p>	Sources Writing frame	<p>Activity 1:</p> <ul style="list-style-type: none"> STAGE 1: Study and analyse the 3 sources about the execution of Charles I STAGE 2: On your copies of the sources annotate any important details or information STAGE 3: Complete the task sheet <p>Activity 2: What can you learn about the execution of Charles I from Source 1?</p> <p>Activity 2: How reliable is this Source about the execution of Charles I?</p> <p>Activity 3: How far do Sources 1 and 2 agree about the execution of Charles I?</p>	None	<ol style="list-style-type: none"> In what year was Charles executed? Why did Parliament execute the King? Describe what happened when Charles was executed. How reliable are the visual sources which show Charles' execution Do you think Parliament were right to execute the king?
13	Assessment: Why did the English behead their king?	<p>Must: I give detailed reasons why Charles should or should not be executed, showing an in depth understanding of the period I am studying and the views of people at the time</p> <p>Should: I use the evidence from the sources critically (I show that I do not always trust the sources, but I am still able to use evidence from them in my work)</p> <p>Could: I have a very strong and persuasive conclusion</p>			<p>Your assessment is to write a letter explaining the trial of Charles I. You will be writing from as an MP on the side of Parliament. You need to include:</p> <ol style="list-style-type: none"> What happened at the trial What was said and by whom What happened to the King Your views and feelings towards the King Give your opinion on the Civil War and suggest what the future may hold for England as a republic under Parliament / Oliver Cromwell. 	None	