

YEAR 8: SCHEME OF LEARNING – POWER, PROTEST AND DEMOCRACY

Lesson	Learning objective	Learning outcomes	Prior learning needed	Remote learning tasks	Suggested resources / Remote Learning
1.	What is Democracy?	<ol style="list-style-type: none"> Pupils can identify different forms of government / leadership Pupils can place leaders in chronological order 	Pupils refer to skills delivered in Yr 7 & 8: chronology	<ul style="list-style-type: none"> Complete the lesson tasks 	Lesson 1 folder on T-drive https://classroom.thenational.academy/units/how-does-the-political-system-work-in-the-uk-3eae
2.	What are the origins of the UK Parliament?	<ol style="list-style-type: none"> <i>Pupils can place key dates about the evolution of Parliament in chronological order</i> 	<i>Chronological skills</i>	<ul style="list-style-type: none"> Complete the lesson tasks 	Lesson 2 folder on T-drive https://classroom.thenational.academy/units/how-does-the-political-system-work-in-the-uk-3eae
3.	How did the Magna Carta change Britain?	<ol style="list-style-type: none"> <i>Pupils can describe the Magna Carta and the problems with King John</i> <i>Pupils can identify key features of the Magna Carta</i> 	Features style question	<ol style="list-style-type: none"> <i>Make notes</i> <i>Watch the video</i> 	Lesson 3 folder on T-drive www.bbc.co.uk/bitesize/guides/zagatfr/revision/1
3.	Why is the Magna Carta a significant document?	<ol style="list-style-type: none"> <i>Pupils can explain why the Magna Carta was so important</i> <i>Pupils can explain how the Magna Carta changed democracy</i> 		<ol style="list-style-type: none"> <i>Complete the quiz</i> 	Lesson 3 & 4 folder on T-drive www.bbc.co.uk/bitesize/guides/zagatfr/revision/1

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4.	Assessment preparation	1. <i>Pupils prepare for the Assessment on the Magna Carta</i>	<i>Describe two features Inference Usefulness Q</i>	<i>PP uploaded on to Teams</i>	Lesson 5 folder on T-drive
Lesson	Learning objective	Learning outcomes	Prior learning needed	Cross curricular learning	Suggested resources
5.	Assessment: Magna Carta	1. Pupils complete Magna Carta Assessment	<i>Describe two features Inference Usefulness Q</i>	Pupils will be set this assessment on Teams Assignment	Lesson 6 folder on T-drive
6.	Why Were the Peasants so Revolting?	1. <i>Pupils can describe the Peasants' Revolt</i> 2. <i>Pupils can explain how the Peasants' Revolt changed power</i>	<i>Refer back to conflict unit and causes of conflict</i>	1. <i>Use the resources from Lessons 1 & 2</i>	Lesson 7 folder on T-drive https://classroom.thenational.academy/units/how-big-a-threat-was-the-peasants-revolt-to-the-power-of-monarchs-475d
7.	Remember, Remember the 5 th of November	1. <i>Pupils explain why there was Plot to blow up Parliament</i> 2. <i>Pupils consider the impact of terrorism v democracy</i>		1. <i>Make notes and complete the quiz</i>	Lesson 8 folder on T-drive www.bbc.co.uk/bitesize/guides/z9fk7ty/revision/1
8.	How did the English Civil War change power in England?	1. <i>Pupils use sources to consider the execution of the King</i> 2. <i>Pupils can describe the rule of Cromwell</i> 3. <i>Pupils consider Republic</i>	<i>Unit 1: Conflict</i>	• Complete the lesson tasks	Lesson 9 folder on T-drive https://classroom.thenational.academy/lessons/oliver-cromwell-6rrkad

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9.	What Was the Glorious Revolution?	<ol style="list-style-type: none"> 1. Pupils can describe the Glorious Revolution 2. Pupils consider the Battle of the Boyne 		<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 10 folder on T-drive https://classroom.thenational.academy/lessons/the-glorious-revolution-61i3gt
Lesson	Learning Objectives	Learning outcomes	Prior learning needed	Cross curricular learning	Suggested resources
10.	How Did the Glorious Revolution Shape British Politics?	<ol style="list-style-type: none"> 1. Pupils explain how Britain became a constitutional monarch 2. Pupils use sources to infer differences between absolute and constitutional 	Inference questions Refer back to lesson 1 and types of ruler	<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 11 folder on T-drive https://classroom.thenational.academy/lessons/ireland-and-scotland-6tk66d
11.	What was the Declaration of Rights?	<ol style="list-style-type: none"> 1. Pupils can describe the Declaration of Human Rights 2. Pupils create their own Declaration of Human Rights 		<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 12 folder on T-drive https://classroom.thenational.academy/lessons/banking-union-and-gin-cdhk4t
12.	What was Chartism?	<ol style="list-style-type: none"> 1. Pupils describe Chartism 2. Pupils use sources to evaluate Chartism 	Inference questions Usefulness questions - 3 Cs	<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 13 folder on T-drive https://classroom.thenational.academy/lessons/how-did-the-chartists-affect-the-political-rights-we-have-today-cnqk8d

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13.	How useful are these sources in finding out about ...	1. <i>Pupils' use sources and explain how useful they are for finding out the demands / methods / reasons for the Chartists</i>	3 Cs	PP uploaded on to Teams	Lesson 14 folder on T-drive
14.	Assessment preparation	1. <i>Pupils complete assessment preparation</i>	<i>Inference Usefulness Describe 2 features</i>	PP uploaded on to Teams	Lesson 15 folder on T-drive
Lesson	Learning objective	Learning outcomes	Prior learning needed	Cross curricular learning	Suggested resources
15.	Assessment:	Pupils complete assessment	<i>Describe two features Inference Usefulness Q</i>	Assessment set on assignments	Lesson 16 folder on T-drive
16.	How Did Women Get the Vote?	1. <i>Pupils place in chronological order how women got the vote</i> 2. <i>Pupils give a general description of how women got the vote</i>	<i>Refer to Chartist demands Refer back to types of democracy</i>	1. <i>Make notes and complete the quiz</i>	Lesson 17 – 20 folder on T-drive www.bbc.co.uk/bitesize/guides/zy2ycdm/revision/1
17.	Who Were the Suffragists?	1. <i>Pupils can describe the methods of the Suffragists</i> 2. <i>Pupils create fact files on key suffragists</i>		<ul style="list-style-type: none"> <i>Make a detailed notes and create a leaflet</i> 	Lesson 18 folder on T-drive https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/earlysuffragist/

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18.	Who Were the Suffragettes?	<ol style="list-style-type: none"> 1. Pupils can describe the methods of the Suffragettes 2. Pupils create fact files on key Suffragettes 3. Pupils compare the methods of the Suffragists and suffragettes 		<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 19 folder on T-drive https://classroom.thenational.academy/lessons/the-suffragette-story-65hk8r
19.	How Did Women Campaign to get the vote?	<ol style="list-style-type: none"> 1. Pupils create a poster / booklet / summary of how women got the vote 		<ul style="list-style-type: none"> • Complete the lesson tasks 	Lesson 20 folder on T-drive https://classroom.thenational.academy/lessons/which-methods-were-most-successful-in-the-fight-for-female-suffrage-6dj3jc
Lesson	Learning objective	Learning outcomes	Prior learning needed	Cross curricular learning	Suggested resources
•	SUFFRAGETTE	<ol style="list-style-type: none"> 1. Pupils watch DVD 2. Look at the work women did 3. Look at reasons why Maud becomes a suffragette 4. How were women treated? 		<ul style="list-style-type: none"> • Complete all the study tasks 	DVD: Suffragette Lesson 21 / 22 folder on T-drive https://quizlet.com/141347632/the-suffragettes-flash-cards/
•	SUFFRAGETTE	<ol style="list-style-type: none"> 5. Pupils watch DVD 6. Look at the work women did 7. Look at reasons why Maud becomes a suffragette 8. How were women treated? 		<ul style="list-style-type: none"> • Create a leaflet explaining how the Suffragettes campaigned for the vote 	DVD: Suffragette Lesson 21 / 22 folder on T-drive
•	Did Emily Davison intend to kill herself?	<ol style="list-style-type: none"> 1. Pupils use sources to assess Emily Davison 2. Debate – did Emily Davison intend to kill herself? 	3 Cs	Make detailed notes and create a 15 question quiz on Teams Forms	Lesson 23 folder on T-drive www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs

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<ul style="list-style-type: none"> • 	<p>How do Referendums Change our democracy?</p>	<ol style="list-style-type: none"> 1. Pupils explain what a referendum is 2. Pupils create a timeline of referendum in UK 	<p>Refer back to unit 1 from Yr 7 - Brexit</p>	<ul style="list-style-type: none"> • Complete the lesson tasks 	<p>Lesson 24 folder on T-drive https://classroom.thenational.academy/lessons/how-can-we-exercise-democratic-rights-without-a-vote-crtk6r</p>
<ul style="list-style-type: none"> • 	<p>How do Referendums Change our democracy?</p>	<ol style="list-style-type: none"> 1. Pupils explain how referendums have changed British History 2. Pupils consider how important referendums are 		<ul style="list-style-type: none"> • Complete the lesson tasks 	<p>Lesson 24 folder on T-drive https://classroom.thenational.academy/lessons/how-can-we-make-change-happen-6xh3qd</p>