

Subject	Year	Term
GCSE History	10	2
Topic		
Restoration Britain – 1660 - 1685		
Content (Intent)		
<p><b>Prior Learning (Topic)</b>            KS3 – Civil Wars era Britain            G</p> <p>This option allows students to study in depth the restoration of the monarchy. The study will focus on the major aspects of Charles II's reign considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p> <p><b>Core Content – we would expect majority of our students to be able to articulate 3 distinct points on the following which would be delivered through effective teaching and expert instruction that would be adapted to suit students : the core content is of course guided by the exam specs, however we have done whatever we can to go above and beyond the key texts for GCSE content:</b></p> <p><b>Part one: Crown, Parliament, plots and court life</b>            Crown and Parliament: the legacy of the English Civil War and Commonwealth; the restoration of the monarchy; the succession issue; relations and issues with Parliament, finance and religion; the Cabal and 'Party politics'; rule without parliament from 1681.            The Catholic question: plots, including Titus Oates and the Popish Plot and the Rye House Plot; the Exclusion Bill, 1679; James, Duke of York.            Charles II's court: Charles II's character; court life, fashions and the role of the court.</p> <p><b>Part two: Life in Restoration England</b>            Crisis: Great Plague of 1665; causes and contemporary views; measures to combat; records; results; Fire of London of 1666; causes and contemporary views; results and reconstruction.            Restoration culture: Restoration comedy, theatres and playwrights; the role and status of women; coffee houses; Charles II's patronage of the arts and sciences, including the Royal Society; Samuel Pepys; architecture and design, including Christopher Wren.</p> <p><b>Part three: Land, trade and war</b>            Land: the powers of the East India Company; Bombay; Hudson Bay; Tangier; Captain Henry Morgan and Jamaica.            Trade: mercantilism; the Navigation Acts and their impact; slave trade.            War: English sea power; naval warfare, including tactics and technology; conflict with the Dutch, including the Second and Third Dutch Wars; relations with Spain and France.</p> <p>Part four: The historic environment of Restoration England            The historic environment is 10% of the overall course, which equates to approximately 12 hours out of 120 guided learning hours.</p> <p>The study of the historic environment will focus on a particular site in its historical context and should examine the relationship between a specific place and associated historical events and developments.</p> <p>Students will be expected to answer a question that draws on second order concepts of change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.</p> <p>Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.</p>		
<p><b>Future Learning (Topic)</b>            KS4: GCSE Migration –            A Level Britain picks up on the political themes and importance of East India Company, some political considerations too are explored at A Level politics</p>		
How will knowledge and skills be taught? (Implementation)		How will your understanding be assessed & recorded (Impact)
Skills – Chronology, Knowledge & Understanding, Causation and Consequence for essays, significance (AO1) identify key features of the specified site and understand their connection Different types of interpretations (AO3) Skimming & Scanning Description, Explanation & Evaluation effective internet research, Parliament Website Communication & Presentation Condensing of information Disciplinary Literacy		Seneca for consolidation and knowledge gap checks  Regular consolidation of knowledge and application of skills via GCSE exam-style questions (in class or as homework tasks).  An end of topic knowledge test will be set to help students consider how they can learn history.
How can parents help at home?		
Check the Department VLE page for other stretch activities. Facilitate the watching of relevant documentaries as promoted by the department.		
Helpful further reading/discussion		
<b>Reading:</b> Various – see VLE	<b>Vocabulary Lists:</b> Parliament Whig Tory Catholic emancipation  department will develop the teaching of disciplinary vocabulary in order to improve the fluency and rigour of historical understanding	<b>Careers Links:</b> Museum curation Art historians Managing historic site/ location Architecture Theatre