Year: 8	Subject: History	Unit title: Georgian Britain	Term: Spring
Knowledge (Learn that): • Scholars know that by 1685 Parliament expected to influence laws, taxation and religion, but James II's Catholicism, suspension of laws and belief in Divine Right threatened to restore monarch-led government. • Scholars know that Parliament removed James II and offered the crown to William and Mary, establishing that monarchs ruled subject to Parliamentary conditions rather than through inheritance and Divine Right alone. • Scholars know that the Bill of Rights and Mutiny Act gave Parliament greater control over law, taxation, regular meetings and the army, creating a constitutional monarchy. • Scholars know that Parliament used the Act of Settlement to determine the Protestant succession and the Act of Union to create one Parliament for Great Britain, expanding both the depth and geographical reach of its authority. • Scholars know that George I's reliance on ministers contributed to the development of Cabinet government and the rise of Robert Walpole as Prime Minister, increasing Parliament's role in the everyday government of Britain. • Scholars know that the defeat of the Jacobite risings secured the Hanoverian succession and confirmed that Parliament's choice of monarch and the constitutional settlement could not be overturned by force. • Scholars understand that Parliament's role changed significantly between 1685 and the mid-eighteenth century through sudden constitutional turning points and gradual changes in government, although the monarchy continued within a new balance of power.		**Core Vocabulary:** Restoration, Exclusion Crisis, Test Acts, Divine Right of Kings, Declaration of Indulgence, Glorious Revolution, Abdicate, Bill of Rights, Constitutional Monarchy, Mutiny Act, Act of Settlement, Act of Union, Hanoverians, Cabinet, Prime Minister, Whigs, Tories, Jacobites **Vocabulary to Encounter:** James II, Immortal Seven, William of Orange, Mary II, Standing army, Sophia of Hanover, Act of Security, Darien Scheme, George I, Robert Walpole, South Sea Bubble, Bonnie Prince Charlie, Highland clans, Culloden **Vocabulary to Retrieve:** Monarch, Parliament, Catholic, Protestant, Divine Right, Succession, Civil War, Regicide, Commonwealth, Restoration, Taxation, Army, Act of Supremacy, Union of Crowns	**Teaching Sequence:** Lesson 1: James II Lesson 2: The Glorious Revolution Lesson 3: Parliament takes control Lesson 4: The Act of Settlement and Act of Union Lesson 5: The Hanoverians Lesson 6: The Jacobites Lesson 7: Knowledge Test/Revision/Buffer Lesson Lesson 8: Planning Lesson Lesson 9: Essay Writing Lesson Lesson 10: Whole Class Feedback Lesson
Disciplinary aims: The primary disciplinary aim is for scholars to understand **change and continuity.** Scholars will be encouraged to: • Establish the role and expectations of Parliament by 1685 as a reference point for judging later change. • Identify changes in Parliament's formal powers, practical influence and geographical reach. • Judge the speed, depth and extent of change across the period. • Distinguish sudden constitutional turning points from gradual developments in political practice. • Recognise the Glorious Revolution as a turning point while testing whether it completed the shift in power. • Explain how control of taxation, law, the army and succession changed Parliament's relationship with the monarch. • Identify continuity, particularly the survival of monarchy and the continuing role of unelected elites. • Construct a thematic judgement about how far Parliament's role changed between 1685 and the mid-eighteenth century. This enquiry develops scholars' understanding that institutional change can occur through laws, political practice and the consolidation of authority. It requires them to compare sudden and gradual change and to distinguish acquiring power from making that power secure.			
Writing curriculum: Throughout this unit, scholars use writing to practise comparison and judgements about change and continuity. • Scholars use precise vocabulary including transformative, profound, significant, partial, gradual, uneven, limited, continuity, depth, reach and turning point. • "Because, but, so" structures connect explanation, qualification and consequence. • Lesson-level writing repeatedly compares Parliament's earlier role with new powers or practices. • Scholars explain both formal constitutional change and the practical operation of government. • Exemplar analysis reinforces accurate evidence selection and correction of factual inaccuracies. • The planning lesson organises evidence around the Glorious Revolution, new laws, succession and Union, Cabinet government and Jacobite consolidation. • The final judgement assesses speed, depth, extent and continuity rather than listing Parliamentary achievements.			

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Links to other units:

Why this and why now?

Georgian Britain is the first Spring-term Year 8 enquiry and follows the English Civil War. It is positioned here to:

- Explain the longer constitutional consequences of conflict between monarchy and Parliament.
- Return to change and continuity after the preceding causal enquiry, with a focus on institutions and political practice.
- Trace how Parliament moved from challenging a monarch to setting the conditions under which monarchs ruled.
- Establish the political framework within which eighteenth-century Britain, empire and reform developed.

How does this speak to what came before?

- The English Civil War establishes debates about Divine Right, taxation, standing armies, Parliament and regicide.
- The Reformation and Tudor Big Picture lessons explain the continuing fear of Catholic monarchy and the importance of a Protestant succession.
- Medieval Monarchy provides a longer history of Magna Carta, consent, Parliament and limits on royal authority.
- The Renaissance enquiry introduced precise judgements about scale, speed, reach and uneven change.

How does this prepare scholars for what comes next?

- Later Year 8 study of the British Empire builds on Parliament's control of taxation, war, trade and national government.
- Eighteenth-century parties, ministers and financial institutions provide context for Britain's imperial expansion.
- Later political reform enquiries can test the limitations of a powerful Parliament that remained narrowly representative.
- In Year 9, constitutional change provides a comparison for revolution, democracy and competing systems of government.

Links to the national curriculum:

This unit directly supports the key stage 3 study of the development of Church, state and society in Britain 1509–1745. It examines the Restoration context, Glorious Revolution, constitutional monarchy, Parliamentary control of succession, the Act of Union, Hanoverian government and Jacobite resistance.

Linking to the KS3 National Curriculum

- Scholars study James II, the Glorious Revolution and the Bill of Rights.
- The unit examines Parliament's control of taxation, law, the army and succession.
- Scholars study the creation of Great Britain through the Act of Union and the Hanoverian succession.
- The growth of Cabinet government, the Prime Minister and political parties links constitutional change to political practice.

Moving Beyond the KS3 National Curriculum

1. Formal and Practical Political Change

- Scholars distinguish powers established in law from influence developed through ministers, parties and the Commons.
- This allows them to compare constitutional moments with gradual institutional development.

2. Depth, Reach and Consolidation

- The enquiry examines change in depth through succession and the army, and in reach through the Parliament of Great Britain.
- Jacobite defeat is studied as consolidation of a settlement rather than simply military narrative.

3. Change with Continuity

- Parliament's growth is balanced against the continued monarchy and restricted political participation.
- Scholars avoid presenting 1688 as an immediate or complete transfer of power.

4. Disciplinary Literacy and Argument

- A shared vocabulary of change enables precise, qualified judgement.
- The final essay requires thematic organisation across almost seven decades of development.