

### Key Vocabulary

Civil War  
Roundheads  
Parliamentarians  
Cavaliers  
Royalists  
Mortar  
Cannon  
Musket  
Pike  
Siege  
Monarch  
Monarchy  
Commonwealth  
Surrender  
Treason  
Charles I  
Democracy  
Civil rights  
absolute power  
Divine right



## The Civil War

### Key questions for this area of learning:

What is a Civil War?  
When did the English Civil War take place?  
Who contested the Civil War?  
What were the key issues that led to war?  
What is a Roundhead? A Cavalier?  
What weapons were used in the war?  
What was life like for a soldier during The Civil War?  
Why did Newark and Southwell have such a prominent role to play?

### Home learning ideas/ places to visit:

Newark Civil War Centre and the Civil War trail  
Newark Castle.

### History:

Conduct a local history study.

#### *Including:*

- Establishing where The English Civil War is on a timeline of British history.
- Discussions of the monarchy of the time, including the power of the King in Stuart times. The divine right of kings is taught.
- Examining the factors that led to The Civil War.
- Examining weapons and warfare tactics during the Civil War.
- Considering the importance and role of the local area at this time.
- Discussing the effects of the war and its outcome on the people of the time.
- Looking at the key facts about Roundheads and Cavaliers.
- Conducting fieldwork around the Civil War trail in Newark and studying the events of the Civil War and how they involved Southwell.



### Key areas of English learning:

Motivational battle speeches.

Persuasive devices.

Analysis of famous battle speeches, including pervading themes. E.g. Winston Churchill, Shakespeare's Henry V, War Horse, Elizabeth I.

### Key areas of Maths Learning

We follow Maths No Problem

TT Rockstars

### Key people studied:

Oliver Cromwell, King Charles I and King Charles II.

### Visits, visitors or key events:

We visit the Civil War Centre in Newark and do a town trail.

Local visit – Southwell

**Geography:**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use fieldwork to observe, measure, record and present the human features in the local area

Describe and understand key aspects of human geography, including land use, economic activity

Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.

Investigate a geographical hypothesis using a range of fieldwork techniques.

**Science working scientifically skill development:**

This is taught in other topics

**Science knowledge and understanding:**

This is taught in other topics

**Computing:**

E-safety

Use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (e.g. Battle speeches using green screens)

**Art and Design:**

Create sketch books to record their observations and use them to review and revisit ideas. (e.g. observational drawings)

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. (e.g. Roundhead and Cavalier painting).

**Religious Education:**

Key Question: When Jesus left, what was the impact of Pentecost?

To make simple links between the idea of the Church as a body, the fruit of the Spirit and the Kingdom of God, and how Christians live in their whole lives and in their church communities.

Key Question: How do people express their religious and spiritual ideas on pilgrimages?

To learn details about and reasons for ritual and practice on pilgrimages and religious journeys and to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.

**PE:**

Multi skills

Athletics

**Citizenship/ PSHE:**

We debate the ethics of the divine right of kings and the ways in which society can bring about change.

**Carousel:**

The children are taught PE, Drama and music by specialist teachers every week.

The drama is linked to the topic, where possible.

As we prepare for our performances of 'Pirates versus Mermaids', we will continue to explore the musical elements of pitch, tempo, dynamics, rhythm and beat.

We will expand our knowledge of formal notation as we continue to learn the glockenspiel.

Improvisation and composition will include body percussion, tuned and untuned percussion instruments.

Listening will focus on music from a variety of contrasting genres.