



Scheme of Learning	Topic: The European Witch Craze
Learning outcomes	- Students will be able to explain the causes of the European witch craze. They should be able to locate the witch craze within the religious tumult of the reformation and within England, the civil war. - Students will be able to explain the common assumptions made about witches in the period, what they looked like and how they acted. Students should be able to explain the consequences of being labelled as a witch. - Students will be able to explain how witch finders exploited the hysteria of the witch craze and consider how this can be applicable throughout history. - Students will consider whether or not the witch craze represents genocidal activity against women.
Key Question	- When did the witch craze occur? - What were the causes of the witch craze? - How important was the reformation in prompting the witch craze? - What were the motivations of witch finders? - What is meant by the term genocide? - How far might the witch craze be considered to be a genocide?
Knowledge	- In this unit students will be considering the impact of religious change and war and the often-forgotten consequences. - Students will also be considering the lives of women across history. In this unit they will consider how misogyny has often been central in society and the consequences of this. Key Terminology: Familiar – this was the name given to a creature (often a cat) that an accused witch had. The accusers claim that the familiar was the devil in disguise. Ice Age – When global temperatures drop by a significant degree, often leading to problems such as crop failure Interregnum – The period between the execution of Charles I and the restoration when England ruled without a king Scapegoats – Individuals or groups who are made to accept the blame



	• Agitated - feeling or appearing troubled or nervous. • Commission - a group of people entrusted by a government or other official body with authority to do something. • Replicated - make an exact copy of; reproduce. • Righteousness - the quality of being morally right or justifiable.
Ongoing Assessment	• Throughout the series of lessons teachers have a list of multiple choice and longer answer questions which are intended to draw out the key misconceptions associated with the unit. At the end of the unit, students will be expected to complete the 'pulling the threads' together activity which will assess how well students have understood the key content.
Key Assessment	• Students will be expected to complete the 'pulling the threads' together activity which will assess how well students have understood the key content.
Clear sequencing of content	• The unit has been placed chronological so that students can build on their existing learning. It is placed directly after the unit on the English Civil War so that students are able to better understand how the conditions exacerbated by the civil war helped lead to the witch craze. • The unit follows lessons in Y7 on the role played by women in medieval England. They should use this contextual knowledge to determine how far life had changed for women since medieval England. In Y9 we will study the Holocaust and other genocides. During this time we will make comparisons.
Diversity and Inclusion	• The unit is on the role of women. Students will listen to the voices of female historians where possible to broaden their understanding.
Additional Support	• Booklets contain knowledge organisers, key vocabulary ect. All resources are uploaded to the SharePoint.
Challenge	• Within the booklet there are links to articles from History Extra magazine and to You're Dead to Me Podcast.