

Collins

Key Stage 3

Early Modern Britain

1509–1760

Teacher Guide

Robert Peal

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Knowledge-based history teaching

Knowing History is a knowledge-based history scheme. It is designed to build pupils' thinking from the bottom-up, where subject knowledge provides a gateway to a rich and rewarding understanding of history.

Recent works by cognitive scientists have shown that pupils need to have a large amount of subject knowledge stored in their long-term memory in order to become competent at any subject. Pupils are far more capable of 'thinking historically' when faced with topics they know and understand.

For this reason, *Knowing History* is designed to teach history in a clear and deliberate fashion, where content knowledge is secured before complex tasks are undertaken.

In each chapter, a core narrative is presented. The *Teacher Guide* then breaks down that narrative into key vocabulary, dates and people to help scaffold pupils' learning. For ease of reference, this key content is collected at the end of each unit into a 'knowledge organiser'. Knowledge organisers allow pupils to test themselves, and allow teachers to design quick factual recall tests, ensuring that all pupils master important knowledge at an early stage.

Once this knowledge has been mastered, the *Teacher Guide* recommends historical sources for pupils to analyse and 'thinking deeper' questions for pupils to answer. These have been carefully chosen to seize pupils' interest and complement the core narrative of the Student Book.

Knowing History is designed with the intention that complex tasks – such as source analysis and extended writing – are pursued as the outcomes of having learnt historical content, and not the means for doing so. Pupils will be far more capable of, and confident about, completing such tasks when once they have achieved an essential understanding of the period in question.

Like all subjects, history is best learnt by relating new information to prior knowledge. For example, pupils should be reminded of the struggles to limit the power of medieval kings, and the religious divisions created by the Reformation, before attempting to understand why the English Civil War broke out in 1642. Therefore, the *Teacher Guide* lists topics and vocabulary from previous chapters that should be revisited, before each new chapter is introduced.

Knowing History provides an essential framework for pupils to learn about the past, but it does not pretend to be exhaustive. The core narrative provided by *Knowing History* should be complemented with as many examples of historical evidence, activities and texts from other sources that you – the teacher – see fit.

Lesson structure

The recommended lesson structure for teaching from *Knowing History* is based on cognitive science and research into highly effective teachers, adapted for use in the history classroom. It follows a structure of **recap, pre-teach, read, condense, apply, review**.

1. **RECAP on previous learning:** Start lessons with a short review of previous learning. This serves two purposes. First, frequent review of subject content strengthens its place in pupils' long-term memory, and helps make the recall of words, people, events and concepts automatic. Second, it brings to the front of pupils' minds the relevant prior knowledge that they need to draw upon to understand the new chapter. This may come from the immediately preceding chapter, or from a completely different unit. For example, during a lesson on the Georgian aristocracy (6.4), you may want to recap on parliamentary government (6.2) from the same unit, but you may also want to recap on the rise of the 'gentry' from Unit 3 (3.5). Suggested recap material is listed in the Teacher Guide, along with key vocabulary. Definitions for these terms can be found in the Knowledge Organiser, or – if the term is covered in a previous unit or book – in the *Knowing History* glossary. Recap material could be covered through a starter activity, a short quiz or oral question and answer.
2. **PRE-TEACH difficult new material:** Before reading the text, you may want to 'pre-teach' any particularly challenging new material. This could include keywords, complicated geography or a tricky concept. For example, before teaching a lesson on Henry's 'Great Matter' (1.3), you may want to ensure that pupils understand the concept of hereditary monarchy, and why it was so important for a monarch to produce a legitimate male heir.
3. **READ new material:** Each chapter is around 750 words. You may wish to ask pupils to read sections of the text independently, or chose to read it as a whole class. Along the way, make sure that you are continually asking questions, illustrating important points and clarifying any confusion.
4. **CONDENSE new material into an easily understood format:** Pupils should then reproduce the information in a new format which will aid their understanding. This can be something as simple as answering factual comprehension questions, but activities could also include:
 - **Producing an illustrated storyboard:** helpful for chapters which present a clear narrative, such as James I and the Gunpowder Plot (4.1).
 - **Annotating a map:** useful for information with an important geographical component, such as Vasco da Gama's journey to India (2.3), or the course of the Spanish Armada (3.4).
 - **Annotating an image:** annotating an image or an illustration can help understand visual differences, such as the difference between the interior of a Roman Catholic and a Protestant Church (1.2).
 - **Completing a worksheet:** this allows pupils to sort complex information in a format which clarifies its meaning. For example, pupils could fill in an annotated family tree to ensure that they understand the relationship that each relevant member of the Stuart dynasty (Charles II, James II, James Stuart, William and Mary) had to one another during the Glorious Revolution (5.5).

These activities should be followed by a whole-class check, to ensure that pupils have completed the task correctly, and to clarify any confusion that may have arisen. This can be done through self-assessment, peer-assessment or simple question and answer.

5. **APPLY new knowledge:** Having acquired new knowledge, it is then time to apply it. This could take place at the end of the lesson where knowledge is acquired, or during a following lesson. Ways to apply new knowledge include:
- **Source analysis:** the *Knowing History* scheme presents sources as a part of the curriculum, which should be studied in their own right. For this reason, carefully chosen sources are suggested for each chapter. For example, when studying Henry VIII and Edward VI (1.5), you may want to ask pupils to analyse the painting 'King Edward VI and the Pope' (Available online via the National Portrait Gallery). This is an allegorical image, produced to show Edward VI's dedication to the Reformation.
 - **Further reading:** once pupils have mastered the basic outline of a period through a chapter in *Knowing History*, you may want to introduce a more complex or detailed text. This could include a passage from an adult history book, an article from a historical magazine or text from a reputable online source.
 - **Extended writing:** answering a well-designed historical question encourages pupils to think more deeply about the content they have studied. The five 'check your understanding' questions at the foot of each chapter, and the two 'thinking deeper' questions in the *Teacher Guide*, can be used as a basis for such questions. Such extended writing should encourage pupils to make links between different periods they have studied, building increasingly complex networks of historical understanding.
6. **REVIEW material learnt:** Lessons should be interspersed with quick diagnostic checks, to ascertain the level of understanding that pupils have achieved. To help with this process, a list of carefully designed Quiz questions (10 per chapter) is listed at the back of the *Teacher Guide*. Such activities are crucial in helping to strengthen pupil memory: the more pupils rehearse and review information, the stronger their memory becomes.

End of unit essays: You may want to end each unit with a piece of extended writing, answering a question that draws upon knowledge from all five chapters in the unit. For example, having completed 'Unit 3: The later Tudors', pupils could answer a question such as: 'Was the defeat of the Spanish Armada the most significant event in Elizabeth I's reign?'

Further reading:

Daniel T. Willingham, *Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works*, 2009

Peter C. Brown (et al), *Make It Stick: The Science of Successful Learning*, 2014

Barak Rosenshine, 'Principles of Instruction: Research-Based Strategies That All Teachers Should Know' in *American Educator*, 2012

Shaun Allison and Andy Tharby, *Making Every Lesson Count: Six Principles to Support Great Teaching and Learning*, 2015

Unit 1: Henry VIII and the Reformation

Chapter 1: The young Henry VIII

Recap

- The Wars of the Roses. In particular, the Battle of Bosworth Field, Henry Tudor (later Henry VII), and the Tudor Rose – which can be seen in the portraits of some Tudor monarchs.
- The belief held by England’s medieval kings that they had the right to rule France, or at least the western half of the country. See the Angevin Empire, the Hundred Years War, Henry V and Agincourt, and so on.
- Vocabulary to recap: coronation; heir; jousting; noble.

Key vocabulary

Cardinal	A senior member of the Catholic Church, who wears a distinctive red cassock
Hampton Court	A magnificent palace built by Thomas Wolsey, and later given as a gift to King Henry VIII
Holy Roman Empire	A collection of central European states that developed during the medieval period
Lord Chancellor	The King’s most powerful advisor, also known as ‘keeper of the Great Seal’
Royal Court	A collection of nobles and clergymen, known as courtiers, who advise the monarch
Tudors	The royal dynasty that ruled England from 1485 to 1603

Key dates

1509 Henry VIII becomes King of England

1513 Henry VIII’s first invasion of France

1520 The Field of the Cloth of Gold

Key people

Catherine of Aragon Henry VIII’s first wife and the daughter of the King and Queen of Spain

Thomas Wolsey Henry VIII’s Lord Chancellor from 1515 to 1529, and a very wealthy and powerful man

Henry VIII King of England from 1509 to 1547 who had six wives and started the English Reformation

Check your understanding

1. **Who was Henry VIII's first wife, Catherine of Aragon, previously married to?**
Answer: Henry VIII's first wife, Catherine of Aragon, was previously married to his older brother Arthur. However, Arthur died young in 1502, making Catherine a widow.
2. **What military successes did England enjoy in 1513?**
Answer: In 1513, Henry VIII invaded France and captured two towns, and won a victory against the French at the Battle of the Spurs. Meanwhile, an army organised by Queen Catherine successfully fought off an invading Scottish army, defeating them and killing their king at the Battle of Flodden.
3. **Why did Cardinal Wolsey persuade Henry VIII to make peace with France?**
Answer: Cardinal Wolsey persuaded Henry VIII to make peace with France in 1516 because France gained a new king named Francis I. Francis was shrewd and warlike, meaning further English victories against France were unlikely.
4. **What was the purpose of the Field of the Cloth of Gold celebrations in 1520?**
Answer: The purpose of the Field of the Cloth of Gold celebrations in 1520 was to celebrate the peace between England and France. Wolsey organised it in the hope that it would make Henry less angry about giving up his ambitions to conquer France.
5. **What positions of power did Thomas Wolsey hold?**
Answer: Thomas Wolsey was Archbishop of York, the Lord Chancellor and a Cardinal in the Roman Catholic Church.

Suggested activities

- Create an illustrated mind-map of all of the different interests and ambitions that Henry VIII had in his early years as king.
- Having studied the Field of the Cloth of Gold, and its 1545 painting, write a first-hand account of having attended the event from a member of Henry VIII's retinue.

Sources

- The description of Henry VIII as a young prince from the Venetian diplomat Pasqualigo, written in 1515 as a dispatch back to Venice.
- *The Field of the Cloth of Gold*, 1545, painted for Henry VIII to commemorate his meeting with Francis I of France in 1520. Available online via the Royal Collection.
- *The Ordinances of Eltham*, 1526, a set of rules describing Henry VIII's daily routine, drawn up by Cardinal Wolsey. Available online via the National Archives.

Thinking deeper questions

1. Why do you think many people in Tudor England disliked Cardinal Wolsey?
2. How does the young Henry VIII differ from the popular view of Henry VIII today?

Unit 1: Henry VIII and the Reformation

Chapter 2: The Reformation

Recap

- The role and power of the Roman Catholic Church in medieval life.
- Previous power struggles between monarchs and the Church, such as Henry II and Thomas Becket.
- Rituals and superstitions of medieval Christianity, which were rather detached from the teachings of the Bible.
- Any prior knowledge pupils have, perhaps from Religious Education lessons, about Jesus Christ's teachings on wealth and greed.
- Vocabulary to recap: Latin; monasteries; monks, nuns; Pope; purgatory.

Key vocabulary

Altar	The table in a Christian church where the priest performs the Holy Communion
Catholicism	One of the three major branches of Christianity, led from Rome by the Pope
Celibate	Choosing to remain unmarried and abstain from sex, usually for religious reasons
Corruption	The misuse of power for dishonest or immoral purposes
Incense	A substance made from tree resin, burnt in churches to create a strong sweet aroma
Indulgence	A forgiveness of one's sins purchased from the medieval Catholic Church
Protestantism	A form of Christianity which emerged during the 1500s in protest against Catholicism
Reformation	A movement to reform the Christian church which began with Martin Luther in Germany
Relic	An object of religious significance, often the physical or personal remains of a saint
Stained glass	Decorative coloured glass, often found in the windows of churches and cathedrals

Key dates

1517 Martin Luther's nails his 95 theses to his church door in Wittenberg

Key people

Martin Luther A German monk and theologian who helped to start the Reformation

Check your understanding

1. Why was Pope Alexander VI so infamous?

Answer: Pope Alexander VI was so infamous because he threw all-night parties, stole money from the Church and had children with his mistresses – even though he was supposed to stay celibate.

2. What was corrupt about the selling of indulgences?

Answer: The selling of indulgences was corrupt because the Catholic Church made money by telling Christians they could gain forgiveness for their sins through paying money, and not through showing repentance.

3. How were Protestant churches different from Catholic churches?

Answer: Protestant churches had plain white-washed walls, whereas the interior of Catholic Churches were richly decorated with gold altars and stained glass windows.

4. Why did Protestants want to translate the Bible into their own languages?

Answer: Protestants wanted to translate the Bible into their own languages so that everyone could read the Bible in their own language and form their own relationship with God. Only the very well educated could read the Bible if it was written in Latin, Hebrew or Greek.

5. What did Martin Luther do in 1517, which is said to have marked the start of the Reformation?

Answer: In 1517, Martin Luther wrote a list of arguments known as the ‘95 theses’ and nailed it to the door of his church in Wittenberg. This is said to have marked the start of the Reformation.

Suggested activities

- Complete a chart of the features in the Catholic Church during the early 16th century which were seen as corrupt, such as: selling indulgences; selling relics; luxurious monasteries; badly behaved popes. For each feature, answer ‘What was happening?’ and ‘Why was this seen as corrupting Christianity?’
- Complete a chart listing features of Roman Catholicism on one side and Protestantism on the other. These could include, for Protestantism: plain, undecorated churches; the Bible in English; clergy being allowed to marry; less church hierarchy such as bishops; and strict adherence to the content of the Bible. And for Catholicism: richly decorated churches; the Bible and church services in Latin; clerical celibacy; bishops, monks and monasteries; and an emphasis on ritual and superstition.

Sources

- *Passional Christi und Antichristi*, 1521, by Lucas Cranach the Elder. This series of woodcuts depicts the Pope as the Antichrist, and contrasts his corrupt actions with the actions of Jesus Christ.
- *A Visitation to the Monasteries of Buckinghamshire*, 1537–8. This report on the monasteries of Buckinghamshire was sent to King Henry VIII’s Chief Minister Thomas Cromwell, to build evidence to justify the dissolution of the monasteries.

Thinking deeper questions

1. Did the behaviour of the Catholic Church around 1500 contradict the teachings of Jesus Christ?
2. Why do you think the printing press played such an important role during the Reformation?

Unit 1: Henry VIII and the Reformation

Chapter 3: Henry’s ‘Great Matter’

Recap

- Henry VIII’s marriage to Catherine of Aragon, due to the death of his brother Arthur.
- The importance of royal blood for England’s hereditary monarchy, and previous occurrences where the lack of a clear heir led to violence (1066, the Anarchy, the Wars of the Roses, and so on).
- The challenge to the Roman Catholic Church created by Martin Luther and the Reformation.
- Vocabulary to recap: Cardinal; Hampton Court; Holy Roman Empire; Lord Chancellor; Protestantism.

Key vocabulary

Act of Supremacy	A law passed by Parliament which led to the creation of the Church of England
Break with Rome	England’s decision to leave the Roman Catholic Church in 1534
Heretic	Someone with beliefs that question or contradict the established church
Lady-in-waiting	A female member of the Royal Court, working as a personal assistant to the Queen
Supreme Head of the Church of England	The title granted to Henry VIII following the Act of Supremacy

Key dates

1521 Henry VIII writes ‘Defence of the Seven Sacraments’ attacking Martin Luther

1533 Henry VIII marries Anne Boleyn

1534 The Act of Supremacy starts the English Reformation

Key people

Anne Boleyn Henry VIII’s second wife, who was executed in 1536 for adultery

Charles V Emperor who ruled Spain and the Holy Roman Empire from 1519 until 1556

Check your understanding

1. Why was Henry VIII so dissatisfied with his marriage to Catherine of Aragon by 1525?

Answer: Henry VIII was dissatisfied with his marriage to Catherine of Aragon by 1525 because she had only given him one child, a daughter named Mary. He wanted a male heir, but by this time Catherine was probably too old to bear a child.

2. What prevented Henry VIII from being able to divorce Catherine of Aragon, and marry Anne Boleyn?

Answer: The Pope prevented Henry VIII from being able to divorce Catherine of Aragon and marry Anne Boleyn. The Pope had to grant permission for Henry VIII's divorce, but because the Pope was the prisoner of Catherine of Aragon's nephew, Charles V, he was unwilling to do so.

3. On what grounds did Henry VIII claim that his first marriage was not lawful?

Answer: Henry VIII claimed that his first marriage was not lawful on the grounds of the Bible. In particular, the book of Leviticus states that if a man marries his brother's widow, the couple will remain childless. Catherine was the widow of Henry VIII's brother Arthur.

4. Why did leaving the Roman Catholic Church provide a solution to Henry VIII's 'Great Matter'?

Answer: Leaving the Catholic Church provided a solution to Henry VIII's 'Great Matter' because if the Church of England was no longer part of the Roman Catholic Church, Henry VIII would not require permission from the Pope to gain a divorce.

5. What did the 1534 Act of Supremacy confirm?

Answer: The 1534 Act of Supremacy confirmed England's break with Rome, and the creation of a new Church of England, which no longer belonged to the Roman Catholic Church.

Suggested activities

- Compare the two well-known portraits of Catherine of Aragon and Anne Boleyn. Emphasise Anne's prettiness, fashionable 'French hood', and 'B' necklace.
- Consider different solutions Henry VIII could have devised to resolve the 'Great Matter', and assess whether the 'break with Rome' was his only available solution.
- Having read one of Henry VIII's love letters to Anne Boleyn, compose an imaginary response to the King.

Sources

- One of Henry VIII's love letters to Anne Boleyn, which were found in the Vatican library.
- Catherine of Aragon's speech to the Legatine Court at Blackfriars, June 1529.

Thinking deeper questions

1. Why is it doubtful that Henry VIII's decision to break with Rome was based on religious motivations?
2. Why do you think Henry VIII fell so deeply in love with Anne Boleyn?

Unit 1: Henry VIII and the Reformation

Chapter 4: The English Reformation

Recap

- The significant role that monasteries, abbeys and nunneries played in medieval life.
- Monasteries' activities in areas such as education, relief for the poor and healthcare.
- The importance of pilgrimage to medieval Roman Catholicism.
- Vocabulary to recap: Act of Supremacy; Break with Rome; hanged, drawn and quartered; Lord Chancellor; monastery; oath; pilgrimage; Supreme Head of the Church of England; treason.

Key vocabulary

Dissolution of the Monasteries The closure of all religious houses in England by Henry VIII

Mercenary A professional soldier who is paid to fight for foreign armies

Oath of Supremacy An oath of allegiance to the monarch as supreme head of the Church of England

Key dates

1536 The Dissolution of the Monasteries begins

1536 (October) The Pilgrimage of Grace takes place

Key people

Thomas Cromwell Henry VIII's chief minister from 1532, and a strong Protestant

Thomas More Henry VIII's Lord Chancellor from 1529, he was executed for his Catholicism

Check your understanding

1. **What happened to those in England who refused to swear the Oath of Supremacy?**
Answer: Those in England who refused to swear the Oath of Supremacy were tried for treason and executed. The most famous figure to face this fate was Henry VIII's own Lord Chancellor, Sir Thomas More.
2. **Who was Thomas Cromwell, and what were his religious views?**
Answer: Thomas Cromwell was the son of a Putney blacksmith, who rose to become Chancellor of the Exchequer. Cromwell was a keen reader of Luther, and pushed for further Protestant reforms to the Church.
3. **How did Henry VIII gain from the Dissolution of the Monasteries?**
Answer: Henry VIII gained from the Dissolution of the monasteries because their land and property reverted to the Crown, making the King enormously rich. He increased the Crown's income by around £80 million a year in today's money.
4. **Why did Robert Aske begin the Pilgrimage of Grace?**
Answer: Robert Aske began the Pilgrimage of Grace because he believed that the reforms to the Catholic Church were going too far. He and his followers invited the expelled nuns and monks of York to return to their monasteries and resume Catholic observance.
5. **Why did the Dissolution of the Monasteries lead to the creation of so many new schools in England?**
Answer: The dissolution of the monasteries led to the creation of new schools in England because they were required to replace the service that the monasteries used to offer in teaching local boys.

Suggested activities

- Study pictures of ruined monasteries around England today, such as: Fountains Abbey; Tintern Abbey; Whitby Abbey; Byland Abbey; Glastonbury Abbey.
- Write a first-hand account of a participant in Robert Aske's Pilgrimage of Grace, explaining the actions they took and what their motivations were for doing so.

Sources

- The title page of the 'Great Bible', the first authorised English translation of the Bible, issued by Henry VIII in 1539. Available online via the British Library.
- 16th century woodcuts showing how children were taught in Tudor grammar schools.

Thinking deeper questions

1. How would you describe the way in which Henry VIII enforced his decision to break with Rome?
2. Why do you think Robert Aske and his followers were prepared to risk their lives opposing the King?

Unit 1: Henry VIII and the Reformation

Chapter 5: Henry VIII and Edward VI

Recap

- The differences between Protestantism and Catholicism, in terms of appearance, doctrines and practices.
- The nature of Christian worship in medieval England, and the need to emphasise ritual, ceremony and imagery to serve a largely illiterate congregation.
- Henry VIII's character as a young man, in contrast to his character as he grew older.
- Vocabulary to recap: heir; heretic; jousting; Latin; Lord Chancellor; Reformation; relics; stained glass; treason; tyrant.

Key vocabulary

Book of Common Prayer	A book of prayers used for Church of England services and written in English
Mass	The central act of worship in the Catholic Church, when the Holy Communion is taken
Transubstantiation	The change of bread and wine into the body and blood of Christ during Communion

Key dates

1536 (May) Anne Boleyn is executed

1539 Parliament passes the Six Articles

1547 Edward VI is crowned King

Key people

Edward VI The only son of Henry VIII, he died aged fifteen and is known as the 'Boy King'

Check your understanding

1. On what grounds was Anne Boleyn executed in 1536?

Answer: Anne Boleyn was executed in 1536 having been charged with multiple cases of adultery and treason, though she was almost certainly innocent.

2. Was Henry VIII's marriage to Jane Seymour a success?

Answer: At first, yes, Henry VIII's marriage to Jane Seymour was a success. Henry adored Jane, and she provided him with his only surviving son. This successful marriage did not last, however, as Jane died soon after Edward's birth.

3. How did Henry VIII's accident in 1536 change his appearance?

Answer: Henry VIII's accident in 1536, in which he was crushed beneath his horse, meant that he was unable to exercise. This led Henry VIII to grow enormously fat, and develop a 54 inch (137 cm) waist.

4. Why did Henry VIII execute his chief minister Thomas Cromwell in 1540?

Answer: Henry VIII executed his chief minister Thomas Cromwell in 1540 for his Protestant sympathies, and for organising Henry's failed marriage to Anne of Cleves.

5. How were Edward VI's religious views different from those of his father?

Answer: Edward VI's religious views were different from those of his father because they were more strongly Protestant. Edward VI passed further Protestant reforms to the English Church.

Suggested activities

- Complete a chart of Henry VIII's six wives, answering questions such as: 'Who was she?'; 'Why did Henry VIII marry her?'; 'What happened to her?'
- Write an obituary for Henry VIII, describing the events and achievements of his reign.

Sources

- *The family of Henry VIII*, 1572, an allegorical painting showing the Tudor succession by an unknown artist. Available online via the Royal Collection.
- *King Edward VI and the Pope*, 1575, an allegorical painting showing Edward VI succeeding a dying Henry VIII, and crushing the Pope with an English Bible. Available online via the National Portrait Gallery.

Thinking deeper questions

1. Do you think that Henry VIII should be remembered as a 'great' king?
2. How do you think the people of England viewed the English Reformation?

Unit 2: The age of encounters

Chapter 1: The Italian Renaissance

Recap

- The cultural achievements of Ancient Greece and Rome, and the fact that many of these were 'lost' to Western Europe after the fall of Rome in the 5th century.
- The Byzantine Empire and European contact with the Islamic World during the Crusades.
- Vocabulary to recap: Byzantium; Constantinople; Crusades; feudal; Islam; Sultan.

Key vocabulary

City state	A political system where a single city governs itself and its surrounding territories
Classical	Relating to the art, culture or history of Ancient Greece and Rome
Florence	Italian city state and banking centre where the Renaissance was said to have begun
Patron	Someone who gives financial support to a person or institution, most often an artist
Perspective	A method in art of depicting three dimensional objects, often using a vanishing point
Renaissance	Literally meaning 'rebirth', a period of cultural flourishing in late medieval Europe
Republic	A state where the ruler is not a monarch, but comes from amongst the people
Venice	City in northern Italy that dominated Mediterranean trade during the medieval period

Key dates

1453 The Fall of Constantinople

1409 Leonardo da Vinci completes 'the Last Supper'

1504 Michelangelo completes his masterpiece 'David'

Key people

Filippo Brunelleschi Renaissance architect and artist who pioneered the use of perspective

Leonardo da Vinci Renaissance genius who painted the Last Supper

Mehmed II Turkish sultan who conquered Constantinople

Check your understanding

1. The rebirth of what cultural activities was said to have started the Renaissance in medieval Europe?

Answer: The rebirth of classical civilisation, meaning the learning and cultural achievements of Ancient Greece and Rome, was said to have started the Renaissance in medieval Europe

2. How did the fall of Constantinople and the Crusades help spur the European Renaissance?

Answer: The fall of Constantinople helped to spur the European Renaissance because it meant that refugees from the Byzantine Empire travelled to Europe and brought with them the books and ideas of Ancient Greece and Rome. Similarly, the Crusades allowed for greater European contact with the Islamic world, where much of the learning of the classical world had been kept alive.

3. Why were Italian city-states so wealthy?

Answer: The Italian city-states were so wealthy because they were urban centres, and home to Europe's most successful trade guilds, craftsmen, merchants and bankers.

4. How did the artistic technique devised by Filippo Brunelleschi change Renaissance painting?

Answer: Filippo Brunelleschi developed perspective using a vanishing point. This changed Renaissance painting by making it appear different compared to the flatter and less realistic appearance of medieval painting.

5. What were some of Leonardo da Vinci's accomplishments?

Answer: Leonardo had many accomplishments, as a philosopher, mathematician, artist and inventor. He is perhaps best known for his 1499 masterpiece, a painting of the Last Supper on the refectory wall of the convent of Santa Maria delle Grazie.

Suggested activities

- Annotate a map of Italy and Greece, labelling Florence, Rome, Milan, Venice and Constantinople, and give a short explanation of the contribution of each location to the European Renaissance.
- Compare and contrast the achievements of Michelangelo, Leonardo da Vinci, Raphael and Filippo Brunelleschi, and debate who should be remembered as the greatest Renaissance figure.

Sources

- *The Ambassadors*, 1533, by Hans Holbein the Younger. The painting is of two French diplomats and gathered between them are a collection of objects which represent their Renaissance interests, such as mathematics, exploration and music. The painting also contains a skull rendered in anamorphic perspective. Available online via the National Gallery.
- The letter written by Leonardo da Vinci, to Ludovico Sforza, the Duke of Milan, in 1482. In it, Leonardo explains all of his varied engineering and artistic talents in the hope of being rewarded with a job.
- *Vitruvian Man* by Leonardo da Vinci, 1490, shows the human body in perfect proportions, according to the ancient Roman architect Vitruvius in his book *De Architectura*, AD15. Leonardo's notes around the image are written backwards, in 'mirror writing'.

Thinking deeper questions

1. Why did the Renaissance begin in the city states of 15th century Italy?
2. Why do you think the re-discovery of classical ideas was so exciting for medieval Europeans?

Unit 2: The age of encounters

Chapter 2: Print, gunpowder and astronomy

Recap

- The writing of books by monks in medieval society, in particular their high price and rarity.
- The dominance of the medieval church on the intellectual and cultural life of medieval society, and the risks of questioning the truth as revealed by the Bible.
- The nature of medieval warfare, in particular the use of armour and the role played by knights and castles.
- Vocabulary to recap: armour; Catholicism; Constantinople; knight; monk; Reformation.

Key vocabulary

Astronomy	The science of studying extraterrestrial objects, and the universe
Bombardment	To attack continuously a place with missiles until it gives way
Geocentric	A system in astronomy where the earth is at the centre of the universe
Heliocentric	A system in astronomy where the sun is at the centre of the universe, or solar system
Humanism	A system of thought which concentrates on the human realm, often in place of religion
Movable-type printing	A system of printing that uses and rearranges individual letters and punctuation
Printing Press	A revolutionary invention, first created by Johannes Gutenberg around 1455
Patron	Someone who gives financial support to a person or institution, most often an artist
Revolution	A change which means that nothing will ever be the same again

Key dates

1455 The Gutenberg Bible is printed in Mainz

1609 Galileo becomes the first astronomer to use a telescope

1632 Galileo publishes *Dialogue concerning the Two Chief World Systems*

Key people

Galileo Galilei Italian astronomer who supported a heliocentric theory of the universe

Johannes Gutenberg German publisher who introduced movable-type printing to Europe

Check your understanding

1. The growth of which institutions helped the spread of ‘humanism’ in medieval society?

Answer: The growth of universities helped the spread of ‘humanism’ in medieval society, as they were places where scholars could study subjects aside from religion, such as law, philosophy and medicine.

2. Why did the invention of the printing press make books cheaper, and more efficient to produce?

Answer: The invention of the printing press made books cheaper and more efficient to produce because they no longer had to be handwritten. Instead, repeated pages of text could be produced simply by pressing them onto type blocks covered with ink.

3. Why did the invention of the printing press play an important role in the Reformation?

Answer: The invention of the printing press played an important role in the Reformation because it allowed new ideas – such as attacks on the Roman Catholic Church – to spread to many more people at an unprecedented speed.

4. How did the use of gunpowder in Europe spell the end of medieval warfare?

Answer: The use of gunpowder in Europe spelled the end of medieval warfare because castle walls could be breached by cannon bombardment, and armour was not an effective protection against a handgun.

5. What did astronomers observe, which made them propose a heliocentric theory of space?

Answer: Astronomers observed planets in the night sky with irregular orbits around the Earth. This made them propose a heliocentric theory of space.

Suggested activities

- If you can get hold of moveable-type printing blocks, then you could set up a competition. One group of pupils uses ink and moveable-type printing blocks to print as many copies of a passage as possible in 10 minutes. Another group of pupils writes out the same passage by hand, in a neat and legible way, as many times as possible in 10 minutes. Compare the quality and quantity of passages from both groups, to get an understanding of the increased efficiency of printing.
- Consider other inventions which had the same ‘revolutionary’ impact as the Guttenberg Bible (For example: steam engine, light bulb, wheel, telephone.) and consider what makes an invention revolutionary.
- Watch animations of a geocentric view theory of the universe, compared to a heliocentric, to show how Galileo made his discovery through studying the orbit of planets. An animation designed by Malin Christersson is particularly instructive.

Sources

- The ‘Our World in Data’ website has a number of excellent graphs following the rise of book production and decline in book cost in Europe, from Gutenberg’s invention onwards. Analysing these figures will help pupils conceptualise the revolutionary nature of Gutenberg’s invention.
- *The Crime of Galileo: Indictment and Abjuration*, 1633, from Galileo’s trial by the Holy Office of the Roman Catholic Church. It states that his proposition that the Earth is not the centre of the universe is, ‘absurd, philosophically false, and, theologically considered, at least erroneous in faith.’

Thinking deeper questions

1. How did the printing press revolutionise European society?
2. How did the discoveries and inventions of the Renaissance challenge the Roman Catholic Church?

Unit 2: The age of encounters

Chapter 3: Global exploration

Recap

- See what pupils understand to be the 'known world' for Europeans at the beginning of the 15th century, considering the likes of Alexander the Great, the Roman Empire, Viking explorations and the Crusades.
- Vocabulary to recap: Asia Minor; Islam; Venice.

Key vocabulary

Cape of Good Hope	The southern tip of Africa, notorious for its stormy weather and rough seas
Silk road	An ancient overground trade route which linked East Asia with the west

Key dates

1298 Marco Polo publishes *Description of the World*

1499 Vasco da Gama returns from his voyage to India

Key people

Marco Polo Italian explorer who wrote a bestselling medieval book about his journey to China

Vasco da Gama The first European to establish an overseas trading route with India

Check your understanding

1. **Why were goods from China and India so expensive during the medieval period?**
Answer: Goods from China and India were so expensive during the medieval period because they had to be carried overland for thousands of miles along the 'Silk Road'. Before reaching Europe, goods were bought and sold by merchants many times over, each time rising in price.
2. **What story did Marco Polo's book *Description of the World* tell?**
Answer: Marco Polo's book *Description of the World* told the extraordinary story of his journey to Beijing, his work there for the Mongol Emperor Kublai Kahn, and his eventual return to Europe twenty-five years later.
3. **What obstacle prevented European merchants from sailing to East Asia?**
Answer: The obstacle that prevented European merchants from sailing to East Asia was Africa. In particular, none were able to sail around the treacherous Cape of Good Hope at the southernmost point of the continent.
4. **Which country provided the keenest explorers in medieval Europe?**
Answer: Portugal provided the keenest explorers in medieval Europe, and they sailed further and further down the west coast of Africa during the 15th century.
5. **What historic feat did Vasco da Gama achieve in 1499?**
Answer: In 1499, Vasco da Gama achieved the historic feat of becoming the first European explorer to sail to, and trade with, India.

Suggested activities

- Illustrate a map of the world by shading in the 'known world' for 15th century Europeans, and then, in different colours, draw the routes of: the 'Silk Road'; Marco Polo's journey; and Vasco da Gama's journey. This same map could be used in later lessons to illustrate the journeys made by Christopher Columbus, Ferdinand Magellan and Hernán Cortés.
- Further research the content of Marco Polo's *Description of the World*, and assess the evidence for and against his claim to have travelled to China and worked for Kublai Khan. This could be followed by a class debate about whether Marco Polo's account should be trusted as true, or not.

Sources

- Ptolemy's world map from 1482, or the world map of Henricus Martellus Germanus, 1490. Both of these illustrate what constituted the 'known world' for 15th century Europeans.
- Extracts from Marco Polo's *Description of the World*, such as his description of the Palace of the Great Khan in Beijing, or his description of Hangzhou.
- Extracts from the *Journal of the First Voyage of Vasco Da Gama*, 1497–9, in particular his description of arriving in Calicut.

Thinking deeper questions

1. Why might people today doubt Marco Polo's story of working for Kublai Kahn?
2. Why was it so beneficial for European merchants to establish sea routes to East Asia?

Unit 2: The age of encounters

Chapter 4: Christopher Columbus

Recap

- The link between global exploration and trade, and the role played by Marco Polo and Vasco da Gama in the early history of exploration.
- The dangers of sailing to East Asia via the Cape of Good Hope at the southernmost tip of the African continent, which was a particularly treacherous stretch of water.
- Vocabulary to recap: Cape of Good Hope.

Key vocabulary

Native	A person born in, or historically associated with, a particular country or region
Taíno	The native people of the Caribbean, wiped out by European diseases
Treaty of Tordesillas	A treaty that divided the new world between Spain and Portugal

Key dates

1492 Christopher Columbus crosses the Atlantic and lands in America

1494 Spain and Portugal sign the Treaty of Tordesillas

Key people

Christopher Columbus Explorer who crossed the Atlantic and claimed the land he encountered for Spain

Check your understanding

- 1. What route did Christopher Columbus believe he could take to sail to East Asia?**
Answer: Christopher Columbus believed he could take a 'western passage' to sail to East Asia, travelling across the Atlantic and avoiding the Cape of Good Hope.
- 2. What did Columbus find when he landed on the island of Guanahani?**
Answer: When he landed on the island of Guanahani, Columbus found a peaceful native people called the Taino, who did not wear clothes, spent their lives fishing and farming, and smoked tobacco.
- 3. What was decided between Spain and Portugal by the Treaty of Tordesillas?**
Answer: The Treaty of Tordesillas between Spain and Portugal drew a line down the middle of the globe, and decided that anything west of the line belonged to Spain and anything east of the line belonged to Portugal.
- 4. How is the error Columbus made when he discovered America reflected in words we use today?**
Answer: The error Columbus made in refusing to believe that America was a new continent is reflected in the fact that some Caribbean islands are still known as the West Indies today, and native Americans are sometimes called Indians.
- 5. Why did so many of the native people of the Americas die after Europeans made first contact?**
Answer: So many of the native people of the Americas died after Europeans made first contact because the native population had no immunity to diseases carried by European settlers.

Suggested activities

- Continue to annotate the map of the world, this time with the route of Columbus' first voyage, and the dividing line of the Treaty of Tordesillas.
- Write an imaginary account of a member of Columbus' crew, explaining the experience of reaching land after almost five weeks at sea, and describing what they found on the island of Guanahani.

Sources

- Christopher Columbus' letter on the first voyage, written to Ferdinand and Isabella on his return to Spain in 1493.
- Print of Christopher Columbus' 'first contact' with Native Americans, produced in 1594. Available online via the British Library.
- *The Virgin of the Navigators* by Alejo Fernández, 1536. It is the earliest known painting to take on the subject of the discovery of the Americas.

Thinking deeper questions

1. What sort of personality do you think Columbus had?
2. Why do you think Ferdinand and Isabella of Spain decided to fund Columbus' expedition?

Unit 2: The age of encounters

Chapter 5: The ‘New World’

Recap

- Columbus' discovery of the Americas, and the religious motivations behind his insistence that it was part of East Asia.
- The lack of immunity Native Americans had to European diseases.
- The developments in warfare that had occurred in Europe by the time of the 16th century, in particular gunpowder, cannons and firearms.
- Vocabulary to recap: native.

Key vocabulary

Aztec	Native American civilisation who ruled much of what is today called Mexico
Circumnavigate	To sail around something, often used to mean sailing around the world
Colony	A country or area under the political control of a foreign country
Conquistadors	Spanish soldiers who led the conquest of the Americas
Empire	A group of countries or states presided over by a single ruler
Inca	Native American civilisation who ruled much of what is today called Peru
New World	Term given to North and South America following Columbus's voyage in 1492
Patagonia	Region at the southern tip of the South American continent

Key dates

1503 Amerigo Vespucci sails the length of South America, concluding it is a ‘New World’

1521 The fall of Tenochtitlan to Hernán Cortés

1522 Magellan's crew complete the first ever circumnavigation of the world

Key people

Hernán Cortés Spanish conquistador who defeated the Aztecs

Check your understanding**1. How did America gain its name?**

Answer: America gained its name from an Italian explorer called Amerigo Vespucci. He sailed along the coast of South America, and established that it was not part of Asia, but a whole new continent.

2. How did the Pacific Ocean gain its name?

Answer: The Pacific Ocean gained its name from the voyage of Ferdinand Magellan. Magellan and his crew believed this Ocean seemed calm in comparison to the Magellan Strait, through which they had just sailed, and 'Pacific' means 'peaceful'.

3. What advantages did Hernán Cortés and his conquistadors have when fighting the Aztecs?

Answer: When fighting the Aztecs, Hernán Cortés and his conquistadors had the advantages of steel swords, handguns and cannons. The Aztecs, in comparison, were still a Stone Age civilisation.

4. Why were the Inca already weakened by the Europeans before Pizarro arrived in Peru?

Answer: The Inca were already weakened by the Europeans before Pizarro arrived in Peru because European diseases had reached the Inca Empire before the Europeans themselves. The Inca people were being ravaged by smallpox.

5. What sort of goods, which are common in Europe today, originated in the New World?

Answer: Goods, which are common in Europe today, and originated in the New World include: tomatoes, potatoes, chocolate, peanuts, vanilla and tobacco.

Suggested activities

- Continue to annotate the map of the world, this time with the route of Hernán Cortés' expedition, and Ferdinand Magellan's circumnavigation of the world.
- Annotate a world map noting the origins of all of the goods and luxuries, which we enjoy today, that started coming to Europe in significant quantities following the Age of Encounters: chocolate, sweetcorn, potatoes, tomatoes, tea, coffee, gold, tobacco, cinnamon, black pepper, ginger, vanilla, and so on.

Sources

- Images of Cortés' conquest of the Aztecs from the *Lienzo de Tlaxcala*, 1585. This is an illustrated linen manuscript created by the Tlaxcalans, (Native Americans from central Mexico), who allied with Hernán Cortés to defeat the Aztecs.
- The *Cantino planisphere* map, 1502, which is the first to show Spanish and Portuguese discoveries in the Atlantic. The *World map* of Nicolas Desliens, 1566. Pupils compare these with the maps studied Unit 2 Chapter 3, to see how radically the Europeans' 'known world' changed in less than one hundred years.

Thinking deeper questions

1. Why were Spanish and Portuguese invaders so easily able to establish colonies in America?
2. How do you think other countries in Europe felt about Spain and Portugal's domination of overseas trade?

Unit 3: The late Tudors

Chapter 1: Mary I's Counter-reformation

Recap

- The religious policies of Henry VIII and his son Edward VI.
- Henry VIII's wives and respective children: Mary I (Catherine of Aragon), Elizabeth I (Anne Boleyn) and Edward VI (Jane Seymour).
- Vocabulary to recap: Catholicism; heir; heretic; Mass; Protestantism; Reformation.

Key vocabulary

Burning at the stake	A slow and painful execution, usually reserved for religious heretics
Counter-reformation	Catholic fight back against the spread of Protestantism in Europe
Foxe's Book of Martyrs	A work of Protestant propaganda against Mary I, published in 1563
Martyr	A person who is killed for their beliefs, often religious
Propaganda	A piece of art or information used to promote a particular cause or point of view

Key dates

1553 Mary I is crowned Queen of England

1554 Mary I marries Philip II of Spain

Key people

Lady Jane Grey Cousin of Edward VI, known as the 'nine day Queen' for her very brief reign

Mary I Queen who led England's counter-reformation, and earned the epithet 'Bloody'

Philip II of Spain King of Spain, who for a time was the husband of Mary I and King of England

Check your understanding

1. **How were Mary I's religious views different from those of her half-brother Edward VI?**

Answer: Mary I's religious views were different from those of her half-brother Edward VI because he was a firm Protestant who pursued the Reformation in England, and she was a devout Catholic who wanted to return England to the old faith.

2. **Why did the Wyatt rebellion take place in 1554?**

Answer: The Wyatt rebellion took place in 1554 due to Mary I's plan to marry Philip II of Spain. This meant that a Spanish Catholic was soon to become the king of England.

3. **Why did Mary I's religious policy become more pro-Catholic, and anti-Protestant, from July 1554 onwards?**

Answer: Mary I's religious policy became more pro-Catholic, and anti-Protestant, from July 1554 onwards because she was married to Philip II of Spain. This made her increasingly confident that she would have a Catholic heir.

4. **Why was being 'burned at the stake' such an agonising death?**

Answer: Being 'burned at the stake' was such an agonising death because it could last up to an hour, and victims could feel, see and smell their flesh burn right before their eyes.

5. **What religious viewpoint was Foxe's *Book of Martyrs* written to support?**

Answer: Foxe's *Book of Martyrs* was written to support a Protestant viewpoint, as it was a piece of Protestant propaganda which established Mary I's reputation as 'Bloody'.

Suggested activities

- Study the nursery rhyme '*Mary, Mary quite contrary*' line-by-line, and decipher how it was written to mock Mary I and her reign.
- Create a chart, with Catholicism leading to Protestantism on the y-axis, and time from 1509 to 1558 on the x-axis and plot the changing religious nature of England during the reigns of Henry VIII, Edward VI, and Mary I.

Sources

- The description of Queen Mary I written by Giovanni Michieli, the Venetian ambassador to her court, 1557.
- The written account, and accompanying illustration, of the burning at the stake of Anglican Bishops Hugh Latimer and Nicholas Ridley (the 'Oxford Martyrs') in 1555, from John Foxe's *Book of Martyrs*, 1563.

Thinking deeper questions

1. Why do you think burning at the stake was chosen as the traditional punishment for heretics?
2. How do you think Protestants remembered Mary I's reign in the years that followed her death?

Unit 3: The late Tudors

Chapter 2: Elizabeth I

Recap

- The reign of Mary I and her attempt to reverse the English Reformation.
- The differences between Protestantism and Catholicism, in terms of appearance, doctrines and practices.
- Vocabulary to recap: bishops; Book of Common Prayer; Catholicism; Protestantism; Reformation; stained glass; vestments.

Key vocabulary

Babington Plot	A foiled plot to kill Elizabeth I, which resulted in Mary Queen of Scots' execution
Elizabethan Religious Settlement	A compromise agreement returning England to Protestantism but allowing Catholics to worship in secret
Papal Bull	A formal and important announcement, issued by the Pope
Rack	Torture device used slowly to stretch a person's body until all their joints dislocate

Key dates

1558 Elizabeth I is crowned Queen of England

1570 The Pope issues a Papal Bull against Elizabeth I

1587 Mary Queen of Scots is executed

Key people

Elizabeth I Queen from 1558 to 1603, and remembered as one of England's greatest monarchs

Francis Walsingham Principal Secretary and 'spymaster' to Elizabeth I

Mary Queen of Scots Elizabeth I's Catholic cousin and the most significant threat to her reign

Check your understanding

1. What aspects of Catholicism did the Protestant Church of England retain under Elizabeth I?

Answer: Under Elizabeth I, the Protestant Church of England retained bishops, traditional vestments for priests and church decorations such as stained glass windows.

2. Why did Elizabeth I believe neither a foreign nor an English husband would be suitable for her?

Answer: Elizabeth I did not believe that a foreign husband would be suitable for her as it would have made England overly attached to a foreign power, and she did not believe an English husband would be suitable for her as it would have caused jealousy amongst other nobles.

3. Why did the 1570 Papal Bull cause Elizabeth I's life to be in further danger?

Answer: The 1570 Papal Bull caused Elizabeth I's life to be in further danger because it ordered English Catholics not to follow their queen, and drove many to plot to kill her.

4. What led to Mary Queen of Scots finally being sentenced to death in 1587?

Answer: The discovery of Mary Queen of Scots' involvement in the Babington plot to assassinate Elizabeth I led to Mary finally being sentenced to death in 1587.

5. How did Elizabeth I's treatment of Catholics in England change over the course of her reign?

Answer: Over the course of Elizabeth I's reign, the treatment of Catholics became harsher. Fines for non-attendance of church increased, and in 1585 being a Catholic priest in England was made a crime punishable by death.

Suggested activities

- Complete a table on the decisions Elizabeth I had to make in terms of religion; dealing with Mary Queen of Scots; and marriage. For each decision, answer 'What was the decision?'; 'Why was this decision difficult?'; and 'How good was the decision that Elizabeth I made?'
- Look at potential suitors for Elizabeth I, rate their suitability and consider why none of them was successful in marrying Elizabeth. The list could include Prince Eric of Sweden; Phillip II of Spain; Robert Dudley; Sir Walter Raleigh.

Sources

- The cipher for the Babington code, used by Sir Anthony Babington to write coded letters to Mary Queen of Scots, planning the assassination of Elizabeth I. Available online via the National Archives.
- The last letter of Mary Queen of Scots, written to the brother of her deceased first husband just six hours before her execution, 1587. Available online via the National Library of Scotland.
- Contemporary account of the execution of Mary Queen of Scots on 8 February by Robert Wynkfield, 1586.

Thinking deeper questions

1. How did the Elizabethan Religious Settlement find a compromise between Catholicism and Protestantism?
2. What characteristics do you think Elizabeth I displayed during her reign as Queen?

Unit 3: The late Tudors

Chapter 3: The Elizabethan Golden Age

Recap

- Elizabeth I's decisions regarding religion, marriage and Mary Queen of Scots.
- The period of stability brought to England due to Elizabeth's decision making.
- Any other 'Golden Ages' from the past that pupils have studied, such as the Anglo-Saxon Golden Age, or the Golden Age of the medieval Islamic world.
- Spain's exploration of the New World during the 15th and 16th centuries, and their early domination of world trade.
- Vocabulary to recap: circumnavigate; Parliament; Reformation; royal court.

Key vocabulary

Gloriana	A name given to Elizabeth towards the end of her reign, from the Latin for 'glorious'
Golden Age	A period of flourishing in the history of a nation or an art form
Golden Hind	Sir Francis Drake's ship, on which he completed his circumnavigation of the world
Privateer	A private sailor or pirate, authorised by their government to attack enemy ships
Royal Progress	A summer journey taken by a monarch, visiting the stately homes of court favourites
Stately home	A large country house at the centre of a gentleman or a noble's estate
Wars of Religion	A series of European wars fought between Protestants and Catholics from 1524 to 1648

Key dates

1580 Sir Francis Drake completes his circumnavigation of the world

1590 Shakespeare's first play, *Henry VI: Part I*, is performed

1601 Elizabeth I delivers her 'Golden Speech' to Parliament

1603 Death of Elizabeth I

Key people

Francis Drake Sailor and privateer, and the first Englishman to circumnavigate the globe

Walter Raleigh English sailor and explorer, and a noted favourite of Queen Elizabeth I

William Shakespeare Celebrated English playwright who worked during the Tudor and Stuart periods

Check your understanding

1. **Why did the theatre become increasingly popular during Elizabeth I's reign?**
Answer: The theatre became increasingly popular during Elizabeth I's reign because the English Reformation had caused religious plays to be banned, leaving the space open for non-religious theatre to develop.
2. **How was the theatre different during the Tudor period compared with the theatre today?**
Answer: The theatre was different during the Tudor period compared with the theatre today because there was plenty of interaction between the actors and the audience, and members of the audience would even pelt performers with food.
3. **What were Queen Elizabeth's 'progresses'?**
Answer: Queen Elizabeth's progresses were journeys that she took around England each summer, being hosted in the stately homes of members of her royal court.
4. **In what ways were Sir Walter Raleigh and Sir Francis Drake similar?**
Answer: Sir Walter Raleigh and Sir Francis Drake were similar because they were both sailors and explorers who journeyed to the Americas. They were also great favourites of Elizabeth I.
5. **What did Elizabeth I tell the Members of Parliament during her Golden Speech?**
Answer: During her Golden Speech, Elizabeth I told the Members of Parliament that they may have had mightier and wiser princes, but they would never have another one that loved them better.

Suggested activities

- Compare and contrast the different contributions made to the Elizabethan Golden Age by Francis Drake, Walter Raleigh and William Shakespeare.
- Study how portraiture was used to project an idealised view of Elizabeth I during her reign, through studying *The Coronation portrait*; *The Ditchley portrait*; *The Ermine portrait*, and so on. These can then be compared with the recently authenticated portrait of Elizabeth I by Marcus Gheeraerts the Younger, 1595, which gives an more accurate depiction of the Queen in her old age.

Sources

- *The Procession Picture*, c.1600, thought to be painted by Robert Peake the Elder, and depicting Elizabeth I embarking on her progress surrounded by her courtiers.
- Elizabeth I's *Golden Speech* delivered to the House of Commons, 1601.
- Description of Elizabeth I at the age of 65, in 1597, written by the French Ambassador to the Elizabethan court André Hurault.
- *Sir Francis Drake's Famous Voyage Round The World*, by Francis Pretty, 1580.

Thinking deeper questions

1. Why do you think that a 'Golden Age' took place during the reign of Elizabeth I?
2. Why do you think Sir Walter Raleigh and Sir Francis Drake were seen as heroes in Elizabethan England?

Unit 3: The late Tudors

Chapter 4: The Spanish Armada

Recap

- The marriage of Philip II to Mary I, and his role in the European counter-reformation.
- Spain's exploration of the New World during the 15th and 16th centuries, and their early domination of world trade.
- The role of Francis Drake during the reign of Elizabeth I.
- Vocabulary to recap: Wars of Religion.

Key vocabulary

Armada	Fleet of warships, often used to describe Spanish force sent to invade England in 1588
Galleon	A large sailing ship, particularly from Spain
Hellburner	A ship filled with explosives, set alight, abandoned and sailed towards the enemy

Key dates

1588 The Spanish Armada sets sail for England

Key people

Duke of Medina Sidonia Commander of the Spanish Armada, who suffered from seasickness

Check your understanding

1. Why did Philip II of Spain want to invade England?

Answer: Philip II of Spain wanted to invade England to return it to Catholicism. He had been King of England during the reign of Mary I, and was fighting to defend Catholicism across Europe in the Wars of Religion.

2. Why was it such a mistake for Medina Sidonia not to attack on the evening of 19th July?

Answer: It was such a mistake for Medina Sidonia not to attack the English navy on the evening of 19th July because they were moored in Portsmouth and vulnerable to attack. Instead, Medina Sidonia sailed onto France to meet the army of the Duke of Parma, but his troops were not there.

3. Why did the English send ‘hellburners’ sailing towards the Spanish ships moored in Calais?

Answer: The English sent ‘hellburners’ sailing towards the Spanish ships moored in Calais so that the Spanish ships would panic and scatter, and therefore lose their powerful crescent formation.

4. What happened to the Spanish Armada following the Battle of Gravelines?

Answer: Following the Battle of Gravelines, the Spanish Armada was blown north towards Scotland. They then had to sail past Scotland and down the west coast of Ireland to safety.

5. What message did Elizabeth I deliver to the troops in her Tilbury Speech?

Answer: In her Tilbury Speech, Elizabeth I told her troops, ‘I know I have the body of a weak and feeble woman; but I have the heart and stomach of a king – and of a King of England too.’

Suggested activities

- Annotate a map of the British Isles with the progress of the Spanish Armada and the details and events of key moments in their attack, such as: sailing past Portsmouth; hellburners at Calais; the Battle of Gravelines; and the Spanish diversion around Scotland and Ireland.

Sources

- The *Armada Portrait*, painted in 1588 by an unknown artist. It is an allegorical painting depicting the Tudor Queen surrounded by symbols of imperial majesty against a backdrop of the defeat of the Spanish Armada.
- Elizabeth I’s ‘Tilbury Speech’ to the English troops stationed in Tilbury, 1588.

Thinking deeper questions

1. Did the Spanish Armada fail due to Spanish mistakes or English tactics?
2. How do you think the history of England would be different had the Spanish Armada succeeded?

Unit 3: The late Tudors

Chapter 5: Rich and poor in Tudor England

Recap

- The feudal structure of medieval society, including: the military role played by nobles; the importance of castles; and the exchange of land for military service.
- The challenges posed to the feudal system by the Black Death, the Peasants' Revolt, and the Wars of the Roses.
- The role played by monasteries in caring for the poor, and the dissolution of the monasteries during the reign of Henry VIII.
- Vocabulary to recap: monastery; noble; sumptuary laws.

Key vocabulary

Deserving poor	Category developed by the Tudors for those amongst the poor in genuine need of help
Doublet and hose	A buttoned up jacket and short padded trousers worn during the Tudor period
Gentleman	Someone who earns enough money from land and investments not to work for a living
Gentry	Class of wealthy landowners without noble titles, positioned just below the nobility
New men	Upwardly mobile men of the Tudor period, who benefitted from the weakening nobility
Poor Laws	Laws passed during Tudor period, making local parishes raise money to help the poor
Ruff	An elaborate lace collar encircling the neck, fashionable during the Elizabethan period
Vagrant	A person with no job, who travels from place to place begging

Key dates

1563 The first of the Elizabethan Poor Laws is passed

Check your understanding

1. **Why was the nobility weaker during the Tudor period, than in the medieval period?**
Answer: The nobility was weaker during the Tudor period compared with the medieval period because many noble families had died out during the Wars of the Roses. In addition, noblemen were no longer allowed to keep private armies, so they lost their status as a military class.
2. **Why were landowners such as the nobility and gentry able to pursue lives of leisure?**
Answer: The nobility and the gentry were able to pursue lives of leisure because they made enough money from renting their land to tenant farmers not to have to work for a living.
3. **How did men's fashions change from the reign of Henry VIII, to the reign of Elizabeth I?**
Answer: Men's fashions changed from the reign of Henry VIII to the reign of Elizabeth I by becoming more refined. Men went from wearing shoulder pads and codpieces, to wearing doublet, hose and ruffs.
4. **Why was vagrancy such a problem during the 16th century?**
Answer: Vagrancy was such a problem during the 16th century because the population almost doubled in 80 years, and there were not always enough jobs to go around. In addition, monasteries no longer existed to provide help for the poor.
5. **What was the difference, according to the Poor Laws, between the deserving and the undeserving poor?**
Answer: According to the Tudor Poor Laws, the deserving poor were deserving of help because they were either too old or infirm to work. The undeserving poor, however, were not thought to be deserving of help because they were thought simply to be idle.

Suggested activities

- Through studying contemporary portraits, track the changing fashions for the upper classes from the reign of Henry VIII, to the end of the 16th century.
- Write an imaginary account of a vagrant during the reign of Elizabeth I, explaining why you are homeless, what help you can gain now that monasteries no longer exist to care for the poor and what dangers you face.

Sources

- Extracts from William Harrison's *A Description of England*, 1587.
- *A Marriage Feast at Bermondsey* by Marcus Gheeraerts the Elder, 1569. This painting depicts a panorama of Elizabethan society.
- Elizabethan woodcuts, in particular those warning of the dangers posed by thieves and vagrants.

Thinking deeper questions

1. How did the Dissolution of the Monasteries change life for both the rich and the poor in Tudor England?
2. How was Tudor society different to medieval society, and how was it similar?

Unit 4: The English Civil War

Chapter 1: James I and the Gunpowder Plot

Recap

- The execution of Mary Queen of Scots during the reign of Elizabeth I.
- Elizabeth I's religious policy and how it changed over the course of her reign from religious toleration to a harder line against Catholics.
- Vocabulary to recap: hanged, drawn and quartered; martyr; mercenary; rack; Wars of Religion.

Key vocabulary

Religious toleration	A policy of allowing many different religions to exist within one state or country
Stuarts	The royal dynasty ruling England from 1603 to 1714
State Opening of Parliament	The ceremony where England's monarch opens a session of Parliament
Treason	A crime against your own people, nation or monarch

Key dates

1603 James I becomes King of England

1605 The Gunpowder Plot almost destroys Parliament

1611 Publication of the King James Bible

Key people

James I First Stuart King of England, and son of Mary Queen of Scots

Guy Fawkes A leading member of the Gunpowder Plot, given responsibility to guard the explosives

Check your understanding

1. Why were England and Scotland ruled by the same king following the death of Elizabeth I?

Answer: England and Scotland were ruled by the same king following the death of Elizabeth I because Elizabeth had no direct heir. As a consequence, King James VI of Scotland was also made King James I of England – partly because he was a Protestant, and partly because he was descended from Henry VII.

2. Why were English Catholics particularly frustrated by James I's religious policy?

Answer: English Catholics were particularly frustrated by James I's religious policy because they had hoped he would tolerate Catholics. Because his mother had been a Catholic martyr, many assumed he would have sympathy for Catholics.

3. Why did the Gunpowder Plotters choose 5 November as the date to blow up Parliament?

Answer: The Gunpowder Plotters choose 5 November as the date to blow up Parliament because that day was the state opening of Parliament. On this day, much of the Royal family and the royal court gather in Parliament. By killing them all at once, the plotters would create a power vacuum into which they could bring a puppet queen.

4. How did Robert Cecil come to find out about the Gunpowder Plot?

Answer: Robert Cecil came to find out about the Gunpowder Plot because one of the plotters had sent his brother-in-law, Lord Monteagle, a letter warning him to stay away from the state opening of Parliament. Lord Monteagle then showed this letter to Robert Cecil.

5. What were the consequences, in terms of religious policy, of the Gunpowder Plot?

Answer: The consequences in terms of religious policy of the Gunpowder Plot were that anti-Catholic laws were strengthened. After such a shocking event, any policy of toleration became unthinkable.

Suggested activities

- Complete a storyboard of the Gunpowder Plot, giving an illustrated narrative of the series of events.
- Further research the claims some people have made that the Gunpowder Plot was – to some extent – a hoax, and debate whether this could or could not be true.

Sources

- 'The Monteagle letter', supposedly written by the plotter Francis Tresham, who was Lord Monteagle's brother-in-law. It was received on 26 October 1605. Available online via the National Archives.
- *The execution of Guy Fawkes*, an engraving by Claes Jansz. Visscher, 1606. Available online via the National Portrait Gallery.

Thinking deeper questions

1. Why do you think the government's punishment of the Gunpowder plotters was so brutal?
2. Why do you think some historians have suggested the Gunpowder Plot may have been a hoax?

Unit 4: The English Civil War

Chapter 2: Charles I and Parliament

Recap

- Medieval kingship and the requirement to share power with Parliament and the Church.
- The Elizabethan Religious Settlement and its consequences for those Protestants who wanted to see the Reformation taken further.
- Vocabulary to recap: Archbishop of Canterbury; gentry; noble; Parliament; Reformation; tyrant.

Key vocabulary

Absolutist	A ruler who has absolute power over his or her people
Divine Right of Kings	The theory that a monarch is appointed by God and should have absolute power
Member of Parliament	Someone elected to sit in the House of Commons, often abbreviated to 'MP'
Parliament	A collection of people representing all of England, who approve or refuse laws
Puritan	A group of radical Protestants who wore plain clothing and tried to live without sin
Ship money	A tax imposed on coastal towns to pay for their defence from naval attack
Star Chamber	The English monarch's personal court, which did not have to give defendants a fair trial
The eleven-years tyranny	A period from 1629 during which Charles I ruled without calling Parliament
Touching for the king's evil	The healing touch of a king for those who suffer from skin disease

Key dates

1625 Charles I becomes King of England

1629 The start of the 'eleven-years tyranny'

Key people

Charles I The second Stuart King of England, executed by Parliament following the Civil War

Henrietta Maria Queen to Charles I, she was a Catholic and from France

John Hampden Member of Parliament, who was tried and imprisoned for not paying ship money

William Laud Archbishop of Canterbury who reintroduced some Catholic practices into church services

Check your understanding

1. What was meant by ‘the Divine Right of Kings’?

Answer: The Divine Right of Kings was a belief that because God was all-powerful, God must have appointed monarchs to rule their states. For this reason, to question a monarch was to question God. This belief was used to justify giving monarchs absolute rule.

2. What was misjudged about Charles I’s decision to marry Henrietta Maria?

Answer: Charles I’s decision to marry Henrietta Maria was misjudged because she was a French Catholic. England’s population was by now overwhelmingly Protestant, and they were furious that their king was married to a foreign Catholic.

3. Why was the period between 1629 and 1640 known as the ‘eleven-years tyranny’?

Answer: The period between 1629 and 1640 was known as the ‘eleven-years tyranny’ because during that period Charles I ruled without once calling Parliament. Many believed Charles was acting as a tyrant.

4. Why was Charles I’s decision to collect taxation through ship money so controversial?

Answer: Charles I’s decision to collect taxation through ship money was so controversial because Parliament was supposed to approve new taxes, but he had found a loophole. In addition, ship money was supposed to be used to build the English navy at a time of danger, but Charles I spent the money on many other things, including personal luxuries.

5. Why were England’s Puritans gaining power during the Stuart period?

Answer: England’s Puritans were gaining power during the Stuart period because they were hard working, and did not spend much money, due to their strict religious beliefs. This meant they were becoming increasingly wealthy, and gaining political power. Some were even Members of Parliament.

Suggested activities

- Go into some more detail about what Parliament is, and explain the working of the two houses, elections, constituencies, Members of Parliament and legislature’s role in challenging the Government and debating its laws.
- Write a short pamphlet from a Puritan Member of Parliament, outlining all of the abuses of his power that Charles I is committing, and demanding that Parliament once again be called.

Sources

- Woodcut showing the Archbishop of Canterbury, William Laud, dining on a meal of Puritans’ ears, c.1635.
- Portrait of Charles I by an unknown artist being anointed by God, late 17th century. Demonstrates the principle of the Divine Right of Kings. Available online via the National Portrait Gallery.
- *Portrait of a Family*, probably that of Richard Streatfield, by William Dobson, 1645. Quintessential image of a Puritan family, Available online via the Yale Center for British Art. Perhaps compare with a portrait of Charles I, to show contrast between Puritan simplicity and the finery of the Stuart monarchy.

Thinking deeper questions

1. Why do you think that England's Puritans were particularly opposed to Charles I's policies?
2. What do you think Parliament could have done to change Charles I's behaviour as king?

Unit 4: The English Civil War

Chapter 3: The outbreak of war

Recap

- The concept of the Divine Right of Kings, and how it conflicted with the English tradition of limiting royal power.
- The status of Scotland after the coronation of King James I of England: it was separate to England, but united by the same King.
- The role of Bishops in the Church hierarchy and possible reasons why strict Protestants would not have liked them.
- Vocabulary to recap: bishops; Parliament; Puritan; Reformation; royal court; ship money.

Key vocabulary

Bishops' War	An uprising against Charles I's religious reforms which began in Scotland
Civil War	A war between two sides from the same nation
Long Parliament	A Parliament which met, on and off, from 1640–1660
Militia Ordinance	A law by which the English Parliament took control of the army from Charles I
Parliamentarians	Those who are loyal to Parliament, often during a dispute with the king
Presbyterian	A strong form of Protestantism that took root in Scotland following the Reformation
Royalists	Those who are loyal to the king, often during a dispute with Parliament

Key dates

1637 Archbishop Laud introduces his prayer book to Scotland

1640 Charles I recalls Parliament to pay for the Bishops' War

1642 (August) The English Civil War breaks out

Key people

John Pym Puritan Member of Parliament, and major opponent to Charles I before the Civil War

Check your understanding

1. What caused the Bishops' War to start in Scotland?

Answer: The Bishops' War began in Scotland due to Charles I's attempt to increase his power over the country's Church. Archbishop Laud introduced a new prayer book, which had some aspects of Catholic services. This infuriated Scotland's Presbyterian Protestants, and they rose up in rebellion against the King.

2. Why did the Bishops' War force Charles I to recall Parliament?

Answer: The Bishops' War forced Charles I to recall Parliament because he needed them to approve new taxes. He needed Parliament to approve new taxes so that he could pay for an army to repel the Scottish rebels who had invaded England.

3. What sort of demands did Members of Parliament make once Parliament had been recalled?

Answer: Once Parliament had been recalled, Members of Parliament made demands such as an end to ship money, and the right to meet every three years. Some Members of Parliament went even further and demanded that Bishops be removed from the Church of England, and all of Henrietta Maria's Catholic friends be expelled from the court.

4. Why was his attempt to arrest the five Members of Parliament such a catastrophe for Charles I?

Answer: Charles I's attempt to arrest the five Members was such a catastrophe because it made him seem both weak and tyrannical. He seemed tyrannical for marching into Parliament with his soldiers and weak because the five Members were one step ahead of him and managed to escape.

5. What event marked the beginning of the English Civil War?

Answer: The English Civil War began when Charles I raised the King's standard in Nottingham on 22 August 1642. This showed that he intended to fight Parliament.

Suggested activities

- Complete a chart of all of the mistakes that Charles I makes during his reign: marrying a French Catholic; ruling without Parliament; appointing Laud as Archbishop of Canterbury; raising ship money; starting the Bishops' War in Scotland; refusing to accept Parliament's demands; trying to arrest the five Members. For each mistake, answer the questions: 'What did Charles I do?'; and 'Why was this a mistake?' Encourage pupils to decide at what point civil war became inevitable.
- Write a speech from a supporter of Parliament following the Militia Ordinance, persuading members of your community to fight for Parliament against their own King.

Sources

- Woodcut print of rioting at a church service in Scotland after the use of the Anglican service in St Giles Cathedral, 1637.
- A petition from the citizens of London, September 1640. Available online via the National Archives.
- Charles' I speech to parliament demanding the five Members of Parliament after they had withdrawn, January 1642. Available online via the National Archives.

Thinking deeper questions

1. Who do you think was more to blame for the outbreak of Civil War; Parliament or the King?
2. Why do you think Parliament and the King were unable to come to any agreement in 1640–2?

Unit 4: The English Civil War

Chapter 4: Fighting the English Civil War

Recap

- The reasons for the outbreak of the English Civil War.
- The points of disagreement between the Royalists and the Parliamentarians.
- Vocabulary to recap: civil war; noble; Parliamentarians; Royalists; treason.

Key vocabulary

Cavalier	The nickname for Royalist cavalymen during the English Civil War
Levellers	A radical group during the Civil War who demanded equal legal and political rights
New Model Army	A full-time, professional army formed by Oliver Cromwell during the Civil War
Roundhead	The nickname for Parliamentarian soldiers during the English Civil War
Trainbands	The City of London's volunteer militia, who fought for Parliament during the Civil War

Key dates

1645 The Battle of Naseby

Key people

Prince Rupert Charles I's German nephew, appointed commander of the Royalist cavalry aged only 23

Check your understanding

1. **What was Charles I's main objective at the beginning of the English Civil War?**
Answer: Charles I's main objective at the beginning of the English Civil War was to retake London. He had fled there in January 1642 after his failed arrest of the five Members of Parliament.
2. **Why was Charles I left disgraced after the Battle of Naseby?**
Answer: Charles I was left disgraced after the Battle of Naseby because Parliament's troops had seized his baggage train. Here they found his private correspondence, which showed he had been negotiating with Irish and French armies to invade England on his behalf. Many used this to argue Charles I was willing to commit treason against his own people.
3. **What was the character of Prince Rupert?**
Answer: Prince Rupert was a brave and skilled commander on the battlefield, but he was a flamboyant character who could easily get carried away. This could be seen at the Battle of Edgehill, where his cavalry chased the retreating Parliamentarians so far that he lost the chance to win a real victory.
4. **How did the approach of the Parliamentarian army differ from that of the Cavaliers?**
Answer: The approach of Parliamentarian cavalymen differed from that of the Cavaliers because whilst the Cavaliers liked to dress well and enjoy themselves, the Parliamentarian cavalymen were serious and well-trained. They were very religious, disciplined and devoted to Parliament's cause.
5. **How did the religious beliefs of the New Model Army influence their behaviour?**
Answer: Many members of the New Model Army were Puritans. This influenced their behaviour because they believed they were fighting a holy war. Roundheads would sing hymns marching into battle, and read from the Bible or listen to sermons that inspired them to fight.

Suggested activities

- Complete a chart contrasting the differences between 'Cavaliers' and 'Roundheads'. This could cover areas such as: social background, dress, conduct, religious beliefs, and so on.
- Label a map of Britain with all of the major events of the English Civil War, such as Charles I leaving London; Charles I raising his standard in Nottingham; the Battle of Edgehill; Turnham Green; the Battle of Marston Moor; the Battle of Naseby; and the capture of Oxford.
- Conduct a study of a local battle site from the English Civil War.

Sources

- There are a number of contemporary woodcuts from the English Civil War which are worth studying, such as: Parliamentarian propaganda showing Cavaliers committing war crimes against innocent civilians; Prince Rupert and his dog Boye during the Royalist attack on Birmingham; the Battle of Marston Moor, showing Prince Rupert hiding in a bean field, and his loyal dog Boye shot dead; the front page of a Royalist pamphlet from 1646 entitled 'The World turn'd upside-down'; and a woodcut showing the different appearances of the Roundheads and Cavaliers known as 'To Him Pudel, Bite Him Peper'.

Thinking deeper questions

1. Why do you think that the Roundheads won more battles than the Cavaliers during the Civil War?
2. Why do you think that support for Charles I decreased as the Civil War went on?

Unit 4: The English Civil War

Chapter 5: Trial and execution

Recap

- The outbreak and fighting of the English Civil War, in particular the extent to which Charles I was responsible for it starting and committing treason against his own people.
- Vocabulary to recap: Hampton Court; Member of Parliament; New Model Army; republic; treason; tyrant.

Key vocabulary

Banqueting House	Ornate building in the Palace of Whitehall outside which Charles I was executed
Newcastle Propositions	A series of demands devised by Parliament in 1646, and rejected by Charles I
Pride's Purge	The expulsion of all but the most radical Members of Parliament in December 1648

Key dates

1646 Charles I surrenders to the Scots

1648 Parliament wins the Second Civil War

1649 Trial and execution of Charles I

Check your understanding**1. Why did Charles I refuse to agree to the Newcastle Propositions?**

Answer: Charles I refused to agree to the Newcastle Propositions because he saw the demands as an insult to his powers as King. Demands such as 'Parliament should choose membership of the king's government' completely contradicted his belief in the Divine Right of Kings.

2. Why were Parliamentarians quickly losing patience with Charles I by September 1648?

Answer: Parliamentarians were quickly losing patience with Charles I by September 1648 because it was impossible to reach a peace settlement with him. Even though Charles I was Parliament's prisoner, he would not compromise his power. He even escaped from his imprisonment and started a second Civil War, causing yet more bloodshed.

3. On what grounds did Parliament try Charles I for treason in 1649?

Answer: Parliament tried Charles I for treason in 1649 on the grounds that he had begun the Civil War against his own people, and that he had conspired with France and Ireland to invade England on his behalf.

4. Why did Charles I refuse to answer any of the charges during his trial?

Answer: Charles I refused to answer any of the charges during his trial because he argued that it is impossible to try a king for treason. He argued this because treason is defined as a crime against the king.

5. What was the response of the London crowd to the execution of Charles I?

Answer: The response of the London crowd to the execution of Charles I was, at first, a silence. Soldiers then dispersed the crowd as they feared a riot. Many members of the crowd dipped their handkerchiefs in the King's blood, because they believed it would have divine powers.

Suggested activities

- Study the Newcastle Propositions, and other propositions that were put to Charles I between 1646 and his execution, and decide which side was being more unreasonable. Then, consider whether any set of proposals could have been agreed by both sides.
- Prepare a speech for the prosecution at the trial of Charles I, detailing the crimes that he has committed.

Sources

- Anonymous eyewitness account of the execution of Charles I on January 30, 1649.
- A painting *The execution of Charles I* by an unknown artist, from around the time of the event. Available online via National Galleries Scotland.

Thinking deeper questions

1. Why do you think Charles I and Parliament were unable to agree on a peace settlement after 1646?
2. Why was Charles I executed even though it was against the will of so many people in England?

Unit 5: Commonwealth and Restoration

Chapter 1: Cromwell’s Commonwealth

Recap

- The role of Oliver Cromwell as a Parliamentary cavalry officer during the Civil War, and during the trial of Charles I.
- The outcome of the English Civil War and the execution of Charles I.
- The central importance of Puritanism to the Parliamentary forces, in particular the New Model Army.
- Vocabulary to recap: gentry; Member of Parliament; Pride’s Purge; puritan; Royalist.

Key vocabulary

Commonwealth	The period when England ceased to be a monarchy, and was at first ruled by Parliament
Godly Providence	A belief that events are governed by the direct intervention of God in the world
Lord Protector	The title given to Oliver Cromwell as head of the English state and the Church of England
Military Dictatorship	A form of government where the military hold sole power over the state
Rump Parliament	The remaining members of the Parliament after it was purged before Charles I’s trial

Key dates

- 1649** England is declared a Commonwealth
- 1651** The future Charles II is defeated at the Battle of Worcester
- 1653** Oliver Cromwell becomes ‘Lord Protector’
- 1658** Death of Oliver Cromwell

Key people

Oliver Cromwell A Parliamentary cavalry general, who became Lord Protector of England

Check your understanding

1. Why did Parliament send their army to Ireland and Scotland after the end of the English Civil War?

Answer: Parliament sent their army to Ireland and Scotland after the end of the English Civil War because they were afraid that England's neighbours could help Charles I's son win back the English throne. There was still strong support for the Royalist cause in these countries.

2. What were the religious beliefs of the people in Ireland during this period?

Answer: During this period, Ireland was still a Catholic country. There were some Protestants, but they were descended from Scottish and English settlers who were sent to Ireland during the reigns of Elizabeth I and James I.

3. Why is Oliver Cromwell still remembered with hatred in Ireland today?

Answer: Oliver Cromwell is still remembered with hatred in Ireland today due to the cruelty with which he treated the Irish people. Civilians were killed in cold blood in Drogheda and Wexford, and others were forced from their land or sent to work as slaves in the Caribbean.

4. What did Cromwell do to Parliament in 1653?

Answer: In 1653, Cromwell dismissed Parliament and made himself 'Lord Protector'. This was a bold act, as he had spent the previous ten years fighting for Parliament against the King.

5. Once he became Lord Protector, what did Cromwell do to impose his Puritan beliefs?

Answer: To impose his Puritan beliefs, Cromwell appointed 11 Major-Generals from the army to rule different parts of Britain. He also banned anything that did not correspond with his Puritan viewpoint. This included: theatre, dancing, pubs, sport on a Sunday, and even Christmas celebrations.

Suggested activities

- Draw an illustrated mind-map of all of the features of life in Britain and Ireland under Cromwell's Commonwealth.
- Consider the statue of Oliver Cromwell outside Parliament, erected in 1899, and discuss whether Cromwell deserves to be celebrated in such a way.

Sources

- Oliver Cromwell's letter to William Lenthall, the Speaker of Parliament, sent on 17 September 1649, describing his siege of the Irish city of Drogheda.
- *Oliver Cromwell between two pillars*, 1658. An engraving created by Cromwell's supporters.
- *King Cromwell*, a Dutch satirical print criticising Cromwell's rule as Lord Protector.

Thinking deeper questions

1. Why do you think the English people believed they lived in a 'world turned upside down' in 1649?
2. How do you think Oliver Cromwell should be remembered today?

Unit 5: Commonwealth and Restoration

Chapter 2: The Restoration

Recap

- The outcome of the English Civil War and the execution of Charles I.
- Life under the Puritan rule of Cromwell's Commonwealth.
- Vocabulary to recap: commonwealth; puritan; religious toleration.

Key vocabulary

Declaration of Breda	A series of promises made by Charles II prior to his restoration as king
Exile	Being forced to live outside your native country, typically for political reasons
Merry Monarch	Nickname given to Charles II due to his wit, lack of seriousness, and fun-loving lifestyle
Regicide	The deliberate killing of a monarch, or the person responsible for doing so
Restoration	The return of the monarchy to England with Charles II's coronation in 1660
Test Act	A law requiring all those who held public office to be Protestants
Treaty of Dover	A secret treaty in which Charles II promised Louis XIV he would convert to Catholicism

Key dates

1660 Charles II is crowned King, beginning the Restoration

1670 Charles II agrees to the Secret Treaty of Dover with France

Key people

Charles II The King of England following the Restoration

Check your understanding

1. Why was Parliament happy to agree to Charles II returning to England as King in 1660?

Answer: Parliament was happy to agree to Charles II returning to England as King in 1660 because of the Declaration of Breda. Through this Declaration, Charles promised religious toleration, to rule alongside Parliament, and not to take revenge on those who fought against his father in the Civil War.

2. How did Charles II deal with those who had fought for Parliament during the Civil War?

Answer: Charles II dealt with those who had fought for Parliament during the Civil War by taking no revenge. The one exception was to execute the 59 regicides who signed his father's death warrant in 1649.

3. How would you describe the character of Charles II?

Answer: Charles II was a fun and carefree king. He was charming and hedonistic, and loved enjoying life through drinking, gambling and dancing. But he was also untrustworthy and lacking in principles, so not perhaps the best candidate to be king.

4. Why did Charles II keep his 1670 agreement with Louis XIV of France a secret?

Answer: Charles II kept his 1670 agreement with Louis XIV a secret because the people of England, who were overwhelmingly Protestant, would have been outraged to hear that their king was promising greater toleration of Catholicism to a foreign king.

5. Why was England faced with such a great problem after the death of Charles II in 1685?

Answer: England was faced with such a great problem after the death of Charles II because he did not have an heir, and the next in line to the throne was his Catholic brother James. The people of England were afraid that a Catholic monarch might bring renewed religious conflict – as it did during the reign of Mary I.

Suggested activities

- Write a letter from Charles II in the Netherlands, to Parliament, explaining how you will rule if you are permitted to return as King of England.

Sources

- Diary entry of John Evelyn, a famous writer who witnessed Charles II's procession into London on May 29 1660.
- Samuel Pepys's diary entry from Friday 25 May 1660. Pepys accompanied the fleet of ships that sailed for the Netherlands to collect Charles II from exile.

Thinking deeper questions

1. Why do you think that Charles II was so lenient toward the Parliamentarians after his restoration?
2. Why do you think Charles II quickly lost his initial popularity in England?

Unit 5: Commonwealth and Restoration

Chapter 3: Restoration England

Recap

- The Restoration of 1660 and the character of Charles II – in particular, the cultural contrast with Cromwell's Puritan Commonwealth that preceded it.
- The wider move towards humanism taking place across Europe, following the Reformation and the Renaissance.
- The Black Death in 1348, in particular the beliefs about what was causing it, and the actions taken to stop it.
- Vocabulary to recap: Reformation; Renaissance; Restoration.

Key vocabulary

Miasma	The theory that disease is caused by the spreading smell of a poisonous cloud of 'bad air'
Plague	The most common variant is Bubonic plague, named after the swellings on victims' bodies
Rational thought	The idea that reasoning, not superstition, should be the source of human knowledge
Royal Society	A group founded in 1660 for the advancement of scientific knowledge
Scientific Revolution	The emergence of modern scientific methods during the 17th and 18th centuries
Superstition	The belief in supernatural powers, in place of rational explanation

Key dates

1665 The Great Plague hits London

1687 Isaac Newton publishes the *Principia Mathematica*

Key people

Nell Gwyn Charles II's mistress, who rose from being an actress to being a member of the Royal Court

Sir Isaac Newton A great scientist, often said to be the founder of modern physics

Check your understanding**1. How did life for normal English people change during the Restoration?**

Answer: Life for normal people changed during the Restoration because the restrictions placed on their lives by the Puritan rule of Cromwell's Commonwealth were lifted. Alehouses, maypoles and Christmas celebrations all returned, and sport could be played on a Sunday.

2. What other movements inspired England's scientific revolution during the 17th century?

Answer: England's scientific revolution began due to a developing interest in science. This was inspired, in part, by the Renaissance and the Reformation, which encouraged people to move away from superstition and towards rational thought.

3. What was Sir Isaac Newton's theory of gravity able to explain?

Answer: Sir Isaac Newton's theory of gravity was able to explain why an apple falls to the floor, but also why planets orbit the Sun. He described how objects are attracted to one other, depending on their mass and distance.

4. How was the response to the Great Plague different from the response to the Black Death in 1348?

Answer: The response to the Great Plague in 1665 was different to the response to the Black Death in 1348 because measures were taken to prevent the spread of 'miasma' – the bad air thought to be spreading the plague. Dead bodies were collected and buried out of town – something that would have helped prevent the spread of the plague.

5. Why was Nell Gwyn seen as an unsuitable mistress for the King?

Answer: Nell Gwyn was seen as an unsuitable mistress for the King because she was not of royal or noble birth. Instead, she was an orange seller and actress from Covent Garden.

Suggested activities

- Compare the response to the Great Plague of 1665 with the response to the Black Death of 1349, and consider how the difference shows a decreasingly superstitious, and increasingly scientific way of seeing the world.
- Study in further detail three of the major figures in England's Scientific Revolution: Isaac Newton; William Harvey; and Robert Hooke. Discuss which had the greatest impact on the practice of science.

Sources

- Extracts from the diary of Samuel Pepys, which give an illustration of what life was like for the wealthy in Restoration England.
- Pictorial depiction of the Great Plague from around 1665, which shows the measures that were taken to prevent the plague from spreading further than London. Available online via the British Library.
- Copper engraving of 'Dr. Beak', a plague doctor in 17th century Rome, with a satirical poem.

Thinking deeper questions

1. Why do you think the Restoration was characterised by 'fun and frivolity'?
2. Why do you think a Scientific Revolution took place in England during the Restoration?

Unit 5: Commonwealth and Restoration

Chapter 4: The Great Fire of London

Recap

- Life in Restoration England.
- The historical association between Catholicism and treason, (see 4.1 the Gunpowder Plot).
- Vocabulary to recap: Catholicism; royal court; treason.

Key vocabulary

Firebreaks	A manmade gap in combustible material used to prevent the further spread of fire
St Paul's Cathedral	Historic London Cathedral, destroyed during and rebuilt after the Great Fire

Key dates

1666 The Great Fire of London

Key people

Samuel Pepys Official in the Royal Navy during the reign of Charles II, who kept a famous diary

Sir Christopher Wren Architect who rebuilt St Paul's Cathedral following the Great Fire of London

Check your understanding

1. **Why was London particularly vulnerable to fire at the end of the summer of 1666?**
Answer: London was particularly vulnerable to fire by September 1666 because the summer had been long and hot, and London's houses which were made out of wood and straw were very dry.
2. **How did firebreaks stop the spread of the Great Fire?**
Answer: Firebreaks stopped the spread of the Great Fire because the rows of houses which had been pulled down created a barrier over which the fire could not pass, and therefore stopped the fire from spreading further.
3. **What group of people were initially blamed for starting the Great Fire of London?**
Answer: Catholics were initially blamed for starting the Great Fire of London and a mad French watchmaker who claimed to have started the fire on the orders of the Pope was executed.
4. **What rules did Christopher Wren have to follow when charged with rebuilding London after the fire?**
Answer: When he was charged with rebuilding London after the fire, Sir Christopher Wren had to create a city with wide streets, sewers and stone houses. This would have been so that the city became more hygienic, and buildings would not be able to catch fire again so easily.
5. **Why is Samuel Pepys such an important guide for historians into life in 17th century England?**
Answer: Samuel Pepys is an important guide for historians into life in 17th century England because he kept a detailed diary. This diary covered many important events, such as the Great Fire of London and King Charles II's return to England from Holland in 1660.

Suggested activities

- Brainstorm ideas about ways in which the fire could have been stopped without the advantages of the power hose, before revealing to pupils the approach that was actually taken using firebreaks.
- Study the story of Robert Hubert, and consider why French Catholics were initially blamed for the fire.
- Consider how the Great Fire still shapes the architectural appearance of London today: few medieval buildings; St Paul's Cathedral; few wooden buildings; and so on.

Sources

- 'Great Fire of London map', 1667. Available online via the British Library.
- The writer John Evelyn's diary entry on Monday 3 September 1666, describing the second day of the Great Fire of London.
- A woodcut showing firehooks being used to fight a fire at Tiverton in Devon, England, 1612.
- Charles II's declaration to London in 1666, explaining plans for the rebuilding of the city.

Thinking deeper questions

1. Why do you think that the Great Fire of London was blamed on Catholic plotters?
2. Do you think the Great Fire benefitted London in any way?

Unit 5: Commonwealth and Restoration

Chapter 5: The Glorious Revolution

Recap

- Struggles between medieval kings and the people, in particular King John and Magna Carta.
- Queen Mary I's Catholic counter-reformation
- The Divine Right of Kings, Charles I's struggles with Parliament, and the outcome of the English Civil War.
- Vocabulary to recap: Absolutist; Divine Right of Kings; Magna Carta; revolution.

Key vocabulary

Glorious Revolution	The peaceful rejection of James II as king, and replacement by William and Mary
Great Seal	A seal used to show the monarch's approval of important state documents
Illegitimate	Not recognised as lawful, once used to describe someone born of unmarried parents
The Bill of Rights	A document establishing Parliament's rights and limitations to the Monarch's power

Key dates

1685 (February) James II becomes King of England

1688 The Glorious Revolution

1689 The Bill of Rights is signed

Key people

Duke of Monmouth Illegitimate son of Charles II who led a rebellion against James II and was executed

James II The brother of Charles II, who was forced to abdicate after three years of absolutist rule

William and Mary Joint monarchs from 1688: one a Dutch Prince, the other a daughter of James II

Check your understanding

1. **Once made king, how did James II try to rule as an ‘absolute monarch’?**
Answer: Once made king, James II tried to rule as an absolute monarch by dismissing Parliament, and cruelly responding to those who rebelled against his rule – such as the Duke of Monmouth. Like his father Charles I, James II was a strong believer in the Divine Right of Kings.
2. **Who were William and Mary, and what was their claim to the throne?**
Answer: William and Mary were the daughter and nephew, respectively, of James II. Mary was the third in line to the throne through James II’s first marriage, and William was a Dutch prince, and the grandson of Charles I.
3. **Why is William and Mary’s invasion known as the Glorious Revolution?**
Answer: William and Mary’s invasion was known as a ‘Revolution’ because the people of England had effectively chosen to replace one king with another. It was known as ‘Glorious’ because this was all done peacefully.
4. **How did the Bill of Rights ensure the power of Parliament was established in law?**
Answer: The Bill of Rights was an agreement signed by William and Mary, in which they pledged to respect the legal power of Parliament. For example, no taxes could be raised without the approval of Parliament, and Members of Parliament had freedom of speech within Parliament.
5. **What became of James II following the Glorious Revolution?**
Answer: Following the Glorious Revolution, James II did not give up his claim to the throne. He launched a rebellion against William and Mary from Ireland, but was defeated. He then left for exile in France with his wife and son.

Suggested activities

- Complete a family tree of the Stuarts, including Charles I, Charles II, James II, William and Mary and Queen Anne, to understand how the Glorious Revolution occurred.
- Write a letter from an English Member of Parliament to William and Mary in Holland, inviting them to become joint King and Queen of England, and explaining why James II must be forced to abdicate.
- Reflecting upon all of the struggles between the King and Parliament that had continued from the reign of Charles I to the reign of James II, compile a set of rules governing the conduct of the new monarchs William and Mary. Then see how far this carries up to the actual Bill of Rights.

Sources

- Clauses from the Bill of Rights, 1689.
- *Departure of William III from Hellevoetsluis*, 19 October 1688. Available online via the Royal Museums Greenwich.
- *William III Landing at Brixham, Torbay*, 5 November 1688. Available online via the Royal Museums Greenwich.

‘Glorious Revolution playing cards’, depicting the events leading up to the Glorious Revolution in the form of 52 political cartoons. Available online via the British Museum.

Thinking deeper questions

1. Do you think that England was 'invaded' or 'liberated' during the Glorious Revolution?
2. Why do you think some historians claim that the English Civil War only ended in 1688?

Unit 6: Georgian Britain

Chapter 1: Creation of Great Britain

Recap

- William and Mary, and the Glorious Revolution.
- The union of the crowns, beginning in 1603 with James I. This had kept England and Scotland as two separate countries, but ruled by the same king.
- Useful vocabulary to recap: colony; Glorious Revolution; Parliament; Stuart.

Key vocabulary

Act of Settlement	A law passed in 1701 ensuring that a Protestant would succeed Queen Anne
Act of Union	A law which united England and Scotland in 1707, and created Great Britain
Darien Scheme	A failed attempt by the Scottish government to establish a Caribbean trading colony
Gout	An illness caused by heavy eating or drinking, which causes joints to become swollen
Great Britain	A name given to the island comprising England, Wales and Scotland
Hanoverians	A royal dynasty that ruled England from 1714 until 1837
Union Jack	Nickname for the national flag of Great Britain

Key dates

1701 Parliament passes the Act of Settlement

1702 Queen Anne is crowned

1707 Parliament passes the Act of Union

1714 The Hanoverian Succession

Key people

George I The first Hanoverian King of England, previously a minor German prince

Queen Anne The last Stuart monarch, who created the union between England and Scotland

Check your understanding

1. Why were many people in Scotland opposed to the Act of Settlement?

Answer: So many people in Scotland were opposed to the Act of Settlement because they had not been consulted about who would succeed after Queen Anne. In addition, many liked the idea of being ruled by James Stuart, especially the powerful Scottish families who were still Catholics.

2. Why did the English Parliament propose in 1703 that England and Scotland become one country?

Answer: The English Parliament proposed that England and Scotland should become one country in 1703 to prevent James Stuart from becoming king of Scotland. This would have posed a significant threat to whoever was made king of England.

3. How did the English Parliament manage to win round the Scots into supporting the Act of Union?

Answer: The English Parliament managed to win round the Scots into supporting the Act of Union through bribery. Many Scots had lost money in a disastrous attempt to establish a Scottish colony in Central America, so they were in desperate need of money.

4. Why did George I become king in 1714 when 57 people across Europe had a better claim to the throne?

Answer: George I became king in 1714 when 57 people across Europe had a better claim to the throne, because all of those people were Catholics. He was the first Protestant in line to the throne, and therefore was chosen to be king.

5. Where had George I ruled before he was crowned King of Great Britain?

Answer: Before he was crowned King of Great Britain, George I ruled a small German state called Hanover. He had only visited England once in his lifetime, and spoke no English.

Suggested activities

- Quiz pupils on the geography and history of the British Isles: What is the difference between England, Great Britain, the United Kingdom of Britain and Northern Ireland, and the British Isles?
- Trace back George I's family tree to his great-grandfather James I to demonstrate how remote was his claim to the throne.
- Write an eyewitness account of George I's entry into London, emphasising what a strange sight it was to see this German prince, plucked from obscurity, arriving to become the king of England.
- Show how the diagonal white cross of St Andrew, and the red cross of St George, were combined to make the Union Flag.

Sources

- *Such a Parcel of Rogues in a Nation*, a poem by Robbie Burns criticising the passing of the Act of Union, 1791.
- *O the Roast Beef of Old England ('The Gate of Calais')*, by William Hogarth, 1748. An early example of a celebration of a 'British' national identity emerging. Available online via the Tate Britain.

Thinking deeper questions

1. How do you think the general population of Scotland felt about the 1707 Act of Union?
2. What do you think was so strange about the coronation of George I for the English people?

Unit 6: Georgian Britain

Chapter 2: Parliamentary government

Recap

- The Glorious Revolution, and the role it played establishing the rights of Parliament.
- The creation of Great Britain, George I and the Hanoverian succession.
- Charles I's struggles with Parliament and his failed attempt at absolutist rule.
- Vocabulary to recap: absolutist; Glorious Revolution; hereditary; Presbyterian.

Key vocabulary

10 Downing Street	Traditional home of the English Prime Minister since the reign of George I
House of Commons	The 'lower house' in Parliament, where seats go to MPs elected by the people
House of Lords	The 'upper house' in Parliament, where seats are inherited by members of the peerage
Minister	A politician with a central role within the nation's government
Parliamentary government	A political system where ministers must be chosen from the most powerful party in Parliament
Prime Minister	The most senior post in the British government, first held by Sir Robert Walpole
Share	A portion of a company that can be bought, bringing with it a portion of the profits
The South Sea Bubble	An economic disaster caused by the sudden drop in share price of a colonial trading company
Tories	A political party which originally formed to protect the power of the king
Whigs	A political party which originally formed to limit the power of the king

Key dates

1721 Robert Walpole becomes the first 'Prime Minister' of Great Britain

1727 George II is crowned

Key people

Robert Walpole A major Georgian statesman, generally seen as Britain's first Prime Minister

Check your understanding

1. **How did Robert Walpole become George I's favourite minister?**
Answer: Robert Walpole became George I's favourite minister following the economic crash caused by the South Sea Bubble. He managed to restore Britain's economy as Paymaster General.
2. **How was the role of Prime Minister established during Walpole's time in power?**
Answer: The role of Prime Minister was established during Walpole's time in power because he occupied three of the most important jobs in British politics, and therefore became the 'prime' minister in the king's government. He was also given 10 Downing Street to live in, which remains the property of Britain's Prime Minister to this day.
3. **How did the system of parliamentary government, established by Walpole, function?**
Answer: In theory, the system of parliamentary government functioned through allowing the king to choose his own ministers, but in practice the expectation was those ministers would come from the most powerful party in Parliament. The two main parties were the Whigs and the Tories.
4. **Why did George II consider not returning from Hanover when he visited in 1755?**
Answer: When George II visited Hanover in 1755, he considered not returning because he was angry at the growing power of Parliament. He was said to have complained, 'Ministers are the kings in this country, I am nothing there.'
5. **What caused the South Sea Bubble to take place?**
Answer: The South Sea Bubble took place because shares in the South Sea Company became highly sought after, and everyone wanted to buy them. Its share price increased 10 times over the spring of 1720, before the bubble burst and the share price came crashing down.

Suggested activities

- Draw a chart comparing the power of James I at the beginning of the 17th century, with the power of George I at the beginning of the 18th century.
- Write an obituary for Robert Walpole, balancing his success in developing parliamentary government and bringing a long period of stability to British politics, against his tendency towards corruption.
- List all of the features of parliamentary government by 1740 which remain the same today, and consider which developments (for example, democratic elections) were yet to develop.

Sources

- *The Stature of a Great Man or the English Colossus*, a cartoon published by George Bickham the Younger, 1740.
- An anonymous cartoon entitled 'Idol-worship or the way to preferment', satirising Walpole's corrupt dealings, 1740.

Thinking deeper questions

1. Why did parliamentary government develop during the reign of George I?
2. Why do you think Robert Walpole is remembered today as Great Britain's first Prime Minister?

Unit 6: Georgian Britain

Chapter 3: Jacobite uprisings

Recap

- The 1688 Glorious Revolution, and the exile of James II and his Stuart family to France, followed by Rome.
- The 1707 Act of Union, and reasons for Scottish support for the Stuart claim and dissatisfaction with the creation of Great Britain.
- Vocabulary to recap: Act of Union; Hanoverians; Stuarts.

Key vocabulary

Clan	Ancient family from the Highlands of Scotland
Claymore	A traditional Scottish sword
Fort George	A large British barracks built in the Scottish Highlands following the Jacobite defeat
Highlands	A sparsely populated area of northern Scotland known for its mountainous landscape
Jacobite	Supporters of the Stuart claim to the throne, following the exile of James II
Suppression	A dominant political power limiting the freedom and activity of a group of people
Tartan	Traditional patterned cloth of Scotland, often used to make kilts

Key dates

1745 Bonnie Prince Charlie leads a Jacobite uprising

1746 The Battle of Culloden

Key people

Bonnie Prince Charlie The last Stuart claimant to Britain's throne, and leader of a failed rebellion in 1745

Duke of Cumberland Son of George II, nicknamed 'the Butcher' for his suppression of the Highlands

Check your understanding

1. Why did Jacobites oppose the Hanoverian kings?

Answer: Jacobites opposed the Hanoverian kings because they believed the Stuart royal family should still be governing Britain. They believed Britain's new royal family from Hanover had no legitimate claim to the throne.

2. Why did many of Scotland's highland clans support Bonnie Prince Charlie?

Answer: Many of Scotland's Highland clans supported Bonnie Prince Charlie because they were Catholic, and they believed that the 1707 Act of Union had robbed Scotland of its independence.

3. Why did Bonnie Prince Charlie's army retreat back to Scotland in December 1745?

Answer: Bonnie Prince Charlie's army retreated back to Scotland in December 1745 because far fewer English people came out in support of the Jacobite cause than they had hoped. So they grew disheartened, and turned home.

4. What happened at the Battle of Culloden?

Answer: At the Battle of Culloden, the Jacobite army were defeated in less than an hour by George II's son, the Duke of Cumberland. The British army tore them apart with cavalry and cannon fire.

5. How did the British government ensure that no Jacobite rising could ever happen again in Scotland?

Answer: The British government ensured that no Jacobite rising could ever happen again in Scotland through the suppression of the Highlands. The British Army hunted down and killed all remaining Jacobite soldiers, and built a large army barracks called Fort George outside Inverness.

Suggested activities

- Draw a storyboard of the tale of Bonnie Prince Charlie, from his landing in Scotland in July 1745, to his failed invasion of England, to his escape to France the following year.
- Study the lyrics of 'the Skye Boat song', and see how they relate to the story of Bonnie Prince Charlie.
- Study how the 1707 Act of Union, and the Jacobite Rebellion, are gaining increased contemporary attention due to the rise of Scottish Nationalism.

Sources

- *An incident in the rebellion of 1745*, by David Morier, 1746, Available online via the Royal Collection Trust.
- *Sawney in the bog-house*, cartoon attributed to James Gillray, 1779. A good example of anti-Jacobite and anti-Catholic propaganda. Available online via the British Museum.
- *Jacobite Declaration of War*, a printed handbill from Lord John Drummond, Scottish Commander, 2 December 1745. Available online via the National Archives.
- 'Securing Scotland after Culloden', Letter from Sir Everard Fawkener, Secretary to the Duke of Cumberland, to the magistrates of Montrose, Scotland. Fort Augustus, June 19 1746. Available online via the National Archives.
- *The Secret Portrait* of Bonnie Prince Charlie. Available online via the National Archives.

Thinking deeper questions

1. Why do you think Bonne Prince Charlie's Jacobite uprising failed?
2. Why do you think the British government responded so harshly to the Jacobite uprising?

Unit 6: Georgian Britain

Chapter 4: Georgian aristocracy

Recap

- The achievement of parliamentary government during the reign of George I.
- The weakening of the nobility, and the emergence of a stronger gentry class, during the Tudor period.
- Vocabulary to recap: noble; gentry; hereditary; House of Lords; House of Commons; Parliamentary government; Whig.

Key vocabulary

Aristocracy	The government of a country by an elite class, often with hereditary titles
Grand Tour	Journey taken by upper class young men to experience the art and culture of Europe
Peer	A member of the House of Lords who, for most of English history, were from the nobility
Season	A six-month period when Parliament was in session and the aristocracy came to London

Key dates

1755 Samuel Johnson publishes his dictionary of the English language

Key people

Samuel Johnson Famous Georgian writer, author of one of the first dictionaries of the English language

Check your understanding

1. **How many aristocratic peers were there in England at the beginning of the 18th century?**
Answer: At the beginning of the 18th century, there were 173 peers in the House of Lords, and the great majority of government ministers came from this closed group of aristocrats.
2. **How did the aristocracy still have power over the House of Commons?**
Answer: The aristocracy still had power over the House of Commons because they could influence their elections. In addition, MPs in the Commons were often related by birth or marriage to the aristocracy.
3. **Why did the aristocracy spend half of the year in London, and half of the year in their stately homes?**
Answer: The aristocracy spent half of the year in London because Parliament was sitting. This would be accompanied by a series of parties and events known as the ‘season’. They would then return to their stately homes around the country for the remainder of the year.
4. **What would young aristocrats do while they undertook the Grand Tour?**
Answer: Young aristocrats undertaking the Grand Tour would learn about the culture and history of Europe, buy artefacts from Ancient Rome, fashionable European clothes and paintings by celebrated artists. Some would misbehave, though.
5. **What achievement is Samuel Johnson best remembered for?**
Answer: Samuel Johnson is best remembered for having written one of the first English language dictionaries. It took him ten years and contained the definition of 40 000 words.

Suggested activities

- Read Daniel Defoe’s categorisation of Britain into seven social classes from 1709, and consider what jobs / lifestyles would fit into each: the great; the rich; the middle; the working; the country; the poor; the miserable.
- Invent a Georgian aristocrat based on a piece of 18th century art. Give him / her a name, hobbies, a stately home, a back-story, and so on.
- Study a series of definitions from Dr Johnson’s dictionary, and see if they can be matched with their corresponding words.

Sources

- ‘Marriage à-la-mode’, by William Hogarth, a series of paintings satirising the lifestyle of the Georgian aristocracy, 1745. Available online via the National Gallery.
- *The Family of Sir William Young*, by Johan Zoffany, 1770. Available online via the National Museums Liverpool.
- *The Sharp Family*, by Johan Zoffany, 1781. Available online via the National Portrait Gallery.

Thinking deeper questions

1. Why did parliamentary government greatly increase the power of the Georgian aristocracy?
2. How would you describe the lifestyles led by the Georgian aristocracy?

Unit 6: Georgian Britain

Chapter 5: Poverty, violence and crime

Recap

- The treatment of the poor in Tudor England, and the Tudor Poor Laws.
- The power of the aristocracy and gentry in Georgian Britain.
- Vocabulary to recap: vagrant.

Key vocabulary

Highwaymen	Armed robbers on horseback who attacked people travelling in stagecoaches
Satirical	Using humour to criticise human failings, often in the context of politics
Stagecoach	A horse drawn carriage used for long distance travel

Key dates

1739 The highwayman Dick Turpin is hanged in York

1751 Parliament pass the Gin Act

Key people

Dick Turpin Legendary 18th century highwayman from Essex

William Hogarth English satirical artist, his best known works are 'Gin Lane' and 'A Rake's Progress'

Check your understanding

1. **In cities such as London, what sort of conditions did the poorest in society have to live in?**

Answer: In cities such as London, the poorest in society had to live in single, unfurnished rooms, with no running water or sanitation. Some could not even afford rooms and lived on the streets as vagrants.

2. **What happened when Parliament tried to control the sale of gin during the 18th century?**

Answer: When Parliament tried to control the sale of gin during the 18th century, the people of London would riot. When Parliament introduced a licence for gin selling in 1736, crowds spread through the streets chanting 'No gin, no king!'

3. **Why was crime particularly serious during the Georgian period following the end of foreign wars?**

Answer: Crime was particularly serious during the Georgian period following the end of foreign wars because industry would slump due to the army no longer needing supplies, and soldiers would return home unable to find jobs. Jobless former soldiers would therefore resort to crime.

4. **Why did 18th century highwaymen target people who were travelling?**

Answer: Eighteenth century highwaymen targeted people who were travelling because they had to carry large amounts of money with them in person. Also, roads were often empty and unpoliced, so highwaymen were rarely caught.

5. **What were conditions like in 18th century prisons?**

Answer: Conditions in 18th century prisons were appalling. Many prisons were run to make a profit, so prisoners were kept in appalling conditions to keep costs low. Newgate Prison in London was one of the worst of them all, and it had frequent outbreaks of typhus.

Suggested activities

- Draw a chart comparing the lives of the wealthy and the lives of the poor in Georgian England.
- Study the life and work of William Hogarth, and consider why he became such a talented commentator on Georgian society.
- Look at the story of Dick Turpin, and consider how the myth of Dick Turpin the 'gentleman highwayman' (created in the Victorian novel *Rookwood*) compares to the reality.

Sources

- *Gin Lane*, by William Hogarth, 1751. It shows the dangers caused by the popular new drink of gin. Available online via the British Museum.
- *A Rake's Progress*, by William Hogarth, 1733. Available online via Sir John Soane's Museum.
- *An enquiry into the causes of the late increase of robbers*, Henry Fielding, 1751. Available online via the British Library.
- *The Tyburn Chronicle*, an illustration of a public execution, 1768. Available online via the British Library.

Thinking deeper questions

1. Why do you think there was so much crime and violence during the 18th century?
2. What can we learn about life in Georgian Britain from the paintings of William Hogarth?

Quiz questions

Unit 1: Henry VIII and the Reformation

Chapter 1: The young Henry VIII

1. In what year did Henry VIII become king?
1509
2. What was the name of Henry VIII's first wife?
Catherine of Aragon
3. Who had Henry VIII's first wife previously been married to?
Henry VIII's older brother, Arthur
4. What country did Henry VIII invade in 1513?
France
5. England defeated an army from which country at the Battle of Flodden in 1513?
Scotland
6. Who was Henry VIII's Lord Chancellor from 1515 to 1529?
Thomas Wolsey
7. What position did Henry VIII's Lord Chancellor hold which allowed him to wear a distinctive red cassock?
Cardinal
8. What magnificent palace did Henry VIII's Lord Chancellor build beside the River Thames?
Hampton Court
9. What peace conference did Henry VIII's Lord Chancellor organise in 1520?
The Field of the Cloth of Gold
10. At which sport did the French King Francis I beat Henry VIII in 1520?
Wrestling

Chapter 2: The Reformation

1. What city was the centre of medieval Catholicism?
Rome
2. What name was given to the forgiveness of one's sins purchased from the Catholic Church?
Indulgences
3. What name is given to an object of religious significance, often the physical or personal remains of a saint?
Relic
4. In what language were Catholic church services conducted, and Catholic bibles normally written?
Latin
5. Which monk and theologian is often credited with starting the Reformation?
Martin Luther
6. What country was this monk and theologian from?
Germany
7. In what year did he nail his 'theses' to the door of his church in Wittenberg?
1517

8. How many 'theses' did he nail to the door of his church?
95
9. What was the new form of Christianity which emerged during the 1500s called?
Protestantism
10. What invention greatly helped the spread of this new form of Christianity?
Printing Press

Chapter 3: Henry's 'Great Matter'

1. What did Henry VIII fail to do in 1522 and 1525?
Invade France
2. What was Catherine of Aragon unlikely to provide Henry VIII with by 1525?
A son
3. Who did Henry VIII have to gain permission from to divorce Catherine of Aragon?
Pope
4. Who did Henry VIII attack in his 1521 work the 'Defence of the Seven Sacraments'?
Martin Luther
5. Who was the Holy Roman Emperor, and Catherine of Aragon's nephew, at this time?
Charles V
6. For what reason did Henry VIII claim that his marriage to Catherine of Aragon had never been lawful?
She was previously married to his brother, Arthur
7. Who was Henry VIII's second wife?
Anne Boleyn
8. In what year did Henry VIII marry his second wife?
1533
9. What law was passed by Parliament in 1534, leading to the creation of the Church of England?
Act of Supremacy
10. What term is used for England's decision to leave the Roman Catholic Church in 1534?
Break with Rome

Chapter 4: The English Reformation

1. What oath did Henry VIII force people to swear after 1534?
Oath of Supremacy
2. Which of his Lord Chancellors did Henry VIII execute in 1535?
Thomas More
3. Who was Henry VIII's strongly Protestant chief minister from 1532?
Thomas Cromwell
4. What term is used to describe the closure of all religious houses in England by Henry VIII?
Dissolution of the Monasteries
5. Who gained the land and wealth of the monasteries after they were closed?
Henry VIII
6. After the monasteries were closed, who had to be turned out onto the streets?
Monks and nuns

7. What rebellion against Henry VIII's religious reforms took place in October 1536?
Pilgrimage of Grace
8. Which young noble led this rebellion?
Robert Aske
9. How was the leader of this rebellion killed?
Hanged in chains from York Castle
10. What were established to provide education for young boys after the monasteries were closed?
Grammar schools

Chapter 5: Henry VIII and Edward VI

1. For what crime was Anne Boleyn executed in May 1536?
Adultery
2. Which of Henry VIII's six wives gave him his only son to survive childbirth?
Jane Seymour
3. What was the name of Henry VIII's last wife?
Catherine Parr
4. An injury playing what sport in 1536 caused Henry VIII to gain weight in later life?
Jousting
5. What 1539 Act of Parliament moved the Church of England back towards Catholic practices?
The Six Articles
6. Which country did King Henry VIII make himself king of during his reign?
Ireland
7. In what year did Edward VI become king?
1547
8. What book of prayers did Edward VI introduce for Church of England services?
The Book of Common Prayer
9. Who was Edward VI's strongly Protestant Archbishop of Canterbury?
Thomas Cranmer
10. How old was Edward VI when he died?
Fifteen

Quiz questions

Unit 2: The age of encounters

Chapter 1: The Italian Renaissance

1. Which part of the world kept classical writing alive during the medieval period?
The Islamic World
2. What does 'Renaissance' mean in French?
Rebirth
3. In what year was the Fall of Constantinople?
1453
4. Which Turkish sultan conquered Constantinople?
Mehmed II
5. What do you call a political system where a single city governs itself, such as medieval Venice?
City state
6. In which Italian city was the Renaissance said to have begun?
Florence
7. What do you call a state where the ruler is not a monarch, but comes from amongst the people?
Republic
8. What artistic method depicts three-dimensional objects on a flat surface, often using a vanishing point?
Perspective
9. Which Renaissance genius painted the *Last Supper*?
Leonardo da Vinci
10. In what city did this Renaissance genius spend much of his later career, and paint the *Last Supper*?
Milan

Chapter 2: Print, gunpowder and astronomy

1. The first European example of what was founded in Bologna in 1088?
University
2. What system of thought concentrates on the human realm, often in place of religion?
Humanism
3. In what year was the first Bible produced in Europe using a printing press?
1455
4. Which German publisher built Europe's first printing press?
Johannes Gutenberg
5. What system of printing uses and rearranges blocks of individual letters and punctuation?
Movable-type printing
6. A 29-foot long canon nicknamed 'The Imperial' was used to lay siege to which city?
Constantinople
7. What did the Catholic Church believe lay at the centre of the universe?
The Earth

8. What system in astronomy places the Sun at the centre of the universe or Solar System?
Heliocentric
9. Which Italian astronomer deduced that the Earth revolves around the Sun, by observing the orbit of the planets?
Galileo Galilei
10. How was this Italian astronomer punished by the Catholic Church after 1632?
House arrest until his death

Chapter 3: Global exploration

1. What ancient overground trade route linked East Asia with the west?
Silk Road
2. What happened to products traded from East Asia to Europe, each time they changed hands?
They became more expensive
3. Which 13th century Italian explorer wrote a bestselling book about his journey to China?
Marco Polo
4. Who did this Italian explorer claim to have worked for during his time in China?
Kublai Khan
5. What significant structure did this Italian explorer fail to mention in his account of China?
Great Wall of China
6. Which country produced the keenest medieval explorers?
Portugal
7. What is the name of the southern tip of Africa, notorious for its stormy weather and rough seas?
Cape of Good Hope
8. Which European explorer established Europe's first overseas trading route with India?
Vasco da Gama
9. What goods did this European explorer return to Lisbon with after reaching India?
Spices
10. Where in India did Portugal establish a permanent trading post?
Calicut

Chapter 4: Christopher Columbus

1. In what year did Christopher Columbus cross the Atlantic and land in America?
1492
2. What Italian city was Christopher Columbus originally from?
Genoa
3. The king and queen of what country supported Columbus' journey across the Atlantic?
Spain
4. When he set sail across the Atlantic, what continent was Columbus trying to reach?
Asia
5. What was Columbus's flagship called?
The *Santa Maria*

6. Which native people of the Caribbean did Columbus first encounter?
Táino
7. Name two items which Columbus brought back with him to show Ferdinand and Isabella?
Gold jewellery, chilli peppers, sweet potatoes, parrots, nine captured natives
8. What treaty divided the new world between Spain and Portugal?
Treaty of Tordesillas
9. What mistaken belief did Columbus hold onto until his death in 1506?
That he had sailed to Asia, not a new continent (America)
10. What percentage of the Native American population are estimated to have died due to European diseases?
90 percent

Chapter 5: The 'New World'

1. The continent of America was named after which Italian explorer?
Amerigo Vespucci
2. What were the Spanish soldiers who led the conquest of the Americas called?
Conquistadors
3. Which Spanish conquistador led the conquest of Mexico?
Hernán Cortés
4. Which native American civilisation ruled much of what is today called Mexico?
Aztec
5. In what year did the city of Tenochtitlan fall to the Spanish?
1521
6. What European disease had already weakened the Inca civilisation before the conquistadors them?
Smallpox
7. What is a country or area under the political control of a foreign country called?
Colony
8. What is a group of countries or states presided over by a single ruler called?
Empire
9. Who was the first sailor to circumnavigate the world in 1522?
Ferdinand Magellan
10. What sea was named during the 1522 circumnavigation of the world, meaning 'peaceful'?
Pacific

Quiz questions

Unit 3: The later Tudors

Chapter 1: Mary I's Counter-reformation

1. Which cousin of Edward VI was known as the 'nine day Queen'?
Lady Jane Grey
2. In what year was Mary I crowned Queen of England?
1553
3. Who was Mary I's mother?
Catherine of Aragon
4. Which family member did Mary I imprison in the Tower of London after the 1554 Wyatt rebellion?
Her sister Elizabeth
5. Which King of Spain was, for a short time, the husband of Mary I and King of England?
Phillip II
6. What do you call someone with beliefs that question the established Church, such as Protestants during the reign of Mary I?
Heretic
7. What slow and painful execution did Mary I use for punishing Protestants?
Burning at the stake
8. In total, how many Protestants did Mary I kill during her reign?
283
9. Which former Archbishop of Canterbury did Mary I execute?
Thomas Cranmer
10. What work of Protestant propaganda against Mary I was published in 1563?
Foxe's *Book of Martyrs*

Chapter 2: Elizabeth I

1. In what year was Elizabeth I crowned Queen of England?
1558
2. What compromise agreement reached by Elizabeth I settled the future direction of the Church of England?
Elizabethan Religious Settlement
3. What rank of churchman did Elizabeth I keep as part of the Church of England?
Bishops
4. What did the Pope issue against Elizabeth I in 1570?
Papal Bull
5. Which of Elizabeth I's cousins posed the most significant threat to her reign?
Mary Queen of Scots
6. Who was the Principal Secretary and 'spymaster' to Elizabeth I?
Francis Walsingham
7. Which foiled plot to kill Elizabeth I resulted in her cousin's execution in 1587?
Babington Plot

8. For what religious crime did Elizabeth I introduce the death penalty towards the end of her reign?
Being a Catholic Priest in England
9. In all, how many Catholics were killed during Elizabeth's reign?
180
10. What popular torture device slowly stretched a person's body until all their joints dislocated?
The Rack

Chapter 3: The Elizabethan Golden Age

1. What was the name of London's first public theatre, built in Shoreditch in 1576?
The Theatre
2. Which celebrated English playwright staged his first play in 1590?
William Shakespeare
3. How many plays did this celebrated English playwright write?
38
4. Which of Queen Elizabeth's favourites allowed her to use his cape to cross a puddle?
Walter Raleigh
5. What pastime did this favourite of Queen Elizabeth's introduce to the royal court?
Smoking tobacco
6. What were Queen Elizabeth's summer journeys to visit her court favourites called?
Royal Progress
7. What Latin name was given to Elizabeth towards the end of her reign?
Gloriana
8. What do you call a private sailor or pirate, authorised by their government to attack enemy ships?
Privateer
9. Who was the first Englishman to circumnavigate the globe?
Francis Drake
10. What was the name of the ship on which he circumnavigated the globe?
Golden Hind

Chapter 4: The Spanish Armada

1. In what year did the Spanish Armada set sail for England?
1588
2. Which King of Spain ordered the Spanish Armada?
Phillip II
3. What event in 1587 seemed to guarantee a Protestant future for England, and prompted Spain to act?
The execution of Mary Queen of Scots
4. How many galleons did the Spanish Armada contain?
130
5. Who was the commander of the Spanish Armada?
Duke of Medina Sidonia

6. Where were the English moored when the Spanish missed their best chance of victory?
Portsmouth
7. Why did the Spanish Armada sail to Calais before attacking the English?
To collect reinforcements (Duke of Parma)
8. What do you call the English ships that were filled with explosives, set alight, and sailed towards the Armada?
Hellburners
9. How many Spanish galleons were shipwrecked off the coast of Scotland and Ireland?
60
10. Where did Elizabeth I give her famous speech following the Battle of Gravelines?
Tilbury

Chapter 5: Rich and poor in Tudor England

1. How many noblemen were there in England by 1600?
58
2. Starting with the reign of Henry VII, what became illegal for noblemen to keep?
Private armies
3. What class of wealthy landowners without noble titles were positioned just below the nobility?
Gentry
4. Which upwardly mobile class during the Tudor period benefitted from the weakening nobility?
New men
5. What popular Elizabethan outfit consisted of a buttoned up jacket and short padded trousers?
Doublet and hose
6. What elaborate lace collar, encircling the neck, was fashionable during the Elizabethan period?
Ruff
7. The rapid growth of what during the 16th century made unemployment common?
Population
8. What term was used to describe a person with no job, who travelled from place to place begging?
Vagrant
9. How would able-bodied people caught begging be punished?
Hole burnt through ear
10. What laws passed from 1563 onwards required local parishes to raise money for those in need?
Poor laws

Quiz questions

Unit 4: The English Civil War

Chapter 1: James I and the Gunpowder Plot

1. The coronation of James I in 1603 led to a 'union of the crowns' between which countries?
England and Scotland
2. Which royal dynasty ruled England from 1603 to 1714?
Stuarts
3. What landmark book did king James I authorise for publication in 1611?
King James Bible
4. Who was James I's mother?
Mary Queen of Scots
5. What religion did the gunpowder plotters belong to?
Catholicism
6. In what year did the Gunpowder Plot take place?
1605
7. During what event on the 5th November did the plotters intend to strike?
State Opening of Parliament
8. What led to the discovery of the Gunpowder Plot by the Secretary of State Robert Cecil?
Monteagle letter
9. How were the surviving gunpowder plotters killed?
Hanged, drawn and quartered
10. What direction did James I's religious policy take following the Gunpowder Plot?
More anti-Catholicism / less religious toleration

Chapter 2: Charles I and Parliament

1. What theory claims the monarch is appointed by God and should have absolute power?
Divine Right of Kings
2. In what year was Charles I crowned king of England?
1625
3. What practice did Charles I pursue, supposedly to heal skin diseases?
Touching for the King's Evil
4. Who was Charles I's French Catholic wife?
Henrietta Maria
5. Which Archbishop of Canterbury started to reintroduce Catholic practices into the Church of England?
Archbishop Laud
6. What period began in 1629, during which Charles I ruled without calling Parliament?
The eleven-years tyranny
7. What tax did Charles I use to raise money without the permission of Parliament?
Ship money
8. Which member of Parliament was imprisoned in 1637 for refusing to pay ship money?
John Hampden

9. What personal court did Charles I use to prevent having to give defendants a fair trial?
Star Chamber
10. Which radical Protestants during this period wore plain clothing and tried to live without sin?
Puritans

Chapter 3: The outbreak of war

1. What did Archbishop Laud introduce to Scotland in 1637, sparking an uprising against Charles I?
A new prayer book
2. What name was given to the uprising against Charles I's religious reforms in Scotland?
Bishops' War
3. Why did Charles I urgently need to recall Parliament after the uprising in Scotland?
To raise new taxes
4. Which puritan Member of Parliament led the most radical demands to limit Charles I's power?
John Pym
5. Who did the puritan Members of Parliament want to expel from the royal court?
Henrietta Maria's Catholic friends
6. What event signalled Charles I's loss of power, leading him to flee London?
The failed arrest of the five Members
7. In what year did the English Civil War break out?
1642
8. What name was given to those who fought for Parliament during the Civil War?
Parliamentarians
9. What name was given to those who fought for Charles I during the Civil War?
Royalists
10. What percentage of England's population is believed to have died due to the English Civil War?
5%

Chapter 4: Fighting the English Civil War

1. What was Charles I's primary object at the beginning of the English Civil War?
Retake London
2. At what battle did Parliament win a major victory against the Royalists in 1645?
Battle of Naseby
3. What act of treason did the publication of Charles I's correspondence reveal?
Negotiating with Irish and French armies
4. Where were the Royalist headquarters during the English Civil War?
Oxford
5. What nickname was given to Royalist cavalymen during the English Civil War?
Cavaliers
6. Who was Charles I's German nephew, appointed to command the Royalist cavalry aged only 23?
Prince Rupert

7. At what battle was the Royalist cavalry commander having a dinner party when the Parliamentarians attacked?
Battle of Marston Moor
8. What nickname was given to Parliamentarian soldiers during the English Civil War?
Roundheads
9. What full-time, professional army did Oliver Cromwell form during the Civil War?
New Model Army
10. What religion did many members of Parliament's army belong to?
Puritanism

Chapter 5: Trial and execution

1. Who did Charles I surrender to in 1646, believing they would treat him fairly?
Scotland
2. What demands did Parliament devise in 1646, and Charles I reject?
Newcastle Propositions
3. What demand did Parliament make in 1646 concerning the Church of England?
No more bishops
4. What organisation called for more action against the king than Parliament was willing to consider?
Army
5. For how much money did the Scots sell Charles I to Parliament in February 1647?
£400 000
6. What did Charles I's escape from prison in Hampton Court Palace lead to in 1648?
Second Civil War
7. What event saw all but the most radical Members of Parliament expelled in December 1648?
Pride's Purge
8. How many MPs signed Charles I's death warrant?
59
9. In what year was Charles I executed?
1649
10. What ornate building in the Palace of Whitehall was Charles I executed outside?
Banqueting Hall

Quiz questions

Unit 5: Commonwealth and Restoration

Chapter 1: Cromwell's Commonwealth

1. What nickname was given to the remaining Members of the Parliament after Charles I's trial?
Rump Parliament
2. What was the dominant religion in Ireland during this period?
Catholicism
3. Where did Cromwell send the Irish Catholics who resisted his orders to work as slaves?
Caribbean
4. How many Irish people are thought to have died due to the famine and war caused by Cromwell?
200 000
5. Where did Cromwell defeat a Scottish force led by Charles I's son in 1651?
Battle of Worcester
6. What term is given to Cromwell's belief that events were governed by the direct intervention of God?
Godly providence
7. What title was given to Oliver Cromwell as head of the English state in 1653?
Lord Protector
8. What style of government did Cromwell pursue through his 11 Major-Generals?
Military dictatorship
9. Who became Lord Protector following Oliver Cromwell's death?
His son Richard ('Tumbledown Dick')
10. How did Cromwell reportedly ask to be painted for his portrait?
'Warts and all'

Chapter 2: The Restoration

1. What declaration did Charles II make prior to his restoration as King?
Declaration of Breda
2. In what year did Charles II's restoration take place?
1660
3. Who were the only Parliamentarians on whom Charles II took revenge?
59 'regicides'
4. What nickname was Charles II given due to his lack of seriousness and fun-loving lifestyle?
Merry Monarch
5. How many illegitimate children was Charles II known to have fathered?
14
6. Who humiliated Charles II in 1667 by stealing his greatest warship?
Dutch Navy
7. What secret treaty did Charles II agree with Louis XIV in 1670?
Treaty of Dover

8. What law did Parliament pass in 1673 requiring all who held public office to be Protestants?
Test Act
9. Who became king after the death of Charles II in 1685?
James II
10. Why were so many English people concerned about having James II as king?
He was a Catholic

Chapter 3: Restoration England

1. What form of headgear became popular in England following the Restoration?
Wigs
2. What organisation was founded in 1660 for the advancement of scientific knowledge?
Royal Society
3. What did the scientist Robert Hooke build in order to produce detailed drawings of insects?
Microscope
4. Which English scientist demonstrated that blood circulates the body?
Robert Harvey
5. Which English scientist published *Principia Mathematica* in 1687?
Isaac Newton
6. What term is used to describe the emergence of modern scientific methods during the 17th and 18th centuries?
Scientific Revolution
7. What spread through London in 1665 causing 68 000 deaths?
Bubonic Plague
8. What theory was used to explain the spread of disease during this period?
Miasma
9. What did the mayor of London order people to do with dead bodies to prevent the further spread of this disease?
Collect and bury out of town
10. Which of Charles II's mistresses rose from being an actress to become a member of the Royal Court?
Nell Gwyn

Chapter 4: The Great Fire of London

1. In what year did the Great Fire of London take place?
1666
2. On what street did the Great Fire begin?
Pudding Lane
3. What was Thomas Farynor's job?
King's baker
4. What manmade gaps were made by demolishing London's buildings to prevent the spread of the fire?
Firebreaks

5. How many Londoners were left homeless by the Great Fire of London?
100 000
6. On which group of people was the Great Fire of London initially blamed?
Catholics
7. Which architect was charged with rebuilding London following the Great Fire?
Sir Christopher Wren
8. What was the most important building to be destroyed, and rebuilt, following the Great Fire?
St Paul's Cathedral
9. Which official in the Royal Navy kept a famous diary during the reign of Charles II?
Samuel Pepys
10. What did this diarist bury in his garden when he first saw the Great Fire taking place?
Parmesan cheese

Chapter 5: The Glorious Revolution

1. What did James II do with the heads of the rebels who took part in the Monmouth rebellion?
Pickled them in vinegar
2. What laws did James II suspend having become King?
Test Acts
3. What event in 1688 all but guaranteed a Catholic future for the English throne?
James II had a Catholic son with his wife (Mary of Modena)
4. What relation was the future Mary II to James II?
Daughter
5. To whom was the future Mary II married?
William Prince of Orange
6. How many Dutch troops landed on the English coast in November 1688?
40 000
7. What did James II throw into the Thames as he fled London into exile?
Great Seal
8. What document did William and Mary sign in 1689, establishing Parliament's rights?
The Bill of Rights
9. Name two ways in which the monarch's power was limited by this document signed in 1689?
Could not have a standing army / could not raise tax without Parliament's agreement / could not create or suspend laws without Parliament's agreement
10. Where did James II launch a rebellion to try to regain the throne in 1690?
Ireland

Quiz questions

Unit 6: Georgian Britain

Chapter 1: Creation of Great Britain

1. How many children did Queen Anne have, all of whom did not survive childhood?
18
2. Who was threatening to claim the English throne, due to Queen Anne's lack of children?
James Stuart
3. What law was passed in 1701 to ensure a Protestant would succeed Queen Anne?
Act of Settlement
4. Which country was furious with the 1701 law, and declared they would choose their own monarch?
Scotland
5. What failed attempt to establish a Caribbean trading colony left the country almost bankrupt?
Darien Scheme
6. In what year was the Act of Union passed?
1707
7. Who became king of England in 1714?
George I
8. How many times had this new king previously visited England prior to 1714?
Once
9. How many Catholics had a better claim to the throne than the man who became king in 1714?
57
10. What name is given to the royal dynasty that ruled England from 1714 until 1837?
Hanoverians

Chapter 2: Parliamentary government

1. Which Georgian statesman is generally seen as Britain's first Prime Minister?
Robert Walpole
2. What economic disaster occurred in 1720?
South Sea Bubble
3. Where did Britain's first Prime Minister spend six months as a young man?
Imprisoned in the Tower of London
4. What did George I give Britain's first Prime Minister, which remains part of the position today?
10 Downing Street
5. Who succeeded George I in 1727?
George II
6. Aside from keeping taxes low, what was Britain's first Prime Minister's main ambition?
Keep out of foreign wars
7. How was the king's power to choose his government ministers constrained?
They had to have the most support in Parliament
8. What names are given to the two 'Houses' of the British Parliament?
House of Commons and House of Lords

9. How were members of the 'lower' House in Parliament chosen?
Elections (though not everyone had the vote)
10. What two rival political parties had emerged by this time?
Whigs and Tories

Chapter 3: Jacobite uprisings

1. Where did the term 'Jacobite' come from?
Latin word for 'James'
2. Which royal dynasty did the Jacobites support?
Stuart
3. In what year did the last Jacobite uprising begin?
1745
4. Where in Britain was the support for the Jacobite cause strongest?
Scottish Highlands
5. What nickname was given to the Jacobite leader Charles Edward Stuart?
Bonnie Prince Charlie
6. What English town did the Jacobite army reach, before turning back towards Scotland?
Derby
7. Where was the Jacobite army was defeated in 1746?
Battle of Culloden
8. Who defeated the Jacobites, and earned the nickname 'the Butcher'?
Duke of Cumberland
9. What term is given to the British response to the Jacobite rising in Scotland?
Suppression of the Highlands
10. What did the British build outside Inverness to ensure no more rebellions could take place again?
Fort George

Chapter 4: Georgian aristocracy

1. What term is sometimes given to the 18th century due to the power of the nobility?
Age of Aristocracy
2. Which class was in the decline during the 18th century, compared with the aristocracy?
The gentry
3. What were members of the House of Lords, almost always from the nobility, called?
Peers
4. Which stately home, built by the 2nd Marquess of Rockingham, is the largest in Britain?
Wentworth Woodhouse
5. In which two fashionable London clubs did the aristocracy like to drink and gamble?
Brooks' and White's
6. In which fashionable Georgian holiday town can Georgian architecture still be seen today?
Brighton / Bath

7. What was the six-month period when Parliament was in session and the aristocracy came to London called?
Season
8. What were the journeys taken by upper class young men to experience the art and culture of Europe called?
Grand Tour
9. Which famous Georgian writer published one of the first dictionaries of the English language in 1755?
Samuel Johnson
10. The definition of how many words did his dictionary contain?
40 000

Chapter 5: Poverty, violence and crime

1. What drink became increasingly popular amongst the poor during the 18th century?
Gin
2. In what year did Parliament pass an Act to tax the sale of this drink?
1751
3. Which artist gained fame for his depictions of poverty and alcohol addiction in Georgian London?
William Hogarth
4. What series of paintings following the son of a wealthy merchant who ends up in a mental asylum did he create?
A Rake's Progress
5. What term is given to the use of humour to criticise human failings – common in Georgian art?
Satirical
6. The end of what would often cause crime waves in Georgian Britain?
Foreign wars
7. What right, enshrined in the Bill of Rights, contributed to the crime of this period?
Right to bear arms
8. What was the most notorious London prison during this period?
Newgate
9. What form of transport did highwaymen target on empty roads at night?
Stagecoaches
10. Which well-known Georgian highwayman was hanged in York in 1739?
Dick Turpin