### BOOK 2, UNIT 4, ‘THE ENGLISH CIVIL WAR’

**Textbook:**
- Early Modern Britain 1509-1760 (Collins ‘Knowing History’ series), Unit 4: The English Civil War

**Writing focus:**
- Response to pictorial historical sources. In particular, explaining what a historian can learn from a source, or what is its message.

**Final Assessment:**
- Essay entitled: ‘Why was Charles I executed for high treason in 1649?’
- To be answered with explicit reference to historical sources.

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<th>#</th>
<th>Focus</th>
<th>Lesson Title</th>
<th>Lesson Content</th>
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| 1 | Reading | Why Catholic plotters try to blow up Parliament in 1605? | Recap
- The reign of Elizabeth I. In particular, her decisions not to marry and have an heir, and her decision to kill her cousin Mary Queen of Scots.

Reading
- ‘James I and the Gunpowder Plot’, pages 42-43 of Early Modern Britain 1509-1760 (Collins ‘Knowing History’ series)

Keywords
- Stuarts The royal dynasty that ruled England from 1603 to 1714
- Religious toleration A policy of allowing many different religions to exist within one state or country
- 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

Images
- Portrait of James I
- Contemporary sketch of the conspirators by Crispijn van de Passe
- Monteagle Letter (with a transcript)
- Guy Fawkes’ signature, before and after he was tortured

Activity
- Complete an illustrated storyboard of the Gunpowder plot. Worksheet A.

| 2 | Writing | What can a historian learn about the response to the Gunpowder Plot from a Dutch engraving? | Recap
- The story of the death of the Gunpowder Plot, emphasising the backlash against Catholicism that took place following its discovery.

Keywords
- Historical source An object from the past which a historian can use to learn about the period.
- Engraving A method for mass printing images, widely used from seventeenth century onwards

Activity
- Introduce the study of historical sources, and explain the importance of historical sources for learning about the past. Ask pupils to give examples of historical sources that they have already encountered this year (Title Page of Henry VIII’s Great Bible; ‘The Field of the Cloth of Gold’ painting; Da Vinci’s ‘The Last Supper’; the ‘Armada Portrait’ of Elizabeth I).
- As a whole class, study and annotate ‘The Execution of the Conspirators in the Gunpowder Plot’ (Guy Fawkes) by Claes Jansz Visscher. Worksheet B.

Extended writing
- Two paragraph explanation answering the question: ‘What can a historian learn about the response to the Gunpowder Plot from a Dutch engraving?’

Homework
- Read ‘5/11: England’s First Terrorist’ (taken from Robert Lacey, Great Tales from English History) and answer five comprehension questions.
| Reading | Why did the people of England and Scotland believe Charles I was a tyrant? | Recap | Questions 1-10 from the Knowledge Organiser.  
The idea of a monarch being a ‘tyrant’, and other examples of tyrants from history.  
The role of Parliament in English history, focusing on the terms ‘representation’ and ‘consent’.  
‘Charles I and Parliament’, pages 44-45 of *Early Modern Britain 1509-1760* (Collins ‘Knowing History’ series)  
Keywords | Puritans A group of radical Protestants who wore plain clothing and tried to live without sin  
Eleven-years tyranny A period from 1629 during which Charles I ruled without calling Parliament  
Ship money A tax imposed on coastal towns to pay for their defence from naval attack  
Member of Parliament Someone elected to sit in the House of Commons, often abbreviated to ‘MP’  
Touching for the king’s evil The healing touch of a king for those who suffer from skin disease  
Images | Portrait of Charles I  
Portrait of Archbishop Laud  
Woodcut of Archbishop Laud lunching on William Prynne’s ears  
Activity | Answer five ‘Check your understanding’ questions on ‘Charles I and Parliament’  
Whole-class feedback | Feedback on common errors from recent work, ‘What can a historian learn about the response to the Gunpowder Plot from a Dutch engraving?’  
Extended writing | Two paragraph explanation answering the question, ‘What is the message of Van Dyck’s 1633 portrait of Charles I?’  
Homework | Revise questions 1-20 from the Knowledge Organiser.  
Test | Questions 1-20 from the Knowledge Organiser. Teacher take in the mark /20.  
Recap | The Reformation, and the ever growing hatred of Catholicism amongst Protestants – especially following the Gunpowder Plot.  
Reading | ‘The outbreak of war’, pages 46-47 of *Early Modern Britain 1509-1760* (Collins ‘Knowing History’ series)  
Keywords | Bishops’ War An uprising against Charles I’s religious reforms which began in Scotland  
Long Parliament A Parliament which met, on and off, from 1640–1660  
Take in books to mark |
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<th>6</th>
<th>Writing</th>
<th>Did long term or short term factors cause the English Civil War?</th>
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<td>Recap</td>
<td>Long and short term causes of the English Civil War.</td>
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| Activity | Introduce the idea of ‘long term’ and ‘short term’ causes in history. Explain how a good way to think about causation is to ask the question, ‘at what point did the English Civil War (or any other event for that matter) become inevitable?’  
As a whole class, complete a chart in exercise books. On one side list long term causes of the English Civil War. On the other, list short term causes of the Civil War. |
| Whole-class feedback | Feedback on common errors from recent work, ‘What is the message of Van Dyck’s 1633 portrait of Charles I?’ |
| Extended writing | Three paragraph ‘balanced argument’ mini-essay answering the question, ‘Did long term or short term factors cause the English Civil War?’ |
| Homework | Read ‘All my birds have flown’ (taken from Robert Lacey, *Great Tales from English History*) and answer five comprehension questions. |

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<th>7</th>
<th>Reading</th>
<th>Who were a better fighting force during the English Civil War: Royalists or Parliamentarians?</th>
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| Recap | Questions 21-30 from the KnowledgeOrganiser.  
The meaning of the term ‘civil war’, and other civil wars they have studied in previous units of work (The Anarchy, the Barons’ War, the Wars of the Roses and so on). |
| Reading | ‘Fighting the English Civil War’, pages 48-49 of *Early Modern Britain 1509-1760* (Collins ‘Knowing History’ series) |
| Keywords | Royalists Those who are loyal to the king, often during a dispute with Parliament  
Parliamentarians Those who are loyal to Parliament, often during a dispute with the king  
Cavaliers The nickname for Royalist cavalrmen during the English Civil War  
Roundheads The nickname for Parliamentarian soldiers during the English Civil War  
New Model Army A full-time, professional army formed by Oliver Cromwell during the Civil War |
| Images | Maps showing the different areas of England controlled by Parliament and the King over the course of the Civil War, and the locations of the major battles  
Images of Roundheads and Cavaliers  
Photograph of a Cavalier King Charles spaniel.  
‘To Him Pudel, Bite Him Peper’, English Civil War propaganda |
| Activity | Complete a chart listing the features of the Parliamentarian army on one side, and features of the Royalist army on the other. |
| Homework | Take in books to mark |

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<th>Writing</th>
<th>What messages did Parliamentarian</th>
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| Recap | The differences between Royalists and Parliamentarians.  
The definition of propaganda, and the purposes it serves. |
| 9 | Reading | Why was Charles I found guilty for treason against his own people? | Keywords | • **Woodcut** A simple and cheap form of print-making, using carved blocks of wood |
|   | Activity | Watch ‘Civil War’ video from timelines.tv  
As a whole class, study and annotate a two woodcuts published by Parliamentarians during the English Civil War, showing Prince Rupert at the Battle of Marston Moor, and alleged Royalist atrocities. Worksheet D. |
|   | Whole-class feedback | Feedback on common errors from recent work, ‘Were long term or short term factors more important in causing the English Civil War?’ |
|   | Extended writing | Two paragraph answer to the question, ‘What messages did Parliamentarian propaganda try to spread during the English Civil War?’ |
|   | Homework | Revise questions 21-40 from the Knowledge Organiser |
|   | Test | Questions 21-40 from the Knowledge Organiser. Teacher take in the mark /20.  
Take in mark /20 for test.  
Take in books to mark |
|   | Recap | The reasons for Parliament’s victories over the Royalists during the fighting of the English Civil War. |
|   | Reading | ‘Trial and execution’, pages 50-51 of Early Modern Britain 1509-1760 (Collins ‘Knowing History’ series) |
|   | Keywords | • **Newcastle Propositions** A series of demands devised by Parliament in 1646, and rejected by Charles I  
• **Radical** Someone who believes in the need for extreme social or political change  
• **Pride’s Purge** The expulsion of all but the most radical Members of Parliament in December 1648  
• **Banqueting House** Ornate building in the Palace of Whitehall outside which Charles I was executed |
|   | Images | A photograph of Westminster Hall  
Charles I’s Death Warrant  
A photograph of Banqueting House |
|   | Activity | Answer five ‘Check your understanding’ questions on ‘Trial and execution’. |
| 10 | Writing | What can a historian learn about the execution of Charles I from a contemporary painting of the event? | Recap | Questions 41-50 from the Knowledge Organiser  
The trial and execution of Charles I. |
|   | Activity | Watch ‘Civil War’ from timelines.tv  
As a whole class, study and annotate the contemporary painting of the execution of Charles I by an unknown artist, emphasising the shock of the crowd who witness their king – appointed by God – executed. Worksheet E. |
<p>|   | Whole-class feedback | Feedback on common errors from recent work, ‘What messages did Parliamentarian propaganda try to spread during the English Civil War?’ |
|   | Extended writing | Two paragraph explanation answering the question, ‘What messages did Parliamentarian propaganda try to spread during the English Civil War?’ |</p>
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<th>Planning</th>
<th>Why was Charles I executed for high treason in 1649?</th>
<th>Activity</th>
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<td></td>
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<td>• Revisit the idea of long-term and short-term causes, introduced in Lesson 6. Pose the question, ‘at what point did Charles I’s execution become inevitable?’</td>
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<td>• Talk through success criteria detailed on the reverse of the planning sheet, <em>Worksheet F.</em></td>
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<td>• Remind pupils of common errors from previous assessment essay, and hand out their previous assessment essays to read through.</td>
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<td>• Use planning sheet to plan essay, ‘<em>Why was Charles I executed for high treason in 1649?</em>’</td>
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<td>Homework</td>
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<td>Finish planning essay ready to write it for next lesson, and complete independent research on the topic.</td>
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<th>Assessment</th>
<th>Write assessment</th>
<th>Writing</th>
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<td>• Write assessment essay, ‘<em>Why was Charles I executed for high treason in 1649?</em>’ in class, 55 minutes.</td>
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<td>Take in assessment essay to mark. Also take in planning sheets to ensure homework has been completed.</td>
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