**A level History. Paper 1.**

**Historical Assessment Objectives 1 and 3. Charles I 1625-49.**

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| **Charles I in Three Positions, by Anthony Van Dyck** | **German School, (17th century) - Execution of Charles I (1600-49) at Whitehall, January 30th 1649 (engraving)** |

**In a Nutshell:**

**Key Features and conceptual understanding:** Content and concepts.

**Theme 1 : The quest for political stability 1625-49.**

**In studying Theme 1, students need to understand the** [**nature of Stuart rule**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) **and the** [**reasons why the system failed to provide a stable system of government**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) **in the given period. They should understand Charles I’s political ambitions and the extent of** [**parliamentary opposition to the king**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) **resulting in the** [**complete breakdown of the relationship**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/)**. Detailed knowledge of the events of the civil wars is not required, but students should understand** [**the growing political and military power of parliament in the years to 1646**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/)**, and** [**Charles’ unwillingness to compromise his royal authority**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/)**.**

**Theme 2 : Religion: conflict and dissent, 1625-49.**

**Cracking the Puzzle** – Preparing for revision and assessment.

**In a Nutshell:**

**The key features and concepts**

**Activity 1 : Introductory hook to Key features and concepts**

Think about the collection of visual evidence that you have been asked to consider. Think about the following features:

What can we infer from these images about?

**Activity 2 – On your marks…engaging conceptually with the key features through timeline.**

The timeline makes many brief references to the events of the period X. Use the timeline to colour code according to

Blue Lack of challenge/effective repression by Monarchy.

Green Open opposition and protest against Monarchy.

Red Serious opposition to threaten the future of the Monarchy.

**Chronology 1625-1649**

**March 1625** Death of James I and accession of Charles I. In June Parliament granted the new king customs duties (tonnage and poundage) for one year only, instead of for life

**September 1626** Charles I levied a Forced Loan, without parliamentary approval, to raise money for war and imprisoned without trial many of those who refused to pay

**June 1628** Charles I assented to the Commons' Petition of Right, which condemned extra-parliamentary taxation and arbitrary imprisonment, but it was not enrolled properly as a statute

**March 1629** The Speaker of the Commons was physically prevented, by three Members in the Commons, from adjourning the House until resolutions were passed against the king's policies. Parliament was dissolved

**August 1630** Exchequer judges confirmed the King's prerogative right to levy knighthood fees on landowners worth £40 a year or more

**June 1635** Ship money contributions were demanded by the King for the first time from all counties, not just those on the coast. At the same time forest courts were revived to raise money by forest fines

**November 1638** Scottish Presbyterians, Covenanters, revolted against Charles I's religious innovations and started the first Bishops' War against England

**April 1640** Charles I, needing money for the Bishops' War, summoned Parliament, which met for less than a month and is known as the Short Parliament

**October 1640** English troops were defeated in the second Bishops' War. Treaty of Ripon demanded that Charles I pay Covenanter troops £850 a day while they remained in England

**November 1640** Charles I, desperate for money, summoned Parliament again - the Long Parliament

**November 1640** The Long Parliament was convened and attacked measures and people associated with Personal Rule

**December 1640** The "Root and Branch" Petition calling for the abolition of bishops from the Church of England and its reform "root and branch" was presented to Parliament

**1641** The Earl of Strafford was attainted and executed (May), and Acts were passed ensuring continuation of Parliament and declaring non-parliamentary taxation illegal (May-August)

**November 1641** The Grand Remonstrance against Charles I's activities passed the Commons, barely, and was not even sent to the Lords, before being rejected by the King

**January 1642** Charles I entered the Commons chamber to arrest five Members of the House, but they had already fled

**March 1642** The Lords and Commons passed the Militia Ordinance, which did not receive the assent of King, establishing parliamentary control over county militias

**August 1642** Charles I raised his standard at Nottingham, formally starting the English Civil War in February

**1645** Parliament passed New Model Ordinance, establishing the New Model Army

**June 1646** Charles I surrendered, ending the first Civil War

**October 1647** The Leveller tract, The Agreement of the People, was published. Its proposals for universal suffrage (for men) and more equal representation were debated at Putney Debates

**December 1648** Pride's Purge, when Army leaders excluded MPs thought to be sympathetic to Charles I from Parliament; the remaining MPs were known as the Rump Parliament

**January 1649** Charles I was executed. The Commons abolished monarchy and the House of Lords and declared England a Commonwealth

**Key features and conceptual understanding**: Depth studies illustrating the nature of

**What do we need to focus on?**

In studying Theme 1, students need to understand the nature of Stuart and republican rule and the reasons why neither system provided a stable system of government in the given period. They should understand Charles I’s political ambitions and the extent of parliamentary opposition to the king. Detailed knowledge of the events of the civil wars is not required, but students should understand the growing political and military power of parliament in the years to 1646, and Charles’ unwillingness to compromise his royal authority.

In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period. They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland.

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**Key Resources. Charles I 1625-40 The failure of personal rule**

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| **Texts** | 12 A Anderson “Stuart Britain” [Ch3](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1F)3 B Coward “The Stuart Age” Pt2 Ch5 |
| **History Today Articles** | 1 [James I and Charles I: King versus Commons. By Andrew Thrush | Published in History Today Volume: 61 Issue: 3 2011](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)2 [Charles I: Author of his own Downfall? By Graham Goodlad | Published in History Review 2009](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)[3 Change & Continuity in 17th Century English Parliaments](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)[By David Smith | Published in History Review 2002](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1) |
| **Videos** | 1 [S Schama A History of Britain - 08 The British Wars](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 [D Starkey Monarchy Series 2 Episode 4 The Stuart Succession..Channel 4 on demand](http://www.channel4.com/programmes/monarchy/on-demand/39163-003)3 |
| **HA Podcasts** | 12 |
| **Websites** | 1 [Parliament.co.uk](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/)2 |
| **History Faculty Lecture** | [History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/286-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt1)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/285-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt2)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/284-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt3) |

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| **HA Podcasts** |  |
|  | **1 2 3 4 5 6 7 8** |
|  | **1 2 3 4 5 6 7 8** |

**Key Resources. Civil War 1640-49 The failure to compromise**

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| **Texts** | 12 A Anderson “Stuart Britain” [Ch4](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1F) and [Ch5](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYfjdEYlNYWkNoMGVDc0h0VGw5ZTZpV1F)3 B Coward “The Stuart Age” Pt3 Ch6 |
| **History Today Articles** | 1 [Charles I: Regicide and Republicanism. By Sarah Barber | Published in History Today Volume: 46 Issue: 1 1996](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)[2 The Civil Wars. By Sarah Mortimer | Published in History Today Volume: 62 Issue: 10 2012](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1)3 [Why was Charles I executed in 1649? By Barry Coward | Published in History Review 1998](https://drive.google.com/drive/#folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYZlhDSXpJRFNyRGs/0B1nsDxK47bFYM1) |
| **Videos** | 1 [S Schama A History of Britain - 09 Revolutions](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfkNVQ0xqblNJNFRhN1Z5TEtjYVBJTEJEdEY0QXpWM3FJV0FlUW1SbDJOcnc)2 D Starkey Monarchy Series Series 2 Episode 4 The Stuart Succession<http://www.channel4.com/programmes/monarchy/on-demand/39163-004>Series 2 Episode 5 The King Killer <http://www.channel4.com/programmes/monarchy/on-demand/39163-005>3 [The English Civil War Documentary Series](https://www.youtube.com/playlist?list=PL6oforB7ir5LIr9-L0EiNObnAIq3LFZ04)4 The English Civil War. History UK 2002Episode 1 [A people divided](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfmcyNVpremRSQV9zbEU3ZFNDdWdoWUVGUWQ4aGZfZzRtQjBOM3hBZWQwZ3c)Episode 2 [A Nation at War](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfmcyNVpremRSQV9zbEU3ZFNDdWdoWUVGUWQ4aGZfZzRtQjBOM3hBZWQwZ3c)Episode 3 [To Kill a King](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfmcyNVpremRSQV9zbEU3ZFNDdWdoWUVGUWQ4aGZfZzRtQjBOM3hBZWQwZ3c)Episode 4 [The shadow of the scaffold](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U/0B1nsDxK47bFYfmcyNVpremRSQV9zbEU3ZFNDdWdoWUVGUWQ4aGZfZzRtQjBOM3hBZWQwZ3c)[Battle of Naseby](https://drive.google.com/drive/folders/0B1nsDxK47bFYRk4xWVBmUnk1RzA/0B1nsDxK47bFYemZSM0NGNnJxQlU/0B1nsDxK47bFYYVdQakRaNWxHZ1k/0B1nsDxK47bFYY2U5cHAtNXZzUjg/0B1nsDxK47bFYajNEMWNhLXhsWms/0B1nsDxK47bFYMEZ3d3dEaVZFMEk/0B1nsDxK47bFYRWlnbThROVl1QUk/0B1nsDxK47bFYNjdMTGoyaXlRU1U)[Battle of the Boyne](https://www.youtube.com/watch?v=BonPJjakc4s&index=3&list=PLQgE14eHdyjb2GYTxbsTOWV0ni3jGfj8S) |
| **HA Podcasts** | 12 |
| **Websites** | 1 |
| **History Faculty Lecture** | [History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/286-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt1)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/285-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt2)[History Faculty Lecture. Dr Rachel Hammersley The labelling and historiography of 1640-60 and the descent into war pt1](http://www.thehistoryfaculty.org/a-levels/item/284-the-labelling-and-historiography-of-1640-60-and-the-descent-into-war-pt3) |

Online links to 17th Century British History

Lecture Links

Early Modern England with Keith E. Wrightson

This course is intended to provide an up-to-date introduction to the development of English society between the late fifteenth and the early eighteenth centuries. Particular issues addressed in the lectures will include: the changing social structure; households; local communities; gender roles; economic development; urbanization; religious change from the Reformation to the Act of Toleration; the Tudor and Stuart monarchies; rebellion, popular protest and civil war; witchcraft; education, literacy and print culture; crime and the law; poverty and social welfare; the changing structures and dynamics of political participation and the emergence of parliamentary government.

<https://www.youtube.com/watch?v=5X02qTmUrKI&index=19&list=PL18B9F132DFD967A3>

<https://www.youtube.com/watch?v=qPwuul8J-Os&index=20&list=PL18B9F132DFD967A3>

<https://www.youtube.com/watch?v=SxDY3zvU0uo&list=PL18B9F132DFD967A3&index=12>

<https://www.youtube.com/watch?v=7tY9mQovGu0&index=13&list=PL18B9F132DFD967A3>

<https://www.youtube.com/watch?v=iYkKBmnjw_Q&list=PL18B9F132DFD967A3&index=16>

<https://www.youtube.com/watch?v=EVOsJ8g4ACE&index=17&list=PL18B9F132DFD967A3>

<https://www.youtube.com/watch?v=zh-F7Xtc8Wg&list=PL18B9F132DFD967A3&index=18>

Documentaries

# 1 History of Britain by [Raymond Sneyers](https://www.youtube.com/user/RUSneyers)

Taking a look at the reign of the Stuarts. An era of an expanding court, plague, fire, radical politics, religious debate, and a bloody civil war in the mid-seventeenth century between Cavaliers and Roundheads.

<https://www.youtube.com/watch?v=pR8JUQVbaEg&index=7&list=PLJxO2DxkRtAFV_SpPpM8QckwT_nlrpTJu>

2 [The Stuarts by David Starkey](https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC)

<https://www.youtube.com/playlist?list=PLC2C91574A2C6D0AC>

3 BBC2 The Stuarts by Dr Clare Jackson

<http://www.bbc.co.uk/programmes/p01lkn5l/clips>

# 4 Royal Heritage: Part 3. The Stuarts [George Digby](https://www.youtube.com/channel/UCyf5mDKWu4naOH-Y9QUu_3g)

<https://www.youtube.com/watch?v=5GF5zTv8S1s>

<https://www.youtube.com/watch?v=5NdMpNIYeiM>

Maps and walks

<https://www.youtube.com/watch?v=igOiZdiVpi8>

<http://colinbrown00.com/page5.php>

<https://www.youtube.com/watch?v=G0JpV-PobcA>

<https://www.youtube.com/watch?v=txzgbkvcN7M>

Website links Britain 1625-1649

General Introduction

1 <https://www.youtube.com/watch?v=lRLRhDB-HxE>

2 <http://www.bbc.co.uk/history/british/civil_war_revolution/>

3<https://www.youtube.com/watch?v=PE0RAgHr06U&list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy>

Britain 1625-42

1<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/>

Britain 1642-49

1 <http://www.nationalarchives.gov.uk/education/resources/civil-war/>

2 <http://www.nationalarchives.gov.uk/education/sessions/civilwar/>

3<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/>

4<http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/>

**Content**

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| **1 The quest for political stability, 1625–49** | **In studying Theme 1, students need to understand the** [**nature of Stuart rule**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) **and the** [**reasons why the system failed to provide a stable system of government**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) **in the given period. They should understand Charles I’s political ambitions and the extent of** [**parliamentary opposition to the king**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) **resulting in the** [**complete breakdown of the relationship**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/)**. Detailed knowledge of the events of the civil wars is not required, but students should understand** [**the growing political and military power of parliament in the years to 1646**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/)**, and** [**Charles’ unwillingness to compromise his royal authority**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/)**.**  |
| **2 Religion: conflict and dissent, 1625–49** | **In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period.**[**They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland**](http://www.nationalarchives.gov.uk/education/civilwar/g3/key/#p3)**. The failure of monarchical government, 1625–46**: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49. |

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| **Memory Retrieval strategies and timings****Political stability****CP** Charles I and parliament, 1625–29; **CPR** Charles I personal rule and its failure, 1629–40. 1 Hour**CF** Charles I and the failure to compromise, 1640–49. 1 Hour**Religion****LP** Laud’s policies and religious uniformity. 1 Hour**P** Puritanism under Charles I. 1 Hour**C** Catholic influence within Charles I’s court. 1 Hour  |

**Theme 1 : The quest for political stability 1625-49. The failure of monarchical government, 1625–46**: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49. **In studying Theme 1, students need to understand the** [**nature of Stuart rule**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) **and the** [**reasons why the system failed to provide a stable system of government**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) **in the given period. They should understand Charles I’s political ambitions and the extent of** [**parliamentary opposition to the king**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) **resulting in the** [**complete breakdown of the relationship**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/)**. Detailed knowledge of the events of the civil wars is not required, but students should understand** [**the growing political and military power of parliament in the years to 1646**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/)**, and** [**Charles’ unwillingness to compromise his royal authority**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/)**.**

**Activity 1**

Charles I and parliament, 1625–29, p. 13-14.

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| **Role 1: Textbook Researcher and scribe.** |
| The 1625 parliament |  |
| The 1626 parliament and prerogative rule |  |
| Confrontation and dissolution, 1620-1629 |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 2** 

Charles I’s personal rule and its failure, 1629–40, p. 15-18.

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| **Role 1: Textbook Researcher and scribe.** |
| The significance of the dissolution, 1629-1630 |  |
| Government and France, 1630-1636 |  |
| The new order in Church and state, 1629-1636 |  |
| Reaction and resistance, 1636-1640 |  |
| The Scottish troubles and collapse of personal rule |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 3** 

Charles I and the failure to compromise, 1640–49, p. 18-22.

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| **Role 1: Textbook Researcher and scribe.** |
| Parliament attacks the prerogative, 1640-1641 |  |
| The build-up to war, 1641-1642 |  |
| The victory of parliament, 1642-1646 |  |
| The search for settlement, 1646-1647 |  |
| Divisions in parliament |  |
| Politicisation of the army |  |
| The Second Civil War and the execution of Charles I, 1648-1649 |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 4** 

**Examples Theme 1 : The quest for political stability 1625-49.**

**Section A**.

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

1 To what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1625–49? Make specific reference to political, economic and social themes.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent were military developments responsible for political instability in the years 1625–49? Make specific reference to political, economic and social themes.

(Total for Question 2 = 20 marks)

**Section B.**

A Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

3 How far do you agree that the British political system was transformed in the years

1625–85? Make specific reference to political, economic and social themes.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the monarchy in the years 1625–85? Make specific reference to political, economic and social themes.

(Total for Question 4 = 20 marks)

**Theme 2 : Religion: conflict and dissent, 1625-42. In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period.**[**They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland**](http://www.nationalarchives.gov.uk/education/civilwar/g3/key/#p3)**. The failure of monarchical government, 1625–46**: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49.

**Activity 1** 

Laud’s policies and religious uniformity, p. 42-46.

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| **Role 1: Textbook Researcher and scribe.** |
| The emergence of the Arminians |  |
| The early Arminian challenge |  |
| The Laudian reforms, 1628-1640 |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 2** 

Parliament’s reordering of the church, 1640–49, p. 46-48.

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| **Role 1: Textbook Researcher and scribe.** |
| The rejection of Arminianism in the Long Parliament, 1640-1643 |  |
| Radicalism and reaction during the Civil War 1 |  |
| Radicalism and reaction during the Civil War 2 |  |
| The Rump and the radicals |  |
| The Protectorate |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 3** 

Puritanism under Charles I, p. 50-51.

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| **Role 1: Textbook Researcher and scribe.** |
| The emergence of the sects |  |
| Charles and the Puritans |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 4** 

Catholic influence within Charles I’s court, p. 58-60.

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| **Role 1: Textbook Researcher and scribe.** |
| The origins and development of anti-Catholicism |  |
| Charles I and Catholicism 1 |  |
| Charles I and Catholicism 2 |  |

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| **Role 2: Website Researcher** | **Role 3: Youtube Researcher** |
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| **Role 4: Picture Researcher** |
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| **Role 5: Group Analysis on extent of change and Presenter.** |
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**Activity 5** 

**Examples Theme 2 : Religion: conflict and dissent, 1625-49.**

**Section A**.

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

1 To what extent was religious policy responsible for the problems which faced the monarchy in the years 1625–49? Make specific reference to religious, political, economic and social themes.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was religious developments responsible for political instability in the years 1625–49? Make specific reference to religious, political, economic and social themes.

(Total for Question 2 = 20 marks)

**Section B.**

Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (causes and consequences, changes and continuity, similarity and difference, significance).

**EITHER**

3 How far do you agree that the Church of England was transformed in the years

1625–60? Make specific reference to religious, political, economic and social themes.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the monarchy in the years 1625–60? Make specific reference to religious, political, economic and social themes.

(Total for Question 4 = 20 marks)

**Cracking the Puzzle**: Preparing for Revision and Assessment

**Activity 1 : Complete Trigger Memory Activity** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 2 : There are many excellent websites** which can be used to revisit the material covered so far. You should download some of these resources to supplement your main areas of note taking in this period. These include -

**In studying Theme 1, students need to understand the** [**nature of Stuart rule**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/petition-of-right/) **and the** [**reasons why the system failed to provide a stable system of government**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/personal-rule/) **in the given period. They should understand Charles I’s political ambitions and the extent of** [**parliamentary opposition to the king**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/longparliament/) **resulting in the** [**complete breakdown of the relationship**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/the-breakdown/)**. Detailed knowledge of the events of the civil wars is not required, but students should understand** [**the growing political and military power of parliament in the years to 1646**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/presbyterians/)**, and** [**Charles’ unwillingness to compromise his royal authority**](http://www.parliament.uk/about/living-heritage/evolutionofparliament/parliamentaryauthority/civilwar/overview/prides-purge/)**. In studying Theme 2, students should be aware of the diversity of religious beliefs and opinions during the given period.**[**They should understand Laud’s attempts to impose Arminian practices and beliefs, and the opposition to religious uniformity in both England and Scotland**](http://www.nationalarchives.gov.uk/education/civilwar/g3/key/#p3)**. The failure of monarchical government, 1625–46**: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49.

**Activity 3** Paper 1 AS and A Level Section A

**Section A Technique AS Level Cause or consequence 40 minutes. Three main parts.**

**2 mins planning for top 3 factors, 5 top points for each, and relative significance.**

**Introduction**. X certainly made a significant contribution to Q, along with Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, Z was the most significant factor. **2 minutes**

**Part 1** X made a significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without Y and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 2** Y made a more significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without X and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 3** Z made the most significant contribution to Q. Top 5 points, however it was not sufficient to cause Q on its own without the interaction of X and Y because. It was however the most significant contribution to Q because...**10 minutes**

**Conclusion** The essential interaction of factors along with their relative significance is finally commented upon. **6 mins**

**Section A Technique A Level All concepts 40 minutes. Two main parts.**

The stems‘ How far...’,‘To what extent did/was...’,‘How accurate is it to say that...’will be used in Sections A and B. The initial stem used at AS can be followed by a range of concept targets, and at A level a wider range of stem variants will be used. Additionally, more nuanced or complex judgements are required at A level,for example an A level question might ask whether it could be called a‘ transformation’. AS questions are less likely to use adjectival/adverbial qualifiers: they are more likely to ask about ‘features’ of an era (rather than‘ fundamental features’) and are less likely to require two aspects of content to be related together. So AS questions are more likely to ask how far a policy ‘failed’ (rather than ask if it‘ failed to meet its aims’); and how far a country ‘benefited’ from a course of action (rather than how far the ‘benefits outweighed the drawbacks’).

You will be able to find a full range of suggested writing techniques for all concepts for A Level Section A on the following link.

[A Level Section A and B Thinking and Writing Technique for all concepts](https://docs.google.com/document/d/1yCAFtOk6SPmaB6GGez1oS1sfVECcW2CbYkrZyd4rKAQ/edit).

**Activity 4** Paper 1 AS and A Level Section B

**Section B Technique for AS and A Level 40 minutes**

In Section B AS, the following three stems are used:

●How far.../significant.../important was...? ●To what extent did/was...?●How accurate is it to say that...?

Any of the three can be used to target any of the concepts. Here the student must recognise whether the statement which follows requires a judgement about change, causation, consequence, significance or the extent of similarity/difference.

**2 mins planning for top 3 factors, 5 top points for each, and relative significance.**

**Introduction**. X certainly made a significant contribution to Q, along with Y and Z. It is argued that whilst the interaction of these factors were responsible for Q, Z was the most significant factor. **2 minutes**

**Part 1** X made a significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without Y and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 2** Y made a more significant contribution to Q. Top 5 points, however it was not sufficient to cause Q without X and Z because. Its overall contribution was to provide an important stimulus by...**10 minutes**

**Part 3** Z made the most significant contribution to Q. Top 5 points, however it was not sufficient to cause Q on its own without the interaction of X and Y because. It was however the most significant contribution to Q because...**10 minutes**

**Conclusion** The essential interaction of factors along with their relative significance is finally commented upon. **6 mins**

**Section B Technique A Level All concepts 40 minutes. Two main parts.**

The stems‘ How far...’,‘To what extent did/was...’,‘How accurate is it to say that...’will be used in Sections A and B. The initial stem used at AS can be followed by a range of concept targets, and at A level a wider range of stem variants will be used. Additionally, more nuanced or complex judgements are required at A level,for example an A level question might ask whether it could be called a‘ transformation’. AS questions are less likely to use adjectival/adverbial qualifiers: they are more likely to ask about ‘features’ of an era (rather than‘ fundamental features’) and are less likely to require two aspects of content to be related together. So AS questions are more likely to ask how far a policy ‘failed’ (rather than ask if it‘ failed to meet its aims’); and how far a country ‘benefited’ from a course of action (rather than how far the ‘benefits outweighed the drawbacks’).

You will be able to find a full range of suggested writing techniques for all concepts for A Level Section B on the following link.

[A Level Section A and B Thinking and Writing Technique for all concepts](https://docs.google.com/document/d/1yCAFtOk6SPmaB6GGez1oS1sfVECcW2CbYkrZyd4rKAQ/edit)

**Specimen and Past Questions . Specimen**

**Section A**. Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least 10 years covering any A01 concepts (Causes, consequences, change, continuity, similarity, difference, significance).

**EITHER**

1 To what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1629–46? Make specific reference to political, religious, economic and social themes.

(Total for Question 1 = 20 marks)

**OR**

2 To what extent was military involvement in politics responsible for political instability in the years 1646–60? Make specific reference to political, religious, economic and social themes.

(Total for Question 2 = 20 marks)

**Section B.** Understanding of the period in breadth and target content specified in the themes, questions may cross themes, questions cover periods of at least a third of the timespan of the themes covering any A01 concepts (Causes, consequences, change, continuity, similarity, difference, significance).

**EITHER**

3 How far do you agree that the British economy was transformed in the years

1625–85? Make specific reference to political, religious, economic and social themes.

(Total for Question 3 = 20 marks)

**OR**

4 How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the monarchy in the years 1660–88? Make specific reference to political, religious, economic and social themes.

(Total for Question 4 = 20 marks)

**June 2016**

Section A

EITHER

1? (Total for Question 1 = 20 marks)

OR

2 ? (Total for Question 2 = 20 marks)

Section B

EITHER

3 ? (Total for Question 3 = 20 marks)

OR

4 ? (Total for Question 4 = 20 marks)

**June 2018**

**Markscheme**

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| AS Level |  | A Level |
| L1 1–4 | • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision. | L1 1–3 |
| L2 5–10 | • Descriptive statements are made about key features of the period which are relevant to the topic in general terms, but they display limited analysis and are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. | L2 4–7 |
|  L3 11–16 | • Descriptive passages are included, but there is some analysis and an attempt to explain links between the relevant key features of the period and the question. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. | L3 8–12 |
| L4 17–20 | • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. |  L4 13–16 |
|  | • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout . |  L5 17–20 |