

Year 4 – A Kingdom United?

**Enquiry question:
Was the UK a 'kingdom united' under the reign of the Stuarts?**

National Curriculum Objectives		Core Knowledge & Key Questions			Local links					
<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 		<p>Why did Parliament distrust Charles 1 and his wife, Henrietta?</p> <ul style="list-style-type: none"> Charles I came to the thrones of England and Scotland in 1625. He believed in the Divine Right of Kings. Charles taxed without parliamentary consent. 'Eleven Years tyranny' or 'Charles' Personal Rule'; did not call parliament. William Laud, Archbishop of Canterbury - advocated High Anglicanism and opposed Puritanism <p>What were the causes of the Civil War?</p> <ul style="list-style-type: none"> https://www.nationalarchives.gov.uk/education/civilwar/g3/cs1/s1/ <p>What were the differences between the Cavaliers and the Roundheads?</p> <ul style="list-style-type: none"> The English Civil War lasted for seven years and lots of people died. There were two sides in the war: The Parliamentarians (roundheads) who were strict and disciplined, and the Royalists (cavaliers) who were flamboyant and fun. The Parliamentarians (roundheads) won the war, and took Charles I prisoner <p>Why did the Roundheads win the Civil War?</p> <p>Having lost his parliament, then his throne, why did Charles 1 have to lose his head?</p> <ul style="list-style-type: none"> In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to kill Charles I. King Charles I was put on trial for 'treason' as he declared war on his own people. He was sentenced to death by a court filled with his strongest opponents from Parliament. <p>How did life change after the Civil War?</p> <ul style="list-style-type: none"> Britain became a 'Commonwealth' and was led by Oliver Cromwell, the most powerful Parliamentary general. Puritan beliefs held sway, such as the banning of Christmas and other religious celebrations Examination of sources: A World Turned Upside Down 			<p>Godalming and Guildford were not directly involved in the Civil War – Surrey remained under the control of Parliament throughout the war and there were no major battles or garrisons near the town. However, the local vicar, Nicholas Andrews, was picked by Archbishop Laud and therefore tried to impose 'high church' services on the local population which made him very unpopular and he was forced out. The raising of warrants to supply the Parliamentarians also had a heavy cost to the local area.</p> <table border="1"> <thead> <tr> <th>Key Figures</th> <th>Linked Texts</th> </tr> </thead> <tbody> <tr> <td>Charles 1 & Henrietta William Laud Oliver Cromwell</td> <td></td> </tr> </tbody> </table>		Key Figures	Linked Texts	Charles 1 & Henrietta William Laud Oliver Cromwell	
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<p style="text-align: center;">Prior Learning</p> <ul style="list-style-type: none"> The children learned about Elizabeth 1 in Year 3, including how she formed alliances throughout Europe as she had no heir. The concept of monarchy and succession was introduced in Year 1 and built upon in every year group through a chronological study of British history. In Year 4 they have also studied a concurrent African civilisation – the Kingdom of Benin They have also studied the reign of the first Stuart monarch, James 1, the Union of the Crowns and the Gunpowder Plot, so have some understanding of the religious issues of the time and the Divine Right of Kings 					<p style="text-align: center;">Future Learning</p> <ul style="list-style-type: none"> Later in Year 4 the children will study the restoration of the monarchy under Charles II, including major events such as the Great Fire of London and the Great Plague. They will study the end of the Stuarts with the Glorious Revolution They go on to study the Georgians in Year 5, and will discuss Queen Anne's successor and the beginning of the Georgian era 					
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity					
		What stayed the same after the Civil War? What changed?	What were the causes of the Civil War?	Why was the Civil War such a significant event in British history?	Was it really a 'kingdom united'?					

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • 1625 – Coronation of Charles I • 1629 – Charles dissolves Parliament and has 9 MPs arrested • August 1633 – Charles appoints Archbishop Laud to prevent the rise of the Puritans • 1634 – Ship Money imposed on inland towns • 1640 – Oliver Cromwell elected to Parliament • 1641 – the Grand Remonstrance • 1642 – Outbreak of Civil War • June 1644 – the Battle of Marston Moor • 1645 – Royalist troops defeated at the Battle of Naseby • 1646 – Charles I put under house arrest at Hampton Court Palace • 1647 – Charles escapes • 1648 – Charles I imprisoned at Carisbrooke Castle on the Isle of Wight • 1649 – Charles I is executed • 1653 – Cromwell declares himself Lord Protector • 1658 – Cromwell dies & is succeeded by his son Richard 	<ul style="list-style-type: none"> • Divine Right of Kings • Taxation • Consent • Parliament • Parliamentarian • Royalist • Cavalier • Roundhead • New Model Army • trial • execution • regicide • republic • commonwealth 	<ul style="list-style-type: none"> • I can use a timeline to place different time periods, events or significant individuals from the past. • I can use dates and chronological terms accurately. • I can name the date of significant events from the past that I have studied and place them with reasonable accuracy on a timeline. • I can sequence several events or artefacts both within and across time periods I have studied • I can use evidence to reconstruct life in the time studied • I can offer reasonable explanations for some events (<i>e.g. some of the events surrounding the Civil War</i>) • I can look for links, connections and effects in the time period studied (<i>e.g. connections between politics and religion</i>). • I can compare the lives of people with different social standing or beliefs in the time period I am studying • I can compare different versions of the same event and identify differences in accounts. • I can give a reason why there may be different accounts of history. • I can begin to understand that people (both now and in the past) can represent events and ideas in a way that persuades others.

