

Year 4 – A Kingdom United?

Enquiry question:

Did the Restoration restore faith in the monarchy after the Civil War?

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>What happened after the Civil War? Why was the monarchy restored?</p> <ul style="list-style-type: none"> Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for nine years. After Oliver Cromwell died, the people of England invited Charles I's son, Charles II, to become King. This was called the 'Restoration'. Charles II pledged to the people in the Declaration of Breda that he would allow religious freedom, pay those who had fought in the Civil War what they were owed, not seize back land & maintain Parliament Whilst Oliver Cromwell was very strict and stern, Charles II loved to have fun. Therefore, the Restoration is known as a period of great celebration and relief. 			<p>Sir Theophilus Oglethorpe purchased Westbrook and the manors of Binscombe and Farncombe in 1688 – he becomes more significant in Year 5 as his son James Oglethorpe succeeds him</p>					
<p>Prior Learning</p> <ul style="list-style-type: none"> 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. The children learned about Elizabeth 1 in Year 3, including how she formed alliances throughout Europe as she had no heir. In Year 4 they have also studied a concurrent African civilisation – the Kingdom of Benin. They compare Benin City to the London of 1666 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. They studied the Civil War in Spring so know that Charles 1 was executed and that Britain was ruled by the Lord Protector, Oliver Cromwell 		<p>Why did the Great Fire of London spread so far and so fast? How did it change London?</p> <ul style="list-style-type: none"> The fire of London began on the night of 2nd September, 1666 and destroyed the homes of 100,000 people. It was caused by a baker who left his ovens burning through the night at his bakery on Pudding Lane. The fire was eventually stopped by 'firebreaks', which involved pulling down buildings so that the fire could not carry on travelling. Charles II and his brother James were heavily involved in the firefighting effort & the proposals for rebuilding London. <p>What was so 'glorious' about 1688, and why was the Bill of Rights passed?</p> <ul style="list-style-type: none"> James II was Charles II's brother, and he became King in 1685. People disliked him because he was a Catholic, and he had a son who was also a Catholic. In 1688, the people of England forced James II to step down as King, and invited a different King from Holland to come and rule them instead. This was called the Glorious Revolution. When William III and Queen Mary became King and Queen, the Bill of Rights was written to ensure that no King or Queen could ever rule unfairly again <p>Local History study – which buildings in our local area are listed? What architectural features can we identify on the listed buildings that show when they were built?</p>			<table border="1"> <thead> <tr> <th>Key Figures</th> <th>Linked Texts</th> </tr> </thead> <tbody> <tr> <td>Charles II Catherine of Braganza James II William of Orange Mary of Modena</td> <td><i>The Great Fire of London by Emma Adams</i></td> </tr> </tbody> </table>		Key Figures	Linked Texts	Charles II Catherine of Braganza James II William of Orange Mary of Modena	<i>The Great Fire of London by Emma Adams</i>
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		<p>Future Learning</p> <ul style="list-style-type: none"> The children go on to study the Georgians in Year 5, and will discuss Queen Anne's successor and the beginning of the Georgian era. They learn about the Act of Succession and how it builds upon the Bill of Rights in strengthening the need for the monarch to be a Protestant. This further extends their understanding of the changing power of the monarchy in British history. 								
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity					
	How was Charles II's rule different to Oliver Cromwell's? How was London different after the Great Fire?	What changed under Charles' rule? What stayed the same?	Why did the Great Fire spread so far and so fast? How did London change as a result of the fire?	What was the significance of the Bill of Rights?	Did the Restoration restore faith in the monarchy after the Civil War?					

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<p>1660 – Charles II makes the Declaration of Breda</p> <p>1661 – Charles II crowned</p> <p>1665 – The Great Plague</p> <p>1666 – The Great Fire of London</p> <p>1673 – James marries Mary of Modena, a Catholic</p> <p>1678 – Charles II dissolves Parliament and rules without it</p> <p>1685 – Charles II dies & James II crowned. James also suspended Parliament and ruled without them.</p> <p>1688 – James’ wife gives birth to a son, raising the prospect of a Catholic succession.</p> <p>Nov 1688 – William of Orange lands at Brixham, Devon and marches unopposed to London</p> <p>Dec 1688 – James goes into exile</p> <p>April 1689 – William and Mary appointed as joint monarchs of England & Ireland Restorative justice</p>	<ul style="list-style-type: none"> • monarchy • revolution • Catholics, • Protestants • Cavaliers • Roundheads • politics • rebellion • declaration • dominate 	<ul style="list-style-type: none"> • To develop chronologically secure knowledge and understanding of British, local and world history. • Address and devise historically valid questions about change, similarity and difference. • Understand how our knowledge of the past is constructed from a range of sources.