

Meden School Curriculum Planning

Subject	History	Year Group	7	Sequence No.	6	Topic	English Civil War
Retrieval		Core Knowledge				Student Thinking	
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?				What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'	
<p>The difference between the Catholic and Protestant churches in medieval/early modern Europe. (Tudors, Henry VIII)</p> <p>What in year 7 did you learn about oppression of people? (Feudal system, Peasant's revolt).</p> <p>How was society shaped in the medieval era? (Feudal system)</p> <p>What was the significance of religion in medieval/early modern Europe (Normans, Crusades)?</p> <p>Why did the battle of Edge Hill happen? What were the reasons for a Civil War?</p> <p>How did power change over this topic?</p> <p>Why did regicide lead to Cromwell ruling England?</p> <p>Why might historians argue that religion is the main factor in disputes in this period?</p>		<p>There were multiple reasons for the start of the Civil War and that the reasons often overlapped one another. Religion, power and money were key concepts during the early modern period in England. Power and oppression are key themes in KS3.</p> <ul style="list-style-type: none"> Religion – changes to the Church of England throughout the 17th century caused instability. James I had followed the Calvinist doctrine of the Protestant faith but began to shift towards Arminianism during the latter part of his reign. This was followed by his son, Charles. Arminianism was an issue for the Political Nation and Parliamentarians as it was too close to Catholicism for them. Politics – Charles' Personal Rule from 1629-40 caused many political issues. He ruled without Parliament for 11 years, causing a build up of tension that exploded into the Civil War of 1642. Finance – Charles, who needed Parliamentary finance to rule the country, raised medieval/feudal taxes on the population whilst in his Personal Rule. This caused anger amongst the Political Nation who were the ones paying the taxes and felt like they had lost power to the King. <p>Judge who was to blame for the Civil War using sources. The main judgement will focus on whether the Crown or Parliament were more at fault for the beginning of the Civil War.</p>				<p>Through the knowledge gained from this topic students will gain an understanding of how power was exerted and who and what ways people were oppressed during this period of time. Students will learn about. Students will be encouraged to make links between what happened in the past to current affairs. They will do this through the following activities:</p> <ul style="list-style-type: none"> Students could consider examples of religious extremism today and how they match up to the extremism of Puritanism in early modern Europe. Students could consider the debate as to whether Great Britain should still be a constitutional monarchy or not. Alongside this, students should also consider the power that the monarchy now has in governing the country. Students could consider the long-term implications of the regicide and consider the way we are governed today in Great Britain (constitutional monarchy). 	

- Crown – using medieval/feudal fiscal powers during the Personal Rule antagonised the Political Nation to the point where they were opposed to the monarch. Charles was also poor at communicating his ideas to the Political Nation and therefore was unsuccessful at keeping them onside.
- Parliament – radicalism grew within the Long Parliament. They introduced a number of bills to reduce the power and authority of the King, impeached his main advisors and had them executed. An example of radical policy was the Root and Branch Petition, which advocated for a complete overhaul of the Church of England, which was a royal prerogative right in the 17th century and thus attacked the King's powers.

Explain what happened during the Civil War with a case study on the Battle of Edgehill.

- What reasons were there for the Civil War starting. Refer back to last lesson and consider religion, politics, power and finance.
- Understanding the difference between Roundhead (support the Parliament) and Cavalier (supports the monarch).
- Judge what the turning point of the war was. Battle of Edgehill, creation of the NMA, Battle of Naseby, leaving London, losing the north of England at the Battle of Marston Moor.
- Judge the convincing nature of the sources relating to the Battle of Edgehill. The Battle of Edgehill was the first major battle of the war in 1642. Both sides claimed victory but it technically was a stalemate. As a result of the battle Cromwell took command of the Parliamentary forces. How do sources B and C differ in their interpretation of the Battle of Edgehill? [4 marks]

Explain why the monarch was executed (regicide) and why this hasn't happened before or since, considering the explicit factors of the time period. Power and oppression are key themes in KS3.

- Religion – Cromwell and the New Model Army (NMA) believed they were God's instrument and that after Charles I had started the second Civil War, he was now 'That man of blood'. This meant that they had the right

- Students could compare the polarisation of the roundheads and cavaliers to that of the Brexit debate recently.

to execute the King as he had broken the Divine Right of Kings by starting a second Civil War. Charles' pursuit of uniformity for the Church of England broke the Jacobethan balance of the church (broad Protestant church) and 'forced' some onto the Parliamentarians side.

- Politics – Charles had ruled for 11 years without Parliament, leading to accusations of absolutism like catholic France. These fears were laid out in the Long Parliament where MPs had a list of grievances which were presented to the King in the form of the Grand Remonstrance. Radicalisation grew in Parliament as the King was uncommunicative and didn't compromise.
- Finances – finances had not been reformed for centuries as both sides (Crown and Parliament) had a vested interest in keeping things the way they were, as both benefited. However, due to lack of reform and inflation, the Crown's income was never enough for the lavish lifestyle expected of the monarch.
- Need to understand that the above factors are interlinked and caused major issues for monarchs throughout the 17th century.

Consider Cromwell in different contexts and decide whether he should be considered a hero or villain in Great Britain today. Cromwell oppressed Catholics throughout the three kingdoms, using his position of power to achieve this.

- Cromwell is considered a hero by some for standing up to the tyranny of personal monarchy, which to some at the time, was morphing into absolutist monarchy like in Catholic France. However, for some, he is a religious extremist who committed acts of genocide against Catholics in Ireland. Students will need to understand that depending on the provenance, these views can change.

Key terms

	<p>Arminianism – a sect of Protestantism followed by Charles I. It was more decorative and ornate than other Protestant sects like Puritanism and Calvinism, and was therefore accused of being too close to Catholicism.</p> <p>Puritanism – known as the ‘hotter sort of Protestant’ for their devout ways and focus on reading the bible and scripture. Their churches were incredibly plain and were as far from the old Catholic style as possible. Believed in predestination.</p> <p>Predestination – the belief that certain religious groups were predestined to go to heaven. This irritated other groups who did not share this belief.</p> <p>Political Nation – those who were actively involved in the politics of the 17th century. Usually landed gentry who often granted the king finances.</p> <p>Feudal taxes – ancient feudal rights of the king who could choose to raise these taxes at any point. Caused uproar with the political nation as lots of these taxes had not been used for 100s of years.</p> <p>NMA and God’s instrument – New Model Army was Parliaments army during the Civil War. They were devout Protestants who believed they were God’s instrument; or God’s chosen people enacting his will.</p> <p>That man of blood – term used by the men who killed Charles to justify their actions. By declaring him that man of blood, they removed the idea that the king had been appointed by God, as suggested by the Great Chain of Being and the Divine Right of Kings.</p> <p>Great Chain of Being – early modern hierarchy of society that placed God at the top, followed by the king, then landed gentry etc. Can be seen as a replacement for the medieval feudal system.</p> <p>Divine Right of Kings – the idea that God had chosen the King to rule and therefore the King only answered to God.</p> <p>Jacobethan balance – the Church of England was a broad church that encompassed many different protestant sects. The title given to this broad church</p>	
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	<p>was the Jacobethan balance, in that members of different religious groups found a place in this broad church.</p>	
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Absolutism – the idea the King was the absolute ruler, no one could challenge his authority. This way of ruling was often associated with Catholicism as both France and Spain were Catholic absolutist monarchies.