

**GCSE (9–1)**

*Teachers' Guide*

# **HISTORY A** **(EXPLAINING THE MODERN WORLD)**

J410

For first teaching in 2016

## **Personal Rule to Restoration 1629–1660**

Version 1



## Introduction and rationale

This depth study focuses on the main political and religious developments in Britain from 1629–1660. The aim is to give learners the opportunity to study in depth a period of fundamental significance in British history. This depth study should be taken alongside the thematic study 'War and Society c.790–2010'. It takes a different focus from the thematic study by focusing on the role and development of Parliament in this period. In the course of the study learners will also be assessed on their ability to use historical sources in an investigation.

Students following the War and British Society thematic study will be familiar with social impact of the Civil War. The unit offers an opportunity for students to place the war in its political and religious context. They will further their understanding of its causes, and examine the nature and extent of the political and religious change over the period. Students will study a remarkable period in British history, a 'world turned upside down'. They will examine:

- The nature of the relationship between Charles I and Parliament and the outbreak of Civil War in 1642.
- The execution of Charles I in 1649 and the abolition of the monarchy and the House of Lords.
- The establishment of a republic for 11 years, the only time in British history that this has happened.
- The development of radical political and religious groups such as the Levellers.
- The nature of the rule of Oliver Cromwell.
- The restoration of the monarchy in 1660.

## Common misconceptions:

- It is anticipated that students will find some of the religious concepts unfamiliar and could easily underestimate the role that religion played during this period.
- As students of 'Warfare' as opposed to the 'Power' thematic study, they may also equate Parliament with today's Parliament and it may be useful to go over how political society was organised c.1600.
- There is a danger of students misinterpreting the kind of revolution that England underwent and drawing the conclusion that groups like the Diggers etc. had more support than they really did.
- Linked to the above, a challenge may be presented in getting students to understand how terrifying the execution of a King was for most people, why it was deemed so important to have one in the first place, and therefore why Cromwell was offered the crown and the monarchy was restored.

## Note on the termly planning guide

The key element in all of the termly planning guide is the Key Task. It is not the place of OCR to dictate teaching methods to teachers. However, it is the advice of the teachers and examiners who have helped to create this Scheme of Work that it is not a productive use of course time to ask students to record and try to remember every event. The structure of the course and its assessment is such that if students have discussed, considered and possibly even argued about the questions in the issues column, and completed the Key Tasks, then it should be the work from those tasks which they should revise. This will prepare them most effectively for the examination.

Indicative content	Teaching and learning hours	Specified content <i>Please note that this does not need to be covered in the same amount of detail as on legacy GCSE specifications</i>	What kinds of issues do I want students to consider?	Key Tasks <i>These are tasks designed to leave students with a reminder of key content and analysis which they will find useful for revision</i>	Optional tasks <i>These are more like enrichment tasks. They can be used to help with engagement. They can also help students deepen their understanding and build knowledge which will help their answers in examination questions stand out</i>	Comments and guidance <i>It is always in the hands of teachers as to exactly how they balance depth of coverage, pace, engagement and building knowledge and understanding but these comments may be helpful as guidance.</i>
The Long Parliament's criticisms of Charles I's Personal Rule 1629-40	1	The role of the King in the 17 <sup>th</sup> C; the role of Parliament in the 17 <sup>th</sup> C.  The relationship between Charles I and Parliament in 1629	What were the roles and prerogatives of the King? What were the roles and privileges of Parliament?  Why was there tension between Charles I and Parliament?  Why did Charles I start a Personal Rule in 1629?	Develop <b>glossary</b> of key terms and concepts, e.g. Divine Right of Kings, Royal Prerogative, Parliament's Privileges, Impeachment, Royal Finance.  Give students timeline of key events 1621-1629. Students highlight or categorise long-term problems causing tension and catalysts leading to the Personal Rule.	Give students glossary – students summarise how the King and Parliament would see each one differently.  Give students list / diagram of the issues over which the King and Parliament quarrelled (e.g. foreign policy, finance, royal marriage. Divine Right, Royal interference in choice of MPs, Parliamentary privileges, impeachment) – students rank in order of importance.	This is scene-setting. The course does not start until 1629 and therefore the years preceding this are not examinable; students will nevertheless find the course easier if they are familiar with the key terms and concepts.

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The Long Parliament's criticisms of Charles I's Personal Rule 1629-40	1	Financial measures of the Personal Rule 1629-40 / suppression of criticism	<p>How did Charles raise money without Parliament?</p> <p>Why and how were these measures opposed?</p> <p>What happened to those who opposed?</p> <p>Was Charles trying to permanently get rid of Parliament or was he merely being financially efficient?</p>	<p>Spider diagram of sources of revenue – students match up the measure with the people alienated by each measure, with the reasons for this.</p> <p>Collect evidence in a table – Charles was trying to get rid of Parliament permanently VS Charles was simply making the most of his resources.</p>	Focus on Ship Money Trial - examine documents and statistics of payment. Was there widespread opposition to Ship Money?	

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The Long Parliament's criticisms of Charles I's Personal Rule 1629-40	1	Religious measures of the Personal Rule 1629-40 / suppression of criticism	<p>What religious divisions existed in England?</p> <p>Why were Parliament suspicious of the King's religion?</p> <p>What were the religious changes brought about by Charles and Strafford?</p> <p>Why and how were these measures opposed?</p> <p>What happened to those who opposed?</p>	<p>Summarise basic differences between Protestants, and Catholics.</p> <p>Examine in more detail divisions within the Anglican Church between Arminians and Puritans – card sort on beliefs.</p> <p>Examine list of / diagram of Charles I's / Laud's religious changes and explain why Puritans opposed them.</p>	<p>Focus on trial of Prynne, Baswick and Burton 1637.</p> <p>Examine Puritan woodcut of Laud and Prynne – why was it circulated in 1637?</p>	

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Reasons why Charles I called Parliament in 1640	1	Criticism of / opposition to the Personal Rule  Prayer book rebellion / war with Scotland	Was the end to the Personal Rule caused more by opposition or by War with Scotland?	Revise opposition to Charles – students rank sources of opposition /10 for strength.  Read information about war with Scotland. 10-mark question – Explain why events in Scotland forced Charles to recall Parliament.	Paired discussion / class debate: 'Charles' problems were not cause by how he governed England, but by how he handled Scotland.' Do you agree?	

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Events leading to Civil war  Divisions within Parliament	2	Attacks on Laud and Strafford  Irish Rebellion  Grand Remonstrance  Attempt on the 5 MPs  The Militia Ordinance  The 19 Propositions	When did war become unavoidable?	Present students with list of events 1640-42 from spec (see left).  Students read through the timeline of events and decide at which point Civil War became inevitable, explaining the reasons for their decision. OR they could plot the events on a continuum, 'War is unlikely' ↔ 'War is inevitable'.	Students could make a cartoon strip showing the steps to war as a road, or fuse on a canon.  Students could follow the formation of a Royalist party in Parliament by noting the number of MPs supportive of the King in Nov 1640, Nov 1641 and Aug 1642.  20-mark question from SAMs: 'The poor relationship between Charles I and Parliament in the period 1629–1642 was caused by religion.' How far do Sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.	

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Parliament's attempts to reach agreement with Charles I 1646–1647 (Propositions of Newcastle)	1		Was it impossible to make peace with Charles?  Why was Charles so stubborn?	Examine summaries of peace terms (including Propositions of Newcastle) made 1647-48 – which offered Charles the best deal? Which terms would Charles have found particularly unacceptable and why?  Examine diagram of reasons that Charles refused all the proposals ( <i>e.g. he was in a relatively strong position as country was tired of war and opponents were divided; he had made up his mind never to betray those loyal to him after Strafford's execution; he was trying to protect the Royal Prerogative</i> ) – write a speech explaining why he will not sign them.	Possibility here for a role play of negotiations with half the class as Charles and half as Parliament. a) What do you want? b) What are you prepared to give way on and what is non-negotiable? See if an agreement can be reached and then compare to real events.	The focus here should not be on the military campaigns or why Parliament won (which students will learn through the thematic study) but the political and religious impact of the war. However, it will be necessary to set the proposals against a backdrop of other events such as the King's escape, the Engagement with the Scots, Second Civil War, etc.



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Reaction of Parliament to the emergence of new religious and political groups, including Levellers, Quakers and Diggers	1		Who were the radical groups that emerged and what did they believe?  Were they significant?  How did Parliament react?	Examine the various groups for background and do tick-box table for quick comparison, e.g. belief in equality, religious extremists, potential to cause social problems, etc.  Examination of source material relating to the groups – was it produced by the group or its opponents? Students should recognise that we have more material created by people hostile to them – what does that reveal about the groups' significance (i.e. more significant because of how they alarmed people at the time) and what impact may they have had on the search for a settlement with the King (ironically probably increased support for one!)?	Students could create a 'spy' file on the various groups to report back to Parliament – which have the most potential to be dangerous? They could produce their own anti-Leveller etc. pamphlet.	

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The relationship between Parliament and the Army, including the emergence of the Presbyterian and Independent parties and the debate about settlement with the King.	1	Emergence of Presbyterian and Independent parties and the debate about settlement with the King	What issues divided Parliament?	Students should read the information about the Presbyterian and Independent 'parties' and then fill in a table stating the key individuals and each party's position on issues such as: settlement with the King, taxation, religious toleration/settlement, attitude towards/relationship with the New Model Army/Scotland.		
	1	The relationship between Parliament and the Army: The Army revolt The Putney Debates and the <i>Agreements of the People</i> . Vote of No Addresses Second Civil War Pride's Purge	Was the New Model Army (or Independents) to blame for the failure to reach an agreement with the King?  Were the Presbyterians to blame?	Examine information/timeline of events related to the Army's intervention in politics 1647-Dec 1648. Find evidence to blame each of the groups on the left.	Study of documents from the Putney debates.	

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The execution of Charles I 1649	1	The Treaty of Newport Pride's Purge The trial and execution of the King	Why was the King tried and executed?  Who was to blame for the King's execution?	Study events leading to trial and execution of the King. Review the evidence from this and previous lessons – collect evidence for Charles, the Army/Cromwell, and Parliament.	Opportunity for putting Charles on trial or holding an inquest in the classroom with students defending the King / presenting evidence of his guilt. Other students could present arguments for it being Parliament, the Army, the Levellers, and the Scots.  Examination of the frontispiece of the <i>Eikon Basilike</i> – find examples of imagery to suggest Charles was holy / saint-like. What can we learn from the image, its publication and distribution?  20-mark Q: 'Charles I was executed because of his own stubbornness.' How far do Sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.	

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<p>The Rump Parliament and the declaration of Republic 1649</p> <p>Relationship between Rump Parliament and Cromwell 1649–1653</p>	1	Introduction / overview to Oliver Cromwell	How and why have historians interpreted Oliver Cromwell differently?	<p>Provide students with simple historiography of Cromwell – during Charles II's reign, late 18th/ early 19th C, Victorian period, 1930s and 1940s, Cold War, modern view.</p> <p>Give students outline of some of the key events 1642–1653 (e.g. Self-Denying Ordinance, Seizure of King, Putney Debates, King's escape, Pride's Purge, execution of King, suppression of Levellers, idea of Cromwell becoming King, expulsion of the Rump), along with a hostile and sympathetic view of each (muddled) – students match them up.</p>		This will not be examined but will help students gain an overview of the final part of the depth study as well as strengthening their understanding of historical interpretation.

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	2	The composition of the Rump Threats to the Commonwealth The Nominated Assembly	How was England ruled during the Commonwealth? Why did Cromwell expel the Rump? Why did the Nominated Assembly (Barebones Parliament) fail?	Give students with a table of problems facing the Rump 1649-53 (e.g. Scotland and Charles Stuart, the Irish rebellion, Prince Rupert and Royalist uprisings, religious radicals, the Levellers, the Dutch, the regime's unpopularity) – students read narrative and fill in how Cromwell attempted to solve each problem. They could give him a mark /10 for success in each case.  10-mark question – Why did the Commonwealth fail 1649–1653?		

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The relationship between Parliament and Cromwell 1653–1658	1-2	The Instrument of Government  The rule of the Major Generals	What was the Instrument of Government?  What issues divided Cromwell and his Parliaments?  Did Cromwell lead a military dictatorship?  How successful was Cromwell's Protectorate?	Analyse variety of contemporary source material hostile to Cromwell. Students must explain how justified they are by collecting evidence for and against. E.g. students could examine the Instrument of Government itself (the power the Lord Protector and Parliament had), the rule of the Major Generals, action in Ireland and Scotland, relaxing laws against Jews.  <b>AND/OR</b> students could evaluate Cromwell's Protectorate in relation to its aims, e.g. achieving political stability, 'godly reformation' and 'healing and settling'.	10-mark question from the SAMs: Explain why there was opposition to the rule of the Major Generals.	

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	1	The Humble Petition and Advice and Cromwell's response	Why did Parliament offer Cromwell the crown?  Why did Cromwell reject the offer of the crown?	Read narrative about events leading to and terms of HP&A. Script / act a conversation between 2 of Cromwell's advisors – e.g. General Charles Fleetwood urging him to reject the offer; Bulstrode Whitelocke trying to persuade him to accept.		

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Attempts to reach a settlement September 1658 – April 1660; the restoration of the monarchy, including the terms of Restoration c.1660	1-2		Why was the monarchy restored?  What kind of revolution had England experienced 1629–1660?	Place timeline of events 1658–1660 in order.  Examine terms of restoration 1660–1661 related to the constitution, the army, religion, finance, etc. Find evidence of what was 'restored' to the status-quo prior to the Civil Wars and evidence of things that had been permanently changed by the Civil Wars. Had anything really changed?  20-mark Question: 'The situation in England in 1660 reveals that nothing had changed since 1649'. How far do Sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.	Was the restoration inevitable after Cromwell's death? At what point did it become inevitable?  Students could read historians' quotations from  They may be presented with a variety of developments post 17 <sup>th</sup> -C and be asked to consider whether they think any of them could be traced back to the Civil Wars (e.g. changes in religious belief, building the UK, the growth of democracy).	



## Candidate style answers

These candidate style answers have been prepared by a senior member of the assessment team, in order to demonstrate what a high or medium level answer might look like. As these responses have not been moderated, they are banded rather than graded. Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.

### **Explain why there was opposition to the rule of the Major Generals (10 marks)**

#### **Top-level answer**

*One of the main reasons for opposition to the rule of the Major Generals in the 1650s was because of the religious restrictions they imposed. Cromwell had appointed the Major Generals partly in order to make England a more 'godly' place. The Major Generals were enthusiastic about this role and they enforced laws against drunkenness (which included closing alehouses), swearing and entertainments like bear-baiting or horse racing. Not surprisingly, clamping down on many traditional entertainments made the rule of the Major Generals very unpopular.*

*Many important people also resented the power of the army. There was lots of opposition from local officials, particularly magistrates or Justices of the Peace. They often blocked the Major Generals' actions because they resented the Army interfering in local issues such as the Poor Law or collection of taxes. This was often made worse by the fact that the Major Generals often came from humble backgrounds and were not important nobles like many of the Justices were. They felt like they had been usurped.*

#### **Commentary**

This response demonstrates a range of detailed and accurate knowledge and understanding that is used to develop a full explanation and thorough, convincing analysis.

#### **Medium-level answer**

*Cromwell was determined to bring in religious change to England. He thought he had been entrusted a mission by God. His forces in the Caribbean had been defeated by Spain and he thought he was being punished by God for not trying hard enough. So he divided England up into 11 districts and placed a Major General in charge of each one. The aim was to try to clamp down on bad behaviour like drinking, gambling and swearing. They shut down theatres and alehouses and banned horse racing. They helped to support the work of local Justices of the Peace by enforcing the Poor Law. They worked with the leaders of local religious sects. They weren't very popular.*

#### **Commentary**

This response demonstrates accurate knowledge and understanding that is linked to some analysis and explanation but the range of knowledge and understanding demonstrated and the quality of analysis and explanation needs to be more fully developed to reach the higher levels.

**'The poor relationship between Charles I and Parliament in the period 1629–1642 was caused by religion.' How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)**

### Top-level answer

Source A convinces me that the statement is wrong. It suggests that taxes caused the bad relationship between Charles and Parliament, not just religion. In 1634 Charles brought in a new tax called Ship Money. Many of his opponents thought this was illegal which was why John Hampden went to court over Ship Money and the judges ruled in his favour, shown by Source A. This source is very convincing that taxes were the causes of tension rather than religion. It is obviously critical of Charles, saying that the judges were supposed to follow the law not the King's policy and also emphasising that the King cannot take property without permission.

On the other hand Sources B and C suggest that religion was a major cause of tension between Charles and Parliament. There were many politically active Puritans. Source B shows a Puritan propaganda picture. It is accusing the Archbishop of Canterbury, William Laud, of being cruel, by showing him eating the ears of the Puritan speaker William Prynne. Prynne criticised Laud and had his ears cut off as a punishment and in 1637 he, Bastwick and Burton were tried in the Court of Star Chamber for attacking the church again. They were mutilated and imprisoned. At this time there was strict censorship so the fact that Prynne dared to speak out and the fact that other Puritans dared to publish this picture suggests that the religious divisions were very serious. So Source B is convincing because it is a very biased source and this helps us to see how strongly the Puritans felt about religion.

Source C also convinces me that religion was a major source of tension. The language is extremely aggressive with terms like 'evil conspiracy' and accusing some of the King's ministers of trying to bring back the Catholic Church and even working for foreign powers. This shows how serious the religious divisions were, especially as blaming the King's ministers was simply a polite way of criticising the King himself.

On balance, I am not completely convinced by the statement. Religion was certainly one of the causes of tension and it was a very important cause. However, it is almost impossible to separate religion out from the other causes of tension, particularly taxes and Charles' use of the law. For example, John Hampden, who appears in Source A, was also a Puritan so he opposed Charles over tax and religion. He was also one of the most important supporters of the Grand Remonstrance.

### Commentary

This response uses details from the source content and the provenance to develop a thorough analysis, and a convincing judgement is reached. This response demonstrates a range of detailed and accurate knowledge which develops a full analysis and therefore would reach level 5

**'The poor relationship between Charles I and Parliament in the period 1629–1642 was caused by religion.' How far do Sources A-C convince you that this statement is correct? Use the sources and your knowledge to explain your answer. (20 marks)**

### Medium-level answer

Source A suggests the statement is wrong. It suggests that taxes caused the bad relationship between Charles and Parliament rather than religion. In 1634 Charles brought in a new tax called Ship Money which he said he could collect without permission from Parliament. This source is obviously critical of Charles, saying that the judges were supposed to follow the law, not the King's policy, and also emphasising that the King cannot take property without permission.

On the other hand Sources B and C suggest that religion was a major cause of tension between Charles and Parliament. Source B shows a Puritan propaganda picture. It is accusing the Archbishop of Canterbury, William Laud, of being vicious and cruel by showing him eating the ears of the Puritan speaker William Prynne who was accused of making attacks on the church. Laud was trying to make changes to churches that some people considered too 'Catholic.' Source C also convinces me that religion was a major source of tension. The MPs are accusing some of the King's ministers of trying to bring back the Catholic Church and even working for foreign powers.

### Commentary

This response uses details from the source content and provenance to give a simple analysis of each source, which are then evaluated to reach a partially supported judgement. Some accurate knowledge and understanding is displayed which is linked to some analysis and explanation. This answer would reach level 3.



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