

# YEAR 4: THE ENGLISH CIVIL WAR AND AFTER (5 lessons)



## **Contents Include:**

The English Civil War  
Charles II and the Restoration  
The Great Fire of London  
The Glorious Revolution  
The Bill of Rights

### **Suggested Teacher Resources:**

- *The Young Oxford History of Britain & Ireland*, pages 212-238.
- *A People's History of Britain* by Rebecca Fraser, pages 327-384.
- *Great Tales from English History* by Robert Lacey, pages 254-292.
- The [BBC](#) website has some useful articles on the period.
- [This](#) is an excellent website for the Civil War, especially for local history.

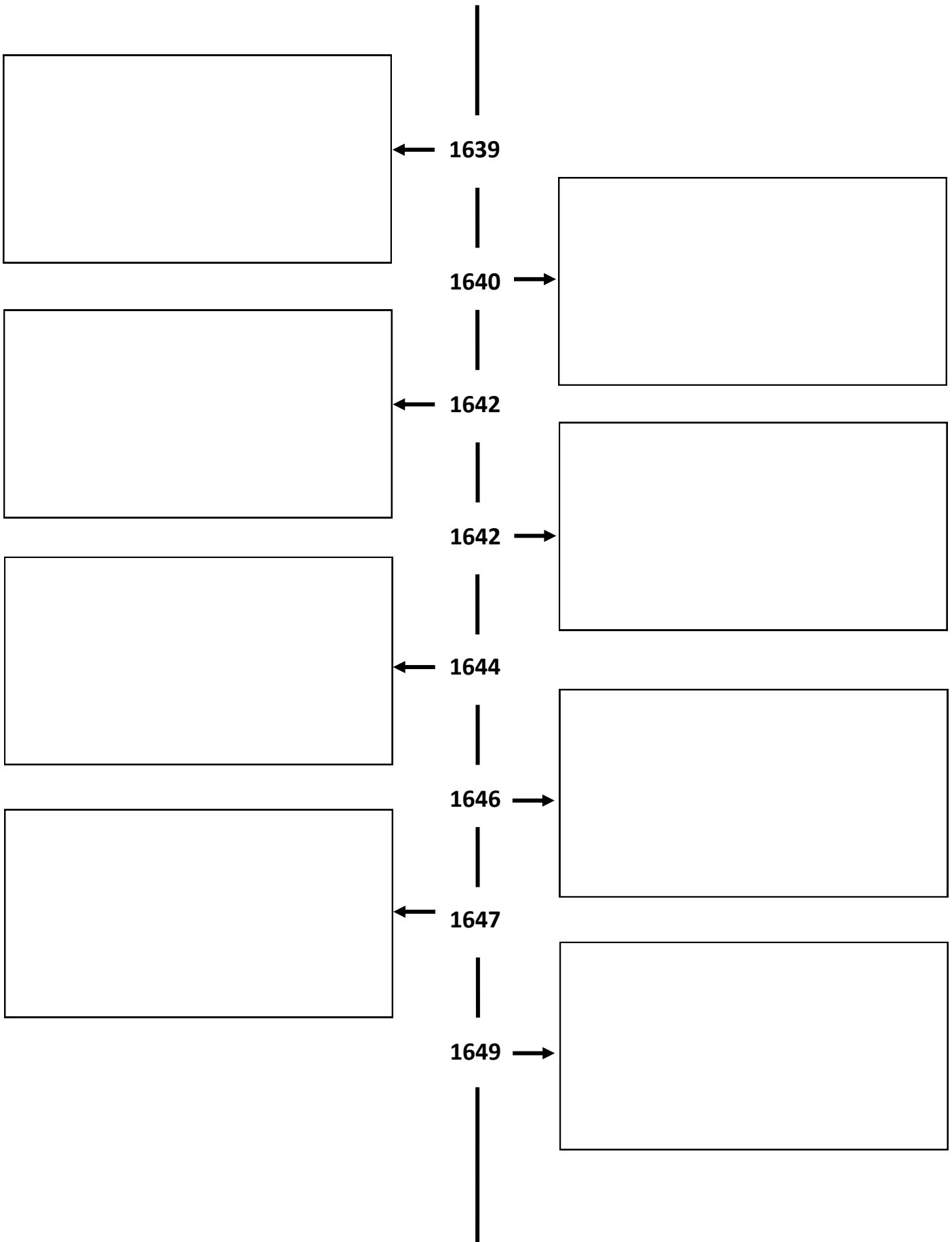
# Lesson 1. The English Civil War

*The English Civil War began in 1642, and was fought between supporters of Parliament and supporters of the King. It lasted for seven years, and was the bloodiest conflict ever fought on English soil. Nearly 4% of the population died, and families were pitted against each other: brother against brother, father against son. The soldiers who fought for Parliament were nicknamed the ‘roundheads’ due to their short hair, and those who fought for the King were nicknamed ‘cavaliers’ due to their flamboyant appearance. The roundheads were the more disciplined army, and eventually won the war.*

**See pages 157-160 of *What Your Year 4 Child Needs to Know*.**

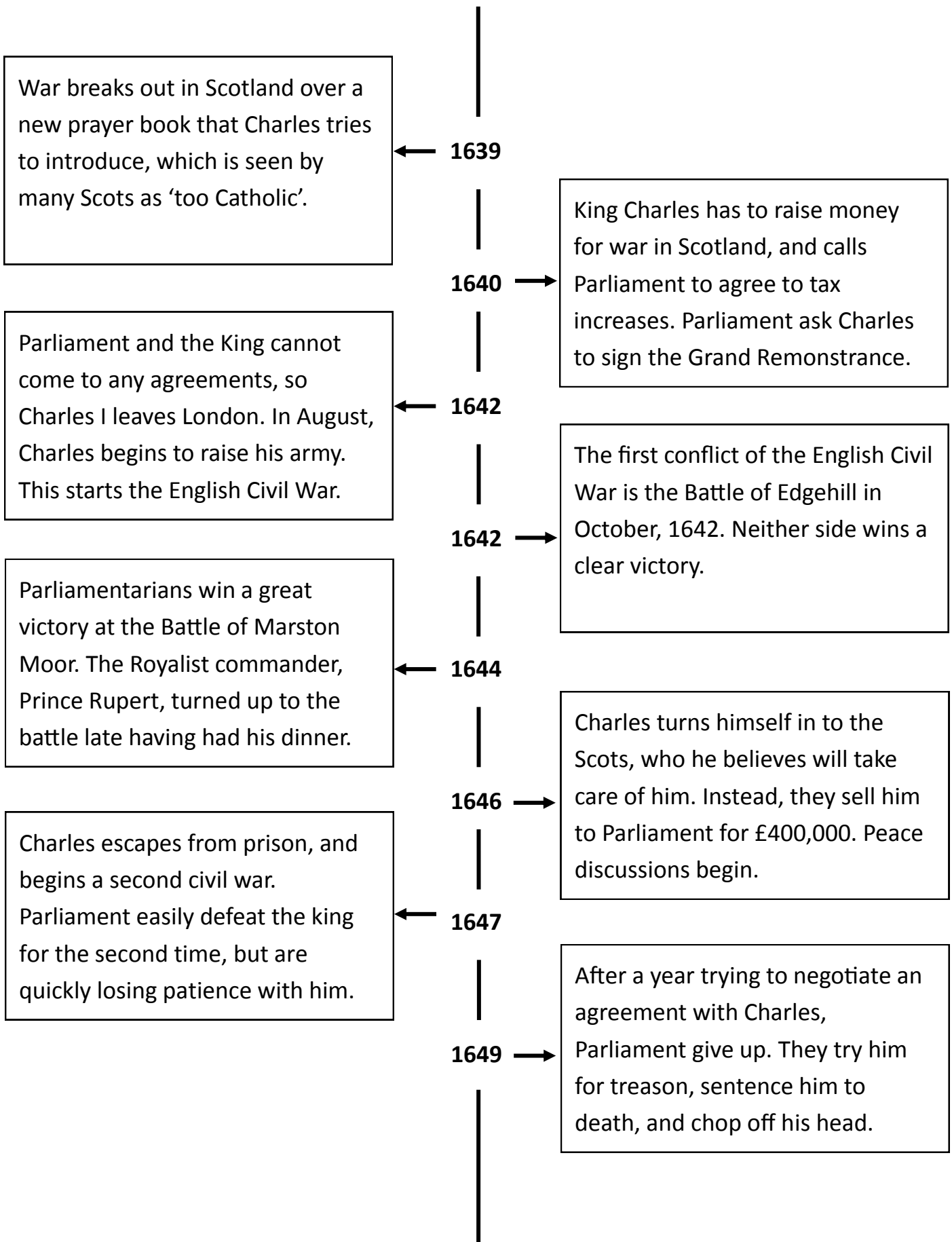
Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand who the two different sides during the civil war were, and why the roundheads won.</p>	<p>The English Civil War lasted for seven years and lots of people died.</p> <p>There were two sides in the war: The Parliamentarians (roundheads) who were strict and disciplined, and the Royalists (cavaliers) who were flamboyant and fun.</p> <p>The Parliamentarians (roundheads) won the war, and took Charles I prisoner.</p>	<p>Complete a short timeline of the English Civil War, and perhaps plot the location of the different key events on a map of Great Britain (<b>resource 1</b>).</p> <p>Study the differences between cavaliers and roundheads, and then sort a number of descriptions into two columns, for either a roundhead or a cavalier (<b>resource 2</b>). Images of cavaliers and roundheads, such as <a href="#">this</a> and <a href="#">this</a>, will help make the difference clear. There are also a lot of Horrible Histories videos on the topic, <a href="#">here</a> and <a href="#">here</a>.</p> <p>Design a recruitment poster for either the Roundheads or the Cavaliers, explaining to Englishmen why they should fight for your side.</p>	<p>Parliamentarian          Royalist          Cavalier          Roundhead          New Model Army</p>	<p><i>What was the difference between the cavaliers and the roundheads?</i></p> <p><i>Who won the English Civil War?</i></p> <p><i>Why did the Roundheads win the English Civil War?</i></p> <p><i>What happened to Charles I at the end of the Civil War?</i></p>

# 1. Civil War Time Line



# 1. Civil War Time Line

(comp.)



## 2. Cavalier or Roundhead?

### Cavaliers

They supported the King, and believed that he had been chosen by God, so they were called 'Royalists'.

They wore expensive clothing into battle, with feathers in their hats, silk coats and frilly shirts.

They had long, flowing hair and often had wispy moustaches and beards.

Some were Catholics, and many worshipped as Protestants but in a very Catholic style.

Much of their army was made up of the aristocracy and the gentry, who tended to have power and wealth.

One of their commanders was the 22-year-old German Prince Rupert, who went into battle with his dog, Boye.

They enjoyed having fun, and sometimes even drank and held parties on the day before going to battle.

### Roundheads

They supported the rights of Parliament to limit the power of the King, so were called Parliamentarians.

They wore simple, practical clothes into battle, with metal helmets and breastplates.

They were known to shave all the hair off their heads, earning their nickname 'roundhead'.

Many of them believed in a very strict form of Protestantism called 'Puritanism'.

They recruited many soldiers from the 'middling sort', such as farmers, shopkeepers and merchants.

One of their most successful generals was the cavalry commander Oliver Cromwell.

They formed the New Model Army, a full-time army who were well trained and highly religious.

## Lesson 2. Execution of Charles I

*When the Civil War began, Parliament did not set out to kill Charles I. Many Parliamentarians still believed he was the rightful king, chosen by God, but simply wanted him to share his power. However, during the discussions that followed Charles's capture, he refused to make any compromises. Parliament started to realise that it was going to be impossible to rule with him, so they would have to rule without him. A special court was created to try the king, involving only those Members of Parliament who agreed he should die. Britain then became a 'republic' or 'commonwealth' - a state without a monarch.*

**See pages 159-163 of *What Your Year 4 Child Needs to Know*.**

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To consider why Parliament decided to kill Charles I.</p>	<p>In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to kill Charles I.</p> <p>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> <p>Britain became a 'Commonwealth' and was led by Oliver Cromwell, the most powerful Parliamentary general.</p>	<p>Re-enact the trial of Charles I, with a few pupils playing the main parts, and the rest of the class acting as Members of Parliament during the trial. In preparation for this work, pupils should consider what specific crimes Charles I should be tried for (<b>resource 3</b>).</p> <p>Study <a href="#">The Execution of Charles I</a> (1649), from the Scottish National Portrait Gallery. Then, pupils could write a newspaper report describing the execution (<b>resource 4</b>). Also, study the famous image <a href="#">The World Turned Upside Down</a>, which comments on how mad the world now seems without a king.</p> <p><a href="#">This</a> is a scene from <i>To Kill a King</i> (2002-cert 12) showing the execution of Charles I (use for teacher knowledge-may not be suitable for children)</p>	<p>trial execution republic commonwealth</p>	<p>For what crimes was King Charles I sentenced?</p> <p>Why did Parliament decide that they had to kill the King?</p> <p>Who governed England after King Charles I had been executed?</p>

# 3. The Trial of Charles I

Pupils should prepare for the trial by designing a series of 'charges' that could be read out against Charles I, such as starting a war against his own people, and refusing to compromise with Parliament. Much of the text for the trial is taken from real sources, so may need to be simplified.

To enact the trial of Charles I, pupils will play the following roles:

1. Charles I
2. Judge Bradshaw (wearing a metal hat for fear of being attacked)
3. Oliver Cromwell
4. Two court guards armed with guns
5. Female spectator

*Members of the class walk through the classroom door to take their place in Parliament. As they enter, Cromwell and the two court guards ask whether they would be willing to kill the King. If they do, they can take their seat. If they do not, they have to stand at the back of the classroom.*

**JUDGE BRADSHAW** We are here to try King Charles I, for acting out of a wicked design to erect and uphold in himself an unlimited and tyrannical power to rule according to his will, and to overthrow the rights and liberties of the people of England. Charles I, how do you defend yourself?

**CHARLES I** You cannot try me for treason in my own court, as I am King! I would know by what power I am called hither. I would know by what authority, I mean lawful.

**JUDGE BRADSHAW** We shall continue to try you, for crimes of high treason against the people of England.

*At this stage, different Members of Parliament can read out different charges (these can be prepared beforehand). Charles I refuses to answer any of them.*

**JUDGE BRADSHAW** Having listened to the evidence, we have decided that Charles I, is a traitor against the people of England.

**FEMALE SPECTATOR** (Shouting out in protest) Not half, not a quarter of the people of

England. Oliver Cromwell is a traitor.

**OLIVER CROMWELL** Guards, we will have no more interruptions of our court case.

*Oliver Cromwell orders that the guards point their guns towards the spectators to prevent any more outbursts.*

**JUDGE BRADSHAW** I shall continue, he, the said Charles Stuart, as a tyrant, traitor, murderer and public enemy to the good of this nation, shall be put to death by severing of his head from his body.

**CHARLES I** No, this cannot be! You cannot kill me! I am the King of England!

**OLIVER CROMWELL** Take this traitor away. We will no longer suffer under his tyranny.

*Charles I is dragged out of the court by the two guards shouting and screaming 'I'm innocent, you cannot kill me...' etc. Then, Cromwell passes around the classroom a large A3 piece of paper, used to represent the King's death warrant. Each of the MPs involved in the trial has to sign it.*



## 8. The Execution of Charles I

The Execution of Charles I (1649), from the Scottish National Portrait Gallery, shows Charles I being executed outside the Banqueting House in London.

Look at the image [here](#), and see which of the following features you can locate.

Charles I with his head chopped off. It was removed in one clean blow.

The executioner and his assistant actually wore masks, so that no one could take revenge on them.

Execution takes place outside of Banqueting House, the grandest building in the Palace of Westminster.

It was a very cold day, and Charles insisted on wearing a thick undershirt to keep warm. If he was seen shivering, he said, people would assume that he was scared.

A man with his leg missing—a former soldier from the English Civil War—there to remind us that the king drove the country to war.

People dipping their handkerchiefs in Charles I's blood, as they still believed he was appointed by God, and therefore his blood would have healing powers.

A lady faints at the sight of her King being executed. She is shocked by what she has seen—very few people could really believe that the King, appointed by God, had been killed by his own Parliament.



## Lesson 3. The Restoration

*Oliver Cromwell ruled for nine years, becoming 'Lord Protector' in 1653 and dying in 1658. Much of his early reign was spent asserting control over Ireland and Scotland, which he did so with notorious violence, and he tried hard to impose his Puritan beliefs on the English people. When he died, his son Richard Cromwell took power, but he was a poor leader with little desire to do the job. In 1660, Parliament invited Charles II (Charles I's son) back to England from his exile in France and 'restored' him as king. After Cromwell's Puritan rule, the Restoration was seen as a time of great celebration and relief.*

**See pages 159-164 of *What Your Year 4 Child Needs to Know*.**

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To find out why the people wanted Charles II to return to England and become King.	<p>Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for nine years.</p> <p>After Oliver Cromwell died, the people of England invited Charles I's son, Charles II, to become King. This was called the 'Restoration'.</p> <p>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>	<p>Read the descriptions of Charles II and Oliver Cromwell as Lord Protector. Write a comparison of what the two different rulers were like (<b>resource 5</b>).</p> <p>Write a letter as a Royalist who has lived through the Civil War and Cromwell's Commonwealth. Explain how you feel seeing Charles II's triumphant return from exile to become King. Royalists hoped that restoring Charles II to the throne would stop all the wars and fighting.</p> <p>Emphasise that the term 'Restoration' means the position of King was 'restored'.</p>	<p>Lord Protector Restoration</p>	<p><i>What sort of ruler was Oliver Cromwell?</i></p> <p><i>What was life in England like under Oliver Cromwell?</i></p> <p><i>Why was Charles II invited to return to England to become King?</i></p> <p><i>What name is given to Charles II's return?</i></p>

## 5. Oliver Cromwell and Charles II

### Oliver Cromwell

**Ruled:** 1653-1658

**Title:** Lord Protector

Oliver Cromwell was originally a humble farmer from the town of Huntingdon. He became a Puritan during the 1630s, and had extremely strict religious views. He was a member of Parliament, and hated Charles I. He fought for the Roundheads during the Civil War and was such a superb cavalry commander his force became known as the 'Ironsides'. Eventually, Cromwell was placed in charge of the Parliamentary force.

Cromwell pushed to have the King executed in 1649. In 1653, he was made Lord Protector (similar to King). He ruled England in a very strict fashion, according to his Puritan beliefs. He could be very brutal. In particular, Cromwell is remembered in Ireland for killing women and children whilst putting down a Catholic uprising.

People were forced to go to church every Sunday. Pubs and theatres were closed down, and many sports were banned. Women were not allowed to wear make-up, and you could be thrown in prison for swearing. Most famously, Oliver Cromwell banned Christmas celebrations like presents and decorations! Cromwell was known for having warts on his face, and when an artist painted his portrait, he demanded that it be painted 'warts and all'.

### Charles II

**Ruled:** 1660-1685

**Title:** King Charles II

After Cromwell died, Parliament voted that Charles I's son, Charles II, should be invited to return to England and become King. Charles II had lived a difficult life up until this point. He was only 18 years old when his father was beheaded. He led a rebellion against Oliver Cromwell, and when that failed, Charles II had to sneak out of England to France disguised as a working man. He even hid in an oak tree to escape capture!

When Charles II was invited back to be King, it was called the 'Restoration', as the monarchy had been restored. Charles II did away with the strict, boring rule of Cromwell, and was known as the 'Merry Monarch'. He was tolerant of all different religions, and many people rejoiced about having Charles II as king. However, the start of his reign did see two disasters: the Great Fire of London and the return of the plague.

Charles loved to dance and have parties, and he reopened theatres across Britain. He was also very interested in science, and formed the Royal Society. Unlike his father, Charles was willing to share power with Parliament. Many claimed that he was so concerned with enjoying himself and having parties, that he was happy to leave the boring business of government to other people!

## Lesson 4. The Great Fire of London

Perhaps the most well known event of Charles II's rule is the Great Fire of London, which occurred in 1666. It followed a second, less harmful, outbreak of the plague in 1665. Many religious fanatics at the time believed that this fire and pestilence meant that the apocalypse was upon them, particularly seeing that the date, 1666, was the number of the devil. In reality, London's wooden and straw houses and narrow medieval streets meant that fire was waiting to happen. In the years that followed the fire, the appearance of London changed, with a new St Paul's Cathedral and an end to wooden buildings.

See pages 164-165 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To investigate why the Great Fire of London spread so quickly through the city.</p>	<p>The fire of London began on the night of 2nd September, 1666 and destroyed the homes of 100,000 people.</p> <p>It was caused by a baker who left his ovens burning through the night at his bakery on Pudding Lane.</p> <p>The fire was eventually stopped by 'firebreaks', which involved pulling down buildings so that the fire could not carry on travelling.</p>	<p>Cover the reasons why the Fire of London spread so quickly across seventeenth century London. <a href="#">This</a> 3D recreation of London is very helpful. Set pupils a true or false activity on why the fire spread (<b>resource 6</b>).</p> <p>Ask pupils to imagine that they are the Mayor of London, Sir Thomas Bloodworth, and challenge them to find a way of stopping the Great Fire. As clues, show the pupils pictures of <a href="#">firehooks</a> and <a href="#">firebreaks</a>.</p> <p>Firsthand accounts from diarist Samuel Pepys can be found <a href="#">here</a>, alongside many other useful resources. The <a href="#">National Archive Resources</a> are also useful, especially the map of the area destroyed (page 8).</p>	<p>firehook firebreak Pudding Lane Samuel Pepys</p>	<p><i>What caused the Fire of London?</i></p> <p><i>Why did the Fire of London spread so quickly?</i></p> <p><i>How was the Fire of London eventually stopped?</i></p>

## 6. Why did the Fire Spread?

The Fire of London raged for four nights from the 2nd September 1666. The flames were so enormous they could be seen from Oxford. Over 100,000 people lost their homes, and 13,200 properties and 87 parish churches were destroyed. London Bridge and St Paul's Cathedral (*right*) were both burnt down.

Once the fire had finished, the people of England were desperate for an explanation for why it had happened. Circle which of the following facts you think are true, or false.

1.	The city of London was overcrowded, and the streets and houses were very close together.
2.	The fire was caused by a person throwing their cigarette onto the side of a wooden house.
3.	Many houses in central London were made out of wood, with thatched straw roofs, even though this had been made illegal.
4.	Flammable substances such as tarr, hemp and gunpowder, were kept in warehouses.
5.	Many houses used gas lighting , and the gas pipes were poorly made.
6.	There were no professional firefighters, and power hoses did not exist for putting out fires.
7.	The fire was caused by Thomas Farinor, the King's baker, keeping his ovens on at night, and the fire's sparks set light to his bakery.
8.	The Great Fire of London took place after a long, hot summer, when most of London's buildings were very dry.

# 6. Why did the Fire Spread? (comp.)

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T	4.	Flammable substances such as tar, hemp and gunpowder, were kept in warehouses.
F	5.	Many houses used gas lighting , and the gas pipes were poorly made.
T	6.	There were no professional firefighters, and power hoses did not exist for putting out fires.
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T	8.	The Great Fire of London took place after a long, hot summer, when most of London's buildings were very dry.

## Lesson 5. The Glorious Revolution and the Bill of Rights

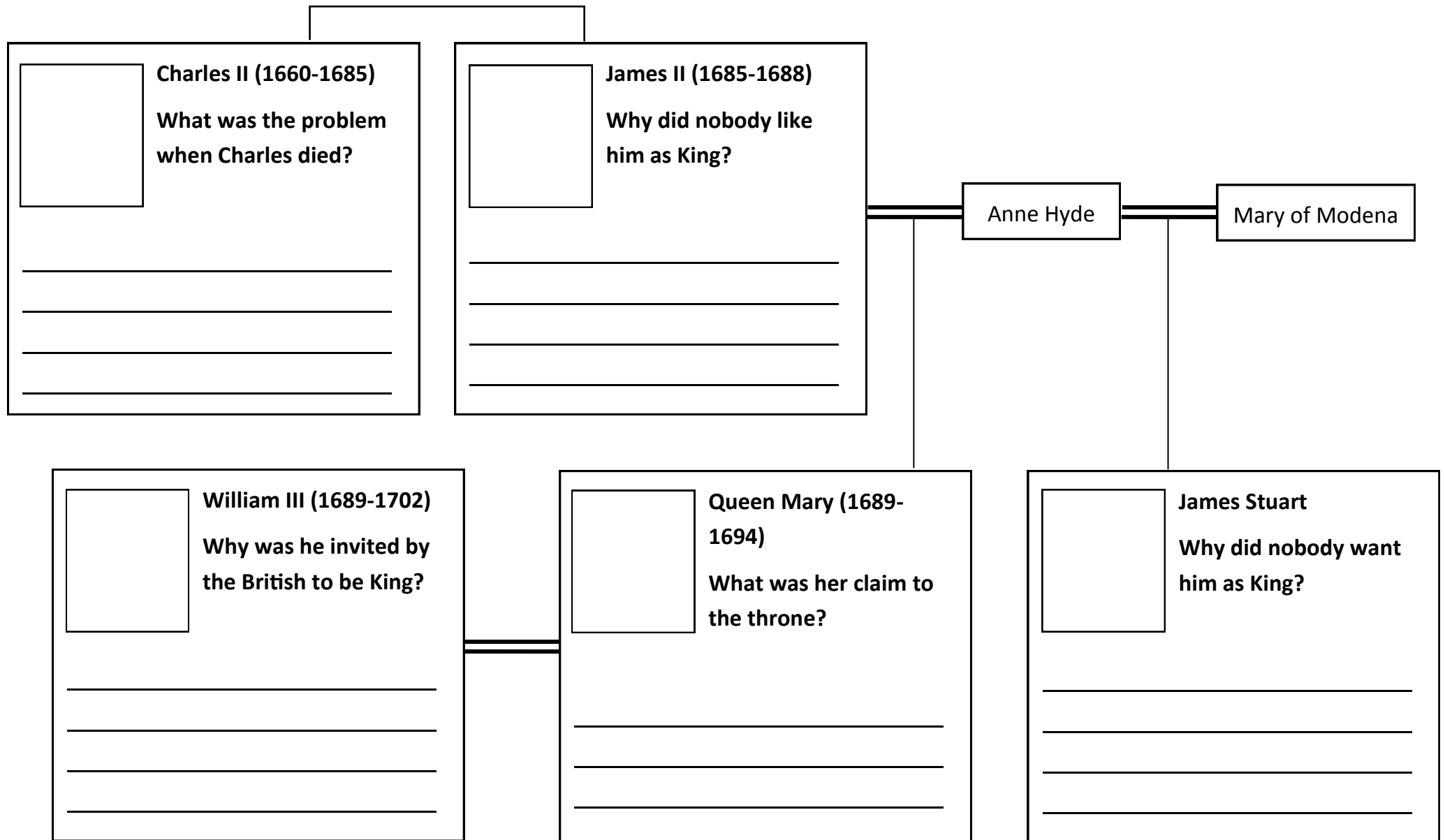
*Charles II's reign was peaceful. People were pleased to have a king back after Cromwell's Commonwealth, and Charles II was too busy enjoying himself to pay much attention to politics. However, he could not father an heir with his wife (despite having some 17 illegitimate children). This meant that when he died, his brother James became King, and James was a Catholic. The people of Britain could not tolerate a Catholic King, so a Dutch prince and his wife (James II's daughter) were invited to stage a peaceful invasion of Britain and become King and Queen instead. This event became known as the Glorious Revolution.*

**See pages 166-169 of *What Your Year 4 Child Needs to Know*.**

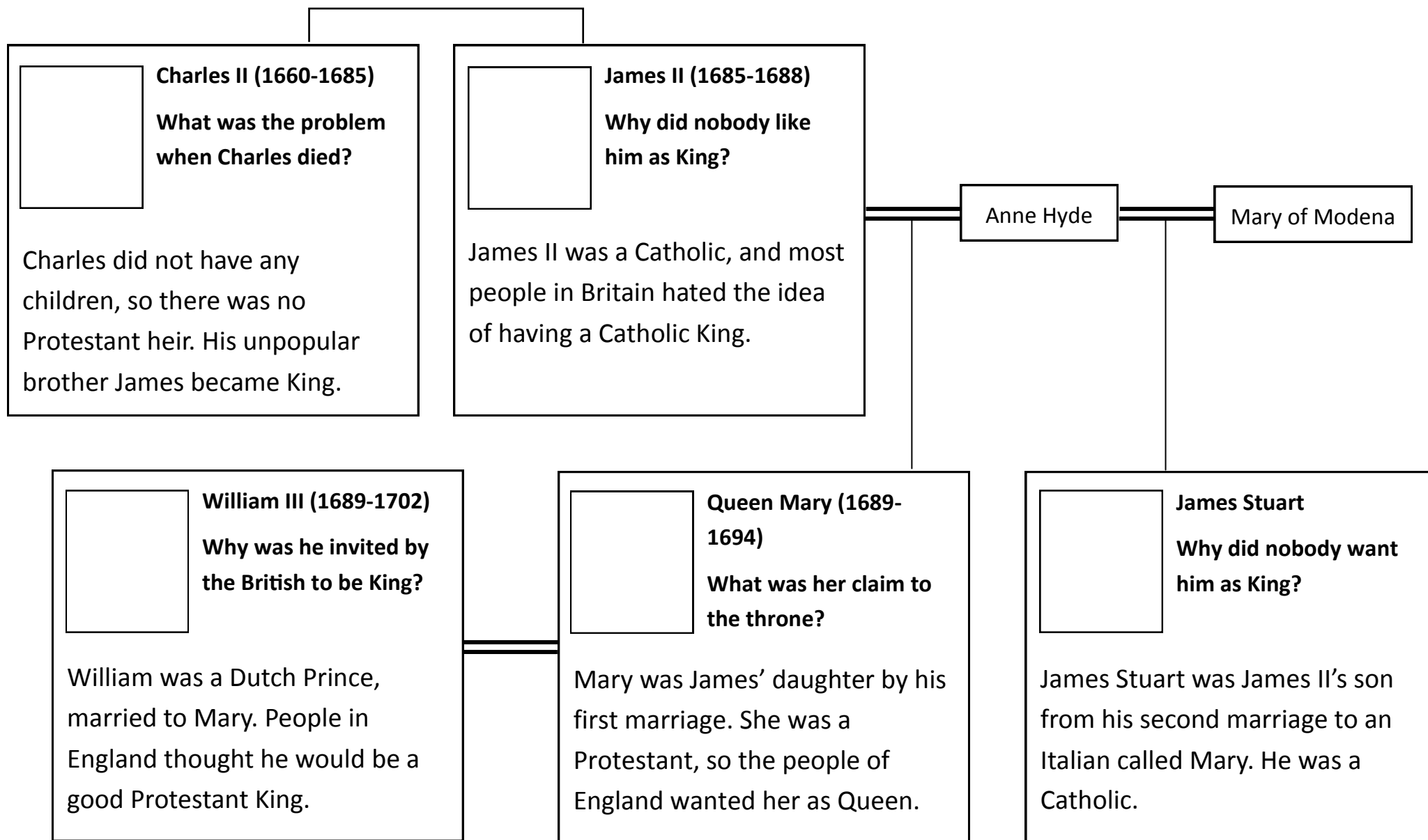
Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand what was so 'glorious' about 1688, and why the Bill of Rights was passed.</p>	<p>James II was Charles II's brother, and he became King in 1685. People disliked him because he was a Catholic, and he had a son who was also a Catholic.</p> <p>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.</p> <p>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>	<p>Complete a miniature family tree, in order to understand the troubles caused by Charles II having no legitimate children, and James II and his son being Catholics (<b>resource 8</b>).</p> <p>Recapping on all of the previous lessons, brainstorm what could have been the demands in Parliament's Bill of Rights that William and Mary had to agree on. Once this is done, complete your own Bill of Rights (<b>resource 9</b>).</p>	<p>Bill of Rights            Glorious Revolution            William and Mary</p>	<p><i>Why did James II become King?</i></p> <p><i>Why was James II so unpopular?</i></p> <p><i>Who was invited to replace James II?</i></p> <p><i>Why was the Glorious Revolution so 'Glorious'?</i></p>



# 8. The Glorious Revolution



# 8. The Glorious Revolution (completed)





# 9. The Bill of Rights

1st December 1689

## The Bill of Rights

1. Do not tax the people of England without the agreement of Parliament.
2. Do not have your own permanent army, which can be used to frighten your people.
3. Do not overrule the laws that are passed in Parliament.
4. Allow free and fair elections to be held for the public to choose Members of Parliament.
5. Allow Parliament to meet at least once every year.
6. No future King or Queen may ever be a Catholic, or marry a Catholic.

