

Scheme of work

Stuart Britain and the Crisis of Monarchy, 1603 – 1702, 1D

Introduction

To help teachers in planning a course of study for the A-level History specification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Stuart Britain and the Crisis of Monarchy, 1603–1702

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2) Note that whole course may be delivered by a single teacher

General Introduction

(Component 1) Learning Objectives A01 and A03

Week	Component-specific skills	Specific guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part One. The remaining 6 weeks of the school /college year to be spent on NEA Component 3.	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Part One of this SOW is suitable for both AS and A-level students. Please refer to</p>	<p>Students will need to understand the nature of causes and consequences: of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p>

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	<p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>the Specification for the different types of AS and A-level questions.</p>	<p>separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p> <p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>	<p>over time should be regularly assessed.</p>	<p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>

Part One: Absolutism Challenged – Britain 1603 – 1649

Section One: Monarchs and Parliaments, 1603 – 1629

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/stretch and challenge opportunities	Resources
Week 1	The Political Nation and the social basis of power.	The importance of land ownership; rival forms of wealth, including merchants.	<p>PowerPoint introduction and overview of period.</p> <p>Consider the state of 'Britain' in 1603. Using a map consider: geography/problems of rule/economic issues/social issues and divisions including religion.</p> <p>Compile some key statistics; make a pie chart to represent the social make-up of the political nation in relation to wider population of Britain. Create a diagram to illustrate the key features of early Stuart absolutism; begin glossary of key terms.</p> <p>Create a chart of the monarchy's strengths and weaknesses.</p>	<p>Use key terms to develop conceptual understanding, eg meaning of absolutism and influence of the Political Nation.</p> <p>Create a chart to illustrate forces of change and forces of continuity in relation to the Political Nation and therefore develop an understanding of theme.</p>	<p>Family Tree of the Stuarts.</p> <p>Guided worksheets and reference material for reading.</p> <p>Selected reading from academic historians.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/stretch and challenge opportunities	Resources
			<p>Create a diagrammatic illustration of power and society in 1603.</p> <p>Consider as a class the contention that 'Britain' in 1603 was nearly ungovernable and on the point of functional breakdown.</p>	<p>Extension – further reading of academic historians.</p>	

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 2	James I.	James' character and views on monarchy.	<p>Create a profile of James I.</p> <p>Spider diagram of how James viewed monarchy.</p> <p>Discussion of James character and approach to monarchy.</p> <p>Pairs/groups research historical opinion on James and feedback to class.</p>	<p>Debate on James' strengths and weaknesses for the role of early modern monarch.</p> <p>Research Historians' views of James I's character.</p> <p>Extension – articles on comparison of James as king of Scotland with negative portrayals of his record in England.</p>	<p>PowerPoint overview of James I's reign.</p> <p>Reference sheets or reading.</p> <p>Selections from James' writings and speeches relating to his views of monarchy.</p> <p>Selections from Dictionary of National Biography on James character and kingship.</p> <p>Academic biography of James I.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 3	Charles I.	Charles' character and views on monarchy.	<p>Create a profile of Charles I.</p> <p>Spider diagram of how Charles viewed monarchy.</p> <p>Discussion of Charles' character and approach to monarchy.</p> <p>Source comparison on characters of monarchs.</p>	<p>Debate on Charles' strengths and weaknesses for the role of early modern monarch.</p> <p>Research Historians' views of Charles I's character.</p> <p>Differentiation by source task.</p> <p>Consider change and continuity in relation to how much 1625 was a turning point in the context of a Personal Monarchy system.</p>	<p>PowerPoint overview of Charles I's reign.</p> <p>Guided worksheets.</p> <p>Guided reading.</p> <p>Academic interpretations of overviews of James and Charles' kingships.</p> <p>Primary or historians on the characters of the monarchs.</p> <p>Selections from Dictionary of National Biography on impact of Charles' character on kingship.</p> <p>Academic biography of Charles I.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 4		<p>The courts of James I and Charles I.</p> <p>The favourites of James I and Charles I.</p>	<p>Definition and diagrammatic illustration of the functioning of the early modern court.</p> <p>Chart outlining similarities and differences between the courts of the first two Stuart monarchs.</p> <p>Class group work – each group to construct profiles of key favourites of the period 1603–1629 and give presentations to the rest of the class.</p> <p>Spider diagram illustrating the influence of and problems created by Buckingham as favourite 1620–1628.</p>	<p>Allocation of topics permits differentiation and class discussion could promote understanding of the role and problems created by the influence of favourites.</p> <p>Some could research further into different interpretations of court culture.</p> <p>Suggested extension reading on Buckingham.</p>	<p>Source material on courts of James and Charles.</p> <p>Artwork illustrative of the court eg, van Dyck.</p> <p>Conflicting opinions from academic History books.</p> <p>Fill-in worksheet chart of roles and tensions created by favourites 1603–1629.</p>

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					Selections from academic historians to illustrate favourites and court.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 5	The financial weaknesses of the Crown.	Attempts to reform and strengthen royal finance.	<p>Compile a chart of the main forms of Crown finances.</p> <p>Compile list of weaknesses of Crown finances.</p> <p>Compile timeline of attempts to reform and record their relative success and/or failure.</p> <p>Review reasons for the failure of the Great Contract.</p> <p>Debate reasons for lack of substantial reform in the period – review information on Political Nation from Week 1 as context.</p> <p>Source comparison of James’ finances with Charles’ finances.</p>	<p>Debate, from the perspective of James I and MPs, the strengths and weaknesses of the Great Contract.</p> <p>Review additional financial pressures on Charles.</p> <p>Consider change and continuity of Crown finances 1603–1629.</p> <p>Develop key terms – subsidy, fiscal-military state, inflation, etc.</p>	<p>Guided worksheets.</p> <p>Guided reading.</p> <p>Source material on Crown finances.</p> <p>Conflicting opinions from academic History books.</p>
Week 6		Attempts to reform and strengthen royal finance (continued).	<p>Chart comparing position of Crown’s finances in 1603 with that of 1629.</p> <p>Essay on which monarch dealt more successfully with their financial problems.</p>	<p>Essay writing frame.</p> <p>Differentiation by outcome.</p>	<p>Selected primary and historical interpretation material to support essay.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 7	Religion and religious divisions.	Challenges to the Church of England from Catholics and Puritans.	<p>Establish key definitions of the Church of England (Calvinism), Catholicism and Puritanism.</p> <p>Diagram of the religious spectrum, placing groups appropriately.</p> <p>Create a timeline recording plots/threats from 1603–1629.</p> <p>Debate which group, Catholics or Puritans, represented a greater threat to the state.</p>	<p>Research tasks looking at different plots against the Church/State by Catholics and Puritans across the period 1603–1629.</p> <p>Develop key terms – Calvinism, predestination, providence, Supreme Governor.</p>	<p>Outline charts and guided reading.</p> <p>Conflicting opinions from academic History books.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 8		The development of Arminianism.	<p>Consider the definition of Arminianism.</p> <p>Place Arminianism on religious spectrum diagram and in context as anti-Calvinist.</p> <p>Examine the measures and events which illustrate the development of Arminianism.</p> <p>Examine the key individual Arminians, especially Montague and Laud.</p> <p>Debate which monarch had the more successful approach to religion.</p> <p>Write report from the perspective of James giving advice to Charles on how to respond to the development of Arminianism.</p>	<p>Consider dilemma: should monarchs repress different religious groups or grant more religious freedom so they will not want to rebel?</p> <p>Link to selections from Dictionary of National Biography for key Arminians.</p> <p>Concepts – ‘mother church’.</p> <p>Continuity and change in relation to development of Arminianism.</p>	<p>Guided worksheets on Arminian individuals.</p> <p>Source material on responses to Catholicism, Puritanism and Arminianism.</p> <p>Guided reading of academic historians.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 9		The development of Arminianism (continued).	Mind map of Charles' specific promotion of Arminianism. Write reports from the perspectives of a moderate Calvinist, Catholic and Puritan on the religious policies of James I and Charles I.	Charles I as a cause of change. Develop understanding of perspectives of different groups in relation to religion.	Conflicting opinions from academic History books.
Week 10	Relations and disputes with Parliaments.	Parliamentary privileges and finance.	Define parliamentary privilege. Compile chart to show instances of parliamentary privilege/prerogative and finance tension in Parliaments of the period. Source comparison on James and Charles' statements to Parliament. Chart on the historiography of Crown-Parliament relations in early Stuart England – Whig, Marxist, revisionist and post-revisionist interpretations.	Consider significance of privilege and finance as sources of tension. Development of conceptual understanding of the influence of the Political Nation through finances and representation in Parliament.	Reading and sources to illustrate parliamentary privilege and finance. Selections from James and Charles' statements to Parliament, eg 1610 or 1626. Selections from speeches of MPs. Guided reading. Academic interpretations.

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Week 11		Religion; foreign policy.	<p>Compile chart to show instances of religion and foreign policy as sources of tension in Parliaments of the period.</p> <p>Consider the importance of the outbreak of the Thirty Years' War on Crown-Parliament relations.</p>	<p>Consider significance of religion and foreign policy as sources of tension.</p> <p>Consider impact of war as force of change.</p> <p>Developing an understanding of the linking of the themes.</p> <p>Extension reading from academic historians.</p>	<p>Reading and sources to illustrate religion and foreign policy.</p> <p>Selections from James and Charles' statements to Parliament.</p> <p>Selections from speeches of MPs.</p> <p>Guided reading.</p> <p>Academic interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 12		Parliamentary privileges and finance. Religion; foreign policy.	Pair work constructing priority list of what events created most tension in the Crown-Parliament relationship between 1603 and 1629. Create a timeline to illustrate clashes in Parliament by themes of privilege, finance, religion and foreign policy. Colour code to differentiate themes.	Review key concepts of Crown-Parliament relations, eg prerogative, privilege, impeachment, prorogation, etc.	Guided reading. Academic interpretations. Notes from weeks 10 and 11.
Week 13	The state of relations between Crown and Parliament by 1629 and reaction of the Political Nation.	The extent of breakdown between Crown and Parliament and the Political Nation.	Construct a chart showing contemporary negative views of the extent of the breakdown and those that may be used to balance this view. Consider, in pairs, who appeared to be more in control in 1629: Charles or Parliament?	Develop conceptual understanding in relation to the influence of the Political Nation. Review other key concepts.	Primary source material from two perspectives: Charles I and range of Political Nation. Guided reading of academic historians.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 14		The extent of breakdown between Crown and Parliament and the Political Nation.	<p>Assess the positives/negatives of James and Charles' style of rule.</p> <p>Debate, as a class, change and continuity in the Crown-Parliament relationship from 1603 to 1629.</p> <p>Write a report on the state of the relations in 1629 from the perspective of Charles and a radical MP such as Pym.</p>	<p>Discuss importance of 1618 or 1625 as turning points in Crown-Parliament relations.</p> <p>Consider how far the relationship had broken down in 1629. Focus on change and continuity from 1603.</p> <p>Extension reading on historiography of debates in Stuart History.</p>	<p>Quotations from Historians of different interpretations, specifically; Whig, Marxist, revisionist or post-revisionist to stimulate thinking on different views of the Crown-Parliament relationship.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 15		The extent of breakdown between Crown and Parliament and the Political Nation.	<p>Essay on which factor was the most important cause of tension in the Crown-Parliament relationship to review role of monarchs, religion, finance and parliamentary radicalism.</p> <p>Spider diagram for each factor and its part in Crown-Parliament relations 1603–1629 as review.</p>	<p>Was there a fundamental breakdown in Crown-Parliament relations?</p> <p>Writing frame for essay.</p> <p>Extension reading suggestions.</p>	Supporting primary and interpretation material from academic historians on extent of breakdown.

Part One: Absolutism Challenged – Britain, 1603 – 1649

Section Two: Revolution, 1629 – 1649

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 16	Divisions over religion.	Arminianism and Laudianism.	<p>Definition of Laudianism.</p> <p>Religious policies of the Personal Rule.</p> <p>Opposition to the religious policies of the Personal Rule.</p> <p>Source comparison on impact of Laudianism.</p> <p>Consider different views on the working relationship between Laud and Charles and responsibility for the reforms.</p>	<p>Develop an understanding of the development of Arminianism and Laudianism.</p> <p>Was there serious opposition to the imposition of Laudianism?</p> <p>Extension reading from DNB entry for Laud.</p>	<p>PowerPoint overview of 1629–1649.</p> <p>PowerPoint overview of key religious events of the Personal Rule.</p> <p>Source material on reactions to Laudianism.</p> <p>Historical interpretations of the impact of Laudianism.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 17		Puritanism and the emergence of Millenarianism.	Development of Puritanism in reaction to imposition of Laudianism. Definition of Millenarianism. Examples of Puritan opposition. Source analysis of Puritan Revolution.	Relationship between the emergence of Millenarianism, the development of Puritanism and the imposition of Laudianism. Concepts of Millenarianism; Puritan Revolution, etc.	Primary source material on Puritan reactions to Laudianism. Selections from academic historians on Puritanism and Revolution.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 18	Political Divisions.	The Personal Rule and opposition to it in England, Scotland and Ireland.	<p>Impact of religious and financial policies during the Personal Rule.</p> <p>Create a timeline to illustrate emergence of opposition from 1629 to 1640 with date/type of opposition/development and significance.</p> <p>Colour code to differentiate moderate from radical opposition in terms of threat.</p> <p>Group research and presentations on examples of opposition in the three kingdoms.</p> <p>Case Study of Hampden’s Case.</p> <p>Debate the significance of the Scottish Rebellion.</p>	<p>Allocation of topics permits differentiation and class discussion could promote understanding of the Personal Rule and opposition it provoked.</p> <p>Was there a multiple-kingdom crisis?</p>	<p>Selections from academic interpretations.</p> <p>Historical interpretations of Hampden’s Case.</p> <p>Guided reading on opposition in England, Scotland and Ireland.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 19		The Short and Long Parliaments and the leadership of Pym.	<p>Create chart to illustrate the Parliaments, their composition, debates, issues and legislation/ outcomes to 1642.</p> <p>Reconstruct the trial of Wentworth.</p> <p>Consider Pym as a political figure: 'King Pym'. Students could produce newspaper articles, positive and negative, as a way to isolate his prominence.</p>	<p>Was 1640/1641 a revolution?</p> <p>How significant was Pym?</p> <p>Concepts, eg demagogue</p> <p>Assign appropriate parts in reconstruction.</p> <p>Extension reading of academic historians.</p>	<p>Guided reading.</p> <p>Source material on trial of Wentworth.</p> <p>Historical interpretations of Pym.</p> <p>Selection from DNB entry on Pym.</p> <p>Timeline of 1640–1642.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 20		Divisions and the outbreak of Civil War.	<p>Construct a timeline of key events from divisions, to the origins of Civil War and from Scottish Rebellion to August 1642.</p> <p>Class debate on responsibility of Charles I and Pym in causing Civil War – use source and historical interpretation material to scaffold debate.</p> <p>As a class, consider, why did Civil War break out?</p> <p>Use guided reading or worksheet of factual information and invite students in pairs or groups to select and re-order information in different ways.</p>	<p>Cause, consequence and significance in relation to factors, individuals and events for Civil War.</p> <p>Encourage students to find passages advancing different interpretations of the causes of the Civil War.</p> <p>Historiography on causes of Civil War.</p>	<p>Overview chart.</p> <p>Historical interpretations of the causes of the Civil War.</p> <p>Chart to illustrate development of division in Political Nation from 1640 to 1642 linked to the reactive process of Constitutional Royalism.</p> <p>Guided reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 21	The First and Second Civil Wars.	England.	<p>Plot outline of war on a map.</p> <p>Consider impact of war by creating chart of political/economic/social and military issues.</p> <p>Construct a timeline in graph form illustrating key battles of Civil War and indicating fortunes of royalist cause.</p> <p>List, in order of importance, the factors leading to royalist defeat in England.</p> <p>Spider diagram to illustrate central importance of London.</p> <p>Chart comparing causes of royalist defeat in both Civil Wars.</p>	<p>Undertake further research into conflicting historical opinions of causes of royalist defeat.</p> <p>Are wars shaped predominantly by economics?</p>	<p>Map of Civil War battles.</p> <p>Wartime propaganda, eg, Rupert's dog.</p> <p>Statistics and sources on the economy and society in wartime.</p> <p>Timeline of key events.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 22			<p>Identify reasons why the New Model Army was so successful.</p> <p>Chart of key figures in the New Model Army.</p> <p>Construct chart of different ideas about the formation of the New Model Army and its politicisation.</p>	<p>Explore the emergence of the New Model Army and its significance.</p> <p>Importance of millenarianism in New Model Army.</p> <p>Extension reading.</p>	<p>Supported reading material on importance of the New Model Army.</p> <p>Selections from DVD To Kill a King to give context for New Model Army and period.</p>
Week 23		Scotland, Ireland and the reasons for royalist defeat.	<p>Construct a timeline in graph form illustrating key battles of Civil War and indicating fortunes of royalist cause.</p> <p>List, in order of importance, the factors leading to royalist defeat in Scotland and Ireland.</p> <p>Chart comparing causes of royalist defeat in Civil Wars across the three kingdoms.</p>	<p>Research tasks allow for differentiation.</p> <p>Debate issues of incompetence in relation to Charles' role and whether wars are accelerators of change in emergence of New Model Army.</p>	<p>Map of Civil War battles.</p> <p>Statistics and sources.</p> <p>Timeline of key events.</p>

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Week 24	Social divisions.	The emergence of political radicalism in the 1640s; the Levellers.	<p>Overview of the context that allowed the development of radicalism and radical groups.</p> <p>Consideration of the significance of the New Model in the development of political radicalism.</p> <p>Chart of key individual political radicals</p> <p>Review significance of the Putney and Whitehall Debates.</p> <p>Research the Levellers: origins, aims and ideology.</p>	<p>Prepare short class presentations on different political groups of the 1640s.</p> <p>Explain challenge to accepted political order.</p> <p>Develop concepts eg franchise, representation, etc.</p> <p>Discussion of the arguments of academic historians with regard to the Levellers.</p> <p>Extension – study of the Putney Debates.</p>	<p>Individual research and illustrated presentations.</p> <p>Selected source material on Putney and Whitehall Debates.</p> <p>Selection from The World Turned Upside Down and edited selections of Leveller writings.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 25		The emergence of religious radicalism in the 1640s; Millenarian groups.	<p>Overview of the context that allowed the development of radicalism and radical groups.</p> <p>Consideration of the significance of the New Model in the development of religious radicalism.</p> <p>Chart of key individual religious radicals.</p> <p>Review link between political and religious radicals. Construct a 'family' chart showing how various radicals and their movements were interlinked.</p> <p>Consider the influence of Millenarian groups.</p>	<p>Prepare short class presentations on different religious groups of the 1640s.</p> <p>Explain challenge to accepted political order from religious radicals.</p> <p>Review change of religious threat from 1603 to 1649.</p>	<p>Individual research and illustrated presentations.</p> <p>Selected source material on writings of and reaction to religious radicals.</p> <p>Edited selections of Millenarian writings.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 26	Post-war divisions between Army and Parliament.	Failure to secure a post war settlement.	<p>Timeline of stages of failure of settlement from 1646 to 1649.</p> <p>Causation of politicisation of the New Model Army.</p> <p>Spider diagram of attempts at settlement.</p> <p>Importance of Windsor Prayer Meeting.</p> <p>Importance of Ireton's Remonstrance.</p>	<p>Develop an understanding of key concepts of providence, necessity, and Millenarianism.</p> <p>Debate issues of Charles's responsibility and whether wars are accelerators of change.</p>	<p>Overview chart.</p> <p>Selected source material from Heads of Proposals, Windsor and Remonstrance.</p> <p>Historical interpretations on regicide.</p> <p>Selections from academic historians.</p>
Week 27	Post-war divisions between Army and Parliament (continued).	Failure to secure a post war settlement (continued).	<p>Undertake further research into key personalities, eg Cromwell, Ireton and Harrison.</p> <p>Debate – was Cromwell 'a reluctant regicide'?</p>	<p>Debate Cromwell's role.</p> <p>Role of the individual.</p> <p>Why did it take until 1649 to execute Charles I?</p>	<p>Historical interpretations of the role and importance of Ireton, Harrison and Cromwell.</p> <p>Source material on these three key individuals.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 28	Regicide.	The basis for regicide.	<p>Focused timeline from April 1648 (Windsor) to January 1649.</p> <p>Sort card exercise on key factors causing regicide and discussion on why regicide was based on very short term causes.</p> <p>Different historical interpretations of extent of revolution in 1649 used as source comparison.</p>	<p>Discussion on basis for regicide.</p> <p>Source based task.</p> <p>Change and continuity: Execution of Charles I rather than execution of monarchy?</p>	<p>Information sheets.</p> <p>Source material on 1649, such as Manning's 1649: The Crisis of the Revolution.</p> <p>Guided reading.</p>
Week 29		The King's response.	<p>Recreate trial of Charles I as a review of arguments for and against regicide.</p> <p>Consider why Charles responded to threat of regicide from 6th December 1648 in the way he did.</p>	<p>Allocation of roles in scenario offers 'stretch and challenge' /differentiation opportunities.</p>	<p>Sources and information sheets.</p> <p>Academic interpretations of the regicide.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 30	Overview /Revision.	Absolutism challenged, 1603–1649.	<p>Look back at material in this Part and, selecting from earlier work, put together overview timelines of the key:</p> <ul style="list-style-type: none"> • political developments • religious developments • opposition • economic and social developments • dates and turning points. <p>Limit number of entries to 30 to ensure careful selection.</p> <p>This could be undertaken in groups and results compared to create class-timelines.</p> <p>Select the ‘top’ 10 individuals that had an influence in this period. (Could hold balloon debate to determine the most influential).</p> <p>Debate all key questions and produce one paragraph summary responses to each.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Opportunities for differentiation in students’ research and selection.</p> <p>Written and aural feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	<p>Notes and materials from Part One of this course, as above. Reference books.</p> <p>Practice exam-style questions.</p>

Part Two: Monarchy Restored and Restrained – Britain, 1649 – 1702

Section One: From Republic to Restored and Limited Monarchy, 1649 – 1678 (A-level Only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 1	The consolidation of the Republic.	Campaigns in Ireland. Scotland and Dunbar. Charles II and Worcester.	<p>PowerPoint introduction including recap of Part One and overview of Part Two.</p> <p>Review causation: why Ireland first and how this shaped approach before Cromwell's return to invade Scotland.</p> <p>Debate Cromwell's approach to Ireland, including historical interpretation comparison or view of Cromwell as a 'war criminal'.</p> <p>How Inverkeithing led to Worcester.</p> <p>Consider the importance of Lambert in Scotland.</p>	<p>Consideration of multiple-kingdom context.</p> <p>Links could be made to the crisis of 1641.</p> <p>Cause and consequence: the approach to each of the kingdoms.</p>	<p>PowerPoint overview.</p> <p>Maps to support overview of campaigns in Ireland, then Scotland to Worcester.</p> <p>Guided reading.</p> <p>Historical interpretations on Cromwell in Ireland.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 2	Political Divisions and experiments.	Republicanism and the Rump.	<p>Consider problems of establishing a new government and the extent of opposition.</p> <p>Create timeline of the Rump’s rule.</p> <p>Some students could write/give speeches as Haselrig might have delivered to justify actions of the Rump, or as opponents, such as Harrison, might have delivered to criticise them.</p>	<p>Debate whether the Rump politicians were driven more by pragmatism than ideology.</p> <p>Further discussion might include: How successful was the Rump? Could the leaders of the Rump have acted differently?</p> <p>Change and continuity in political authority in 1603 compared to 1649.</p>	<p>Reading materials for research.</p> <p>Selected readings from academic historians.</p> <p>Speeches from the Rump.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 3		Republicanism and the Rump.	Review reasons for the removal of the Rump. Spider diagram of Cromwell's decision making: the choice between the advice of Lambert and Harrison.	Debate the importance of ideology in the power struggle between the Rump and the New Model Army.	Guided reading. Source material from the Rump.
Week 4		Millenarianism and the Parliament of Saints.	The influence of Millenarianism and the development of a Fifth Monarchist 'party' from 1650. Role of Harrison in establishment of the Nominated Assembly. Different interpretations of the nature of the Nominated Assembly. Debate what the Nominated Assembly achieved.	Develop concepts, eg hagiocracy. Encourage students to find passages advancing different interpretations of the nature of the Nominated Assembly and Cromwell's attitude to it. Assess continuity and change in political structure.	Selected readings from academic historians. Source materials from the Parliament of Saints.

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 5	Cromwell and his aims.	The Protectorates.	<p>Lambert’s military coup to establish the Protectorate; stages of Lambert’s action.</p> <p>Why Cromwell accepted Lambert’s Instrument and became Protector.</p> <p>Create a chart indicating Cromwell’s decision making.</p> <p>Cromwell and ‘healing and settling’: construct a spider diagram to show the two elements of Cromwell’s aims.</p> <p>Debate the view of Cromwell as an ‘ideological schizophrenic’ in the context of regime change during April to December 1653.</p>	<p>Able students could explore position of Lambert further.</p> <p>Debate on negative view of Cromwell.</p> <p>Extension reading.</p>	<p>Selection from historians’ interpretations of Cromwell.</p> <p>Selected source material from Cromwell’s statements outlining his aims.</p> <p>Timeline 1653–58.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 6		The Protectorates.	<p>The First Protectorate: Create a timeline with key events and measures.</p> <p>Diagram to show structure of government created by Lambert's Instrument of Government.</p> <p>Create a Venn Diagram to show separate and overlapping characteristics of conservatism and radicalism in the Instrument of Government and the Protectorate.</p> <p>Create spider diagram to show why Cromwell changed his approach to the Rump, Nominated Assembly and accepted the Protectorate.</p> <p>Debate on benefits of written constitutions.</p>	<p>Consider significance of changes and look at these from point of view of Cromwell/ military/political nation/Charles Stuart.</p> <p>Develop chart on changes to political authority from monarchy, Rump, Nominated Assembly and Protectorate.</p> <p>Use as stimulus for thinking on change and continuity.</p>	<p>Guided reading.</p> <p>Selections from the Instrument of Government.</p> <p>Selected reading from academic historians.</p> <p>Reading/source materials to support regime change.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 7		Major-Generals and the reaction of the Political Nation.	<p>Reasons for the establishment of the Major-Generals and the role of Lambert in their creation.</p> <p>Lambert’s two sets of instructions to the Major-Generals as a prompt for a debate on them as godly dictators, reformers or central government interference.</p> <p>Class could be divided to prepare short presentations on 11 Major-Generals and their work to reinforce diversity of approach.</p> <p>Supporting notes: On an A3 page, split into three. In the centre, map of how England was split up with names of Major Generals for relevant area. On one side the aims and activities of the Major Generals. On the other side the reaction to the Major Generals.</p> <p>Source analysis of contemporary reaction to the Major-Generals.</p>	<p>Develop key concepts eg, military dictatorship, godly rule, etc.</p> <p>Assign research tasks on individual Major-Generals in relation to prominence.</p> <p>Extension reading.</p>	<p>Map showing the division of England by Major-Generals.</p> <p>DNB entry on Major Generals.</p> <p>Academic works on the Major-Generals and military dictatorship.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 8		The Protectorates.	<p>The Second Protectorate.</p> <p>Look at issues surrounding the Nayler Crisis as the context for the offer of kingship.</p> <p>Consider Cromwell's legacy and power vacuum.</p> <p>Create poster presentation of potential post-Cromwell leaders (including Lambert); students could research different individuals and provide an information sheet for the class.</p> <p>Spider diagram on factors for the collapse of the Interregnum.</p>	<p>Some might undertake further research into Cromwell's motivation on Kingship.</p> <p>Research tasks assigned as appropriate.</p> <p>Consider whether 1660 was failure of republicanism or the individuals.</p>	<p>Outline charts.</p> <p>Academic interpretations on Cromwell and Kingship.</p> <p>Timeline of 1658–1660 regimes.</p> <p>Guided reading.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 9	Charles II and the nature of restored monarchy.	Rule through parliament and ministers.	<p>The Restoration Settlement: Construct a chart of immediate problems faced by Charles and how he 'solved' them.</p> <p>Chart on numerous executions and brutal persecution under Charles II for consideration of 'merry monarch' stereotypical distorted image.</p> <p>The Cavalier Parliament: spider diagram on membership, influence and measures.</p> <p>Review issues from 1603–1660 that were not resolved by the Restoration of 1660: finances, religion, constitution, the nature of the state, as preparation for development of idea of crisis of state and linking change and continuity at key turning points – 1603, 1649, 1660, 1688, 1702.</p>	<p>Consideration of change and continuity by reviewing monarchy of 1660 in context of 1603 monarchy.</p> <p>Discussion of whether monarchy was a positive choice in 1660 or reaction to 1658 – 1660.</p> <p>Further research could be taken on ideas of Thomas Hobbes in Leviathan (1651) on acceptance of authority.</p>	<p>Worksheets for key facts.</p> <p>Timeline of key measures of Restoration.</p> <p>Further academic reading.</p> <p>Although fictitious, Rose Tremain's Restoration would enhance students' understanding of what it was like to live in the period.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 10		Clarendon.	Class divided in two to research and present: What Clarendon did for Charles and what he was blamed for. Debate: What did Clarendon do for Charles II and was he a scapegoat?	Finding, considering and commenting on historiography on Clarendon.	Guided worksheets. Timeline of the period 1660–1667. Primary source material on Clarendon. DNB entry on Clarendon.
Week 11		The Cabal and Danby.	Student presentation on the characters, views and role/influence of key ministers.	Pair students to ensure more able can help the less able in preparing contribution to conference. Choose an able/more extrovert student as 'chair'.	Timeline of 1667–1678. Guided worksheets.

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 12	The emergence of Court and Country 'parties'.	Causes, significance and consequences.	A3 chart illustrating Court and Country distinctions in context of summary notes on causes, significance and consequences. Set context of emergence in context of real development linked to later Exclusion Crisis.	Develop concepts of beginning of political distinctions.	Guided worksheets. Selected historiography on emergence of 'parties'. Timeline 1667–1685 of 'parties' development.
Week 13	Religious divisions and conflicts.	The defeat of Millenarianism.	Review of changing nature of Millenarianism in context of 1660. Critical reading of Hill's Experience of Defeat to provoke discussion of change and continuity in key concepts of Millenarianism and providence as well as change of attitudes to religion. Chart on change in approach of Quakers.	More able to research Milton's, Samson Agonistes and Paradise Lost as illustration of Millenarian defeatism. Debate 1660 as turning point in Puritanism?	Selections from Milton's work. Timeline of post-Restoration plots. Statistics on persecution. Guided reading of academic historians.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 14		The restoration of the Church of England; Protestant Dissenters; conflict over Catholic influence at court.	<p>Detail of Restoration Church Settlement and its key acts.</p> <p>Review and discuss religious spectrum and changing nature of those who remained outside Church of England in context of 1642–1660.</p> <p>Consider Catholic influence at court and the conflict it provoked.</p>	Change and continuity: review religious settlements 1604, 1633 and 1662.	<p>PowerPoint of key measures of reimposition of rigid Church.</p> <p>Guided worksheets.</p>
Week 15		Overview of position by 1678.	<p>Create revision chart to show development politically, religiously and economically from 1649 to 1678.</p> <p>Pairs or small groups could take responsibility for different areas.</p> <p>A revision essay could follow up some of these themes.</p> <p>Extension activity to compare Interregnum State with Restoration State.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Develop appreciation of change and continuity; similarity and difference; significance.</p> <p>Students should be allocated to research topics as appropriate to abilities with the more able consulting academic texts to supplement class notes.</p>	<p>Collating previous materials.</p> <p>Looking at academic interpretations of political/religious /economic change.</p> <p>Guided reading.</p>

Part Two: Monarchy Restored and Restrained – Britain, 1649 – 1702

Section Two: The Establishment of the Constitutional Monarchy, 1678 – 1702 (A-level Only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 16	Political developments and conflicts.	Exclusion; its aims, methods and its failure.	<p>Definition of the Exclusion Crisis.</p> <p>Construct list of ordered reasons for the Crisis.</p> <p>Make a timeline of the Exclusion Crisis.</p> <p>Debate choices facing Charles II.</p> <p>Produce example of Exclusion propaganda.</p>	<p>Develop key concepts of Exclusion, anti-popery, Whigs and Tories, prerogative, prorogation.</p> <p>Some could research role of Louis XIV in outcome of Crisis.</p>	<p>Guided worksheet.</p> <p>Interpretations from academic historians.</p>
Week 17			<p>Debate: Charles' absolutism, 1681–1685 or the power of the political nation?</p> <p>Construct chart of power of monarchy at key turning points to develop thinking on key question and change/continuity.</p> <p>Could write an obituary-style overview of Charles II's domestic achievements and limitations.</p>	<p>Change and continuity developed by reference to 1603, 1633, 1653, 1660 and 1680.</p> <p>Consideration of extract from Andrew Marvell's <i>An Account of the Growth of Popery and Arbitrary Government</i>.</p>	<p>Guided reading.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 18		James II and the attempts at absolutism and the restoration of Catholicism.	Add to chart from previous section on position of James in 1685 and 1688. Source evaluation on aims of James II in 1685. Chart of measures of James II to impose Catholicism and absolutism.	Development of key question thinking on power of monarchy and change and continuity. An appreciation of the personality and aims of James II.	Selections from academic historians. Timeline of 1685–1688.
Week 19	The 'Glorious Revolution'.	Causes of the revolution.	Reaction to the religious and political policies of James II. Consider examples of opposition. Debate why birth of James II's son was such a turning point. Research the causes of 'revolution' and rank order.	An understanding of the reasons for and nature of opposition to James II. An understanding of the development of the crisis. Develop conceptual thinking on political nation, 'Revolution of the Centre'.	Guided worksheets. Selected reading from Glorious Revolution texts. Academic interpretations.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 20		Nature of the revolution.	<p>The foreign invasion of William of Orange.</p> <p>Details of William's invasion and stages of gaining control.</p> <p>Review historical consensus on 1688 as foreign invasion.</p> <p>Change and continuity in relation to constitution and power of monarchy from 1688 to 1690.</p>	<p>Develop broader contextual thinking by appreciation of European context of 1688.</p> <p>Further reading on European context.</p> <p>Develop key concept of fiscal-military state.</p>	<p>Timeline of 1688–1689.</p> <p>Selected academic historical reading on nature of 1688 as invasion.</p>
Week 21		Its consolidation in England, Scotland and Ireland.	<p>Presentations on how William secured control in each of the three kingdoms.</p> <p>Consideration of extent of revolution in three kingdoms.</p>	<p>Debate: Which was the 'real revolution', 1649 or 1689?</p> <p>Could consider the changing relationship between the kingdoms across the century.</p>	<p>Guided worksheets.</p> <p>Timeline of consolidation.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 22	Divisions within the Political Nation.	The emergence of Whigs and Tories and their impact.	<p>Consider the divisions within the Political Nation.</p> <p>Venn diagram to show differences and similarities between Whigs and Tories</p> <p>Research their development at this point.</p> <p>Review of events/measures indicating influence of Whigs and Tories.</p>	<p>How divided was the political nation at this point?</p> <p>Develop concepts; eg, Junto Whigs.</p>	<p>Guided worksheets.</p> <p>Selected academic reading.</p>
Week 23	Religious changes.	Religious toleration and changes to the position of Anglicans, Protestants and Catholics.	<p>Chart on position of Church/State and how Anglicans, Protestants and Catholics related to official policy.</p> <p>Chart and timeline of key religious issues.</p> <p>Debate: Was religion a less problematic issue for William than previous monarchs?</p>	<p>Develop concepts and consider continuity and change of different religious groups post-1688.</p> <p>Debate encourages consideration of change and continuity.</p>	<p>Primary source material on different religious positions.</p> <p>Guided reading of academic historians.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 24	Government under William and Mary.	The importance of political parties and ministers.	Students could research and create: <ul style="list-style-type: none"> • profile of William • profile of Mary • profiles of key ministers • timeline of main policies/issues. 	Change and continuity could be developed by comparison of the approach in 1688–1702 to Charles II's approach to government.	Guided worksheets. Selected academic reading. Web search to assist with profiles.
Week 25		The changing influence of crown and Parliament.	Chart on the balance between the change in the relationship between Crown and Parliament. Source comparison on power of monarchy and its relationship with Parliament.	Discussion of who appeared to hold most power: The Crown or the Political Nation.	Selected source material from academic historians on Crown-Parliament relationship.

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 26		The reasons for the development of limited monarchy.	<p>Debate: what was more important in limiting the power of monarchy; the role of Parliament, William's European priority or the economics of war?</p> <p>Chart of factors causing a more limited monarchy with reference to how/why.</p>	<p>Develop concept of fiscal-military state.</p> <p>Change in power of monarchy.</p>	<p>Statistics on government expenditure, city finance and impact of the war.</p> <p>Guided worksheet on Parliament's intervention.</p> <p>DNB entries.</p>
Week 27	The condition of Britain and its monarchy by 1702.	The significance of the Act of Settlement; the balance of power between Crown and Parliament.	<p>Link key parts of the Act of Settlement to how they limit the powers of the monarchy.</p> <p>Could write an obituary-style overview of William's domestic achievements and limitations.</p> <p>Extension activity: use information from previous comparison of Interregnum State with Restoration State and now link to power of monarchy in 1702. Use this to develop key concept of the period; the fiscal-military state.</p>	<p>Thinking on key question on power of monarchy over time.</p> <p>Role of individual.</p> <p>Further extension could come from comparison of Act of Settlement with Instrument of 1653.</p>	<p>Selections from the Act of Settlement.</p> <p>Guided worksheets.</p> <p>Selection from academic historians on Britain in 1702.</p>

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 28		The condition of the Church of England and non-conformism and Catholicism.	Review of position of different groups and guided comparison to previous turning points. Devise chart to illustrate key development over the period.	Change and continuity in relation to issue of religion.	Worksheet handouts with questions and opportunity for reflection. Guided reading of academic historians.
Week 29	Overview/Revision.	Change, continuity, cause and consequence: a survey of Britain from 1649 to 1702.	Use notes from Part Two of course and additional reading to complete a chart looking at change and continuity from 1649 to 1702, particularly political and religious, but also economic and social. This could be done individually, in pairs or small groups or as a class activity. Revision breadth essay on Part Two of course.	Encourage less able students to pair up with more able ones in compiling the revision chart. Debate change and continuity; similarity and difference between 1603 and 1702. Discussion of interpretations.	Notes from Part Two of course. Additional guided reading. Academic interpretations on various perspectives.

A-LEVEL HISTORY – 7041/7042 – 1D STUART BRITAIN, 1603-1702 – SCHEME OF WORK

Week	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation/ stretch and challenge opportunities	Resources
Week 30	Overview /Revision.	Change, continuity, cause and consequence: a survey of Britain 1603–1702.	<p>Look back at the material from both parts of the course, Part Two overview materials from Week 29 and the overview materials created at the end of Part One.</p> <p>Using all this material, compile overview timelines and charts in relation to all the key questions (given in specification content) for the whole period.</p> <p>This could be undertaken in groups and results shared by class.</p> <p>All students should produce a short bullet point summary of findings.</p> <p>Students might write paragraph summary responses to each of the key questions.</p>	<p>Opportunities for differentiation in students' research and selection.</p> <p>Written and aural feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	<p>Notes and materials from Parts One and Two of this course plus other reference books.</p> <p>Practice exam-style questions.</p>