
Scheme of work

AS/A-level History Specification 7041/7042
The English Revolution 1625–1660, 2E

Introduction

To help teachers in planning a course of study for the new A level qualification, 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.

Scheme of work

HISTORY: The English Revolution, 1625–1660

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 2)

Learning Objectives AO1 and AO2

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (The remaining 6 weeks of the school /college year to be spent on NEA Component 3)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books. Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.

	<p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required 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>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 source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objectives AO1 and AO2

The English Revolution, 1625–1660

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE ORIGINS OF THE ENGLISH CIVIL WAR, 1625–1642; Section 1: The Emergence of Conflict and the End of Consensus, 1625–1629					
Week 1	The legacy of James I	Religious issues and divisions; relations between Crown and Parliament; relations with foreign powers	<p>PowerPoint introduction and overview of period.</p> <p>Consider the condition of the nation in 1625:</p> <ul style="list-style-type: none"> • religious concerns • division • relations between Crown and Parliament • foreign affairs. 	<p>Use key terms to develop conceptual understanding, eg absolutism; personal monarchy; prerogative.</p> <p>Appreciation of Charles I's inheritance and his suitability for the role of monarch in the context of the multiple-kingdom and religious issues of early modern Britain.</p>	<p>Primary and secondary written and visual sources to build picture of monarchy.</p> <p>Stuart family tree.</p> <p>YouTube film/documentary by Schama on transition from James to Charles.</p> <p>Guided reading.</p>

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Week 2	Monarchy and Divine Right	The character and aims of Charles I	<p>Create a profile of Charles I: character and approach to kingship, using written and visual material.</p> <p>Students might do some source analysis on the character of Charles I.</p> <p>Consider the main aims of Charles on his accession.</p>	Development of concept of Personal Monarchy.	<p>Guided worksheets and reference material for reading.</p> <p>Primary sources for analysis.</p>
Week 3		The King's advisers; ideas of royal authority	<p>Create a large diagram to illustrate the authority of the monarch, government and political problems:</p> <ul style="list-style-type: none"> • use/abuse of power • favourites • political nation • the parliaments • problems of administration. 	Ability to see 1625–29 as a coherent whole with appreciation of main factors.	<p>Selected reading of academic historians.</p> <p>Guided worksheet to introduce historiography.</p>
Week 4		The Queen and the court	<p>Use PowerPoint, DVD or YouTube clips to illustrate life at Charles' court as a reflection of his style of rule and concept of Personal Monarchy.</p> <p>Consider the role and influence of the Queen.</p> <p>Construct profile charts of key individuals at court.</p> <p>Source analysis in relation to culture of the court.</p>	Develop concepts such as anti-Catholicism; conspiracy theory mentality; point of contact, etc.	<p>Selections from historians to support work on Court.</p> <p>Examples of court culture.</p> <p>Contemporary accounts.</p>

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Week 5	Challenges to the arbitrary government of Charles I	Reactions against financial policies	<p>Chart of financial measures, especially Forced Loan.</p> <p>Research reaction to Charles' financial policies.</p> <p>Consider who opposed/supported the King and why.</p>	Awareness of need to avoid generalisation and find precise evidence.	<p>Reading on the Forced Loan.</p> <p>Guided reading of academic history.</p>
Week 6		Conflict over Church	<p>Examine the impeachment and promotion of Montagu.</p> <p>Research the York House Conference.</p> <p>Create a timeline of influence of the Laud.</p> <p>Consider the effects of changes.</p>	Develop terminology: Supreme Governor; anti-Calvinist; predestination; mother church; tract, etc.	Reading on the limited impact of Arminianism before 1628.
Week 7		Reactions against foreign policy and the role of Buckingham	<p>Aims, events and consequences of Cadiz and La Rochelle: construct flow charts to illustrate.</p> <p>Students could do some source analysis on the influence of, and attacks on, Buckingham.</p>	<p>Supporting structure for source analysis.</p> <p>Extension reading.</p>	<p>Source material on Buckingham.</p> <p>Guided reading of academic historians.</p>

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Week 8	Parliamentary radicalism	Personalities and policies of parliamentary opposition to the King; the Petition of Right;	<p>Students to research and present the main 'opposition' personalities of the period:</p> <ul style="list-style-type: none"> • Eliot • Coke • Selden • Pym • Scot. <p>Students might devise a reconstruction of the Five Knights' Case.</p> <p>Construct a timeline of the stages of the Petition of Right and link to discussion of the question of trust in the context of an unwritten constitution.</p>	Opportunity for differentiation in research for, and delivery of, presentations.	<p>Prompt sheets for key personalities.</p> <p>Core content information cards on Five Knights Case.</p> <p>Guided reading.</p> <p>Access to internet.</p>
Week 9		The dissolution of Parliament and the King's commitment to Personal Rule	<p>Review of the Three Resolutions and Charles' Declaration of March 1629.</p> <p>Source comparison on historians' views of the extent of the breakdown in 1629.</p> <p>Consider the nature of Personal Rule and Charles' commitment to it.</p>	<p>Differentiation by outcome in relation to source analysis.</p> <p>Development of conceptual thinking by exploration of 'conspiracy theory mentalities' when looking at Charles' Declaration.</p>	<p>Guided reading.</p> <p>Contemporary source material.</p> <p>Academic interpretations.</p>

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PART ONE: THE ORIGINS OF THE ENGLISH CIVIL WAR, 1625–1642; Section 2: An Experiment in Absolutism, 1629–1640					
Week 10	Charles I's Personal Rule	His chief ministers; methods of government	<p>Students create profiles of chief ministers and present to the class.</p> <p>Review of why concept of 'Thorough' is anachronistic.</p> <p>Consider Charles' method of government and the nature of Personal Rule.</p>	<p>Opportunity for differentiation in research for and delivery of presentations.</p> <p>Development of thinking on changing historical interpretations over time in relation to outdated concept of 'thorough'.</p>	<p>Guided reading.</p> <p>Extracts from contemporaries.</p>
Week 11		Financial policies and the reaction against them	<p>Students might draw a chart outlining main financial policies; figures raised and the reaction of the Political Nation.</p> <p>Source comparison on contemporary reaction to financial policies.</p> <p>Role play of Hampden's Case. Students to research the case to ensure they understand the central issues and can support their position.</p>	<p>Framework to support those needing guidance.</p> <p>Discussion of contemporary sources before differentiation by outcome.</p> <p>Role play: assign in relation to ability/support.</p>	<p>Primary source material on financial policies and reaction to them.</p> <p>Prompt and evidence cards for Hampden's Case.</p> <p>Guided reading.</p>

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Week 12	Religious issues	Laud and Arminianism in England and Scotland	<p>Definition of Laudianism.</p> <p>Students might research the religious policies of the Personal Rule.</p> <p>They could complete an exercise in source comparison on impact of Laudianism in England and Scotland.</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 as Laudianism.</p> <p>Consider whether there was serious opposition to the imposition of Laudianism.</p>	<p>PowerPoint overview of 1629–1640.</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 impact of Laudianism.</p>
Week 13		The growth of opposition from Puritans	<p>Examine the nature and extent of opposition to the religious policies of the Personal Rule.</p> <p>Students might research emigration and the Providence Island Company.</p>	Extension reading from academic historians.	Contemporary accounts.
Week 14	Political issues	The role of Wentworth; policies in Ireland and England	<p>Profile of Wentworth: construction of profile of Wentworth and timeline of main events in his career. This might be done in groups.</p> <p>Chart of Wentworth’s policies in Ireland. Students might work in pairs on aim of policy and why it might provoke reaction in England and Ireland.</p>	<p>Organise group work.</p> <p>Organise pair work to support less able.</p>	<p>Guided worksheets.</p> <p>Reading from academic historians.</p>

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Week 15		The reactions against the Crown; demands for the recall of Parliament	<p>Look at reaction to political issues and the demand for the recalling of Parliament. Contemporary reactions to the Personal Rule might be examined.</p> <p>Contemporary sources on whether Parliament would be recalled should also be considered.</p> <p>Matching of contemporary sources with historical interpretations of the Personal Rule.</p>	<p>Developing primary source material use.</p> <p>Extension through comparison of contemporary reaction and historiography.</p>	<p>Guided worksheets.</p> <p>Extended reading from suitable texts.</p>
Week 16	Radicalism, dissent and the approach of war	The spread of religious radicalism	Group work on the threat of examples of religious radicalism and opposition in the later stages of Personal Rule leading to a discussion of extent and nature of threat to Charles' authority.	Group work and debate.	<p>Evidence/framework sheet for examples.</p> <p>Guided reading.</p>
Week 17		The Scottish Covenant and the Bishops' War; the Pacification of Berwick; the second Bishops' war	<p>Students might review:</p> <ul style="list-style-type: none"> the Scottish Covenant the Bishops' wars the Pacification of Berwick. <p>This might lead to a class debate on the nature and issues of Charles' response to the Scottish Rebellion.</p>	Debate: open ended but supporting contributions through structure.	<p>Maps.</p> <p>Access to internet.</p> <p>Timeline of developments in Scotland.</p>

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Week 18	Overview	Review of 1629–1640	<p>Overview of the Personal Rule.</p> <p>Students might review:</p> <ul style="list-style-type: none"> • features of Personal Rule • economic policies • religion • politics and opposition • increasing radicalism. 	Framework/timeline summary.	<p>Guided summary.</p> <p>Notes from previous weeks.</p>

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PART ONE: THE ORIGINS OF THE ENGLISH CIVIL WAR, 1625–1642; Section 3: The Crisis of Parliament and the Outbreak of the First Civil War, 1640–1642					
Week 19	The Political Nation, 1640	The recall of Parliament	<p>Overview of 1640 to 1642.</p> <p>Provide narrative framework for students to understand descent in to Civil War. Students research and present basics of following chronology of key events:</p> <ul style="list-style-type: none"> • 1640 political unity • Root and Branch Petition • bridging appointments • Wentworth's execution • Irish Rebellion • Militia and Grand Remonstrance • King Pym • Constitutional royalism • Five Members' Coup • failed neutrality pacts • puritan activism. • 	<p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Awareness of chronological development of division.</p> <p>Ability to weigh up a variety of factors, link and prioritise; this could lead into an essay-style question.</p>	<p>Supporting worksheets.</p> <p>Overview timeline of November 1640 to August 1642.</p> <p>Guided reading.</p>

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Week 20		The strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition	<p>Students might work in pairs to draw a table illustrating:</p> <ul style="list-style-type: none"> the strengths of Charles I the weaknesses of Charles I the strength of parliamentary opposition divisions amongst the opposition. <p>Consider the overall state of the two sides: who appeared to be in the stronger position?</p>	<p>Pair work organising notes in to positive/negative.</p> <p>Could be card sort exercise for some.</p>	<p>Guided worksheet.</p> <p>Access to internet.</p> <p>Contemporary sources.</p>
Week 21		The strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition	<p>Consider the execution of Strafford and its political consequences.</p> <p>Develop an understanding of trial and consequences through role play or source material.</p> <p>Review the development of the opposing sides.</p>	<p>Examine developments from different perspectives.</p> <p>Trial could be examined through role play.</p>	<p>Supporting material for role play.</p> <p>Contemporary and historical interpretation.</p>
Week 22		The strengths and weaknesses of Charles I; the strengths and divisions of parliamentary opposition	<p>Source analysis on historical interpretations of the nature and development of Constitutional Royalism, and the development of a Royalist Party.</p> <p>Consideration of profile of Hyde to understand development of Constitutional Royalist position.</p>	<p>Develop understanding of key concept of Constitutional Royalism.</p>	<p>Extracts from academic historians.</p> <p>Guided reading.</p>

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Week 23	Pym and the development of parliamentary radicalism	Pym's personality and aims.	<p>Students to research and construct a profile of Pym.</p> <p>Students could work in pairs to produce contrasting news article reviews of 'King Pym'. Consider the nature of parliamentary radicalisation and identify Pym's aims.</p>	Opportunities for differentiation by pairing and by task.	<p>Extract from DNB entry on Pym.</p> <p>Text content on Pym.</p>
Week 24		The Grand Remonstrance; the London mob; popular radicalism.	<p>Students could research (in groups):</p> <ul style="list-style-type: none"> • the Grand Remonstrance • the London mob • popular radicalism. <p>Each group presents to the class and this might be followed by a discussion of the reaction of Political Nation.</p> <p>Class reading of role of Pym in connection to these examples of radicalism to support the discussion further.</p>	<p>Supported class reading and note taking.</p> <p>Presentations by group.</p>	Guided worksheets and selections from text.

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Week 25	Conflicts between Crown and Parliament	Failure of negotiations between King and the Long Parliament; the execution of Strafford and its political consequences.	<p>Consider negotiations between Charles I and the Long Parliament:</p> <ul style="list-style-type: none"> • was there genuine dialogue • were negotiations doomed • who was at fault? <p>Students might research the events leading to the execution of Strafford and examine the political consequences.</p>	Work in groups on research tasks to support all students.	<p>Guided reading of academic historians.</p> <p>Contemporary sources and opposing views.</p>
Week 26		Failure of negotiations between King and the Long Parliament; the execution of Strafford and its political consequences.	<p>Bedford's Bridging Appointments: construction in pairs of issues and reasons for failure.</p> <p>Extracts from Historical interpretations of failure of settlement: students to isolate reasons from each extract and construct a grid to make comparisons.</p>	<p>Sharing of information on causation.</p> <p>Extended reading.</p>	<p>Guided worksheet.</p> <p>Selections from historians on failure of settlement.</p>
Week 27	The slide into war	The impact of events in Ireland.	<p>Review of contemporary accounts of reaction to Irish Rebellion.</p> <p>Students consider the events in Ireland and the effects in England.</p> <p>Students might begin a timeline of the slide into war and annotate the stages to illustrate potential flash points.</p>	Further opportunities for evaluation of primary source material.	<p>Primary source material.</p> <p>Guided reading.</p>

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Week 28		The failed arrest of the Five Members; local grievances	<p>Examine the circumstances leading to the attempted arrest of the Five Members.</p> <p>Consider the effects of Charles' actions.</p> <p>Group work on contemporary extracts from accounts of local grievances; organise by themes and priority order.</p>	Further opportunities for evaluation of primary source material.	<p>Selections from film reconstructions of Five Members' Coup.</p> <p>Guided Reading.</p>
Week 29		Attempts to impose royal authority and the development of a Royalist Party military preparations for war	<p>Students could examine Charles' attempts to impose his authority and the development of a Royalist Party.</p> <p>Events from Weeks 28 and 29 could be added to the timeline of the slide into war.</p> <p>Consideration of neutrality pacts.</p> <p>Research reasons and principal figures in some of the 22 attempts at neutrality pacts and identify key themes.</p> <p>Students might construct a profile of Cromwell in 1642 as illustrative of activists who broke neutrality pacts.</p> <p>Look at military preparations for war and debate the idea that war was now inevitable.</p>	<p>Extension reading through articles on neutrality pacts.</p> <p>Development of conceptual thinking on kingship; nature of political division and activism.</p>	<p>Selected reading on Cromwell from DNB entry and range of studies/biographies.</p> <p>Contemporary accounts.</p>

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Week 30	Overview/Revision	Holistic appraisal of Part One.	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster <p>Consider the influence of key figures: eg, Buckingham, Laud, Pym and Cromwell. (Could hold balloon debate to determine the most influential).</p> <p>Consider how far religious ideas influenced political developments.</p> <p>Consider different perspectives: political; economic and social; military; religious. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and developments from different perspectives, eg, political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Debate: what were the key turning points?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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PART TWO: RADICALISM, REPUBLIC AND RESTORATION; Section 1: War and Radicalism, 1642–1646 (A-level only)					
Week 1	The First Civil War	The strengths and weaknesses of the political and military leadership of the Royalist cause	<p>PowerPoint introduction and overview of period 1642 to 1646.</p> <p>Students might write profiles of royalist leadership: Charles I, Clarendon, Henrietta-Maria and Rupert.</p> <p>Use PowerPoint, DVD or YouTube clips to illustrate life during the First Civil War.</p> <p>Create a large diagram to illustrate the strengths and weaknesses of the political and military leadership of the Royalist cause.</p>	<p>Use key terms to develop conceptual understanding.</p> <p>Consider: what was the 'ancien régime'.</p> <p>In-depth appreciation of Charles I's role and his suitability for the role of commander.</p>	<p>Primary and secondary written and visual sources to build picture of characters of leadership.</p> <p>Bourbon family tree.</p> <p>YouTube film/documentary on First Civil War.</p> <p>Guided worksheets and reference material for reading.</p> <p>Map of Britain in 1640s showing key battles.</p> <p>Primary sources for analysis.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 2	The First Civil War	The strengths and weaknesses of the political and military leadership of the Parliamentary forces	<p>Students could write profiles of Parliamentary leadership: Pym, Holles and Cromwell.</p> <p>Create large diagram to illustrate the strengths and weaknesses of the political and military leadership of the parliamentary cause.</p> <p>Students might look at their diagram from last week and consider the relative strengths and weaknesses of both sides.</p>	Selection from source material.	<p>Compilations of stimulus material relating to parliamentary leadership.</p> <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.</p>
Week 3		The emergence of the New Model Army; the Solemn League and Covenant; Self Denying Ordinance	<p>Introductory spider diagram to illustrate reasons for the emergence of the New Model Army.</p> <p>Students to research in pairs or small groups and give presentations on key military figures:</p> <ul style="list-style-type: none"> • Fairfax • Cromwell • Ireton • Lambert • Harrison <p>Historical interpretations on different reasons for the emergence of the New Model Army.</p>	<p>Opportunity for differentiation in research for and delivery of presentations.</p> <p>Source analysis and extended reading.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts <p>Extracts from key Historians on the New Model Army.</p>

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Week 4	The intensification of radicalism	Popular radicalism in London	<p>Student presentation on the London radicals and participants. Research might be done in pairs or groups.</p> <p>Consider other means of dissemination of radical ideas: pamphlets; statistics for literacy, etc.</p> <p>Movement through the New Model Army: assess extent of dissemination/influence.</p> <p>Create a diagram to illustrate the impact of popular radicalism in London. Students to find relevant primary source material.</p>	<p>Consideration of the extent/impact of popular radicalism.</p> <p>Awareness of need to avoid generalisation and find precise evidence.</p> <p>Extension reading.</p>	<p>Research materials.</p> <p>Extracts from DNB entries on London radicals.</p> <p>Selections from articles on popular radicalism in London.</p>
Week 5		Religious radicalism in the New Model Army	<p>Examine religious radicalism with reference to:</p> <ul style="list-style-type: none"> • leadership of key godly officers • role of regimental chaplains • regimental banners • the New Model Army as a gathered church <p>Look at primary source material and historiography to illustrate extent of radicalism.</p> <p>Detailed consideration of the New Model Army's religious radicalism.</p>	<p>Encourage students to debate extent of radicalism and its influence.</p> <p>Extended reading.</p> <p>Consider why the New Model Army was so radical in religion. Was this the first stage in revolution?</p>	<p>Guided reading and worksheets; source material.</p>

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Week 6		Pamphlets and propaganda	Students could look at a number of contemporary sources, eg. Parker's, The King's Cabinet Opened. Consider the nature of propaganda and the likely effects of such pamphlets.	Extended reading through introduction to Early English Books Online.	Guided reading. Contemporary materials.
Week 7	The end of the First Civil War	Divisions among the Parliamentary leaders	Consider reasons for divisions and their nature: how serious were these disputes? Students might research and write profiles of leading figures amongst parliament. Include details of their point of view and division amongst them. Sources on the division from historians could be considered.	Source analysis. Extended reading.	Use two conflicting sources and consider which provides the more convincing interpretation of why there was division.
Week 8		Attempts at settlement and the capture of Charles I	Create a chronological chart of proposals made in attempts to reach a settlement. Consider why settlement was a divisive issue. Look at the capture of Charles I and consider the implications.	Some could be stretched to look further at Marxist interpretations of the revolution and share ideas with class.	Outline charts. Reading and sources to illustrate developments. Guided reading for 'stretch' activity.

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Week 9	Overview	Review the content of Section 1	Consider the reasons for the defeat of the Royalist cause. Rank these in order.	Opportunity for differentiation in allocation of sources for detailed examination.	Source material. Guided reading.
Week 10		Review the content of Section 1	Consider the reasons for Parliament's success and rank these in order. Practice an exam-style question on this section.	Writing frame and selected source material.	Essay plan. Selections from sources. Selected historiography.
PART TWO: RADICALISM, REPUBLIC AND RESTORATION, 1642–1660; Section 2: The disintegration of the Political Nation, 1646–1649 (A-level only)					
Week 11	Political and religious radicalism	The politicisation of the New Model Army	Spider diagram to focus on causation and inter-relation of factors leading to increased politicisation. Flow chart of stages of politicisation. Examine selections from New Model Army documents that chart the development of its politicisation. Source analysis: historians and conflicting opinions on the role of the Levellers in the politicisation of the New Model Army.	Conceptual development of different meanings in 17 th century, eg agitators and adjutators. Introduce some to Marxist interpretation.	Guided reading. Contemporary sources.

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Week 12		Lilburne and the Levellers	<p>Use PowerPoint/clips and source extracts to examine reasons for the development and importance of the Levellers.</p> <p>Students might research Lilburne and construct a profile of his character and aims.</p> <p>Extracts from the Putney Debates could be examined.</p>	<p>Consider /read further to enhance knowledge of historiographical debate on the importance of the Levellers.</p> <p>Consider why this debate is of importance for the recent development in politics in the modern world.</p>	<p>Guided reading to enhance understanding of historiographical debate on importance of the Levellers.</p> <p>DNB entry on the Levellers.</p>

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Week 13		Fifth Monarchists, Ranters and other populist groups.	<p>Establish the context for the emergence of the Fifth Monarchists in 1650.</p> <p>Establish the context for the emergence of the Ranters in 1649-50.</p> <p>Consider the size and influence of both groups.</p> <p>Source material relating to the action of peasants might be examined.</p> <p>Create a chart of activities and concerns among the Political Nation generated by the activities of the radicals.</p> <p>Read the key radical texts.</p> <p>Identify other populist groups and note their aims and significance.</p> <p>Debate whether the Ranters actually existed.</p>	<p>Understanding link between political and religious developments.</p> <p>Assessing relative importance of radical groups and individual radicals leading to concepts of revolution 'from above' and 'from below'.</p>	<p>Copies of contemporary sources of radical texts.</p> <p>Guided reading.</p> <p>Extracts from academic historians.</p>

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Week 14	Political and religious divisions	The attitude and actions of Charles I	<p>Students might create a chronological chart of the actions of Charles I from 1646 to 1648.</p> <p>Examine accounts from Charles I to illustrate his position.</p> <p>Source analysis from historians on Charles' approach to settlement.</p> <p>Consider whether Charles was ready or willing to compromise.</p>	<p>Understanding continuing importance of concept of divine right and monarchy as part of the political system.</p> <p>Development of regicidal thinking in relation to religious radicalism.</p>	Sources for evaluation and guided reading for additional research.
Week 15		Divisions within the opposition to the king	<p>Students create a chart of different groups; their positions and areas of division.</p> <p>Rank these in order of the threat they posed to any settlement.</p>	Development of understanding of on-going process of constitutional royalism in further dividing Parliament.	Guided reading and contemporary sources.
Week 16		The failure of attempts to reach a political settlement.	<p>Students might devise a chart of various attempts at settlement 1646 to 1648 to include: Newcastle Propositions; Heads of the Proposals and Newport Treaty.</p> <p>Consider why each failed.</p> <p>Source analysis on reasons for failure of settlement.</p>	Differentiation by task and outcome.	<p>Guided research using primary sources where available.</p> <p>Historians on attempts at settlement.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 17	The Second Civil War	The reasons for its outcome	<p>Create an illustrated storyboard of developments leading to the Second Civil War.</p> <p>Students should develop a detailed understanding of the central importance of the Windsor Prayer Meeting for the development of the New Model Army's consideration of regicide.</p> <p>Consideration of Preston and the effects on Cromwell's thinking.</p>	Understanding how revolutions develop and become more radical in the context of the changing position of many in the New Model Army as a result of the Second Civil War.	<p>Map to illustrate the Second Civil War.</p> <p>Guided reading.</p>
Week 18	The problem of Charles I	Divisions within the army and Parliament	<p>Students could create a chart illustrating division within the army and Parliament.</p> <p>Review chronology of the development of division from the Repeal of Vote of No Addresses through to Pride's Purge.</p> <p>Consider the importance of Ireton in developing position of the Army.</p> <p>Consider why Charles I was a problem.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Debate: why was there a development of division amongst the army and Parliament?</p>	<p>Guided reading on divisions.</p> <p>Biographies of Cromwell.</p>

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Week 19		The trial and execution of the King.	<p>Debate the position of the King and hold a mock trial.</p> <p>Students can research cases for prosecution and defence and a student or teacher can also take the part of Charles I at trial.</p> <p>Students read contemporary accounts of the execution and debate their value as authentic descriptions, particularly how 'myth' of groan at execution is based on a later doctored memoir rather than an actual contemporary account.</p> <p>Source analysis on nature of revolution in 1649.</p>	Trial activity provides opportunity for further research and 'stretch and challenge'.	<p>Academic reading on Charles' trial.</p> <p>Written sources with contrasting views could also be used to frame the role play.</p> <p>Extracts from films showing representations of regicide.</p> <p>Guided reading.</p>

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Week 20	Review	The execution of the King.	<p>Read contemporary accounts of reasons for the regicide and consider their relative value.</p> <p>Construct a spider diagram summary of reasons for the execution of Charles I.</p> <p>Consider extracts from historians on the reasons for the regicide.</p>	<p>Debate; assessing reasons for regicide.</p> <p>Some students could be challenged to undertake further research into reasons for the regicide.</p> <p>Student-led assessment of sources on reasons for regicide.</p> <p>Could be linked to study of how a revolution develops by contrasting Charles' position in 1646 with 1649.</p>	<p>Sources including accounts of justifications for regicide, eg. Milton.</p> <p>Guided reading.</p> <p>Conflicting views of academic historians.</p>

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PART TWO RADICALISM, REPUBLIC AND RESTORATION, 1642–1660; Section 3: Experiments in Government and Society, 1648–1660 (A-level only)					
Week 21	The Third Civil War	The attempted royalist revival; the defeat and exile of Prince Charles.	<p>Look at Charles' agreement with the Covenanters.</p> <p>Consider the defeat of royalism in Ireland, Scotland and at Worcester.</p> <p>Source analysis on reasons for the defeat.</p>	<p>Source based task.</p> <p>Extended readings.</p>	<p>Maps to illustrate 1648 to 1651 campaigns.</p> <p>Contemporary sources.</p>
Week 22	Political Radicalism	The failure of the Levellers and Diggers and the 'Godly Society'.	<p>Students might create a chart of events/developments in the threat and failure of both the Levellers and Diggers.</p> <p>Debate reasons for, and the impact of, Levellers and Diggers and their failure.</p> <p>Create a wall poster to show the extent of the creation and failure of the 'Godly Society'.</p>	<p>Students to explain key reasons for the failure of radical groups.</p> <p>Extension reading from Marxists on who were the revolutionaries.</p>	<p>Map(s) of war developments, September 1792-August 1793.</p> <p>Sources for evaluation and guided reading.</p>
Week 23		Quakers, Baptists and other radical sects.	<p>Compile a chart of different groups, indicating leading figures, ideas and events.</p> <p>Students could research and construct a profile of James Nayler as the leading Quaker.</p> <p>Consider the role of the Baptists and other radical sects. How influential were they?</p>	<p>Opportunity to consider the significance of different groups.</p>	<p>Sources, written and visual, to illustrate different groups.</p> <p>Guided reading.</p> <p>DNB entry on Nayler and his significance.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 24		The Rump Parliament as an experiment in radical republicanism; the Parliament of the Saints.	<p>Create an A3 chart to reflect the measures of the Rump Parliament:</p> <ul style="list-style-type: none"> • divide into boxes to record details of political, judicial, administrative, economic and social changes • Students could research separate areas in pairs and pool information. <p>Assess and record strengths and weaknesses of reforms.</p> <p>Research the Parliament of the Saints.</p> <p>Consider the nature of the assembly and how far it was a last attempt to establish a stable Parliament.</p> <p>Consider the implications of the dissolution of the Parliament of the Saints.</p>	<p>Debate the extent of republican radicalism.</p> <p>Ask students to present views on extent of change and continuity.</p> <p>Differentiation by student activities in compiling overview chart and discussion of changes.</p>	Collating evidence from guided reading and sources.
Week 25	Oliver Cromwell and the Protectorate	Cromwell's personality and approach to government.	<p>Review Cromwell's aims, notably 'healing and settling' and set in the context of the evidence of his statements.</p> <p>Construct a chart linking his aims to examples of his actions.</p> <p>Consider Cromwell's approach to government.</p>	Opportunities for additional extension reading.	<p>Selected sources from Cromwell.</p> <p>Selections from historians on Cromwell's aims.</p>

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Week 26		Cromwell's refusal of the Crown; the limits of religious toleration; the Major Generals; the problem of the succession to Cromwell.	<p>Look in detail at toleration in relation to the Instrument of Government.</p> <p>Draw a flow chart to show reasons for the Major Generals and the succession problem as part of one process.</p> <p>Consider the nature of the Protectorate.</p>	<p>Understanding the link between Cromwell's aims and different forms of government attempted.</p> <p>Understanding of government by the Major Generals.</p>	<p>Guided reading using primary sources and reference books.</p> <p>Extract from Clauses 35-37 of the Instrument of Government on the extent of toleration.</p>
Week 27	The monarchy restored	Political vacuum after the death of Cromwell.	<p>Opportunity for the creation of some character profiles: Richard Cromwell; Charles Fleetwood; Monck; Lambert.</p> <p>Students could research the divisions of 1658-60 and prepare presentations.</p> <p>Students might draw a chart of 1658-1660 illustrating the changing regimes.</p> <p>Consider the failure to replace Cromwell.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Debate on the weakness of post-Cromwell regimes.</p>	<p>Student presentations with:</p> <ul style="list-style-type: none"> • PowerPoint illustrations • handouts of key facts.

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Week 28		Negotiations for the return of the monarchy under Charles II	<p>Students could research the further development of Constitutional Royalism.</p> <p>Primary source analysis on the fear of anarchy as an inducement to restore the monarchy.</p> <p>Chronological breakdown of the events of 1660 leading to the return of Charles II.</p> <p>Consider the failure of republicanism and the new monarchy.</p>	<p>Debate: why the monarchy was restored.</p> <p>Consider the dangers of one-man dominance in light of the failure of post-Cromwell regimes.</p> <p>Analyse Lambert's position and influence from September 1658 to May 1660.</p> <p>Who was the stronger influence on events; Monck or Charles Stuart?</p>	<p>Look at historians' interpretations of why the monarchy was restored.</p> <p>Evaluate and debate contemporary accounts and pictures.</p> <p>Guided reading.</p>
Week 29		The legacy of the English Revolution by 1660.	<p>Students consider the legacy of the revolution.</p> <p>Review historical opinion on the legacy of the revolution with discussion of the interpretation of Marxists.</p> <p>Create revision sheets for overview of the English Revolution.</p>	<p>Debate whether the Revolution brought positive or negative results.</p> <p>Revision activities can be organised into differentiated groups.</p>	<p>Information sheets and guided reading.</p> <p>Primary sources.</p> <p>Historians on the legacy of the Revolution.</p>

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Week 30	Overview/Revision	Holistic appraisal of Part Two; revision of the full course.	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster <p>Consider the influence of key figures across the period, eg: Charles I; Holles; Cromwell; Ireton; Harrison; Lambert; Charles Stuart.</p> <p>Could hold balloon debate to determine the most influential.</p> <p>Consider how far republican or religious ideas influenced events.</p> <p>Consider different perspectives: political; economic and social; military; religious.</p> <p>Collect several sources to show how each area developed and changed during the course of the revolution (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and developments from different perspectives, eg, political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Debate: what were the key turning points in the development of the revolution?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Parts One and Two.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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