

YEAR 4: THE STUARTS (5 lessons)



Contents Include:

James I

The Gunpowder Plot

Charles I

The causes of the English Civil War

Suggested Teacher Resources:

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

Lesson 1. Who was James I?

Elizabeth I never married and was famously the ‘Virgin Queen’. As she had no children, the crown passed to Elizabeth’s distant cousin James VI of Scotland. James’ mother, Mary Queen of Scots, had been a strong Catholic and was executed by Elizabeth I for plotting to assassinate her and replace her as queen. Despite his mother being killed by Elizabeth, James VI was willing to become king of both Scotland and England. This created a ‘union of the crowns’ between Scotland and England, the first step in the creation of Great Britain. James VI was a Protestant. He was a wise king, but was very bad at sharing his power.

See pages 150-151 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand why James VI of Scotland became James I of England.</p>	<p>When Elizabeth I never married or had children, so when she died in 1603 she did not leave an heir to the throne.</p> <p>This meant that the crown passed to James VI of Scotland who became James I of England also. This was called the ‘union of the crowns’.</p> <p>James I believed in an idea called the ‘divine right of kings’, meaning that God had chosen him to be King, so no one could challenge his power.</p>	<p>Pupils role play James I’s treatment of Parliament. One pupil sits on their throne as King James I, whilst the rest of the class are Parliament. They ask him questions perhaps using prompt cards about his rule (tax, foreign wars, religion) and James I responds to them in an arrogant fashion (resource 1).</p> <p>Write a diary entry as James I reflecting upon becoming King of England. He may have experienced mixed emotions, as it meant a great increase in his power, but the English had killed his mother. Study the Royal Badge of James I, which combines the English rose with the Scottish Thistle under one crown.</p> <p>This offers a good explanation of James</p>	<p>heir union Divine Right of Kings tax</p>	<p><i>What happened after the death of Elizabeth I?</i></p> <p><i>What is meant by the ‘Divine right of kings?’</i></p> <p><i>What is meant by the ‘union of the crowns’.</i></p> <p><i>What sort of King was James I?</i></p>

1. James I and the 'Divine Right of Kings'

These are prompts for a role play between King James I and Parliament. James I believed that he had been chosen to rule England by God so nobody should question his power—something called the 'Divine Right of Kings'. He did not want to share his decisions with Parliament.

Now that you are King of England, you have to realise things here work differently to Scotland. You have to share power with us.

I am King, and I was chosen by God to rule over both England and Scotland. I share my power with nobody.

We want you to reassure us that you are a good Protestant by marrying your son to a Protestant princess.

Never! I am a King and I shall decide who my son marries. I will probably decide that he should marry a Catholic Princess from Spain.

You are spending too much money, and giving too many gifts to your Scottish friends. We want to control how much you spend.

This is my Kingdom, and I shall spend money how I like! It is not up to you how I run my government.

You only call Parliament to sit when you want more money. We will not agree to the tax rises you propose, until you make compromises.

I was chosen by God to be King and to have complete power. I do not make compromises. You should give me the money I want.

You want to spend more money fighting in a war for your German son-in-law, but we do not approve of this.

This is an embarrassment! I should be helping my son-in-law Frederick defend his throne, but you will not allow me.

Parliament

The King

Lesson 2. Why did the plotters try to blow up Parliament?

James I was married to a Catholic Queen, and his mother had been a Catholic. So, when he came to the throne England's Catholics believed that James I might let them practice their religion freely. This was not the case. James reintroduced harsh laws against Catholics from Elizabeth's reign: Catholics were fined for not going to Protestant Church; Catholic priests were killed or sent into exile; Catholic baptism was outlawed; Catholics were not allowed to go to university. In reaction to this oppression and discrimination, one of the most famous stories in English history took place: the Gunpowder Plot.

See pages 156-157 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand why the gunpowder plotters tried to blow up Parliament.</p>	<p>The gunpowder plotters were a group of angry Catholics, who did not like how King James was treating Catholics in England.</p> <p>Catholics thought King James would be nice to them, but the opposite happened. Catholics were fined, exiled and had their rights taken away.</p> <p>The plotters planned to attack the state opening of Parliament with gunpowder, when all of the most important people in Britain were there. They would then take control of the country.</p>	<p>Explain to pupils the situation that Catholics found themselves after James I became king in 1603. Cover that Catholic priests were exiled; Catholic baptisms were outlawed; and Catholics had various rights taken away. Discuss what life would have been like for a Catholic at that time.</p> <p>Write a letter from the chief plotter, Robert Catesby, to the rest of the plotters explaining the plan to blow up Parliament. It should explain what they plan to do, and why they plan to do it.</p> <p>Parliament has a lot of resources to help teach the gunpowder plot, and a good video can be found here.</p>	<p>plot treason gunpowder</p>	<p><i>How did James I treat Catholics once he became king?</i></p> <p><i>Why did Catholics feel particularly angry about this?</i></p> <p><i>Why did the plotters want to blow up Parliament?</i></p> <p><i>What did the plotters plan to do?</i></p>

Lesson 3. How was the gunpowder plot stopped?

Had the gunpowder plot succeeded, it would have completely whipped out Britain's ruling class: the King; the King's court; and much of the Houses of Parliament. The plot nearly succeeded, had it not been for one of the plotters named Francis Tresham who wrote to a friend warning him to stay away from Parliament. The so-called 'Monteagle letter' was given to English Secretary of State, who ordered that the cellars below the Houses of Parliament be searched. It was there that they found Guy Fawkes with 36 barrels of gunpowder. The rest of the plotters were rounded up and sentenced to a horrible death.

See pages 156-157 of *What Your Year 4 Child Needs to Know*.

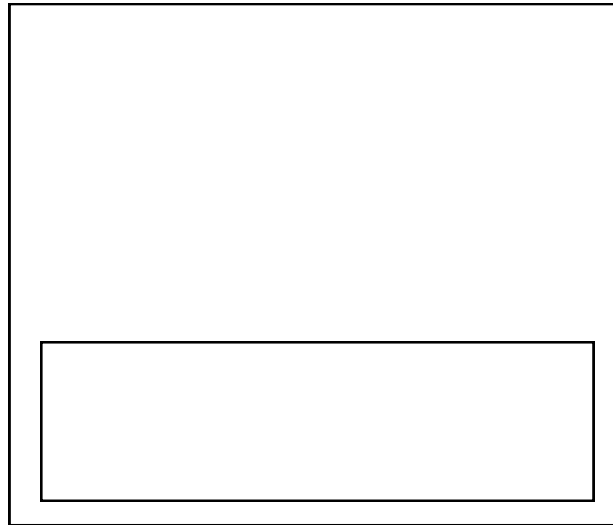
Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To know how Guy Fawkes was caught and the gunpowder plot was prevented.</p>	<p>Had the gunpowder plot succeed, it would have completely whipped out Britain's ruling class.</p> <p>The plot was discovered at the last minute due to a letter sent by one of the plotters to a friend, warning him to stay away from Parliament.</p> <p>This caused the cellars below Parliament to be searched, and Guy Fawkes was found amongst 36 barrels of gunpowder.</p>	<p>Tell the story of the gunpowder plot to the class (pp. 152-154), perhaps with pupils acting out the different roles. The major parts of the story are:</p> <ul style="list-style-type: none"> • The original plot. • The letter from Francis Tresham. • The discovery of Fawkes. • The torture of Fawkes. • Capture of the other plotters • The trial and execution of the plotters. <p>Create a story board of the events (resource 2).</p> <p>Reflect on the legacy of the event with bonfire night celebrations today.</p> <p>Design a newspaper story on Guy Fawkes and the gunpowder plot (resource 3).</p>	<p>treason Guy Fawkes gunpowder Francis Tresham trial execution</p>	<p><i>Why did the plotters want to blow up Parliament?</i></p> <p><i>What was their plan?</i></p> <p><i>Who gave away their plan?</i></p> <p><i>What would have happened if the gunpowder plot had been successful?</i></p>

2. The Story of the Gunpowder Plot

Divide the story of the gunpowder plot into six different stages, and then write them out in the following storyboard. For each box, write a short description of what happened, and draw an image of the scene.



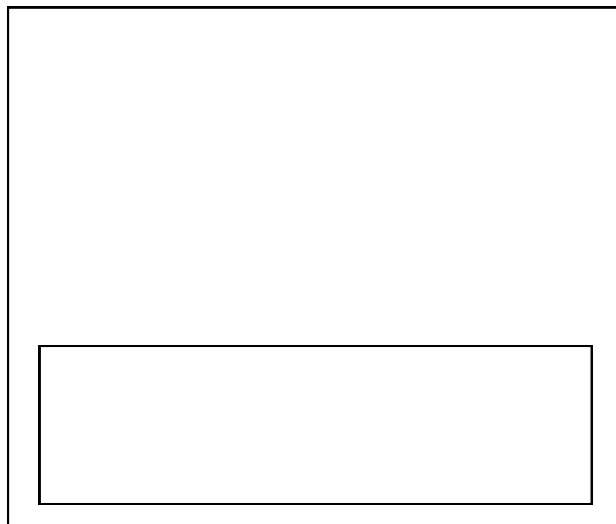
A large empty rectangular box for drawing a scene, with a smaller empty rectangular box at the bottom for writing a description.



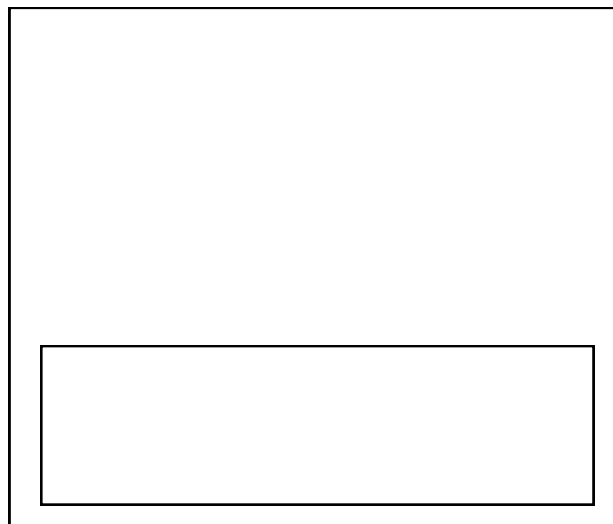
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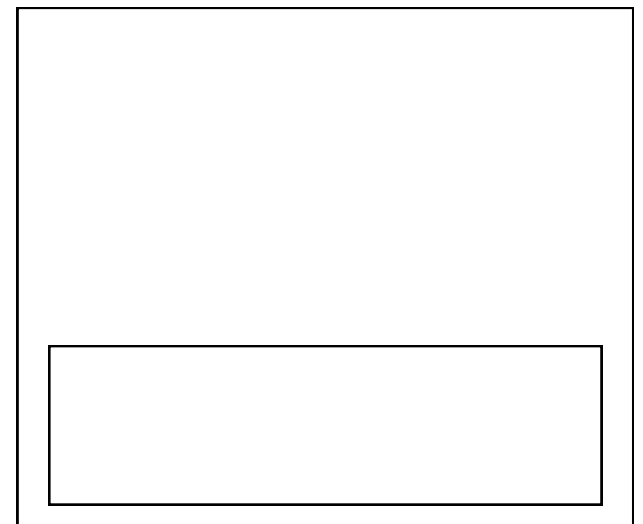
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A large empty rectangular box for drawing a scene, with a smaller empty rectangular box at the bottom for writing a description.

2. The Story of the Gunpowder Plot (complete)

Divide the story of the gunpowder plot into six different stages, and then write them out in the following storyboard. For each box, write a short description of what happened, and draw an image of the scene.

A group of angry Catholics meet. They organise to kill the King and his entire court at the state opening of Parliament.

One plotter gets nervous, and sends a letter to a friend who is due to attend Parliament warning him to avoid it.

This leads guards to search the cellar below Parliament, where Fawkes is found with 36 barrels of gunpowder.

Guy Fawkes is tortured until he gives the names of the other plotters, and gives away where they are hiding.

The plotters are captured having fled to hiding places, and are dragged back to London to stand trial for treason.

The plotters are publically executed in London, using a horrible punishment—'hung, drawn and quartered'.

Lesson 4. Who was Charles I?

Charles never expected to be king until his older brother died unexpectedly. He became king in 1625 and his reign was, put simply, a disaster. Like his father James I, Charles wanted to rule with absolute power, and refused to listen to the demands of Parliament. From 1629 to 1640, he ruled without calling Parliament once, something known as the ‘Eleven Years’ Tyranny’. He made many unpopular decisions, such as fighting an expensive war in Europe, taxing the people without Parliament’s permission, and encouraging seemingly Catholic rituals in the Church. Parliament became increasingly angry with the King.

See pages 156-157 of *What Your Year 4 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To be able to describe King Charles I.</p>	<p>Charles I was the son of James I. He was a bad king and his decisions led to the civil war.</p> <p>Charles’ bad decisions included: refusing to share power with parliament, behaving like a Catholic, and taxing the British people in order to fight a war with Spain.</p> <p>Charles was expected to rule with Parliament, but he wanted absolute power and did not call Parliament for 11 years.</p>	<p>Play a decision making game, to see whether the pupils would have made a better King than Charles (resource 3). Once this is complete, pupils could write a short paragraph about what was Charles I’s worst mistake.</p> <p>It is important to understand who the Puritans were , so an activity about their beliefs and appearance could be helpful (resource 4). This Horrible Histories video may help.</p>	<p>tax tyranny puritan archbishop civil war</p>	<p><i>What mistakes did Charles I make whilst he was King?</i></p> <p><i>Why did Parliament hate the King?</i></p> <p><i>Why did King Charles I refuse to call Parliament?</i></p> <p><i>Why could no agreement be reached between Parliament and King Charles I?</i></p>

3. Decision Making Game

Imagine that you are Charles I. You will be faced with a number of key decisions from his reign, and have to make the most sensible decisions. Watch out, if you make bad decisions you'll end up having your head cut off!

Your aims as King are to:

- To remain powerful as King, and build Britain into a strong country.*
- To keep on good relations with Parliament.*
- Reassure the public that you are not secretly a Catholic.*

1. It is 1625, and you need a wife. Who should you marry?

a. A nice English Protestant lady.

b. Turn up unannounced in Spain (England's enemy) and demand the Spanish princess, Maria, to be your wife. She is beautiful!

c. Marry the 15-year old French princess Henrietta Maria who is a Catholic.

2. You are fighting a war with Spain and need more money. What do you do?

a. Call Parliament, listen to their advice, and ask them to approve your taxes.

b. Raise taxes without Parliaments permission.

c. Decide against going to war with Spain, as it is clearly too expensive.

3. Puritans produced a pamphlet attacking your Archbishop. How do you respond?

a. Promise to them that you support Protestantism.

b. Accept that the Protestant church is becoming very 'Catholic', and make it plainer

c. Demand that the Puritans have their ears chopped off, and cheeks branded!

4. You know that Parliament are angry with how you are King. What do you do?

a. Call Parliament, listen to their advice, and change how you govern.

b. Refuse to call Parliament for 11 years, and rule as a tyrant.

c. Call Parliament, and make a few small compromises in what you do.

5. A war has started in Scotland in 1640, and you need to respond? What do you do?

a. Leave Scotland alone—it is a very long way away!

b. Call Parliament so that they can approve the war and raise taxes for you.

c. Raise taxes on your own, go to war, and ignore Parliament. They are always trou-

6. You have been arguing with Parliament for two years, and cannot make any compromises.

a. Close down Parliament, and go back to ruling on your own.

b. Finally make some agreements with Parliament, and rule with them.

c. Storm into Parliament and try to arrest the five biggest troublemakers.

3. Decision Making Game

(comp.)

Imagine that you are Charles I. You will be faced with a number of key decisions from his reign, and have to make the most sensible decisions. Watch out, if you make bad decisions you'll end up having your head cut off!

Your aims as King are to:

- To remain powerful as King, and build Britain into a strong country.*
- To keep on good relations with Parliament.*
- Reassure the public that you are not secretly a Catholic.*

1. It is 1625, and you need a wife. Who should you marry?

a. A nice English Protestant lady.	20
b. Turn up unannounced in Spain (England's enemy) and demand the Spanish princess, Maria, to be your wife. She is beautiful!	0
c. Marry the 15-year old French princess Henrietta Maria who is a Catholic.	10

2. You are fighting a war with Spain and need more money. What do you do?

a. Call Parliament, listen to their advice, and ask them to approve your taxes.	20
b. Raise taxes without Parliaments permission.	0
c. Decide against going to war with Spain, as it is clearly too expensive.	10

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a. Promise to them that you support Protestantism.	10
b. Accept that the Protestant church is becoming very 'Catholic', and make it plainer	20
c. Demand that the Puritans have their ears chopped off, and cheeks branded!	0

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b. Refuse to call Parliament for 11 years, and rule as a tyrant.	0
c. Call Parliament, and make a few small compromises in what you do.	10

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6. You have been arguing with Parliament for two years, and cannot make any compromises.	
a. Close down Parliament, and go back to ruling on your own.	10
b. Finally make some agreements with Parliament, and rule with them.	20
c. Storm into Parliament and try to arrest the five biggest troublemakers.	0

Teacher Notes:

- Ask the pupils to add up their scores. If they score between 80-120, you can tell them they would have been a good King.
- If they score between 50-80, they would have been ok, and probably would have avoided civil war.
- If they score between 0-50, tell them they would have been a terrible King, and would have ended up getting their heads chopped off!
- King Charles I went with c-b-c-b-c-c. He would have scored 10 points!

4. What is a Puritan?

Task: Read the description of a Puritan below, and draw your own picture of a Puritan. Try to include all of the details in your picture .

Puritans were a religious group during the 1500s and 1600s who followed extreme Protestant ideas, and lived strictly religious lives. They really hated Catholics. They also hated decoration in churches, and wanted their places of worship to be simple and 'pure' (hence, 'Puritan').

Puritans wore plain black clothing, with a white collar. On their heads, they wore a simple black felt hat with a buckle. They thought people should work hard and always behave in a religious way. They did not like people having fun. Puritans disliked theatres, sport and drinking alcohol, and believed that Sundays should always be spent in church and praying. England's most famous Puritan, Oliver Cromwell, even cancelled Christmas!

Lesson 5. What caused the English Civil War?

In 1639, the people of Scotland rose up against Charles I as they were unhappy with his reforms to the Scottish church. Charles I had to call Parliament to raise money to fight the Scots, but after 11 years of being ignored the Members of Parliament were angry. They demanded that Charles give up some of his power before they approved taxes, but no agreement could be reached. Things went from bad to worse for Charles. When he tried to arrest 5 troublesome Members of Parliament the people of England were so furious that Charles had to flee London for his own safety. Shortly afterwards, the Civil War began.

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

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand how Charles I's disastrous reign led to Civil War.</p>	<p>The English Civil War was sparked by fighting in Scotland, where the people rose up against Charles I in 1639 as they were angry with his religious reforms.</p> <p>This caused Charles I to call Parliament, but they refused to raise more taxes until Charles I agreed to share some of his power.</p> <p>These arguments between the King and Parliament dragged on, until 1642 when the country broke out into the Civil War.</p>	<p>Based on the previous two lessons, brainstorm as many factors as possible which explain what caused the Civil War:</p> <ul style="list-style-type: none"> • Charles taxed the people too much. • Charles would not call Parliament. • Charles behaved like a Catholic. • Charles prevented Puritans from worshipping freely. • War in Scotland began in 1639. • Charles refused to sacrifice his power to Parliament. <p>Once pupils have looked at all of the factors, they link them to each other and decide which is most important.</p> <p>Write a newspaper article for August 1642 explaining why and how war has broke out. What was the key cause? Was it the fault of the King?</p>	<p>civil war taxation Parliament Puritan power cause rebellion fault responsibility</p>	<p><i>Why were the people of Scotland unhappy with Charles I's religious reforms?</i></p> <p><i>Why did the rebellion in Scotland force Charles I to call Parliament?</i></p> <p><i>Why could Parliament and Charles I again not come to an agreement?</i></p>

