Teacher’s Guide

About Key Stage 3 History

by Aaron Wilkes

Introduction

The first Folens History series by Aaron Wilkes – published in 2003, and now published by Oxford University Press – has become one of the best-selling Key Stage 3 series in recent years. The series stuck rigidly to the idea that any books used in a History classroom should be as entertaining and as relevant as possible. To put it simply, children learn best when they are interested! And any half-decent teacher knows that if a class of students is hooked early on in a lesson by a disgusting picture, a curious title or a thought-provoking objective, a highly productive learning environment is created. The series successfully revamped traditionally ‘boring’ topics and surrounded the more interesting ones with academic rigour. There was a deliberate attempt to present the work in a way that made students go ‘Ugh!’ when they read the story of Thomas Becket’s murder, or ‘Yuk!’ when they examine medieval living conditions, or count their blessings when they study child labour during the 19th century. The books were dotted with weird facts (‘Fact’ boxes), extension opportunities (‘Hungry for More’), correct historical vocabulary (‘Wise-up Words’) and formal assessments (‘Have you been learning?’).

New opportunities

In 2008, a revised programme of study – and developments in classroom technology that are now becoming the norm – gave us the chance to refresh and renew the series. The second edition of the Folens History series, now published by Oxford University Press as Key Stage 3 History by Aaron Wilkes, attempts to take on board the key themes that underpin the revisions and incorporate them in a series of that will inspire and engage a new generation of learners.

A flexible approach

The 2008 programme is made up of a broad framework of historical periods and strands. Students are still required to study aspects of British, European, and world history from medieval to modern times but the encouragement of an enquiry-based approach means teachers can focus on key aspects of the
past within (and across) periods. *Key Stage 3 History by Aaron Wilkes* allows teachers to do this by implementing six themed enquiries in each of the four books. These enquiries focus on:

- Tolerance
- Political power
- England’s relationship with Scotland, Wales, and Ireland
- Britain in a worldwide context
- Crime and punishment
- Religion

For example, the development of political power is the focus of a historical enquiry (*Who rules?*) across all four books. In this enquiry, students will assess the changing relationship between the Crown and the Church and later the Crown and Parliament. This includes examining topics such as Thomas Becket, Magna Carta, the Glorious Revolution, and the nature and motives of protest movements such as the Luddites, Chartists, and suffragettes.

**A diverse approach**

Teachers have been asked to pay particular attention to diversity – highlighted as a key concept of history and as a curriculum dimension. In the series, Black and Asian history and Women’s history are covered in detail. Particular attention is paid to the work of Olaudah Equiano and William Cuffay (Book 3, *Industry, Reform and Empire: 1750–1900*), the contribution of Black and Asian soldiers in the Great War (Book 4, *Technology, War and Identities: A World Study After 1900*), the impact of immigration to Britain in the 20th century (Book 4, *Technology, War and Identities: A World Study After 1900*) and civil rights in the USA (Book 4, *Technology, War and Identities: A World Study After 1900*). Strong female figures studied include Elizabeth I, Joan of Arc, Florence Nightingale, Mary Seacole, the suffragettes, and other important cultural icons of the 20th century.

**A chance to develop students’ chronological understanding**

Greater emphasis has been placed on developing students’ chronological understanding. By the end of Key Stage 3, students are expected to have developed a secure chronological framework of the past, so that they can identify and understand some of the major periods, events and developments in British, European, and world history. *Key Stage 3 History by Aaron Wilkes* provides an effective chronological base for teachers to do this throughout the whole of Key Stage 3. The books are written in chronological order – starting
in the medieval period and going through to the 21st century. Within each book and CD-ROM students are encouraged to develop their understanding of the relevant historical conventions by using precise dates, correct vocabulary, and chronological terms.

A student’s sense of chronology, sequence, and duration is developed through repeated overviews, summative tasks, Historical Enquiries, and concept-specific work sections. For example, in Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*, the development of man’s scientific understanding is presented within a chronological framework as students study the change from the ‘Age of Faith’ to the ‘Scientific Revolution’.

**A way of encouraging the development of skills**

The Second Edition provides a stimulating backdrop for promoting students’ knowledge, encouraging their communication skills and understanding historical evidence. Some topics, such as *The Princes in the Tower* (Book 1, *Invasion, Plague and Murder: Britain 1066–1485*), *Shakespeare or Fakespeare* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*) or *Emily Davison* (Book 4, *Technology, War and Identities: A World Study After 1900*), encourage students to evaluate a wide variety of historical evidence. They will be required to use a number of strategies and enquiry techniques to arrive at effective and reasoned conclusions. In each book, there are specific spreads which are designed to help students develop insights into values, beliefs and motives and encourage key processes, such as the ability to communicate ideas clearly and persuasively. Other topics, such as *Choose your weapons!* (Book 1, *Invasion, Plague and Murder: Britain 1066–1485*) and *How religious were the Tudor monarchs?* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*), focus on the ideas of change and continuity. The key concept of cause and consequence forms the central focus of topics such as *Why was there an English Civil War?* (Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*) and *Why did the population explode?* (Book 3, *Industry, Reform and Empire: Britain 1750–1900*).

**Key concepts: Significance and interpretation**

The two concepts of significance and interpretation are vital for a student’s understanding of the past. In Book 1, *Invasion, Plague and Murder: Britain 1066–1485*, students are encouraged to identify and assess the significance of the Norman Invasion of Britain. In Book 2, *Renaissance, Revolution and*
Reformation: Britain 1485–1750, they are asked to judge the significance of the Reformation. In Book 3, *Industry, Reform and Empire: Britain 1750–1900*, students get the chance to analyse and explain different types of historical interpretation when they study the success or otherwise of the British Empire. In Book 4, *Technology, War and Identities: A World Study After 1900*, they are asked to interpret the importance of the peace deals at the end of World War One.

**A citizenship resource**

*Key Stage 3 History by Aaron Wilkes* provides a stimulating history-based approach to teaching Citizenship by addressing many of the issues, knowledge, skills, and understanding required by the Citizenship curriculum. For example, the value of democratic constitutions and the dangers of nationalisation and totalitarianism are covered in Book 4, when students address the rise of fascism and communism and their impact on the 20th century.

- Britain’s long history of cultural diversity is covered in-depth throughout the series in the Historical Enquiries.
- The importance of resolving conflict fairly is covered in Book 4, *Technology, War and Identities: A World Study After 1900*, when the Paris Peace Treaties and their impact on Central Europe, the Balkans and Middle East is discussed.
- The impact of world events on British History (and vice versa) is covered throughout the series from the Crusades, to Columbus, to Britain’s Empire and modern terrorism.
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Here come the Tudors

Rationale

The years between 1485 and 1750 witnessed enormous change in nearly every aspect of life in Britain. In order for the students to grasp the sheer enormity of these changes, it is necessary for them to understand what life was like at the very beginning of the period. This is what we have unashamedly attempted to do in What was Britain like in 1485?. By reading through the series of talking heads and various sources, the students become aware who ruled the country, England’s relationships with Scotland, Wales and Ireland, the uniformity of Catholicism and the extent of economic development.

The reign of Henry VII is significant because it marks what is commonly recognised as the end of the Middle Ages and unquestionably marks the beginning of the Tudor period. As the transfer of power and its relative ‘fairness’ is a constant theme throughout this period (Edward VI’s accession, the Civil War, the Glorious Revolution and so on), we decided to examine the legitimacy of Henry VII’s claim to the throne.

In Was King Henry VII a gangster? the students look at his policies and life story while attempting to make parallels with that of a professional criminal. In our experience, this is a fun and engaging way for the students to gain an insight into how kings ruled and the nature of power during this period.

Possible starters

- Create a mind map on the board using the word ‘gangster’. Once its meaning has been firmly established in the students’ minds, you can move on to examining the career of Henry VII.

Hungry for more?

The idea of comparing a monarch to a gangster can be extended throughout this period. This can be done as you go along or take place towards the end of the year, in order to allow you to examine a number of monarchs in chronological order. This provides an excellent insight into the extent of the power that each of the monarchs wielded.
Battles are always a popular area of further study. Why not set the question: ‘Why did Henry Tudor beat Richard III at Bosworth?’

The Tudor Rose: Ask students to compile a list of where this famous symbol appears today. They’ll be shocked that there are ten of them on the England football badge!
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How religious were the Tudor monarchs? Historical Enquiry

Rationale

The seismic religious changes of the Tudor monarchs made them a logical choice to examine through the framework of the ‘How religious’ Historical Enquiry in this book. It was, after all, Henry VIII’s soap opera of a life that led to the establishment of the Protestant faith in England. This has done so much to shape Britain’s subsequent history and exerted such an influence on the nature of so many of today’s conventions and institutions, it is impossible to imagine examining the Tudors in a more suitable context. That is not to say that we have ignored the more salacious and spectacular areas of their lives but we have attempted to constantly refer back, or give prominence, to the religious aspects in order to reinforce the influence of faith in this period and where it has left its mark today.

In our experience, students will be familiar with Henry VIII from their Key Stage 2 days but very eager to learn more and use their existing knowledge. We set the scene in What was young Henry VIII like? by looking at an often ignored part of Henry VIII’s life – his youth. This causes the students to re-evaluate their opinions of Henry and establishes his thoroughly Catholic credentials in their minds. With that done, the students are in a position to make a judgement on the question over the true motive for the Reformation in Henry VIII, Rome and divorce. With England about to break away from the Catholic faith, we introduce the origins and main tenants of Protestantism in What did Protestants protest about? and explore them further in Edward VI: the boy king. In our experience, the distinction between the two faiths is too subtle for some students to easily grasp, especially in lower ability groups, so we have attempted to explicitly contrast the two faiths, and their conventions, as starkly as possible.

Henry’s tumultuous personal life is examined through the empathy task Who’d want to marry Henry VIII?, which we have thoroughly road tested and has been the source and many a happy and productive hour in the classroom.
The next stop on the Tudor dynasty is obviously the reign of Mary I which marked England’s return to Catholicism. Through *How bloody was ‘Bloody Mary’?* and *A nasty nursery rhyme*, the students evaluate to what extent her terrible reputation is due to her Catholic faith.

The enquiry is completed with *Elizabeth’s middle way*, in which the students examine Elizabeth’s religious settlement. Through this spread, the students explore the reasons why people often find it impossible to compromise over religion and a further insight into the strength of feeling of the two sides is also given.

**Possible starters**

- Pose the question: ‘What is the official religion of England?’ In our experience, the students will often struggle to pinpoint the exact answer and this allows you to make the point that there are many religions in Britain today. You can then go on to illustrate the contrast with 1485 and the uniformity of the Catholic faith.

- Give the students a portrait of Henry VIII. Ask them who it is and why he is so famous – more famous than other kings. Ask them what is the most important thing about Henry’s life. In our experience, students will point to his six wives and the fact that he was fat! You can then explain that by far the most remarkable thing about Henry’s life and reign was the changes he made to religion in England.

**Hungry for more?**

When you have studied the lives of all of the Tudor monarchs, you can undertake this task to provide an overview and reinforce previous learning on the changes to religion in England.

Provide the students with a simple graph. Along the X-axis, plot the reigns of the various Tudor monarchs, starting with Henry VIII. On the Y-axis, write Protestant towards the bottom and Catholic towards the top. Get the students to plot the monarch’s positions according to their faiths – this can be carried out individually or as a class/group task. The completed graph can be decorated with illustrations of the kings and queens in little rollercoaster cars in their relative positions!

Get the students to write a Tudor family tree. Start with Henry VII and Elizabeth of York at the top and cascade down to their grandchildren (Edward, Mary and Elizabeth). Ask the students to research Henry VIII’s sisters in particular because one of his sister’s great grandchildren became king of England too!
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A world of discovery

Rationale

This section of the book attempts to give students a sense of the major advances of the period and put the events they have been studying up to this point in the context of the wider world. The impact of new technology and how the printing press led to the Renaissance is examined through Leonardo – the man who wanted to know everything. The discoveries of 1492 changed the course of world history and, by examining the age of discovery shortly after studying the Tudors, the students are, again, able to place these events in their correct chronological context.

The life and works of William Shakespeare is one area that is guaranteed to be covered in some other area of the curriculum – notably in English and Drama. In Shakespeare – the most famous Englishman in history? students examine the conditions that existed, thus allowing Shakespeare and his contemporaries to rise to prominence. What student hasn’t asked why they have to study Shakespeare? We also attempt to address that question by highlighting the timeless nature of the themes in Shakespeare’s works. Having established the importance of Shakespeare on a global scale, we then look at one of history’s most enduring conspiracy theories in Shakespeare or Fakespeare? In our experience, young people love conspiracy theories and alternative explanations to received opinions. The very idea that the most famous Englishman in history is, in fact, a fraud is fascinating to the students and there is always a split between the Stratfordians and anti-Stratfordians in the classroom, which leads to a fascinating and productive debate.

Possible starters

- Ask the students to explain how they would find out the details about a famous football match, tallest mountain, historic invention and so on. They will invariably answer ‘the Internet’. Now pose the same question but ask them to imagine that the Internet doesn’t exist. They will eventually come up with ‘looking in a book’ and the more astute may even mention an encyclopedia. Then, pose the question again but ask them to imagine that books don’t exist. They will be stumped and the point will be made that books = knowledge. This then allows you to clearly establish the impact
that the printing press had and the students are able to grasp how the Renaissance was made possible.

- Show a copy of Henricus Martellus' map of 1489 and display it on the whiteboard or hand it out on individual sheets. Tell students that this was the most detailed and accurate map in the world at the time it was made. Ask the students to identify which continents are missing and why this would be the case. For lower ability students it might be a good idea to provide them with a modern world map. The scene is then set to investigate the remarkable stories and discoveries of 1492.

- Provide the students with a picture of Shakespeare and ask them who it is. Ask them how they know who it is and explain that children all over the world would also be able to identify him, even though he lived during the period they have been studying. Once his significance and fame is established, you can explore why he is so famous in Shakespeare – the most famous Englishman in the world?.

- Write ‘Shakespeare wrote plays during Elizabeth I’s reign’ on the board. Ask the students what historical evidence might exist that proves that this is true. This makes the revelations of Shakespeare or Fakespeare? all the more remarkable for the students.

Hungry for more?

Undertake a research project on Leonardo and request that the students create a list of their top three of his paintings and inventions. They must be able to justify their choices.

In our experience, the Shakespeare or Fakespeare? debate rarely produces a consensus. Divide the class into Stratfordians and anti-Stratfordians and conduct a class debate. You can then visit an ICT suite and set the students the challenge of finding more evidence to back up their position using the Internet.

Counter the European joy in finding a ‘new world’ in 1492 by looking at it from the perspective of the people who were already there. Ask students to research the impact of ‘European discovery’ in the years after 1492. You could even ask them to find out what happened to the six native Americans who were kidnapped by Columbus and brought back to Queen Isabella.
Could you get justice in Tudor England? Historical Enquiry

Rationale

Crime and punishment are subjects that are always present in the news and we are constantly given the impression that things are getting ever worse. The Could you get justice in...? Historical Enquiries that feature in all of the books in the series are intended to make the children aware that crime has always been a feature of life in Britain – even though its nature and subsequent punishments have changed.

The first part of the enquiry examines the motives for crime in the Tudor period and how it manifested itself during this time. In our experience, the students are fascinated by the different tactics and confidence tricks used by the sturdy beggars and will spend the lesson enthralled by their antics. Once the type and scale of crimes being committed has been established, we move on to the details of the legislation passed by the various Tudor monarchs in order to combat it.

If anything fascinates the students more than crimes – it’s punishment. The London Dungeons are not a highly successful tourist destination for nothing and the more gruesome the punishment, the more interest it seems to arouse from the students. However, this is not just a bloodthirsty foray into the past; it underpins the enquiry by asking the children to evaluate the reliability of evidence gleaned from torture. Unfortunately, in times of extraordinary rendition and Guantanamo Bay, this is as relevant today as ever.

Possible starters

- Ask the students to define what a ‘con man’ is. Explain that ‘con’ is short for confidence and draw out examples from the students. Explain that this is nothing new and that they are going to be looking at Tudor confidence tricksters.

- Pose the question, ‘What is the most common punishment given to criminals today?’ They will undoubtedly mention prison but you can inform them that it is the imposing of fines. You can then pose the question, ‘What is the purpose of punishment?’, and perhaps create a mind map to display this. This will draw out concepts such as retribution, deterrence and the safety of society.
• Define the word ‘torture’. Ask the students why it is banned in this country.

**Hungry for more?**

This topic has curriculum links with Citizenship. Research which countries still use torture today and the role of groups such as Amnesty International.

On page 41 there are details about how sturdy beggars changed over the years. Ask the students to pick a crime – such as ‘speeding in a car’, ‘drink driving’, ‘shoplifting’, or even ‘murder’ – and research how the punishment for the crimes has changed, evolved, hardened or lessened over the years.
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Life in Tudor England

Rationale

As authors, we have found the ‘Life in...’ sections of the books extremely useful as all-encompassing safety nets when writing about a period. If there is something that we know will engage the children or make them feel a connection with life hundreds of years ago but cannot easily fit it into an existing chapter or Historical Enquiry, we know we can place it here. These parts of the books allow us to highlight the minutiae of ordinary life – which are often the things that resonate most with the kind of students we teach. As they are so wide ranging, they are probably the most disparate of all of the sections of the books but they do so much to provide the colour, sights, sounds and smells of a period, that we think they are also among the most successful in the classroom.

We begin by examining the social distinctions of the Tudor period in Who’s who?. This requires the students to match four individuals’ portraits to the type of home that they would live in and a description of their occupation. By performing this task, the students are furnished with a broad cross section of society and are aware of the wide differences in standards of living, as well as the kind of jobs that people did in Tudor times.

Despite their protestations, if there is one thing that all school children are interested in – it is school! The stark contrast that the harsh and unforgiving Tudor schools provide with today’s caring and pastoral-centred institutions, never fails to fire the students’ imaginations and interest. Apart from informing them about how England’s ruling classes were educated in this period, it also gives the children of today a new-found appreciation of their daily life – in the short term at least!

When not at school, the majority of students dedicate their lives to the pursuit of amusement – it is one of the joys of childhood! They are both shocked and amazed at the thought that the vast majority of the things that they rely on to keep boredom at bay would not have been available to Tudor people. In our experience, they will ask you the question, ‘What on earth did they do with their time?’ By looking at the Tudor pastimes and identifying areas of difference and similarity – and approval and disgust – the students not only
gain an insight into the past, they again gain a new appreciation of the times that they live and play in.

Based on the evidence we collected ourselves in the classroom and the extensive market research undertaken, one of the classic lessons from the first editions was *Fashion victims*. The lengths that people went to in order to alter their appearance amazes the students and often gets them to re-evaluate their attitudes to modern beauty treatments, which they have usually taken for granted up to this point.

The finer details of daily life are explored further in *A day in the life*, which centres around the routine of a Tudor Family. The areas of similarity and difference, and relevance to the students, makes the history leap off the page.

**Possible starters**

- Ask the students to write down how they could identify whether somebody is financially well off. You can then lead the conversation towards status symbols and how people use them so they can be identified in a certain way. You can then explain that this was the case in Tudor times but there wasn’t the same degree of social mobility.
- Ask the students to sum up their school in no more than 50 words. You may want to outline what to include, such as, the number of students, teachers, subjects studied, rules and sanctions, and so on.
- Ask the students to write down five things they like to do in their spare time. Highlight those that rely on technology or that wouldn’t have been available in Tudor England.
- Students could brainstorm things that we do to make us look different (hair gel, mascara, straighteners and so on). Pose the question: ‘Why do we do such things?’ Explain that things were no different in Tudor times but that what they considered attractive, and the things they did to themselves, were different.
- Ask the students to write out their daily routine (what time they get up, leave the house, eat dinner and so on). That done, the contrast with the Tudor daily routine is easily made.
- Get the students to list what constitutes good and bad table manners. Explain that table manners originate from Tudor times as it was the first time that families had sat down to eat at the table.
Hungry for more?

Students could carry out a research project on the history of their own school. They could include when it was founded, how it has changed over the years, what has stayed the same and whether there are any famous ex-students.

Ask students to look at life today. Use a recent census (2001, 2011) and ask students to mind map or write an essay on modern life and then compare and contrast it to life in Tudor England.

Use pages 58 and 59 to write one half of a two-day diary. One day could be ‘A day in the life of a Tudor’ and the other day could be ‘A day in the life of someone today’.
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England abroad Historical Enquiry

Rationale

It was during the Tudor period that the seeds of the British Empire were sown and, with the requirements of the new program of study in mind, we have dedicated this section to Britain’s relationship with the rest of the world. *How did Britain build an Empire?* examines how commerce and profit margins motivated Britain’s foray into empire building. It also equips the students with the knowledge of what goods were most desired in Britain and where these products were sourced. The more sinister side of this growing global trade is examined in *How was England involved in the slave trade?* – a topic we return to in much greater detail in the next book in the series but thought worthy of an introduction in Year 8.

The shrinking nature of the world in this period is looked at through *Samurai Bill – the first Englishman in Japan*. Not only does this provide a fascinating contrast with life in England at this time, it also undermines the common assumption that life in the West was always more advanced than elsewhere in the world. Japan is also an ideal choice as its culture is so prevalent in young people’s lives through computer games, television programmes and comic books.

Pirates and life on the high seas are universally popular with young people – something not lost on Disney with their highly successful Pirates of the Caribbean films. In *Blackbeard – the original pirate of the Caribbean*, we attempt to fill in the facts behind the fiction. In our experience, the students are extremely eager to explore the real life of Blackbeard and this lesson helps to provide some of the colour and excitement of international trade in this period. It is also guaranteed to keep even the most challenging group’s attention.

Possible starters

Do a quick class survey of what students had for dinner the night before. Brainstorm the origins of their meals (chilli, curry, pasta, pizza, hamburgers and so on) and explain how we now live in a ‘global village’ with many cultural influences. You can then point out the stark contrast with medieval and early Tudor life. More ambitious or organised teachers may prefer to ask the students to bring in packaging from food that they have eaten in the week.
You can then conduct a very arbitrary ‘food miles’ survey and illustrate how far food travels to get to us. Another contrast with medieval England can be made.

Show a brief but dramatic clip from the Disney film *Pirates of the Caribbean*. Ask the students to define what a pirate is. Go on to study the life and times of Blackbeard.

**Hungry for more?**

Research what parts of the British Empire still exist, whereabouts in the world they are and the history of their connection with Britain.

This section lends itself well to comparison projects. For example, ask students to research slavery today or piracy today.
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Queen Elizabeth I

Rationale

The reign of Elizabeth I is so iconic and of such importance that we decided it deserved a section of the book distinct from the rest of the Tudors. The fact that people often talk about the Elizabethan period as well as the Tudor period seems to validate this decision. We have found that students will often engage most with historical figures that they can relate to. With this in mind, Young Elizabeth – what was she like? begins by looking at Elizabeth when she was the same age as the students who will be studying this book. This lesson achieves a number of things: it engages the students, informs them in detail of the type of life and education of a wealthy girl during this period, and it allows them to infer the qualities needed to become a success. Once that has been established, we examine the public relations campaign that Elizabeth waged throughout her reign by examining a number of her portraits in What did Queen Elizabeth look like?. This allows the students to understand the importance of presentation and how monarchs were perceived.

The relationship between Elizabeth and her cousin Mary has all of the drama of a soap opera and a suitably grisly end. In our experience, There’s something about Mary is a favourite lesson of the students and they will ‘race’ each other to crack Mary’s letter that was written in Babington’s code.

Perhaps the most iconic moment of an iconic reign was the defeat of the Spanish Armada. Some of the most dramatic periods in any nation’s history come when they are under threat of invasion. As a result, we dedicate a ‘Match of the day’ section to the Armada which addresses the motives for its launch, the particulars of the craft of each navy and a narrative cartoon that explains the reasons for its failure.

Possible starters

- Write ‘Elizabeth I’ on the board and create a mind map to establish what the students already know (perhaps from their Key Stage 2 days).
- Provide the students with a photograph of Queen Elizabeth II. Ask the students who it is. Then ask them if any of them have met her (none of our students ever have – think on your feet if any of yours have!). Ask how
they recognise her, if they haven’t met her. Make the point that Elizabeth I didn’t have to contend with cameras or TV crews and could therefore strictly control what people thought she looked like.

- Begin the lesson by displaying or handing out the Tudor family tree. Ask the question: ‘Why did Elizabeth become Queen?’. Follow this question with: ‘If she were to die childless – who would take over?’. By going back up and across the family tree, the students will work out that Mary, Queen of Scots, was next in line and how that threatened Elizabeth’s life – especially when they are informed of Mary’s faith.

- Create a mind map including all the times that the students can think of when England has been invaded. The students will mention the Romans, William the Conqueror and, quite often, Hitler. Explain that the most powerful country in the world in Elizabeth’s time was Spain. Mind map reasons that Spain may have had for being unhappy with England until you touch on religion.

**Hungry for more?**

Undertake a class research project that answers the question: ‘Why was Elizabeth’s reign called the golden age?’. This could take the form of an essay or PowerPoint® presentation for higher ability students and a display for lower ability groups.

Ask the students to research Britain’s navy (The Royal Navy) today. How does it compare in terms of size, weaponry etc. with England’s navy in 1588?
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Exit the Tudors – enter the Stuarts!

Rationale
The Tudor dynasty casts such a long shadow over this period that it is easy for some students to overlook the Stuarts. For this reason we have explicitly highlighted the changeover from one royal house to another in this chapter. With the reign of Charles I being dominated by the Civil War, we decided to dedicate this section of the book to the achievements, personality and significant events in the life of James I.

If there is one historical event that all children have some background knowledge of when they arrive at secondary school – it is the Gunpowder Plot. In our experience, that background knowledge can be wildly inaccurate, so we have attempted to set the accepted version of events in a no-nonsense way in Remember, remember the fifth of November!. Once that has been done, we attempt to get the children to consider an alternative version of events and decide whether Guy Fawkes and the rest of the plotters were the victims of a seventeenth-century conspiracy. This questioning of an event that students had previously considered to be almost sacrosanct really fires the students’ imagination and can often get them to question the accuracy of other tales they have been told – the mark of a real historian!

Witches are another area that students have a universal awareness of – although it is a very sanitised version of witches. The fact that they were the cause of such hysteria and panic during James’ reign amuses the students no end – as do the case studies of people who were convicted and executed for witchcraft. It also provides a wonderful example of the conclusions people leap to under the influence of fear and in the absence of rational explanation.

Arguably the most significant event of James’ reign was the journey of the Pilgrim Fathers to North America. We tell their incredible story in Why do Americans speak English? through a fun and engaging narrative that often causes students to re-evaluate their perceptions of the world around them. The fact that Americans speak English and that they have a city named New York is something that many students have just taken for granted and never questioned. Teaching this lesson can often lead to ‘eureka’ moments when you can actually see the long-term repercussions of the Mayflower’s voyage.
dawn on students. This, in turn, equips the students with a far greater understanding of the wider world and Britain’s links to it.

Possible starters

- Ask the students to write a sentence explaining why the Tudor period was so called. You may wish to tell them that historians refer to the period that followed as the ‘Stuart period’ and ask them to try and surmise why that may be. Explain the actual reason why and ask them what today’s period would be called if we used the same principle (Windsor or Saxe-Coburg-Gotha depending on your politics!).
- Write down ‘Fifth of November’ or ‘Fireworks/Bonfire Night’ on the board and create a mind map as a class.
- Hand out an image of a witch – Meg from the Meg and Mog books would be a suitable example – and do a quick class survey of who believes in witches, who is scared of them and so on. This should produce a return of zero students and you can then make the point that James I fully believed in the existence of witches and therefore encouraged their hunting, prosecution and execution. You may then want to ask what kind of people would have been accused of being a witch and why that might have been.
- Ask the students to list all of the countries other than England that use the English language. Then ask them to try and explain why that might be.
- Ask the students to write a sentence explaining what they think ‘Thanksgiving’ is. Ask questions such as, ‘Where is it celebrated?’, ‘Who are they thanking?’ and so on.

Hungry for more?

Investigate the origins behind the names of places in North America. This can start on the east coast with places like New York, New Jersey, New Hampshire, New England, Nova Scotia, moving on to Louisiana, New Orleans, Vermont and so on. Finally, examine the history behind the names of places in western parts of North America, such as, San Diego, San Francisco, Los Angeles and so on.

The Union Flag, also known as The Union Jack Flag, is always a great source of extension. Get the students to hold their own 1606 competition to design a flag that celebrates the union between England and Scotland.

Get students to write and perform a play entitled ‘The Gunpowder Plot’. It will be interesting to see whether they go for the straightforward ‘accepted’ story… or the one which possibly involves Cecil!
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England at war Historical Enquiry

Rationale

The causes, major events and dramatic consequences of the English Civil War have been addressed throughout this Historical Enquiry. The main issues that tore the nation apart between 1642 and 1649 are investigated through a series of ‘talking heads’ which clearly establish the grievances felt by both sides in the students’ minds. That done, the actual ‘nuts and bolts’ of how the war was fought (weapons and tactics used, how the two sides could tell each other apart and so on) are examined in Match of the day: Roundheads versus Cavaliers.

The next couple of lessons reinforce the distinctions between the two sides, with Prince Rupert and the New Model Army being examined in greater depth. Prince Rupert – mad Cavalier or sad Cavalier? requires the students to consider the problems that come with leadership; namely that reputations are attacked through propaganda if a leader is successful. The importance of discipline in a fighting force is highlighted in What was new about the New Model Army?. This lesson looks at the setup of Cromwell’s army while simultaneously informing the students of the religious background and motivation of Cromwell and his men.

The immediate consequence of the Royalist defeat is played out in the real life courtroom drama between Charles I and Bradshaw. We have dealt with this as a source-based exercise, which allows the students to piece together the dramatic details for themselves, while liberally sprinkling it with ‘PAUSE for Thought’ boxes in order to prompt the students to consider what we regarded as the most pertinent points. With Charles’ fate sealed, we have treated his punishment in the sensationalist and salacious way that a modern TV news crew may have, in order to convey both the shock and ‘spectacular’ nature of the scene.

Possible starters

- Students could create a mind map all of the wars that they have heard of. For each war that they mention, ask them to name the protagonists and tell them the answers yourself if they don’t know them. Then explain that they are about to look at the English Civil War. Ask them the names of the two sides that fought in that war. In our experience, they will not know and that
leads nicely to a definition of what a civil war is, which you can then get them to write in their workbooks.

- Ask the students to tell you everything they know about The Three Musketeers. If they don’t bring it up themselves, steer the conversation towards the weapons they fought with. They will invariably mention swords. This gives you the opportunity to explain that Alexandre Dumas’ characters have been given a misnomer in that musketeers fought in the English Civil War and were, in fact, primarily armed with a quite different weapon. Then go on to explain that you are going to be examining the weapons and tactics used by both sides between 1642–9.

- Ask the students to imagine that they have been accused of a crime of your choosing (stealing the Head’s car always causes amusement and grabs their attention). Ask them to describe how they would prove their innocence and how the police would attempt to prove their guilt. Briefly outline the trial system and explain that they are going to be looking at one of the most unusual and dramatic trials in history.

**Hungry for more?**

The good folk at the English Civil War Society can be contacted at www.english-civil-war-society.org.uk and are more than willing to organise demonstrations of period weapons and stage mock battles. It makes for a memorable day for all and certainly puts the History department on the map for staff and students alike.

Take the title of the Historical Enquiry ‘England at war’ and ask the students to research and present about England at war today.

Ask the students to write and perform their own play entitled ‘King Charles’ last day’… they’ll love doing this!
How Tolerant was Cromwell’s Commonwealth?

Historical Enquiry

Rationale

The idea behind this Historical Enquiry was to reveal exactly why Oliver Cromwell is such a divisive character. In order to do that, we decided to present contrasting areas of his personality, career and ‘reign’ in alternate order. It was logical to establish the reasons why Cromwell is admired by many people in Britain – especially England – first. Once that had been done, we decided to inform the students of the most serious indictment against him – his invasion of Ireland and the oppression of its people.

With the dichotomy of Cromwell the individual established – we decided to shift focus to the wider context of his Commonwealth. The decision to allow people of the Jewish faith to live and work in England hints strongly at a degree of religious tolerance present in both Cromwell’s personality and the wider ruling classes. By evaluating this against other possible motives for allowing the Jews to return, the students are in fact evaluating how tolerant England under the Commonwealth was.

The enquiry is completed – and given balance – by investigating James Nayler’s trial and punishment for blasphemy. Not only does this provide an alternative angle on religious tolerance in the Commonwealth, it also informs the students that all tolerance is relative.

Possible starters

- Ask the students to name any famous or local statues. Then pose the following questions: ‘Why do people have statues built of them?’, ‘Who decides to put them up?’, ‘Do you get statues of evil people?’ and so on. Draw the conclusion that someone must have admired them if a statue has been erected in their honour.

- Give out images of a star Manchester United footballer. Ask the students if he is popular with Manchester United fans. Then ask them if he is popular with Manchester City, Arsenal or Chelsea fans and why they might not like him? Explain that people’s opinions of history are influenced by their background and, although Cromwell is admired by many in England, that
is not the case in Ireland. They are going to investigate why that might be the case.

- Encourage students to list all of the ethnic minority groups that they can think of in Britain today and ask if people are always tolerant towards them? Explain that the first ethnic minority group arrived in Britain during Cromwell’s Commonwealth and they are going to decide whether this proves it was a tolerant place to live.

- Ask students to first define the word ‘blasphemy’ and then to answer the following questions: ‘Is it still relevant today?’, ‘What would be considered blasphemous?’ and ‘How would someone be punished today?’.

**Hungry for more?**

Students could investigate, in more detail, how Cromwell is viewed in Ireland today.

Get students to research Cromwell’s attitude towards Christmas… they’ll love finding out about the fact that he banned it!
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Life in Restoration England

Rationale

The hedonistic days of the Restoration provide such a contrast with the puritanical days of the Commonwealth, that it is rich picking for the kind of historical anecdotes that the students will run home and tell their parents about. One such anecdote – that provides a wonderful bridge between the two periods – is that strange and gory tale of Cromwell’s head. There are not many people whose story continues to such a degree after their death and by investigating just why his head seemed to have a life of its own, the students establish in their minds the events that saw the return of the monarchy. That done, we attempt to paint a picture of what life was like for Londoners who witnessed Charles II end his exile in *The return of the king*.

A dominant part of life at the time was the Plague, which we have devoted two lessons to. Through examining extracts of Pepys’ diary and the Bill of Mortality from a week in September 1665, the students gain an insight into both the human tragedy and the vast death toll that the Plague brought.

The most catastrophic and iconic event of Restoration England was undoubtedly the Great Fire of London. For this reason, we look in depth at the conditions that allowed the fire to sweep through the city, contemporary explanations of the cause and its importance in shaping the London of today.

The position and lives of women of the period are also examined in *What about the women?*, which attempts to address why so little history of this period is shaped by the actions of women – particularly women of the lower classes. In our experience, it is not just the female members of the class who find the sexist nature of society during this period both alarming and fascinating.

Possible starters

- Explain that historians love to give periods names to make them easy to refer to. Ask the students if they know any (they will mention the Tudor period, Stone Age, Middle Ages and so on). Explain that they are now going to be studying a period called the ‘Restoration’. Ask them to write a sentence explaining why they think this period is so called. You might want to point out the word ‘restore’ and what it means to groups of lower ability.
The students should have studied the effects of the Black Death while in Year 7. As a class, they should create a mind map showing what they remember about its causes, symptoms and effects on British society. Explain that the plague returned during the Restoration and that they are going to be looking at how it affected one of Europe's biggest cities.

**Hungry for more?**

Students could carry out an extension project on the life and achievements of Sir Christopher Wren and the landmarks he designed.

In our experience, the tale of the Great Fire gets the students to view the Fire Service in a whole new light. This can lead nicely to a research project on the history and evolution of the fire brigade and their equipment.

The Great Plague was a sudden outbreak of disease that killed thousands. Ask students to research other epidemics and pandemics. Can they remember one themselves? Swine flu, perhaps?

How about asking students to write a biography of Samuel Pepys – he was a fascinating character that many will even know from their primary school studies of Stuart life.
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The appliance of science

Rationale

One of the key consequences of the Protestant faith becoming established in England was the freedom of scientists to explore their theories without fear of persecution from the Vatican. This, of course, led to the dramatic scientific and technological advances that form the basis of this section of the book. To be able to illustrate what a leap forward these advances were, we needed to establish the starting point. In Can you cure King Charles II? the students familiarise themselves with the bizarre and brutal medical treatments of the period in a fun and engaging task. The major scientific advances are then set out in a clear and entertaining chronological framework, enabling the students to see the extent and speed of the advancement made during this period.

Possible starters

- Ask the students to write down what they do and who looks after them when they’re ill. If their parents or carers can’t make them better, where do they go next? (Draw out the answer ‘doctors’ or ‘hospitals’.) Explain that we trust doctors to know what to do and to get it right. But how do doctors know what to do? Have they always known what to do? Explain that scientific and medical knowledge improves with experiments and that during the period they are studying, huge improvements were made.

- Pose the question ‘How do we know that smoking is bad for us?’ and ‘How do we know that fruit is good for us?’. In our experience, the students will identify the role of experiments in establishing these facts. You can go on to explain that during the Restoration period, people believed that fruit caused diseases and that tobacco smoke sanitised the mouth. It was only through sustained scientific experiments that the truth was established.

Hungry for more?

Conduct a research project into the role and history of the Royal Society. This could take the form of the biographies/obituaries of the most important members or even a class display on its significance and importance.

Any of the Stuart period’s great scientists and inventors would make a great research project – Copernicus, Vesalius, Galileo etc.!

Isaac Newton famously appeared on a £1 note. Ask the students to research the people currently on Britain’s notes.
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Who rules? Historical Enquiry

Rationale

The question of whether power resided with the Crown or the Commons could have been addressed while examining a number of events during the period covered in this book – most notably the Civil War. However, we felt that the Glorious Revolution was the most apt as it produced a lasting transfer of power without the distraction of fighting and bloodshed for the students.

The enquiry begins by exploring why James II’s accession to the throne proved to be such a divisive issue in Parliament. The students should be more than familiar with the hostility towards Catholicism that existed in England from the reign of Henry VIII onwards and easily grasp why James made his position on the throne untenable. To reinforce this point, we built in an empathy task, which requires to the students to make a judgement as to which of James’ actions would have caused the most consternation.

With Parliament’s concerns clearly established in the students’ minds, we then move on to the particular events of the Glorious Revolution in Would you invade our country please?. Of more importance than the remarkable story of a daughter removing her father from the throne are the consequences that have done so much to shape Britain’s constitutional monarchy and parliamentary democracy. This is reinforced through The power of Parliament, which clearly lays out the powers that both the Crown and Parliament had after the Glorious Revolution, and recaps on the various Stuart struggles to maintain an absolute monarchy.

We also decided to include a lesson on the Battle of Culloden due to its historical significance as the last battle to take place on British soil. Also, it represents the death rattle of the Stuart claim to the British throne and brings the period to a nice, tidy conclusion.

Possible starters

- Pose the question: ‘Who will be the next four or five monarchs of Britain?’.
  This will give you the opportunity to explain the conventions of how the crown was inherited in the past. You can then explain that this caused a major problem for Parliament in 1688 and that they are about to study how they resolved these problems.
Hungry for more?

This unit shares curriculum links with Citizenship – examining the role and powers of the monarch.

Students could carry out a research project on William of Orange and his legacy. This could involve his role in Holland, the Battle of the Boyne, the Orange Order of today and his reign in England.

Culloden was the last great battle fought on British soil. Ask students to compile a ‘Top 5’ British battles… and you can bet Hastings will be number 1!
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What was Britain like by 1750?

Rationale

This small section of the book is intended to get the students to look back at what they have learned over the course of the year and take stock of it. It is very easy for the students to get lost in the drama, momentous events and characters of history and, subsequently, lose track of what happened when. The intention of this section is to reinforce the chronological framework of the book, enable the students to revisit previous learning and gain an overview of the extent and speed of the change that took place between 1485 and 1750.

Possible starters

- Ask the students to think of a change that has occurred in their – or their parents’ – lifetimes. You might want to give them some pointers by mentioning how they listened to music, travelled, used telephones, went on holiday and so on.

Hungry for more?

This lesson can form the basis of an excellent end of year classroom display. You can designate different areas of life (power, population, religion and so on) to different groups and ask them to illustrate the changes on one A3 (or A2) sheet of paper. This can take the form of graphs to show populations, posters to illustrate leisure pursuits, maps to illustrate the extent of the known world, and so on.