



Scheme of work (2020)

Restoration England, 1660-1685

This resource gives you one example of a scheme of work for teaching Restoration England 1660-1685 depth study topic from our new GCSE in History. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand how England changed during the reign of King Charles II from an economic, religious, political, social and cultural standpoint. It also included details of how the specified site for the historic environment in 2020 can be incorporated into your teaching of this unit. The specified site is the Dutch Raid on the Medway.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time.

The plan is divided into the three parts: part one concentrates on the monarchy, parliament, plots and life in Charles II's court; part two explores life in Restoration England and part three looks at land, trade and war. There are also specific lessons dedicated to the historic environment.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources.

When considering primary and secondary evidence, it worth remembering that the assessment covers students' ability to analyse and evaluate an interpretation (A04); however, as part of your teaching you may wish to look at contemporary sources (A03) as well

Part One: Crown, Parliament, plots and court life

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none"> The legacy of the English Civil War and Commonwealth The restoration of the Monarchy (1) 	<p>Students learn the background of the Restoration of the monarchy including an overview of England under Cromwell and Charles's life as an exile.</p> <p>Students should be able to explain what England was like in 1660 and suggest how Charles's experiences may affect his rule.</p>	<p>In pairs, students create a large poster on sugar paper on either Charles in exile or England under Cromwell (half the class will do one, the other half will do the other):</p> <ul style="list-style-type: none"> The group looking at Cromwell's England need to focus on who was in charge and what life was like for ordinary people. Those looking at Charles's exile should cover the story of his escape and his experiences abroad. <p>Pairs share their findings with a group that looked at the other topic.</p> <p>OR Worksheet on Background to Restoration.</p> <p>Group/class discussion on the following questions:</p> <ul style="list-style-type: none"> What challenges will need to be dealt with by the returning king? What effect do you think Charles' experiences might have on the sort of king he is? <p>Analysis of image of Charles arriving back in England. Discussion - How are people</p>	<p>Textbook</p> <p>Film explaining background to the Restoration i.e. Part 1 Charles II, Dunbar, Scottish Covenanters. Part 2 Charles leads Scottish Covenanter army vs. Cromwell at Worcester and then exile.</p> <p>Worksheet on legacy of Civil War / Background to Restoration.</p> <p>Part 3 could be shown to finish or revise in lesson 8.</p> <p>Cromwell and the Commonwealth:</p> <p>Life under Puritan rule</p> <p>Cromwell and the restoration</p> <p>Reasons for Parliamentary victory in the English Civil war</p>

			<p>reacting? Why?</p> <p>Students create a spider diagram of the problems Charles faced when he became king. Focus should be on the idea of a divided country – religiously and politically. Students rank problems in order of importance.</p> <p>How successfully did Charles deal with these problems? Students discuss how well Charles dealt with each challenge – particularly through the regicides and the Declaration of Breda.</p>	<p>Accounts of Charles's escape from England:</p> <p>Document reference - the Declaration of Breda:</p> <p>- The return of Charles to England:</p> <p>Overview of Charles II reign</p> <p>Images of Charles's returning to England:</p> <p>Historian's written assessment of how well Charles did immediately after his restoration.</p> <p>Historical information in 'Rulers & Ruled' on Civil War & Cromwell</p> <p>Historical judgement on Cromwell</p> <p>HH account of Cromwell</p>
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2	<ul style="list-style-type: none"> Relations and issues with Parliament (1). 	<p>Students learn about the role and power of the Cavalier Parliament and the rise and fall of Clarendon. The key focus should be the relationship between Charles and Parliament particular in relation to the three key issues of money, foreign policy and religion (including the Clarendon Code and the Second Anglo-Dutch War).</p> <p>Students should be able to assess the state of the relationship at the end of the Clarendon Ministry and explain what his fall from power can tell us about this relationship.</p>	<p>Starter activity on the King and Parliament. Review with students the role of Parliament and the tense relationship after the Civil War. Students draw a brief diagram to remind them of who Parliament/the king were. Students come up with ways to judge/criteria how good the relationship was between king (and his ministers) and Parliament.</p> <p>Create a short timeline to show the key events of the Clarendon Ministry – its rise, the Clarendon Code, the Second Anglo-Dutch War and the Raid on the Medway.</p> <p>Students record the key points of the Clarendon Code.</p> <p>Enquiry question, ‘Was the Clarendon Ministry a success?’</p> <p>Students write a ‘school’ style report on the state of the relationship between Parliament and the King during the Clarendon Ministry – Money, religion and foreign policy represent the three school subjects. More able students can write an overview linking the three areas (in the style of a tutor report) – this can be adapted to suit how reports are issued in each school.</p>	<p>General information about the history and workings of Parliament</p> <p>Textbook</p> <p>Key dates in Parliament:</p> <p>Biography of Clarendon</p>

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3	<ul style="list-style-type: none"> Charles and his relations and issues with Parliament (2). The Cabal and 'Party Politics' 	<p>Students learn how the Cabal Ministry functioned and how it differed from what had gone before. Students should be able to assess what the period of the Cabal can tell us about the Charles's relationship with Parliament. Once again the focus should be on money, religion and foreign policy and how the actions of Parliament contributed to the downfall of the Cabal.</p> <p>Note the Duke of Lauderdale (who resided at Whitehall and Ham House) as clearly one of the CABAL. (See AQA Historic Environment Resource Pack 2019 – Ham House)</p>	<p>Students create brief timeline that shows the key events of rise and fall of the Cabal.</p> <p>Students create a visual reminder of what CABAL stands for.</p> <p>Enquiry Question: 'Why was 1672 a turning point in the relations between Parliament and King?'</p> <p>Party making exercise: Each student is given two beliefs of one of the political parties (Country, and Court) e.g. 'freedom of religion for Protestants' and 'disliked the Cabal'. Their job is to find others who agree with them or hold similar views (they might have one or two of the same beliefs on their cards). Students will eventually find themselves in two distinct groups and can then be told that they have formed two political parties.</p> <p>Students assess the King's relationship with Parliament during this time by creating a Venn diagram with MONEY, RELIGION and FOREIGN POLICY for the period of the Cabal Ministry. They can then write a brief assessment of the state of the relationship by the time of the Cabal's fall.</p>	<p>Textbook</p> <p>Painting of the Cabal by Sir John Baptist de Medina (1659-1710)</p> <p>Whigs and Tories:</p> <p>Briefing cards for political party-making exercise.</p> <p>For Lauderdale see AQA Historic Environment Resource Pack 2019 – Ham House: Background Information, Resources C – J, Resources K & L</p>

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4	<ul style="list-style-type: none"> Relations and issues with Parliament (3) 	<p>Students learn the rise and fall of the Danby Ministry and the end of the Cavalier Parliament and the rise of party politics (including the key figure of Lord Shaftesbury). Students gain an overview of the three short-lived parliaments which followed the end of the Cavalier Parliament (Habeas Corpus, Exclusion and Oxford Parliaments). The focus should be on the Charles's relationship with Parliament in relation to money, foreign policy and religion and in how the three played a role in the deterioration of the relationship.</p>	<p>Students create a profile of Lord Shaftesbury.</p> <p>Students create a brief timeline of the Danby Ministry.</p> <p>They will need to assess the state of the relationship between King and Parliament during this time in relation to MONEY, RELIGION and FOREIGN POLICY. Enquiry Question: 'Why did Charles fall out with Parliament?'</p> <p>Students create a comic strip to show the short-lived Parliaments that followed the end of the Cavalier Parliament. They must show why Charles kept dismissing Parliament and include the names given to these sessions.</p>	<p>Textbook</p> <p>Biography of Shaftesbury:</p> <p>Biography of Lord Danby:</p>

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5	<ul style="list-style-type: none"> Relations and issues with Parliament (4) Rule without parliament from 1681 	<p>Students take a wider view of Charles's relationship with Parliament through his reign and consider how money, religion and power dominated how they worked together. Students should have an appreciation of how the relationship changed and the consequences of that change and come to a judgment about Parliament and the King's relative power.</p>	<p>Recap the story of Charles and his Parliament through card sort ordering activity that includes the ministries, Parliament and key events (including laws) in three columns.</p> <p>Working in small groups, Students create a large Venn diagram and organise the key moments in the relationship between Parliament and King into the three areas of MONEY, RELIGION and FOREIGN POLICY. Which caused the most problems?</p> <p>Students could create a living graph of the relationship between Charles and his Parliament and look for when it changed. The teacher will need to draw out explanations through questioning, for example, 'why didn't relations between Charles and Parliament get better under Danby?'</p>	<p>Text book</p> <p>Card sort exercise resources</p> <p>Key dates in Parliament:</p>

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6	<ul style="list-style-type: none"> Titus Oates and The Popish Plot 	<p>Students gain an understanding of the context of religious division in England and its causes, and then explore the events of the Popish Plot. They should have a knowledge and understanding of the key figures and developments and, crucially, its consequences.</p>	<p>Enquiry Question: 'What was the Popish plot?'</p> <p>Students complete a worksheet about the background of religious division in England.</p> <p>Students are provided with the initial accusations of the Popish Plot and come up with questions about the witness. What do they need to know? Do they trust him? etc.</p> <p>Working in groups of 4, Students create the script for a news programme that tells the story of the Popish Plot. They could include some 'breaking news', for example: the murder of Godfrey. How did this event change things? They could also have an expert interview where they suggest what the consequences of the Popish Plot could be.</p> <p>Class discussion: Why were people so ready to believe the Popish Plot?</p>	<p>Textbook. Religious division work sheet.</p> <p>The story of the Popish Plot:</p> <p>A useful interpretation of the Plot</p> <p>Playing cards that tell the story of the Popish Plot:</p>

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7	<ul style="list-style-type: none"> • James, Duke of York • The Exclusion Bill, 1679 • The succession issue 	<p>Students learn about the background to the Exclusion Crisis, focusing on the Duke of York and anti-Catholic feeling in England before learning about the attempts of Shaftesbury and others in Parliament to prevent James from becoming King through the Exclusion Bills and other actions.</p>	<p>Enquiry Question: 'Why was the 'Exclusion Crisis' a crisis?'</p> <p>Students create a profile of James, Duke of York. They should include his experiences in exile and compare them to his brother's. Why were some people opposed to him becoming King?</p> <p>Students create a storyboard of the key developments of the Exclusion Crisis.</p> <p>Class discussion: Could the Exclusion crisis have led to another Civil War?</p>	<p>Textbook</p> <p>Biography of James:</p> <p>The Exclusion Crisis - This website includes primary sources as well as information.</p>

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8	<ul style="list-style-type: none"> The Rye House Plot 	<p>Students learn the context and events of the Rye House Plot. The focus should be on the consequences of the plot, particularly in relation to the Charles's rule and James's accession.</p>	<p>Enquiry Question: 'What was the Rye House Plot?'</p> <p>Starter question – Why didn't some people trust King Charles II? Students come up with as many reasons as they can. Questioning can draw out political issues and concerns over his religious beliefs.</p> <p>Working in groups of four, Students are given a scene to recreate as a freeze frame from the Rye House Plot. Each group should be given a different scene to allow them to be performed in order giving the class the whole story.</p> <p>Students write a newspaper article on the Rye House Plot. They need to explain what the consequences of the Plot were.</p>	<p>The story of the plot:</p> <p>An official account produced at the beginning of James II's reign:</p> <p>Newspaper templates:</p> <p>Biography of James Scott, Duke of Monmouth:</p> <p>Though some knowledge of the Anglo-Dutch wars is useful, Charles II's religious belief and character are the thread of this final Part 3 clip.</p> <p>Textbook</p>

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9	<ul style="list-style-type: none"> Charles II's character 	<p>Students explore the character of Charles II and the way he operated within his court. The key question is whether his reputation as the 'merry monarch' is accurate or whether it was a carefully crafted public image.</p>	<p>Enquiry Question: 'Was Charles the 'merry monarch'?'</p> <p>Show image or video clip suggesting that Charles was a 'merry monarch' - i.e. he liked to have parties and enjoy himself - and discuss whether what they have already learned about Charles supports or challenges this view.</p> <p>Create a market place activity on Charles. Groups look at the following areas:</p> <ul style="list-style-type: none"> marriage mistresses and illegitimate children sports, Arts and Science parties access to the King. <p>One member of the group remains behind as the teacher while others go and gather information. All students end up with a rounded knowledge of Charles in a spider diagram or other form.</p> <p>Teachers may direct students to consider, 'How far was the 'merry monarch' a carefully created public image?'</p>	<p>Background films clips from Lesson 1 provide reference to his character and behaviour.</p> <p>Interpretations of Charles II and his court:</p> <p>Rap/HH interpretation of the 'Merrie monarch' provides a fun opening to a lesson on Charles II's character.</p> <p>Account of Charles II's mistresses</p> <p>Several sites contain reference to Charles and mistresses, fashions.</p>

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10	<ul style="list-style-type: none"> Court life, fashions and the role of court 	<p>Students gain an overview of how Charles's court worked including who had power and how they gained it. Comparisons should be made with the court of King Louis and the importance of access to the King through his advisors and associates.</p>	<p>Enquiry Question: 'Why was Charles II's Court important?'</p> <p>Starter question – How powerful was Charles II? Draw out through questioning previous learning on Parliament and ministries.</p> <p>Students will write an essay. After discussion about the structure of the extended writing students will make notes from the textbook about the structure of the court to go with the learning from the previous lesson. The essay should explain how Charles's court worked. They need to include the key terms and jobs like Privy Council, Lord Treasurer, Lord Chancellor, and the Exchequer.</p> <p>Students may also consider the question, 'How similar was Charles's court to the court of King Louis XIV?'</p>	<p>Text book.</p> <p>The reign and court of Louis XIV –for comparison.</p> <p>Writing frame for Charles's court essay.</p> <p>You could utilise some of the background information in AQA Historic Environment Pack 2019 - Ham House: Resources K & L</p> <p>Reference to Charles and fashions as well as detail on innovation and projecting a royal image.</p>
11	ASSESSMENT		Students complete exam style questions on Part one.	

Part Two: Life in Restoration England

Lesson number	Specification content	Guidance	Learning activity	Resources
12	<ul style="list-style-type: none"> • The Great Plague of 1665(1) • Causes and contemporary views • Measures to combat • Records • Results 	<p>Students learn what the plague is and its history in England. They need to understand the symptoms and the consequences of an outbreak. Students need to understand the cause of the plague but also contemporary explanations.</p>	<p>Enquiry Question: 'What was the Great Plague?'</p> <p>Begin by showing a section of a bill of mortality. Discuss the causes of death listed and what this source could tell us about the year 1665.</p> <p>Show cartoon images or video clip to introduce plague and its symptoms.</p> <p>Students create a brief guide to the plague for a patient. They should include what to expect as the disease spreads (the symptoms) and an overview of the possible causes.</p>	<p>Textbook</p> <p>Bill of Mortality, Epidemics,</p> <p>And also A comparison of plague in Florence and London http://www.history.ac.uk/cmh/arpt88.html</p> <p>The Great Plague – information and sources:</p> <p>Some Useful images exist showing contemporary views, and re-creative images</p> <p>Full text of Defoe's 'Journal of the Plague Year':</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
13	<ul style="list-style-type: none"> • The Great Plague (2) • Causes and contemporary views • Measures to combat • Records • Results 	<p>Students learn why the plague spread so quickly in London. They need to be able to explain how the layout and conditions in the city contributed to the spread. Students learn how the authorities attempted to halt the spread and make judgments about how effective these actions were. Students should also consider how Charles and his court reacted.</p>	<p>Students complete an answer to a 'How useful...' type question about a source or interpretation (Defoe's Journal of the Plague year or similar) to recap the plague and how it was explained.</p> <p>Students create a table. One column features the ways in which the plague was fought and the second column assesses the success of this action.</p> <p>Students write a summary of the aftermath/consequences of the plague.</p> <p>Class discussion: 'How successfully was the plague dealt with?'</p>	<p>Text book</p> <p>The Great Plague – information and sources:</p>

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14	<ul style="list-style-type: none"> • Fire of London of 1666(1) • Causes and contemporary views • Results 	<p>Students learn the story of the Great Fire including its outbreak, spread and how it was finally halted. The focus should be on how the fire was able to spread so quickly and what methods were used to try and stop the spread. Students also learn about the devastation the fire left in parts of London.</p>	<p>Enquiry Question: ‘What can the Great Fire of London tell us about Restoration England?’</p> <p>Card sort activity to place the story of the Great Fire in the correct order.</p> <p>Students create a newspaper article from during, or just after, the fire. They will need to include: what happened; what damage has been done; how people have tried to fight it; some different opinions about who was to blame and the reaction of the authorities; an image to show the destruction.</p> <p>Samuel Pepys diary can be used as an eyewitness account.</p>	<p>Textbook</p> <p>Sorting cards telling the story of the Great Fire.</p> <p>The Great Fire game on the Museum of London site deals simply with the event and a straightforward account is provided by the London Fire Brigade.</p> <p>Pepys diary from the day of the fire is valuable.</p> <p>Newspaper templates:</p>

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15	<ul style="list-style-type: none"> • Fire of London of 1666(2) • Results • Reconstruction 	<p>Students learn about the plans for a new London after the fire and understand why they did not become a reality. Students learn about the London that did emerge and other, long term, consequences including, economic results – taxation, foreign policy, insurance and the fire brigade.</p>	<p>Starter activity – Show Students an image of London before the fire (crowded, wooden buildings etc.) and give them 5-10 minutes to suggest designs a new London. Compare their ideas to those suggested at the time.</p> <p>Students create a profile of Christopher Wren.</p> <p>Create a spider diagram of the longer term consequences of the fire.</p>	<p>Text book</p> <p>Wren:</p> <p>Christopher Wren's design for London:</p>

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16	<ul style="list-style-type: none"> Restoration comedy, theatres and playwrights The role and status of women 	<p>Students learn how the theatre returned with Charles's coronation. The focus should be on the new styles that developed. They gain knowledge of how the two patent theatre groups - the King's Company and the Duke's Company – functioned. Students learn the key feature of Restoration theatre and explore some of the key figures including actors and playwrights of the period.</p> <p>Students explore the nature, style and purpose of Restoration comedies. Students learn the key features of Restoration comedies and explore how they were used to satirise politicians and events. Note censorship and control of the Press.</p>	<p>Enquiry Question: 'What was new about the Restoration theatre?'</p> <p>Students use the textbook to cover the following aspects of Restoration theatre:</p> <ul style="list-style-type: none"> How and why theatre returned. The key figures and companies. The changing role of women in theatre. The fashions and culture that grew amongst theatre audiences. Restoration comedies <p>Discussion around the lesson question - 'What was new about the Restoration theatre?'</p> <p>Students explore the features of Restoration comedies. Ideally, they will be able to look at some examples from the school library. These could be read individually or sections could be read as a class.</p>	<p>Text book</p> <p>Restoration Theatre.</p> <p>Restoration Drama</p> <p>Images of audience and theatre Women and the Restoration theatre.</p> <p>Database for Restoration comedies.</p> <p>Discussion of politics and Discussion of newspapers, Coffee houses and politics.</p> <p>Document reference – first play prologue 1660 celebrates Restoration:</p> <p>Licensing of the Press.</p>

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17	<ul style="list-style-type: none"> Charles II's patronage of the arts and sciences, including the Royal society; Samuel Pepys; architecture and design, including Christopher Wren. 	<p>Students learn about some of the major developments of the Restoration in the arts and the sciences including the work of the Royal Society and its members. Students identify some key figures of the Restoration in Sciences including men like Hooke and Boyle.</p>	<p>Enquiry Question: 'Was the Restoration a time of scientific and artistic progress?'</p> <p>Students work in groups to create social media profiles for key figures in the arts and the sciences during the Restoration including – Hooke, Boyle, Pepys, Wren, Newton, Milton <i>inter alia</i>.</p> <p>Students research the places and societies that encouraged scientific discussion, including The Royal Society and the coffee houses.</p> <p>Class discussion to conclude about the enquiry question. The teacher will collate reasons for and against the proposition.</p>	<p>Textbook</p> <p>Robert Hooke</p> <p>Isaac Newton</p> <p>Robert Boyle</p> <p>Pepys's diary and information:</p> <p>Milton</p> <p>Wren</p> <p>The Royal Society</p> <p>'Fakebook' – Facebook template</p>

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18	ASSESSMENT		Students complete exam style questions on Part two.	

Part Three: Land, Trade and War.

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19 & 20	<ul style="list-style-type: none"> the powers of the East India Company Bombay Hudson Bay Tangier Captain Henry Morgan and Jamaica 	<p>Students learn about the establishment of the East India Company. They should learn about the reasons for its creation, and its motivations and actions in India, North America and the Caribbean.</p> <p>They should focus on:</p> <ul style="list-style-type: none"> the colonisation of Bombay, and its early growth. The emphasis is on the financial reasons for colonisation. how and why areas of North America were colonised by the British. The focus should be on economic gain but Students will also explore the reason for the establishment of Pennsylvania by the Quakers. the colonisation of parts of the Caribbean by the British. They learn about Captain Henry Morgan and the changing nature of colonisation (from piracy to business). 	<p>Divide students into small groups to produce a briefing sheet to be shared amongst the other students so that they may have an understanding of the Enquiry Question: 'Why were the colonies important to Restoration Britain?'</p> <p>Students locate India and Bombay on a map and consider in pairs why these were considered good places for trading posts and colonies. Students write a brief account of the founding of British trade at Bombay (in which they mention Charles's other wedding gift – Tangier).</p> <p>Students locate North America on the map (colour-coded map to show which countries controlled which areas) and in pairs students come up with reasons for establishing colonies here. Write a brief account of the Quaker settlement of Pennsylvania and explain how this was different to other colonies</p>	<p>Textbook</p> <p>Talk focuses on marriage from an economic perspective</p> <p>Some background to the Dutch East Indies Company</p> <p>And the story of the East India Company</p> <p>Bombay</p> <p>Colonisation of North America: Map of North America showing European areas of influence: Pennsylvania Caribbean colonisation</p> <p>Captain Henry Morgan and Jamaica</p>

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			<p>Students label a map of the Caribbean showing which countries controlled which colonies and spend time researching and noting why the Caribbean was important to the British. Write a brief account of the British colonies in the Caribbean concentrating on Jamaica (and mentioning the life of Henry Morgan).</p>	

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21	<ul style="list-style-type: none"> • Mercantilism • The Navigation Acts and their impact 	<p>Students learn what the Navigation Acts were. They need to know their purpose (to protect British trade, and therefore wealth), and how they sought to do this.</p> <p>There should be time in this lesson to introduce lesson 22 on the slave trade.</p> <p>Give a brief explanation of the concept of trade and provide students with a definition of mercantilism (reference may be made to the use of the Royal Navy to protect trade.)</p>	<p>Enquiry Question: 'What were the Navigation Acts?'</p> <p>Students consider the key points of the Navigation Acts and write an explanation about how each aspect of them would work to Britain's advantage and to the disadvantage of Britain's commercial competitors.</p> <p>Students can begin to examine the slave trade by considering an image(s) of slaves working on a plantation in the West Indies. Students come up with questions beginning with 'who..., what...., where... and why...?'</p>	<p>Textbook Worksheet on the Navigation Acts</p> <p>Navigation Acts and protectionism.</p>

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22	<ul style="list-style-type: none"> the Slave Trade 	<p>Students learn about the early development of the Slave Trade and Britain's involvement in it. They explore how and why the trade grew. Students learn what motivated people to become involved in the slave trade in the colonies and in England.</p>	<p>Enquiry Question: 'How did the slave trade develop during the Restoration?'</p> <p>Build on introduction from lesson 21 with a quick revision of the Navigation Acts.</p> <p>Card sort ordering activity to show development of the slave trade. The outcome will be used to help students explain how and why the slave trade developed as a flowchart to show the series of events – colonisation, need for more workers, cheap African labour.</p> <p>Students create a spider diagram that looks at the social and economic consequences of the slave trade on particular groups who participated in the slave trade, such as:</p> <ul style="list-style-type: none"> Plantation owners Factory owners Ship builders People in the English port cities Slave traders Ordinary people. 	<p>Textbook</p> <p>Example image of slaves on plantations (this is from slightly after the period):</p> <p>Card sort on slave trade. Blank flowchart diagram of slave trade.</p> <p>Slave Trade</p> <p>History of slave trade and documents.</p>

The Historic Environment

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23	<ul style="list-style-type: none"> English sea power Naval warfare, including tactics and technology 	<p>Students learn how naval warfare developed during the Restoration including technology and tactics, the birth of the Royal Navy and the changing focus of British operations as part of the Blue Water policy.</p>	<p>Enquiry Question: 'How were naval wars fought in the 17th century?</p> <p>Working in pairs Students design an educational website on the Navy during the Restoration. They should include:</p> <ul style="list-style-type: none"> tactics ships key people role (including Blue Water policy) life in the navy (including press ganging). <p>The website can be designed on paper and/or using a computer depending on the resources that are available.</p>	<p>Textbook</p> <p>AQA Historic Environment Resource Pack 2020- Dutch Raid on the Medway: Resource N</p> <p>Royal Navy History</p> <p>Blue water policy</p>

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24	<ul style="list-style-type: none"> • Conflict with the Dutch • The Second Anglo-Dutch War • The Third Anglo-Dutch War 	<p>Students should learn a basic overview of the events involved in the Second and Third Anglo-Dutch Wars.</p> <p>Students learn about the causes of the Anglo-Dutch Wars.</p> <p>Students need to know why England was defeated and the impact they had back in England (particularly the Raid on the Medway).</p>	<p>Students construct a simple diagram based on the Background Information to show 6 reasons that contributed to the outbreak and continuation of the Anglo Dutch wars.</p> <p>Students create a graph for each war. On the x axis, they write the key events of the war set against a timeline. On the y axis, they draw an English flag at the top and a Dutch flag at bottom. They plot each key event of the wars on the graph depending on whether it was good for England or the Netherlands. Students should indicate the causes of the events and their consequences in their labels.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • Where were the turning points in the conflicts? • Who were the winners and losers in the Anglo-Dutch Wars? 	<p>Textbook Base timeline/graph for events</p> <p>AQA Historic Environment Resource Pack 2020: Background Information & Resource M</p> <p>Second Anglo-Dutch War: Anglo Dutch Wars</p> <p>Pepys leading to summary articles on aspects of Anglo-Dutch Wars</p> <p>Third Anglo-Dutch War: Dutch war from the French perspective</p> <p>Images are to be found here in the Rijksmuseum of the Anglo-Dutch War</p> <p>Cartoon summary of Anglo Dutch war:</p> <p>Treaty of Dover (video clip):</p>

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25 & 26	<ul style="list-style-type: none"> • Conflict with the Dutch • The Second Anglo-Dutch War • The Third Anglo-Dutch War 	Students should be encouraged to understand the precise sequence of events involved in the Dutch Raid on the Medway .	<p>Enquiry question: what happened during the Dutch raid on the Medway?</p> <p>Using a map of South East England and the channel students should mark on the path of the Dutch fleet.</p> <p>Daily timeline sheet for the events of the Dutch Raid on the Medway may prove useful as a starting point</p> <p>Using images B - J students create a short captioned PowerPoint presentation to explain key moments in the fighting. OR Students create a tabloid newspaper report on the Raid on the Medway. They must include the consequences for public opinion of Charles and his government.</p>	<p>AQA Historic Environment Resource Pack 2020: Resource L</p> <p>Blank map of Channel and Thames/Medway</p> <p>Blank timeline sheet</p> <p>Dutch Raid on the Medway</p> <p>Textbook</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
27 & 28	<ul style="list-style-type: none"> • Conflict with the Dutch • The Second Anglo-Dutch War • The Third Anglo-Dutch War 	<p>These two lessons should try to establish the reasons for the success of the Dutch Raid on the Medway.</p> <p>It is sometimes useful to suggest that students consider the reasons why the English failed to stop the Raid.</p> <p>The student should be encouraged to come to some final conclusion about the Raid, paying particular attention to the role of location, the military resources of each side, strategy/tactics, and their leaders.</p> <p>Students need to explore the impact of the war in England where many saw it as part of a wider Catholic Plot.</p> <p>Students may consider the question – why did the Secret Treaty of Dover cause so much trouble for Charles?</p>	<p>The following headings are distributed to pairs of students to come to a paragraph conclusion (for both sides) to report back to the class on:</p> <ul style="list-style-type: none"> • size and nature of the fleets • the condition of the 2 fleets/neighbours • luck/accident • strategy. • leadership • communication • tactics/decisions. <p>In order to contribute to the debate, started by a series of statements</p> <p>Class debate on the above question: why was the Dutch raid on the Medway successful?</p> <p>Students may be asked to consolidate their understanding by writing a short essay of no more than 330 words to explain their view. This may be then set as a revision exercise to be summarised in no more than 100 words in preparation for Lesson 30.</p>	<p>AQA Historic Environment Resource Pack 2020: Resources B – J, O, P</p> <p>AQA Historic Environment Resource Pack 2020: Resources K, O</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
29	Relations with France and Spain.	Students explore the relationship between England and its two main rivals – France and Spain. The focus will be on France and the complex relationship. Students need to explore this on the personal level of Charles and Louis but also on the wider political and religious level.	<p>Enquiry Question: ‘Why were Anglo-French relations difficult question?’</p> <p>Students review what they know about England’s relationship with France and Spain and Charles relationship with King Louis.</p> <p>Students create a mind map to show how the relationship between England and France was interlinked with other issues such as Charles relationship with Parliament, the Anglo-Dutch Wars, and the issue of religion. With regard to the latter, students will note and add comment to explain the arrival of the Huguenots in England. Had a separate area to consider and explain why England’s relationship with Spain was also important.</p> <p>Class discussion: ‘Was Louis and Charles’s close relationship was more hindrance than help?’</p>	<p>Textbook</p> <p>The reign and court of Louis XIV</p> <p>Biography of the King of Spain Carlos II (Charles II) (from 1665 to 1700), his characteristics as the last Hapsburg ruler of Spain.</p>
30	ASSESSMENT		Students complete exam style questions on Part three.	