



Turton School

History Department

Name _____

Class _____



Yr 8 Scholars History

Homework Book – Topic 1
The Stuarts and Britain

Homework 1 (1/2)

To be completed by:

Was Everyone Happy with a Stuart King?

Source 1: From the writings of King James I, this is a reflection of his arrival into London written in 1603:

The people of all sorts rode and ran, nay, rather flew to meet me, their eyes flaming nothing but sparkles of affection, their mouths and tongues uttering nothing but sounds of joy, their hands, feet and all the rest...in their gestures discovering a passionate longing and earnestness to meet and embrace their new sovereign

Source 2: From the writings of King James I, this is a reflection of his arrival into London written in 1603:

James I was viewed with suspicion but his new subjects. Centuries of hostility between the two nations had created deep enmities, and these could be seen in English descriptions of the king. In them he was characterised as ugly, with a tongue too large for his mouth and a speech impediment that obscured his words.

How do these sources differ in their opinion of James I?

Why do these sources differ in their opinion of James I?

Homework 1 (2/2)

To be completed by:

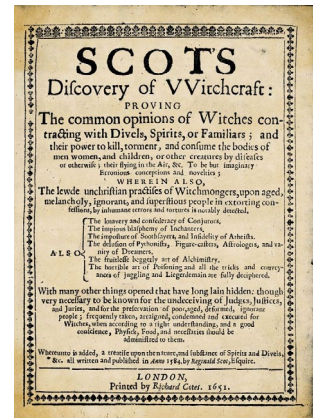
Which do you think is the more convincing opinion?

Give one reason for your view:

Give one reason why the other source is not convincing:

The Age of Witch Trials

James I was a king obsessed with witchcraft and the Devil. His obsession led him to write his own treatise or text about witchcraft entitled 'Daemonologie'. This was a text in 3 sections. The first deals with magic and necromancy, the second on witchcraft and sorcery, and the final section on spirits and spectres. The book was also published to challenge another text, by Reginald Scot, that suggested Witchcraft did not exist, and that belief in witches was yet another Catholic idea that Englishmen did not need to maintain.



James saw himself as a spiritual warrior, protecting the souls of his subjects. James became more obsessed with witches after a visit to Denmark in 1590 to collect his new bride Anne. On his journey he was almost killed by a storm; James suspected witches were responsible. He may also have seen the outcome of the Danish witch trials in which Protestants accused, mainly, Catholics of witchcraft. The Danish trials resulted in the deaths of around 1000 people. With all of this in his head, James was keen to root out the evil.

Upon his return to Scotland a group of women in North Berwick were rounded up and accused of Witchcraft. The women were tortured, admitting to all sorts of spells. The main suspect, Agnes Sampson, was taken to be questioned by James personally. Her words convinced him that her powers were real. Following this, James published his Daemonologie. In it all witches were painted as women and they were to be condemned to questioning and torture to reveal their magic.

When James became King of England in 1603, he was horrified to discover that England's laws on witchcraft were nowhere near as harsh as those in Scotland. Indeed, because of Elizabeth's tolerant religious views the number of Witch trials in England had actually been decreasing over time. In fact, under Elizabeth witchcraft itself was not illegal, only if it resulted in death or criminal harm was it illegal.

James was quick to make changes to these laws, and his new court in England quickly got swept up in his religious fervour. This is even evident in the plays at the time, Macbeth's three witches are all shaped by the information in James 'Daemonologie', showing that even Master Shakespeare was using James' own ideas to court his favour.

1. Read through the information above and highlight the key points.
2. Select one of the following witch trials and research the main events using the websites listed or books!

a. The Pendle Witch Trials

<https://www.historic-uk.com/CultureUK/The-Pendle-Witches/>

a. The Salem Witch Trials

<https://www.history.com/topics/colonial-america/salem-witch-trials>

Homework 2 (2/2)	To be completed by:
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The Age of Witch Trials

Use this page to present your research about one of the Witch Trials listed on the preceding page.

Homework 3 (1/2)

To be completed by:

Was there a Religious Rollercoaster in the Stuart times too?

Throughout the Stuart age, religion was inseparable from politics. Internationally, Britain's position in Europe was strongly tied to its position as a Protestant nation. Alliances were forged and broken based on religious policies. Religion mattered in the Royal court and in Parliament, where courtiers and politicians could rise and fall because of their confessional outlook. Kings could be questioned or overthrown because of their spiritual beliefs in equal measure to their political actions. When political parties began to emerge in the late seventeenth century, party line were based primarily on different interpretations of Protestant doctrine.

James I inherited a kingdom that had, for a time, been given to a certain level of tolerance. Elizabeth had witnessed the upheaval caused by her father's Reformation and had leaned towards the Via Media in order to keep the peace and her power. Whether James had similar intentions or not, the Plot of 1605 saw him begin to institute new laws intended to curb Catholicism severely. James introduced repressive restrictions that eliminated the right of Catholic Gentry to vote. The 1606 Recusants Act also increased fines for Recusants (Catholics who did not attend church), it also forced all Catholics to take an oath of allegiance. Catholics also found themselves forbidden to be lawyers or to serve as officers in the Army and Navy.

James dealt equally firmly with Puritans. On his accession to the throne James was presented with the Millenary Petition by the Puritan Clergy, this demanded the Church in England move away from anything they saw as Catholic practices. The king, however, stated that he preferred the status quo, affirming his belief that things should stay the same, with the King ruling the Church through the Bishops. Many Puritans grew dissatisfied with their new King.

Despite these troubles James did continue to lead the Church in England much as his predecessors had. In 1611, he commissioned a new translation of the Bible, the one still in majority use around the world today. He did cause issues with the Scottish Kirk (Church) though, when he tried to make it more like the Church in England. This relatively stable period was not to last as Charles succeeded his father and began to make changes of his own..

Charles was a 'high Anglican' with a Catholic wife, this meant that he maintained and upheld many of the ceremonies and practices of the Church which Puritans objected to. Indeed, many of Charles' Protestant subjects suspected him of being a Catholic sympathiser. Charles' Archbishop of Canterbury, William Laud, joined him in his High Anglican beliefs. Laud worked hard to root out Puritan practices and to impose the King's will on the Church. Like his father, Charles sought to bring the Scottish Church into line with that of England. His imposition of a new Book of Common Prayer on the Scottish Church provoked fierce resistance, resulting in the deployment of English troops to Scotland, and in 1639 the 'Bishops' Wars' started.

During the Civil War and Interregnum (the period ruled by Cromwell) Religion shifted to fit with the Puritan ideas that had grown in popularity since the sixteenth century. Cromwell believed in religious freedom for Protestant and Puritan groups. His reforms did away with church ceremony and much of the decoration that Churches typically had. The lagacy of this is still seen today, in the last decade Medieval paintings that had been hidden from Cromwell's men were rediscovered at Winchester Cathedral; it is also why most English Churches lack the decoration of their European, Catholic counterparts.

Homework 3 (2/2)

To be completed by:

The later Stuart kings, Charles II and James II also encountered problems with religion, mainly due to their Catholic sympathies. Charles II at least lent towards Catholicism, even if he did not publically sway from his Protestant faith. Charles II's efforts at tolerance pleased no one in his two kingdoms, the Test Act of his reign meant all government officials had to swear an oath that they were Protestant, but he did manage to avoid outright rebellion. He died without an heir, however, and so his openly Catholic brother, James II, became king. This would lead James' Protestant Parliament to seek a new ruler in what is known as the Glorious or Bloodless Revolution. It was James II who led to laws that prevent a Catholic taking the crown to this day.

What similarities are there between the religious situation in the Tudor and Stuart times?

Which Stuart was the most successful when it comes to religion and why?

What evidence is there of the Stuart period religious changes in Britain today?

Homework 4

To be completed by:

Research Task – The people of the Civil War

To become a good historian you will need to be able to conduct your own research and wider reading (at A level student are expected to carry out 5 hrs of wider reading a week – just for History!).

For your first research task of the year, You are going to research some of the people of the Civil War

You can visit ONE of these web sites to get you started but must try to use 2 other sources of information (you can scan the QR codes on your phone):

<https://www.britannica.com/biography/Thomas-Fairfax-3rd-Baron-Fairfax-of-Cameron>

<https://www.britannica.com/biography/Henrietta-Maria>

<https://www.britannica.com/biography/John-Hampden>

<https://www.britannica.com/biography/Prince-Rupert-English-commander>

Alternatively, you may choose another person of your choosing from the English Civil War. It is up to you how you present the information, you can be as creative as you like!

You must include a list of all three (or more) of the resources that you use.

Thomas Fairfax



Henrietta Maria



John Hampden



Prince Rupert



:

Homework 5 (1/2)

To be completed by:

Who supported whom in the Civil War?

On July 11th 1642, Parliament declared that the King had already begun the war...The first blood was shed three days later, when a townsman of Manchester died from wounds inflicted by a group of Royalist troopers. The two sides now competed to take control of the munitions (weapons) of the local militias.

The two sides were now beginning to take a definite shape. The early supporters of the king were prompted by loyalty and by the doctrine of obedience. Sir Edmund Verney expressed it best by saying of the king that 'I have eaten his bread and served him near thirty years, and will not do so base a thing as to forsake him.' His sense of honour overrode all other considerations. It was a question of what was known as 'the old service' or 'the good old cause'.

A majority of the peers and the greater land owners supported the king, since his privileges guaranteed their own. Twice as many families of the gentry also took the king's side. The puritan gentry, of course, were parliamentarians. A puritan, Richard Baxter, anatomized the situation very well. He claimed that 'on the parliament's side were the smaller part of the gentry in most countries, and the greater part of the tradesmen and freeholders, the middle sort of men. An element of popular or lower-class royalism was evident.

Religious dissenters overwhelmingly took the side of Parliament, while Roman Catholics supported the king, or, for fear of reprisals, remained neutral. The universities and Cathedral cities were largely for the king, while the dockyards and chief ports were for Parliament. A great number of towns wished to stay out of the conflict altogether.

In the most general terms, the North and West were sympathetic toward the king, while the south-east, and London in particular, supported the parliamentary cause. More subtle calculations have also been made. It has been estimated that royalists were slightly younger than parliamentarians, this statistic is boosted by the fact that many young men joined the king in an act of bravado as well as patriotism. It is clear that the judges of the land were divided in their allegiance, the Lawyers had a long history of hostility towards royal courtiers.

The majority of the population were neither hot nor cold; but they were alarmed and intimidated by the change that had come over the country. The partisans on both sides had provoked the conflict, it would be they who would end it. The rest stood by and waited. They did not care about the form of government as long as 'they may plough and get to market'....some sportsmen named their packs of hunting dogs 'roundheads' or 'cavaliers' and children in the streets would engage in mock battles under those names.

Many families were also split in their allegiances, although it was sometimes believed that this was a convenient ploy to save property if one party or the other prevailed. First sons were likely to be Royalist, while younger sons remained neutral or doubtful.

Both sides had armies comprised of trained militia from the counties that supported them and volunteers. The armies were, in many respects equally matched. They contained many men who believed the war would be a short one, and that they would return to their fields in time for the next harvest; it was widely considered that one great battle would decide the issue. Many of them were poor and had been pressed into service by landlords or employers. The soldiers of both sides were scorned as the 'off-scourings of the nation' [though] many of the men had volunteered out of genuine conviction.

Who was likely to be supported by the people of Bolton?

Homework 5 (2/2)

To be completed by:

Explain who the Gentry supported and why. Is this the case for all of them?

Why do you think the middle classes were more likely to favour parliament?

Are there any similarities between the attitudes of ordinary people towards crises in the civil war and today?

Explain what you found most surprising about the pattern of support:

Homework 6 (1/2)

To be completed by:

Why was Europe at war too?

The Thirty Years war was the most destructive conflict in Europe before the World Wars of the twentieth-century. The wars lasted from 1618-1648 and involved huge swathes of the continent. The centre of the war was around the Holy Roman Empire, a multi-ethnic complex of territories that had developed in the middle ages. By the 17th century it was ruled by the Hapsburg family.

Its true cause is still a matter of debate between Historians, however, on the broader level it was a conflict between Protestants and Catholics as well as a conflict between two of the most powerful ruling families of Europe: the Hapsburgs of Spain and the Holy Roman Empire, and the Bourbons of France.

The religious causes of the war stretch to the Protestant Reformation of the preceding century. The Catholic Church did not accept the rise of Protestantism and the Holy Roman Emperor threatened to use Catholic, Germanic states to invade the Protestant ones. The Emperor had miscalculated though, and the Catholic German states refused to support him, siding with the Protestant fellow Germans instead. In the end the Holy Roman Emperor was forced to allow freedom of Religion, which took away some of his power over the Germanic states of the Holy Roman Empire.

When Ferdinand II came to the throne he was determined to reassert the control of the Holy Roman Empire over these Protestant states. Ferdinand II also believed in ruling with absolute authority, much like his Stuart contemporaries, he wanted to ensure all in his Empire followed his rules. He was also a devout Catholic, the Protestants feared he would threaten their religious freedom and prepared to resist him.

The long term rivalry between the French Catholic Bourbons and the Holy Roman Hapsburgs was also a cause of tension. The Bourbons had long feared the growing power of the Hapsburgs. The religious conflict that erupted when Ferdinand II became emperor provided the Bourbons with the perfect excuse to act.

One of the main triggers for the wider conflict was the 'Defenestration of Prague'. When Ferdinand came to power he appointed Catholics as regent of Protestant Prague. The Protestant city leaders protested, and upon being ignored threw the Catholic regents from the windows of the castle. After this the Protestants states and Catholic Empire began to prepare for war.

What are the main long-term causes of the 30 years war?

What triggered the war?

What happened during the War?

Soon after the start of the war the two sides were engaged in brutal warfare on multiple fronts. The main fronts ran through Austria in the West and Transylvania in the East. To the West the Catholic forces were supported by Spain, and they saw some initial success against the Protestants. In the East, Turkish Ottoman soldiers were paid to fight along side the Protestant forces.

The Protestant forces were also backed up by other nations, including Protestant Sweden and Catholic France. The French Bourbons offered their support to the Protestants as a way to undermine the growing power of the Hapsburgs. This had a good effect for the Protestants for a time. However, as the war progressed the French king died, reducing their ability to fight effectively.

The war was not all fighting, it also saw long periods of stalemate. This lasted the reigns of Ferdinand III and Leopold I of the Holy Roman Empire, in which evenly matched Hapsburg and French forces faced each other in stalemate for several years. Territory and cities traded hands until eventually the war ended in 1648.

Why did the French become involved in the 30 years war?

Sort the results below into order of importance:

a	This was, arguably, the last religious war in Europe.	
b	The power of the Holy Roman Emperor was reduced.	
c	The Holy Roman Empire was reduced to mostly Austrian territory.	
d	Spain lost their colony in Holland, and the unification of the German states was halted as they were too damaged by the War.	
e	Western European nations established fixed borders; which would provide stability as well as issues in later centuries.	
f	There were many casualties, up to 40% of the population in Germany for example.	

What is the most important impact of the 30 years war?

Homework 7 (1/2)

To be completed by:

What happened to the Arts in the Stuart times?

Just weeks after becoming King of England, James I officially adopted Shakespeare's company as providers of plays, with this the company became known as the King's Men. Shakespeare, for his part, welcomed the new king with a new play, **Macbeth**. Written in 1606, **Macbeth** is set in James' native Scotland and portrays his real-life ancestor, Banquo, as a good man destined to have monarchs among his descendants. Macbeth's witches also appealed to the King's long standing fascination with witchcraft.

The King's Men typically performed at court around 10 times per year. Records show that James and his courtiers saw plays including **The Comedy of Errors**, **Othello** and **The Merchant of Venice**. Shakespeare had need to be careful when writing his History plays especially, the aristocracy at court did not respond well if their ancestors were painted in a negative light.

In two later plays, **Cymbeline** and **King Lear**, Shakespeare shows support for James' desire to unite Scotland and England. Both plays refer to the notion of 'Britain' which was both a mythical notion from Arthurian legend and the ideal of a united Scotland and England. In fact, Shakespeare uses **King Lear** to warn that a divided Britain leads to terrible consequences, as the division of the Kingdom is disastrous within the play.

Shakespeare also remained carefully ambiguous about religion in his plays for James; something he clearly attempted to do throughout his career. The setting of **King Lear**, for example, is pre-Christian Britain, which meant Shakespeare could avoid being dragged into contemporary debates about Religion.

How did James continue the Arts traditions of Elizabeth?

How can you tell Shakespeare was reliant on royal money in his works?

Drama fell out of favour in the reign of Charles I, some suggest this is because of the rise of Puritanism, whose followers viewed the arts with suspicion. Others argue that the focus simply shifted as the gentry gave their patronage elsewhere. Theatres typically became smaller, before being closed altogether during the Civil War. After that point most performances were privately held and only for the rich. Eventually, Cromwell's rule saw arts outlawed and overlooked.

Homework 7 (2/2)

To be completed by:

Charles I chose to invest heavily in paintings and art. He was one of the most influential royal collectors; by far the keenest collector of all of the Stuart rulers. He saw paintings as a way of promoting his view of the monarchy. By his death he had amassed around 1760 paintings including work by Titian and Raphael. He particularly patronised Rubens, who is responsible for the painting on the ceiling of the banqueting house in Whitehall. It was Anthony Van Dyck who was appointed 'Painter to the King', with many of his works ending up in the Royal Collection.

Instead of drama, poetry flourished including people like John Milton. Milton wrote **Paradise Lost**, which is arguably second only to Shakespeare for its influences on English Literature.

Milton, like Cromwell, had a clear religious belief that his mission was to usher in the Kingdom of God on earth. He also loathed the Stuart notion of the 'Divine Right of Kings'. His work contains many religious and political arguments, though he fell out of favor just before publication after producing a pamphlet that denounced kingship. His poem was reworked in the Caroline Era casting Cromwell the role of Satan.

Money was also given out by rich patrons to sponsor the development of philosophy, medicine and mathematics. William Harvey published **De Motu**, a book detailing the workings of the heart and circulation which moved medicine forward, Sir Francis Bacon helped to lead the way towards established scientific organisations. In Maths, the publication of work by Harriot and Oughtred contributed to the evolution of modern mathematical language. In these fields the seeds of change and the modern era were being sown, if not yet coming to fruition.

Why did Charles I place so much value on Paintings?

Explain why the development of Arts and other disciplines in the Stuart era is still having an impact today?

Homework 8

To be completed by:

An extract from ‘The confession of Richard Brandon’ written in 1649. Richard Brandon was the executioner who cut off the head of Charles I. This was published in a pamphlet after his death. There is some debate about the reliability of the source as executioners work anonymously!

Upon Wednesday last (20th June, 1649) Richard Brandon, the late Executioner and Hang-man, who beheaded his late Majesty, King of Great Britain [Charles I], departed this life. But during the time of his sickness, his conscience was much troubled.

And upon Sunday last, a young man of his acquaintance going in to visit him, fell into conversation with him, asked him how he did, and whether he was not troubled in conscience for cutting off of the King's head?

He replied, “yes!” Further acknowledging, That he had no sooner stepped upon the scaffold [execution platform], but immediately he fell a trembling, and hath ever since continued in the pain and agony. He likewise confessed, that he had [been paid] 30 pounds for his pains.

About 6 of the clock at night [on the day of the execution], he returned home to his wife...and gave her the money, saying, That it was the dearest money that ever he earned in his life, for it would cost him his life.

Which prophetic words were soon made manifest; for it appeared, that ever since he hath been in a most sad condition [ill].

What does this source tell you about the way the executioner reacted to the death of Charles I?

How far do you think the feelings of the executioner were shared by the common people at the time?

Explain if you think we can trust this source or not...

Homework 9 (1/2)

To be completed by:

Did the execution of the king turn the world upside down?

After King Charles I was executed in 1649 some people began to have new, sometimes extreme, ideas about how the world should be organized. The image below is a source from 1647 about this new world. It was sent to the King by a well-wisher. Look at the image and answer the questions below- then do the reading about the main groups that emerged:



Why do you think the source is called 'World turned upside down'?

What message do you think the artist is trying to send to the king?

Do you think most people would have shared similar ideas about the execution of the King?

Homework 9 continued

Did the execution of the king turn the world upside down?

In 1649, new ideas about the world began to circulate, a few years earlier people would not have been allowed to share such thoughts. But people were now freer to say what they liked; anyone with a printing press could print pamphlets and publish their ideas.

The **Diggers** were one of the key groups. They believed that no one group should rule another. They did not think land should be owned by the rich, arguing that it should be shared amongst all of the people. Some diggers occupied (took over) common land in Surrey, saying that if everyone did this there would be an end to hunger and poverty.

Another group were called the **Levellers**. They wanted Parliament to run the country. They argued that MPs should be elected by all men over 21, and not just by the rich. They thought that everyone should have a right to be tried by a jury and that the death penalty should only be for murder. They also wanted people to be free to worship as they wished.

Some people, called the **Fifth Monarchists** believed that Jesus was about to return to earth and create a holy kingdom in England. They disliked the Gentry and refused to bow or show respect to those 'above' them in society. They wanted a Parliament of holy people to lead the nation, instead of elected MPs. They wanted to change the legal system to restorative justice e.g. thieves doing work for those they stole from instead of being hanged.

All of these groups were still run and dominated by men, however, **Women** also demanded a share of the freedoms given by the state. They wrote a petition to Parliament that called for them to have more rights and be seen as equal to men. They complained that they were thought of as too stupid to realize that they had no rights.

From the reading, explain why these ideas would have been so controversial in the Stuart times?

Select one group from the reading above and complete research to create an infographic about it. Try to choose the one that you would most agree with.

Homework 10

To be completed by:

Research Task – Women of Stuart England

To become a good historian you will need to be able to conduct your own research and wider reading (at A level student are expected to carry out 5 hrs of wider reading a week – just for History!).

Your second research task is to investigate two women from the Stuart period. You can carry out your research using the internet, a book or any other means, but you must choose two women from the period. The women may be monarchs from across the world, artists, aristocrats, authors, scientists, philosophers!

You must research their lives and achievements, with a view to convincing your teacher that they are the most important women of the era 1603- 1714. You can present your information as an infographic, a booklet, a PowerPoint or presentation, a speech, a podcast, the choice is yours.

Alongside your work you need to include a list of websites, books and resources that you used to find out your information. This is called a bibliography and is a vital part of research.

Homework 11 (1/2)

To be completed by:

Representations of Charles II

As with all Kings, Charles II was the focus of lots of artists who made portraits of him throughout his life. Use the QR code or visit the website

<https://www.npg.org.uk/collections/search/person/mp00841/king-charles-ii>

and select the portrait of Charles II that you feel is the best reflection of him.

Stick a copy of your chosen painting below and then use the following page to analyse it.



Homework 11 (2/2)

To be completed by:

Representations of Charles II; My analysis

Give the title of your painting and the Artist:

Explain what you think the artist is trying to portray about Charles II/ his family in the work:

List two or three main symbols in the painting, explaining what they mean:

Explain the context of this painting; what was going on in England/the world at this point?

Why was 1665 such a big year in England's History?

"This day on Drury Lane I see two or three houses marked with a red cross upon the doors." Samuel Pepys, 1665.

In 1665 the Great Plague hit London. In May 43 people died of Plague, not an uncommon occurrence in this period, which saw plague come and go in 1603 and 1625, but by in June another 6137 people were dead of the disease. At its peak in August 31,159 people perished of the Plague and in all 15% of London's population was dead by the end of that summer.

Incubation of the plague took 4-6 days, once one person in a household was infected the whole household would be locked inside and their house marked. In many cases this condemned the whole family to death. King Charles II left London and fled to Oxford, many of the wealthy and middle classes fled too, leaving behind only those that could not afford to flee.

However, as people fled the Plague seemed to follow. It spread to many parts of England. The city of York was also terribly affected, and the grassy banks outside the city walls show the remains of the Plague pits where the dead were buried after dark.

A small village in Derbyshire called Eyam, 6 miles north of Bakewell, has a story of tragedy and courage that will always be remembered. In 1665 a box of laundry was brought to Eyam by a traveller. The laundry was found to be infested with fleas, and the epidemic started.

80% of the people died here and there could have been a terrible outbreak in Derbyshire had the village not had a courageous rector called William Mompesson.

He persuaded the villagers not to flee the village and so spread the infection, but to stay until the plague had run its course. His wife was one of the many victims and her tomb can be seen in Eyam churchyard. Mompesson preached in the open air during the time of the plague, on a rock in a dell now called Cucklett Church. Every year a Commemorative Service is held here on the last Sunday in August. During their 'siege' the villagers dropped money for provisions into a well so as not to spread the infection on the coins.

In some towns and villages in England there are still the old market crosses which have a depression at the foot of the stone cross. This was filled with vinegar during times of plague as it was believed that vinegar would kill any germs on the coins and so contain the disease.

The plague lasted in London until the late autumn when the colder weather helped kill off the disease.

Often credited with ending the Plague, another disaster would hit London and transform it from the ramshackle medieval city to one we are much more familiar with today. London's buildings were made of wood, and tightly packed into narrow streets. A fire broke out on Pudding Lane, the result of a baker not properly banking his fire. It spread rapidly along the river front, some buildings were blown up in the hope of creating a firebreak, but it was too late.

With a strong wind fanning the flames, it was feared the whole city would be lost as the fire raged from 2nd-7th September. By Friday 7th, the fire was over and the damage could be assessed. Some 13,000 houses had been destroyed, 52 company halls (the main economy of the city) were lost and 87 children had been lost to the fire. The damage was £10 million at a time when the city's total income was only £12,000 per year.

Homework 12 continued

The ambitious plans for rebuilding were initially unaffordable, but many changes were still achieved. Over 100 streets were widened. Timber was banned as a building material, with stone or red brick to be used instead. Churches, and St Paul's Cathedral were rebuilt, designed by Sir Christopher Wren. Some other changes were made to make the city healthier, including covering over the polluted river fleet and other waterways that were being used as sewers.

But there is one thing that remained, the idea that the Great Fire stopped the Plague. But this is not true. You should know from the previous page that the Plague was already in decline by winter 1665, and the fire did not break out until almost a year later. People like to think the fire killed the rats that spread the Plague, but this is not true!

Why do some people still believe that the Great Fire ended the Great Plague?

Write a summary explanation of the year 1665-66 that makes the real relationship between these two events clearer:

Homework 13 (1/2)

To be completed by:

In 1707 an Act of Union, negotiated between the English and Scottish Parliaments brought about the existence of the United Kingdom. This was the realisation of a long held Stuart ambition that started when James I came to the English Throne. He had hoped to unite the two kingdoms, the two crowns, into one United Kingdom. Both the Scottish and English parliaments opposed the idea at first, it took over a century before such a union came about. Even then, the union was not easily made; it took strong negotiation by both sides to reach an agreement, and even then it was decided by a few rich men sitting in the parliaments of each nation.

Source A: Paraphrased from a 1707 letter by the Scottish Earl of Mar to his Brother. In the letter he described the ceremony of the presentation of the signed Act to the queen:

You cannot how agreeable it was to everyone, concluding the Act and delivering it to the Queen. The Queen received us in front of all the ladies and the court and the foreign ambassadors. One of us and one of the English walked together but we, the Scottish, were on the Queens right hand and she made a speech to us.

Source A: From a 2021 article by Hamish McPherson about the Union. McPherson believes in regaining Scottish independence:

Despite anti-union riots across Scotland, which saw the entire standing army in Scotland based outside Edinburgh while a massive English Army prepared itself on the border, and despite the brave attempts of some Scottish Parliamentarians to oppose it, the Act of Union came into being. The Scottish Parliament- note, not Scotland- voted itself out of existence.

How do these sources differ in their opinion of the Act of Union?

Why do these sources differ in their opinion of the Act of Union?

Homework 13 (2/2)

To be completed by:

Which do you think is the more convincing opinion?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

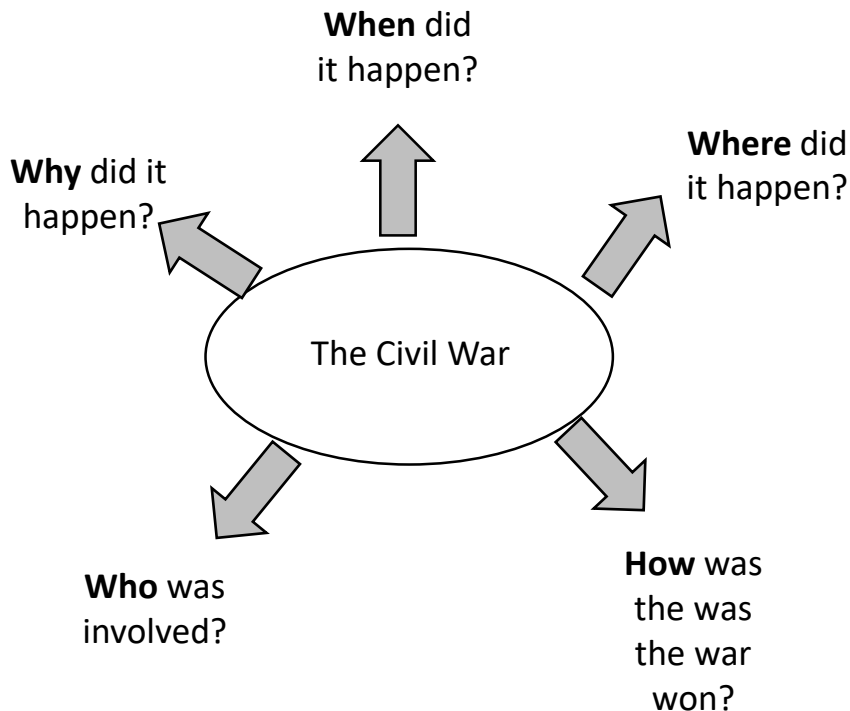
Homework 14

To be completed by:

Civil War Revision Task

A good student of history will need to learn how to revise and review material taught in class. For this week's homework create a mind map about the Civil War. A good mind map will have colours and pictures to make the mind map interesting and easy to remember.

Use the mind map below as your starting point. There are some strands added to help you. There are also some great videos on YouTube to help you with your mind map technique.



Wider Activity	
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Additional websites:

There are a number of useful websites to visit to help build up your knowledge about this period:

<https://www.britannica.com/event/English-Civil-Wars> Or
<https://kids.britannica.com/kids/article/English-Civil-War/476240>

<http://bcw-project.org/>

http://www.bbc.co.uk/history/british/civil_war_revolution/

<https://www.bbc.co.uk/bitesize/articles/znnxwnb>

<https://www.english-heritage.org.uk/learn/histories/the-english-civil-wars-history-and-stories/the-english-civil-wars/>

Wider reading

There are many great reading books covering this period, specifically designed for you to understand the period and also see it from a different point of view.

Children of the New Forest: A Children's Novel set in the English Civil War by Frederick Marryat.

This is a fictional story set in the Civil War period. It follows a family of orphans as they try to navigate the world left to them after the Civil War.

The English Civil War by Diane Purkiss. This is a non-fiction book that uses memoirs, songs and plays from the period to tell the story of the Civil War from the perspective of the people. It brings to life both Roundheads and Cavaliers, fighting people and the ordinary people.

The History of England Volume III: Civil War by Peter Ackroyd. A non-fiction account of the reigns of James I and Charles I, as well as the English Civil War itself.