

GCSE



WJEC GCSE

History

Approved by Qualifications Wales

Guidance for Teaching: Unit 1 Option 1.4

Teaching from 2026

For award from 2028

Version 2 - February 2025



This Qualifications Wales regulated qualification is not available to centres in England.

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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment - Unit 1

Unit 1: An in-depth study on Welsh history

Written examination: 1 hour

30% of qualification

60 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

Medieval

1.1 Rhys ap Gruffudd, Prince of Deheubarth c.1132–c.1197

1.2 Owain Glyndwr c.1354–c.1416

Early Modern

1.3 Wales and the early Tudors c.1485–c.1547

1.4 Wales in the era of the Civil War 1603–c.1660

Modern

1.5 Rebellions and Protest in Wales, c.1831–c.1892

1.6 Wales in the early to mid-twentieth century, c.1914–c.1959

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

Unit 1 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

Overview of Unit 1 Early Modern: Option 1.4 Wales in the era of the Civil War, 1603–c.1660

An in-depth study on Welsh history (30% of the qualification)

The purpose of Unit 1 is to provide an insight into the development of Wales at a specific point in time. The aim of this option is to develop learner understanding of the conflict between early Stuart kings and Parliament, and its impact on Wales during the period from 1603 to c. 1660.

Time period	Option	
Early Modern	1.4	Wales in the era of the Civil War, 1603–c.1660
	1.4.1	The reign of James I, 1603 - 1625
	1.4.2	The drift to Civil War, 1625 - 1642
	1.4.3	The importance of Wales in the Civil War, 1642 - 1651
	1.4.4	The impact of the Civil War on Wales
	1.4.5	From Republic to Restoration, 1651 - 1660

Scheme of Learning for Option 1.4 Early Modern: Wales in the era of the Civil War, 1603–c.1660

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers.

These can be found on: <https://resources.wjec.co.uk/>

1.4 Background: Wales and the Crown at the start of the seventeenth century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the general influence of politics, supporters and opponents of the King, and factors that shaped Welsh society and the Welsh economy from 1603. 	<p>An understanding of the 'Political Nation' (those people who had economic, political and social influence). the monarchy and the Divine Right of Kings, the elites and the role of Parliament.</p> <p>Support of James I from royalists, nobility, the Anglican church, Scottish support, and favourites such as Robert Cecil and George Villier.</p> <p>Opposition from Parliamentarians, Puritans and Catholics.</p>	<p>Activity: Using reading on the factors that shaped Welsh society and economy, complete a mind map.</p> <p>Divide (sort) groups into supporters and opposition of the King.</p> <p>Outcome: Learners can identify and explain factors that shaped Welsh society such as union with England, politics, religion and the changing economy .</p> <p>Learners can identify supports and opposition to the King.</p>	<p>Book(s): <i>Britain 1603-1760</i> (OCR textbook)</p>	2 hours

	<p>Factors that shaped Welsh society such as the Union with England and political integration, religion, rural economy, trade and early industrial activity, and cultural identity and language.</p>	<p>Advanced activity: Comprehension task with questions linked to the 'Political Nation' of England.</p> <p>Advanced outcome: Learners can explain the 'Political Nation' of England.</p>		
<ul style="list-style-type: none"> the significance of religion in society: the power and influence of the Church, Protestants, Catholics and emerging Puritan beliefs in Wales. 	<p>An understanding of the importance of religion in England and Wales in the early modern period.</p> <p>Religious change under the Tudors prior to the accession of James I.</p> <p>The dominance of the Anglican Church, the influence of the Welsh Bible and the beginnings of religious dissent.</p>	<p>Activity: Create a timeline of religious changes from the Henrician Reformation to the end of the Civil Wars.</p> <p>Outcome: Learners can explain the importance of religion in seventeenth century Wales and explain the changes taking place.</p> <p>Advanced activity: Use sources to identify similarities and differences in religion in England and Wales.</p> <p>Advanced outcome: Learners to compare religion in Wales and England.</p>	<p>Website(s): Culture and religion in early modern Wales - BBC Wales History</p>	<p>1 hour</p>

1.4.1 The reign of James I, 1603-1625				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> James I's approach to the kingdoms he ruled, including: <ul style="list-style-type: none"> his position as James I of England and VI of Scotland but referring to himself of King of Great Britain and Ireland naming his heirs Prince of Wales – Henry in 1610, and Charles in 1616. 	<p>To understand the reasons why James I referred to himself as King of Great Britain and Ireland and why parliament objected to this.</p> <p>To understand why James I named Henry and Charles Prince of Wales and the political ramifications of this.</p>	<p>Activity: Use reading to identify reasons why James I referred to himself as King of Great Britain and Ireland and named his heirs Prince of Wales.</p> <p>Outcome: Learners can explain why James I referred to himself as King of Great Britain and Ireland and why Henry and Charles were made Prince of Wales and describe the investiture.</p> <p>Advanced activity: Use primary sources to identify reactions to James I naming his heirs Prince of Wales and referring to himself as King of Great Britain and Ireland.</p> <p>Advanced outcome: Learners to explain the contemporary reaction to James I naming his heirs Prince of Wales and referring to himself as King of Great Britain and Ireland.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 11.</p> <p><i>Shakespeare's Princes of Wales: English Identity and the Welsh Connection</i> by M.R. Cull (Oxford, 2014), Chapter 4: Princes, Playhouses, and the Politics of Empire: Henry Frederick and the Investiture of 1610.</p> <p>Video(s): King James I: The First Stuart King of England</p>	2 hours

<ul style="list-style-type: none"> James I's problems with religion in his kingdoms, including: <ul style="list-style-type: none"> the 1605 Gunpowder Plot and conflict with Catholics the 1611 King James Bible and conflict with Puritans. 	<p>To understand James I's conflict with Catholics to include conflict over collection of recusancy fines and legislation against Jesuits.</p> <p>To understand the main events of the Gunpowder Plot. Consider the traditional story and possibility that the Catholics were framed.</p> <p>To understand James I's relationship with the Puritans including the Hampton Court Conference and the completion of the King James Bible</p>	<p>Activity: Create a timeline outlining the main events involving James I and religion during his reign.</p> <p>Outcome: Learners can describe the conflict with Catholics and Puritans.</p> <p>Advanced activity: Sort sources into whether they support the traditional story of the plot or they suggest the Catholics were framed.</p> <p>Advanced outcome: Reach a judgement on whether the Catholics were framed for the Gunpowder plot.</p>	<p>Video(s): King James I: The First Stuart King of England</p> <p>The Gunpowder Plot: Guy Fawkes</p> <p>Guy Fawkes and the Gunpowder Plot</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	<p>2 hours</p>
<ul style="list-style-type: none"> James I's problems with ruling his kingdoms, including: <ul style="list-style-type: none"> difficult relations with Parliament reliance on favourites including the Earl of Salisbury and the Duke of Buckingham. 	<p>Understand the reasons for difficult relations with Parliament throughout the Parliaments of 1604-11, 1614, 1621 and 1624. The main issues such as James I's belief in the Divine Right of Kings, parliamentary privilege, finances and union.</p> <p>The administrative and political importance of Robert Cecil, the Earl of Salisbury and the impact of the Duke of Buckingham as one of James I's favourites.</p>	<p>Activity: Use reading to identify the issues in each of James I's parliaments and the causes of the issue. Also, consider involvement of favourites.</p> <p>Outcome: Learners can explain why there were difficult relations with parliament and describe James I reliance on favourites.</p>	<p>Video(s): King James I: The First Stuart King of England</p> <p>Book(s): <i>A Monarchy Transformed: Britain 1603-1714</i> by M Kishlansky</p> <p><i>James VI and I and His English Parliaments</i> by C Russell</p>	<p>2 hours</p>

		<p>Advanced activity: Class debate on the effectiveness of James I dealings with parliament.</p> <p>Advanced outcome: Learners can evaluate the effectiveness of how James I and his favourites dealt with parliament.</p>	<p><i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	
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1.4.2 The drift to Civil War, 1625-1642				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the events of the Personal Rule of Charles I, including: <ul style="list-style-type: none"> difficulties in raising money without Parliament through Ship Money and other means Archbishop Laud and the religious issues that led to war with Scotland from 1639. 	<p>Charles I's Personal Rule (1629-40) when he governed without calling Parliament which caused widespread resentment and contributed to the political tensions that led to Civil War.</p> <p>Raising money through methods such as Ship Money (extending the tax to inland counties in 1634, even though there was no active war), reviving the sale of monopolies, forced loans compelling wealthy subjects to lend money to the crown, the Distraint of Knighthood, tonnage and poundage, feudal dues and purveyance.</p> <p>Archbishop Laud's religious reforms, how they were perceived as an attempt to enforce Anglican uniformity and how this led to tensions between Charles I and the Scottish Presbyterians.</p>	<p>Activities: Use sources to complete a table looking at how Charles I raised money.</p> <p>Create a timeline on the reforms introduced by Archbishop Laud leading up to the war with Scotland.</p> <p>Outcome: Learners can explain the ways Charles I raised money during his Personal Rule without Parliament and learners can describe the reforms introduced by Archbishop Laud and explain why they led to war with Scotland from 1639.</p> <p>Advanced activity: RAG rate the success of James I's methods of making money. Give reasons for your rating.</p> <p>Advanced outcome: Learners can evaluate the success of James I's methods of raising money without Parliament.</p>	<p>Video(s): English Civil War: War of the Three Kingdom</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	2 hours

<ul style="list-style-type: none"> events leading to the Civil War, including: <ul style="list-style-type: none"> arguments with Parliament over financing the war in Scotland and dealing with the 1641 revolt in Ireland Parliament's treatment of some of Charles's closest advisers, including Laud and Strafford. 	<p>Charles I reluctantly calls Parliament due to lack of necessary funds to maintain an army.</p> <p>On-going disagreements over Charles I collection of taxes without consent, Parliament calls for greater control over religious and political matters, the Grand Remonstrance (1641) and the Milita Bill (1642).</p> <p>Charles' key advisers were targeted by Parliament as symbols of the King's unpopular policies. Opposition to Laud's religious reforms from Parliament and his impeachment, trial and execution. The Long Parliament's move against Strafford, accusation of treason, the Bill of Attainder and execution.</p>	<p>Activity: Create a timeline of the relationship between Charles I and Parliament, Charles I's personal rule and the Civil War. Include the treatment of Charles's closest advisers.</p> <p>Outcome: Learners can describe the events involving Parliament that date from Charles' personal rule to the Civil War and describe the treatment of Charles's advisers.</p> <p>Advanced activity: Give each key moment a rating out of 5 (0 being no tension, 5 being extremely tense). Add this to your timeline.</p> <p>Advanced outcome: Learners can reach a judgement on the extent of tension for each key moment.</p>	<p>Website(s): English Civil War - War of the Three Kingdoms DOCUMENTARY (youtube.com)</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	<p>2 hours</p>
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<ul style="list-style-type: none"> Wales and its support for the king during the reign of Charles I, including: <ul style="list-style-type: none"> influential Welsh men, including Sir Robert Mansel of Margam and Sir John Owen the men of the Council of Wales and the Marches prior to its abolition in 1641. 	<p>Support from Welsh Royalists such as Sir Robert Mansel and Sir John Owen. Mansel provided financial and military support to the king's cause despite having direct participation in combat due to his age. Sir John Owen served as a Royalist commander in North Wales.</p> <p>Lord Herbert of Chirbury remained loyal to Charles I despite being President of the Council prior to the abolition of the council.</p>	<p>Activity: Use sources to identify key Welsh supporters for Charles I. For each influential person learners should record key information such as name, age, role, military and financial importance.</p> <p>Outcome: Learners can identify key Welsh supporters for Charles I and explain why their support was important.</p> <p>Advanced activity: Use sources to identify key Welsh supporters for Charles I. For each influential person, learners should record key information such as name, age, role, military and financial importance. Use this to decide whether parliament or Charles I has the most effective support.</p> <p>Advanced outcome: Learners can identify those groups that did not support Charles I and decide who has most effective support.</p>	<p>Website(s): English Civil War: War of the Three Kingdoms</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	2 hours
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1.4.3 The importance of Wales in the Civil War, 1642 - 1651				
Learners should understand:	Knowledge	Activities and outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the role of Welsh military personnel in England, including: <ul style="list-style-type: none"> the importance of the Welsh contribution at the Battles of Edgehill and Newbury the use of the Welsh as foot soldiers and the life of a foot soldier, including, daily routines, rules for soldiers, uniform and weapons. 	<p>To understand the importance of the Welsh contribution to the Battle of Edgehill and Newbury through manpower, loyalty, Welsh cavalry, infantry and strategy.</p> <p>Welsh foot soldiers played a significant role in the Civil War. They were drawn from local populations and played a significant role in the Royalist Army.</p>	<p>Activities: Create a map that shows the positioning of Welsh troops at the battles. Use historical sources to trace where the Welsh forces were located on the battlefield to explain the strategic importance of their positioning. Use this to explain why they were important.</p> <p>Annotate a drawing of a Welsh foot soldier with key details.</p> <p>Outcome: Learners can explain the importance of the Welsh contribution to the key battles in the Civil War and describe Welsh foot soldiers. Details of the life of a foot soldier could include morning routine, training, recruitment, camp life and duties, meals and rest, evening routine and battle preparation.</p>	<p>Book(s): <i>The Civil War in Wales</i> by William Hughes</p> <p><i>The Welsh and the Civil War</i> by D Stephenson</p> <p><i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p>Video(s): English Civil War: War of the Three Kingdoms</p>	3 hours

		<p>Advanced activity: Discuss the effectiveness and challenges faced by Welsh foot soldiers (consider training and discipline compared to the New Model Army, how roles evolved over the Civil War and whether they had a meaningful impact on the war.</p> <p>Advanced outcome: Learners can evaluate the effectiveness of a Welsh foot soldier.</p>		
<ul style="list-style-type: none"> the strategic importance of Wales as a Royalist stronghold, including: <ul style="list-style-type: none"> the use of castles, including Harlech and Raglan, as strategic centres by Charles I the use of routes through Wales as a means of securing support from Catholic Ireland. 	<p>To understand how the Crown refurbished and ‘made ready for war’ several castles – Harlech, Raglan, Denbigh, Pembroke etc.</p> <p>The siege of Harlech castle and using castles as bases from which military campaigns could be launched.</p> <p>Wales and Ireland are geographically close which allowed for transportation of troops and resources. Ports like Pembroke served as a landing point.</p>	<p>Activity: Use a map to identify the castles and routes on a map. This should be used to explain their importance.</p> <p>Outcome: Learners can explain the strategic importance of Wales during the Civil War. This should include the use of castles and as a route to Ireland.</p> <p>Advanced activity: Use primary sources and secondary research to assess the strategic importance of Wales during the Civil War. Reach a judgement on the importance of Wales during the Civil War.</p>	<p>Video(s): English Civil War: War of the Three Kingdoms</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p><i>The Civil War in Wales</i> by Terry John (2021)</p> <p><i>The Civil Wars in Pembrokeshire and the British Revolutions</i> by Lloyd Bowen, John Poyer (2020).</p>	<p>2 hours</p>

		<p>Advanced outcome: Learners can evaluate the strategic importance of Wales during the Civil War.</p>	<p>Map(s): UK Map Outline: Blank Map of the UK</p>	
<ul style="list-style-type: none"> the significance of fighting within Wales, including: <ul style="list-style-type: none"> key Parliamentary gains in Wales, including in Pembrokeshire the Battle of St Fagans, 1648. 	<p>Key parliamentary gains in Raglan (1646), Harlech (1647), Pembroke (1648), along with the Siege of Chester were major turning points that allowed Parliament to secure control over Wales.</p> <p>The significance of the Battle of St Fagan’s as an end to the Royalist rebellion in South Wales.</p>	<p>Activity: Research task on the key parliamentary gains to include Raglan (1646), Harlech (1647), Pembroke (1648), the Siege of Chester. Also research the Battle of St Fagans. Use this research to create a timeline of parliamentary gains in Wales. Add these details to the map from the previous lesson on the strategic importance of Wales.</p> <p>Outcome: Learners can describe the key parliamentary gains in Wales in the Civil War and describe the Battle of St. Fagans.</p> <p>Advanced activity: Discussion reflecting on how the key parliamentary gains in Wales influenced the overall outcome of the English Civil War.</p> <p>Advanced outcome: Learners can evaluate the significance of parliamentary gains in Wales on the outcome of the Civil War.</p>	<p>Video(s): English Civil War: War of the Three Kingdoms</p> <p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p><i>The Civil War in Wales</i> by Terry John (2021)</p> <p><i>The Civil Wars in Pembrokeshire and the British Revolutions</i> by Lloyd Bowen, John Poyer (2020)</p>	<p>3 hours</p>

1.4.4 The impact of the Civil War on Wales				
Learners should understand:	Knowledge	Activities and outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the religious consequences of the War in Wales, including: <ul style="list-style-type: none"> the abolition of the Church of England Puritanism and the 1650 Act to increase its influence in Wales. 	<p>To understand the impact of the abolition of the Church of England on Wales. The book of Anglican worship were banned and episcopacy (rule by bishops) was abolished. Presbyterianism was promoted and Wales saw the rise of Independent and Baptist movements which had been gaining ground prior to the Civil War. There was a significant rise in non-conformity.</p> <p>Puritanism played a significant role in Wales following the Parliamentary victory. The 1650 Act (Act for the Better Propagation and Preaching of the Gospel in Wales) removed Royalist and Anglican Clergy, promoted Puritan values and encouraged Welsh-speaking preachers. This led to the dominance of non-conformity in Wales.</p>	<p>Activity: Create a timeline of the religious changes in Wales that took place in Wales before and after the Civil War.</p> <p>Outcome: Learners can understand the consequences of the Civil War on religion in Wales.</p> <p>Advanced activity: Use sources to look at the extent of change in Wales pre and post-civil war and to compare with England. Debate the extent of religious change in Wales over this time period and in comparison, with England.</p> <p>Advanced outcome: Learners can evaluate the extent of change in Wales by looking at pre and post-civil War as well as comparing with religious change in England.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p><i>The Civil War in Wales</i> by Terry John, 2021</p> <p><i>The Civil Wars in Pembrokeshire and the British Revolutions</i> by Lloyd Bowen, John Poyer, 2020</p> <p>Website(s): February 1650: An Act for the better Propagation and Preaching of the Gospel in Wales, and redress of some Grievances</p>	2 hours

<ul style="list-style-type: none"> social consequences of the War in Wales, including: <ul style="list-style-type: none"> the impact on those involved with the war, including the Women of Naseby the building of new estates from confiscated land, including the developments of Philip Jones of Llangyfelach. 	<p>The war created divisions within Welsh communities with loyalties split between Royalists and Parliamentarians. Many Welsh people displaced by the fighting and economic issues following the Civil War. The role of the Women of Naseby in the Battle of Naseby in providing support as cooks, nurses and suppliers, and the treatment of Royalist women after the battle.</p> <p>Land was confiscated from Royalists and sold or granted to those loyal to the Parliamentarian cause. The land was often used to build new estates. Philip Jones' military leadership helped secure South Wales. He worked closely with Oliver Cromwell's government and was a member of the Council of State. He had a prominent role in managing affairs in Wales including the administration of confiscated estates and the enforcement of Puritan reforms.</p>	<p>Activity: Complete a research task on the Women of Naseby focusing on how they contributed to battle and the consequences for these women after the battle. Research should also look at Philip Jones and the building of new estates.</p> <p>Outcome: Learners can describe the impact of the Civil War on those involved in the war including the Women of Naseby and the developments of Philip Jones.</p> <p>Advanced activity: Identify the changes to key areas of Wales on a map following the Civil War.</p> <p>Advanced outcome: Learners can identify change and continuity in Wales in terms of estates and land.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p>Article(s): <i>The road to Farndon Field: explaining the massacre of the royalist women at Naseby</i>, English Historical Review, 123 (503), 895-923.</p>	2 hours
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<ul style="list-style-type: none"> political consequences for Wales, including: <ul style="list-style-type: none"> the punishment of Welshmen who fought for the King the impact on the careers of the Welsh regicides. 	<p>Understand the punishment of the Welshmen who fought for the Royalists such as confiscation of their estates, imprisonment, political disenfranchisement and execution for prominent Royalists such as John Poyer.</p>	<p>Activity: Create a table with the key Welshmen who fought for the king and their punishment.</p> <p>Outcome: Learners can describe the punishment of Welshmen who fought for the King and the fates of the Welsh regicides.</p> <p>Advanced activity: Use research to complete a fact file on the John Poyer's life and involvement in the Wars of the Roses.</p> <p>Advanced outcome: Learners can describe the career of John Poyer.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	<p>2 hours</p>
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1.4.5 From Republic to Restoration, 1651 - 1660				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how Wales was governed in the 1650s, including: <ul style="list-style-type: none"> the Commonwealth for governing without a King direct rule by Major-General Berry in Wales. 	<p>The creation of the Commonwealth following the execution of King Charles which included the abolition of the Monarchy and the House of Lords. England was declared a “Commonwealth” under the rule of Parliament, but the true power lay with the Council of State and Oliver Cromwell.</p> <p>James Berry was appointed to oversee Wales. His role involved enforcing the moral and religious policies of the Puritan Commonwealth which included the collection of taxes, suppression of Royalist sympathisers and enforcement of laws against immorality such as drunkenness.</p>	<p>Activity: Create a timeline for the republican period from 1651-1660 to show how Wales and England were governed.</p> <p>Outcome: Learners can explain the changes made by Oliver Cromwell and Major-General Berry and the impact they had on how Wales was governed.</p> <p>Advanced activity: Create a table of change and continuity by comparing Wales before the Commonwealth and during.</p> <p>Advanced outcome: Learners can evaluate the extent of change in Wales during the Commonwealth.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 13</p>	3 hours

<ul style="list-style-type: none"> ● conflicting loyalties in Wales, including: <ul style="list-style-type: none"> ● Royalist gentry working for the County Committees of the Republic ● continuing support for the Royalist cause by most people in Wales. 	<p>The County Committees were essential to implementing Commonwealth policies across Wales which had been a Royalist stronghold. These Royalists had to manage the redistribution of confiscated estates, enforce religious and social reforms and ensure Royalist sympathisers were monitored or fined. They were also responsible for collecting the decimation tax (a punitive tax imposed on former Royalists).</p> <p>Support for the Royalist cause in Wales persisted despite being suppressed. Many of the Royalist gentry in Wales managed to retain a degree of influence.</p>	<p>Activity: Add columns to the table on the punishment for Royalist supporters to show how some royalist gentry worked with Cromwell after the Civil War (1.4.4).</p> <p>Outcome: Learners can explain why and how the Royalist gentry worked for the County Committees of the Republic and describe the continued support for the Royalist cause.</p> <p>Advanced activity: Research key Royalist gentry and identify change and continuity in their lives and status pre and post-civil war.</p> <p>Advanced outcome: Learners can understand that the Royalist gentry in Wales managed to retain a degree of influence.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p>	<p>2 hours</p>
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<ul style="list-style-type: none"> ● the end of the republican experiment, including: <ul style="list-style-type: none"> ● Charles II being declared rightful king by Thomas Myddleton in Wrexham in 1659 ● the restoration of the Stuart monarchy in 1660. 	<p>During the period of political instability that followed Cromwell's death, Thomas Myddleton (previously a Parliamentarian) declared Charles II as the rightful king. This is a key moment in the restoration of the monarchy.</p> <p>Understand the key factors that led to the restoration such as the political instability after Cromwell's death, the discontent with military rule, George Monck's Role and the Declaration of Breda (1660).</p>	<p>Activity: Sort events in chronological order to outline the main factors that led to the restoration. Learners to use sources to assess the reasons for the restoration of the Stuart Monarch in 1660.</p> <p>Outcome: Learners can understand the events that led to the end of the Republic and the restoration of the Stuart Monarchy.</p> <p>Advanced activity: Read the Declaration of Breda (1660), identify the key promises and evaluate their importance in the restoration. Reach a judgement on the main reason for the restoration of the Stuart monarchy.</p> <p>Advanced outcome: Learners can evaluate the significance of the Declaration of Breda in restoring the Stuart monarchy.</p>	<p>Book(s): <i>A History of Wales 1485-1660</i> by Hugh Thomas, Chapter 12</p> <p>Website(s): Text of Declaration of Breda - History Learning Site</p>	<p>3 hours</p>
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	<p>In-person visit(s) to St Fagan's in Cardiff, Llancaiach Fawr, Harlech Castle, Raglan Castle, Denbigh Castle and Pembroke Castle.</p> <p>Digital experiences including virtual tour of Harlech Castle and Raglan Castle Virtual Visits — Medieval Forts Cadw</p>
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	<p>The power and influence of the church and conflict with Catholics and Puritans allows learners to reflect on tolerance of different religions.</p> <p>The Battle of St Fagans will allow learners to experience empathy.</p> <p>Cromwell's attitudes towards different beliefs allows learners to reflect on tolerance of different religions</p>
engage in collaborative working	Learners will have the opportunity to debate the effectiveness of James I's dealings with parliament in 1.4.1. Learners will have opportunities to reflect, in groups, on how the key parliamentary gains in Wales influenced the overall outcome of the English Civil War in 1.4.3.

Opportunities for embedding elements of the Curriculum for Wales

Curriculum for Wales Strands	
Cross-cutting Themes	
Local, National & International Contexts	<p>Unit 1 provides centres with six different historical topics relating to the history of a range of areas within Wales, allowing local or national contexts to be explored with learners.</p> <p>Option 1.4 Early Modern: Wales in the era of the Civil War, 1603 – c.1660 allows centres and learners to explore Wales and its support for the king during the reign of Charles I, including:</p> <ul style="list-style-type: none"> influential Welsh men, including Sir Robert Mansel of Margam, Sir John Owen, and the men of the Council of Wales and the Marches prior to its abolition in 1641 (1.4.2) the use of the Welsh as foot soldiers and the life of a foot soldier, including, daily routines, rules for soldiers, uniform and weapons (1.4.3) the use of castles, including Harlech and Raglan, as strategic centres by Charles I and the use of routes through Wales as a means of securing support from Catholic Ireland (1.4.3) key Parliamentary gains in Wales, including in Pembrokeshire, Raglan and Harlech and the Battle of St Fagans, 1648 (1.4.3) changes in Wales following the English Civil War such as religion and punishment for Royalist supporters (1.4.4) how Wales were governed after the Civil War, continuing Royalist support in Wales and the role of Wales in the Restoration. (1.4.5)

Cross-curricular Skills – Literacy

There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History.

Listening	Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.
	Examples
	<ul style="list-style-type: none"> ● Learners are encouraged to debate and respond to the views of others. ● Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. ● Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. ● Learners have the opportunity to share and respond to peer presentations.
Reading	Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.
	Examples
	<ul style="list-style-type: none"> ● Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. ● Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. ● Comparing and contrasting the content of historical sources. ● Assessing the reliability and accuracy of the text to develop the skill of critical reading.

Speaking	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
	Examples
	<ul style="list-style-type: none"> • Debating the most important reason why an event happened • Asking questions for clarification and development of understanding. • Learners can develop speaking skills through group and pair work.
Writing	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
	Examples
	<ul style="list-style-type: none"> • Role modelling of answers through teacher, peer and self-assessment activities. • Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.

Cross-curricular Skills – Numeracy

There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History.

Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse maps, structures and artifacts. • Learners can then analyse land division and urban planning. • There are opportunities to analyse military strategies and fortifications.
Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions	Learners will have the opportunities to examine or interpret data and graphs through source analysis.
	Examples
	<ul style="list-style-type: none"> • Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. • Secondary material such as graphs and charts can be interpreted. • There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills – Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History.

Citizenship	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
	Example
	Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.
Interacting and Collaborating	Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.
	Example
	In groups, learners could research and present a topic to introduce an area of study.
Producing	Learners have opportunities to research a variety of sources digitally.
	Example
	<ul style="list-style-type: none"> Use of national and international archives to find source materials that link to the area of study.

Integral Skills	
Creativity and Innovation	There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.
	Examples
	<ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
Critical Thinking and Problem Solving	There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.
	Examples
	<ul style="list-style-type: none"> • Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.

Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p>
	<p>Example</p>
	<ul style="list-style-type: none"> • Learners will have opportunities to plan and then complete their response to an enquiry question.
Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p>
	<p>Examples</p>
	<ul style="list-style-type: none"> • Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness. • Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work. • Collaborating on a research task or presentation. • Developing resilience through the revision and remodelling of answers. • There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 1.4 Early Modern: Wales in the era of the Civil War, 1603-c.1660

Term	Definition
Decimation Tax	A punitive tax imposed on former Royalists.
Favourite	The term was used of individuals delegated significant political power by a ruler.
Parliamentarian	A supporter of Parliament in the English Civil War; a Roundhead.
Puritan	A member of a group of English Protestants of the late sixteenth and seventeenth centuries who regarded the Reformation of the Church under Elizabeth I as incomplete and sought to simplify and regulate forms of worship.
Republican	A state without a hereditary monarch as a head of state.
Restoration	The action of returning something to a former owner, place or condition. In this instance, returning the country to a monarchy.
Royalist	A person who supported the king's right to rule the country.