

# Progression – Early Modern History



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## Thinking of studying A Level History at Worcester Sixth Form College?

At WSFC we offer two History Courses:

- (1) **Early Modern History** (OCR): The Early Stuarts and the Origins of the Civil War 1603–1660 (Enquiry topic: The Execution of Charles I and the Interregnum 1646–1660), The American Revolution 1740–1796 and Rebellion and Disorder under the Tudors 1485–1603 with Coursework on the Witchcraze in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

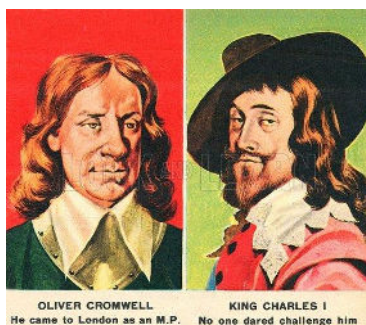
Or

- (2) **Modern History** (Edexcel): **Modern History** (Edexcel): This covers In Search of the American Dream; the USA 1917 – 1996 ; South Africa 1948 - 1994; from Apartheid to 'Rainbow Nation', The British Experience of Warfare c1790 – 1918 and Coursework on the Holocaust.

(3)

Students opt for either Early Modern **or** Modern History.

This booklet covers tasks for the **Early Modern History course**.



OLIVER CROMWELL                      KING CHARLES I  
He came to London as an M.P.      No one dared challenge him

## A Level Early Modern History

This year, we are delighted to introduce a brand-new Early Modern A Level History pathway with **OCR**, offering students the opportunity to explore a rich and dynamic period of change and upheaval.

The course brings together three compelling areas of study: ***The Early Stuarts and the Origins of the Civil War 1603–1660*** (including an enquiry into the execution of Charles I and the Interregnum), ***The American Revolution 1740–1796***, and ***Rebellion and Disorder under the Tudors 1485–1603***. Alongside this, students will complete coursework on the fascinating and complex phenomenon of the witch craze in the sixteenth and seventeenth centuries.

This exciting new curriculum enables students to engage with themes of power, rebellion, belief, and political transformation across Britain and the wider Atlantic world. From regicide and revolution to popular unrest and persecution, students will develop a deep understanding of how societies respond to crisis and change. We believe this course offers a stimulating and diverse perspective on the Early Modern period, with strong links to broader discussions about authority, resistance, and the shaping of modern political ideas.

**We look forward to exploring these fascinating topics with you from September.**

**You will complete three examination units and one piece of coursework as part of your A Level studies. These are:**

- Component 1: The Early Stuarts and the Origins of the Civil War 1603–1660 (including an enquiry into the Execution of Charles I and the Interregnum 1646–1660)
- Component 2: The American Revolution 1740–1796
- Component 3: Rebellion and Disorder under the Tudors 1485–1603
- Component 4: Coursework on Historical Interpretations – the Witch Craze in the 16th and 17th centuries

## 2. Tasks to complete before September

### Task 1: Timeline Foundations

#### Early Stuarts & Civil War (1603–1660):

Create a double-page (illustrated if you wish) timeline of key events from the accession of James I to the Restoration. Your timeline should include:

- Monarchs (James I, Charles I, Cromwell, Charles II)
- Key political events (e.g. Petition of Right, Personal Rule, Civil War, Pride's Purge)
- The execution of Charles I and the Interregnum period
- Religious and political tensions (e.g. conflicts with Parliament, role of Puritans)

**Challenge: Use colour-coding to highlight causes of conflict (political, religious, financial).**

#### **Extension: Looking Back to the Tudors**

To fully understand the causes of the Civil War, you will need to trace developments from the Tudor period. Add a separate section or annotated layer to your timeline that identifies key changes between 1485 and 1603:

- Religion: How did religious authority change from Henry VIII to Elizabeth I?
- Divine Right: How did ideas about the monarch's authority develop?
- Power of the People / Parliament: How and why did Parliament's role grow during the Tudor period?

Aim to show continuity and change — which developments under the Tudors helped create tensions under the Stuarts?

#### American Revolution (1740–1796):

Create a timeline tracing the causes, course, and consequences of the American Revolution. Include:

- Key causes (e.g. Stamp Act, Boston Tea Party, Intolerable Acts)
- Major events of the war (e.g. Lexington & Concord, Saratoga, Yorktown)
- Key political developments (e.g. Declaration of Independence, Articles of Confederation, Constitution)
- International involvement (e.g. role of France)

 **Tip: Focus on how tensions escalated from protest to revolution.**

### Task 2: Who's Who? Key Figures Research

**Create character profiles (flashcard size) for the following figures:**

Early Stuarts & Civil War:

- James I
- Charles I
- Oliver Cromwell

- John Pym
- William Laud

American Revolution:

- George Washington
- King George III
- Thomas Jefferson
- Benjamin Franklin
- John Adams

Each profile should include:

- Background
- Key beliefs or actions
- Historical significance

### **Task 3: Modern Parallels – Making Connections**

**Write a short reflection (300–400 words) on both of the following:**

#### **Option A (Early Modern Britain):**

“To what extent was the execution of Charles I a turning point in British political history? Are there modern parallels in how leaders are held accountable for their actions?”

#### **Option B (American Revolution):**

“How far do the principles of the American Revolution – liberty, representation, and rights – still influence politics today?”

### **Extension Task: Significance – (Optional)**

One of the central recurring themes in A Level History is the role and significance of individuals in shaping events. Why is it that some individuals are more significant than others? In what ways, if at all, can the contributions of some individuals to the past be unprecedented? In what ways are some events in the past inevitable, unaffected by human agency?

**Step 1:** From your timeline, identify 5 key individuals from both of your examination units (if in doubt, double check with your History teacher for Year 12 to see if the people you have chosen are suitable!).

**Step 2:** For each of your individuals, complete the grid below, explaining the ways that they are significant:

In what ways was this individual's actions or ideas remarkable, both at the time and since?

Why are the actions of this person remembered today and in the past?

What do the actions and ideas of this individual reveal to us about the values and concerns of the time period in which they lived?

In what ways did the actions or ideas of this individual result in short or long term consequences?

**Step 3:** Based upon your grids, which of your individuals do you think was most significant and why? If you had to rank them into an order of significance, what would your criteria be for what makes an individual significant in the past?

**Please bring your work with you to your first lesson.**

#### **Useful Websites**

<https://schoolhistory.co.uk/>

<https://spartacus-educational.com/>

<https://www.britannica.com/biography/Charles-II-king-of-Great-Britain-and-Ireland>

[www.historylearningsite.co.uk/](http://www.historylearningsite.co.uk/)

<https://www.history.com/>

<https://www.britannica.com/topic/Catholic-Monarchs>

<https://worldhistory.us/european-history>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=gti>

Access to History books are also a good introduction – such as Kilsby Spain 1469 – 1598