|  |  |  |
| --- | --- | --- |
| **What will we be learning?**The Restoration of Charles II  | **Why this? Why now?**Past Learning:***A Level History (Stuarts)*** – Commonwealth and ProtectorateFuture Learning:***A Level History (Coursework)***. *Now that you have analysed a complicated period of history in depth, you have the required skills to take up the challenge of writing your own History!* | **Key Words:**SettlementProtectorateSuccessionRestorationCouncil of StateCommittee of SafetyConventionDeclarationProclamation**Key Individuals:**Richard CromwellCharles Stuart IIHenry IretonGeorge BoothJohn LambertGeorge MonckArthur HaselrigEdward Hyde**Parliaments:**1640-60*Long parliament \*never officially dissolved for 20 years\**1659*Third Protectorate Parliament*1659-60*Rump Parliament restored* |
| **What will we learn?****Richard Cromwell**His personality and issues in commanding support**The Role of the Army and General Monck**Importance of the Army, role of General Monck, failure of the Army to establish control, Monck’s advance and his time in London**The Convention Parliament**Role of the Convention Parliament in the Restoration**Charles II**His actions (including the Declaration of Breda and its impact), proclamation of Charles as King, reactions to the return of the King |
| **What opportunities are there for wider study?**Further reading:* Barry Coward and Peter Gaunt, *The Stuart Age, England 1603-1714*.
* Peter Ackroyd, *The History of England Vol. III – Civil War.*
* Paul Lay, *Providence Lost: the Rise and Fall of Cromwell’s Protectorate.*
* Clare Jackson, *Charles II.*

Podcasts (find on Spotify):* *Revolutions* season 1.
* *In Our Time*, episode ‘The Restoration’.

Visits: * Palace of Westminster, London
* Hampton Court Palace, London
 |
| **How will I be assessed?****30-mark source question** – e.g., Using these four sources in their historical context, assess how far they support the view that there was widespread support for the Restoration of Charles II in 1660. |