Year 8 History
Distance Learning Quiz and Learn Booklet
Summer 2

Name:

Form:
Week 1: Causes of the British Civil Wars

Charles came to the thrones of England, Scotland and Ireland in 1625. Relations between Charles I and some of his subjects gradually got worse during his reign. By 1639, war had begun in Scotland, followed by the beginning of conflict in Ireland in 1641 and war between Charles and his Parliament in England after 1642. War across the three kingdoms did not completely come to an end until 1651. This was one of the most important periods in British history, having a major social, economic, political and cultural impact on the country.

In the long-term, the relationship between the King and Parliament broke down for a number of reasons:

- Religion
- foreign policy
- limiting Parliament’s power

These long-term factors help generate conditions where civil war became more of a possibility – even if conflict wasn’t inevitable.
Religion – Fears of a return to Catholicism

In the early 17th century the Catholic faith was feared by many protestants. Charles I's father James I, had been the target of the catholic-inspired Gunpowder Plot of 1605.

Charles I married Henrietta Maria, a Roman Catholic from France. Parliament feared this was a sign that he sympathised with Catholics and that she would influence his religious policy.

The Archbishop of Canterbury, William Laud, introduced Arminian reforms into the Church of England. Arminian practices are closer to Catholicism than other forms of Protestantism and include using candles and bowing at the name of Jesus.

Many MPs were Puritans. They thought Charles wanted to make England Catholic again.

Foreign policy - failed and costly wars

In 1618, the Thirty Years War broke out in Europe. Whilst James I had resisted pressure to go to war, Charles I decided to join once he became king.

However, an English attack on Catholic Spain in 1625 failed. This was followed by another failed attack in 1627, but this time against Catholic France. In 1627, Charles sent a military force to France to support Hugenots (French Protestants). It failed and was also very expensive, losing Charles even more support at home.

Limiting the power of Parliament - abolition of Parliament and abuse of laws

People came to believe that Charles was undermining their liberties or rights:

Charles believed in the Divine Right of Kings. This is the idea that God had chosen him to be king and that Parliament had a less important role in government. Many Parliamentarians believed that the King should have more respect for them and their concerns about his actions as king.

When Parliament complained in 1629, Charles dismissed them. Until 1640, Charles ruled without a Parliament, a period usually known as the ‘Personal Rule’ but also known to some as the ‘Eleven Years Tyranny’.

Charles needed to raise money without Parliament so he used old laws such as Ship Money, which was a tax collected from coastal towns in the Middle Ages to pay for the navy. In 1635 Charles made inland counties pay it too. Charles also found a forgotten law that said that anyone earning more than £40 a year had to be a knight. In 1630 he started fining people who had not obeyed.

The MP John Hampden refused to pay in 1637 and narrowly lost the subsequent court case, but his stand gathered support for the dissenters.
Below are short term causes: events which created the immediate trigger for conflict

**Short-term causes: steps to war**

- **1639** - An attempt to make the Scottish church more like the Church of England caused a rebellion called the Bishops’ War

- **1640** – Charles forced to recall Parliament because he was in need of money after the Bishops War

- **1641** - Instead of granting Charles money, Parliament sent him the Grand Remonstrance – a list of 204 complaints about the way he was running the country

- **1642** - Charles tried to arrest the five leading MPs who led the rebellion in Parliament. He failed, and they escaped

- **1642** - Parliament sent Charles the 19 Propositions. They wanted Parliament, not the king, to possess the power to appoint the king’s ministers, and control the army and the judges

- **1642** – Charles declared war on Parliament
Week 2: Key Events of the Civil Wars

The Civil Wars divided the country and families. Many initially tried to avoid showing allegiance to either side but were forced by events to choose between Parliament and the King.

Supporters of the King

‘Cavaliers’, the gentry (members of the elite) of the northern and western areas, were Royalists and supported the king. At the start of the war Charles had better horsemen. Charles also used soldiers from Scotland, Ireland and Wales. Most of the Royalists were conservative Protestants or Catholic.

Parliament’s supporters

‘Roundheads’, the merchants and traders of the south-east and London, supported Parliament. This gave Parliament much more money than the king. Parliament also controlled the navy. Many of the supporters were also Puritan.

Events of the Civil Wars

1642. The first major battle took place at Edgehill but led only to a confused draw. Charles advanced as far as Turnham Green, five miles from London, but when 24,000 Londoners turned out to fight him, he turned back.

1643. Royalist forces took control over most of Yorkshire. Meanwhile, Royalists those led by prince Rupert captured England’s second largest city, Bristol, from the Parliamentarians. Charles tried another attack on London, but he was defeated at the Battle of Newbury in September.

1644. Parliament made an alliance with the Scottish ‘Covenanters’ (strict Protestants). Oliver Cromwell’s new ‘ironsides’ joined the Parliamentary cavalry. Cromwell defeated a Royalist army at Marston Moor by attacking them at teatime.

1645. Parliament reorganised its armies into the ‘New Model Army’ led by Cromwell. Charles was decisively defeated at Naseby making victory in the war near-impossible for the Royalists.

1646. Charles surrendered to Scottish Covenanters and was then handed over to the Parliamentarians.

1647. The New Model Army drew up the ‘Heads of the Proposals’, a list of suggestions for a settlement with Charles but none were accepted.

1648. In May Charles made a deal with the Scots and started a second civil war. After Cromwell had defeated Charles a second time – at the Battle of Preston in August 1648 – Parliament put him on trial for treason.

1649. Charles was condemned as a “tyrant, traitor, murderer and public enemy to the Commonwealth of England” and executed on 30 January 1649.
The Civil Wars of the 1640s were perhaps the most violent and destructive episodes in British history. They were a fierce struggle between King Charles I and Parliament over how and in whose interests the country should be governed. But as usual in wars, it was ordinary men and women who experienced the brunt of the suffering. The 3 sources below provide different insights into the experiences of ordinary people living through the conflict.

Source 1

The people of Carlisle [in northern England] were forced to eat rats and dogs and it is full of misery and desolation, as sword, famine, and plague have left it.

A description of Carlisle by Scottish soldiers who captured the town from Royalists after a siege in 1645.

Source 2

I have had three horses taken from me, one after the other. Then my spade was taken to help build a fort, leaving me unable to grow my crops. I’ve got a family to support, the local taxes to pay, and I have to feed and give shelter to a soldier.

Written by a Shropshire farmer in 1644

Source 3

Illustration of Prince Rupert, a leading Royalist commander (1643).

The image depicts the Battle of Camp Hill where the unfortified, parliament support town of Birmingham was attacked.
Week 4: Consequences of the Civil Wars

There were many important consequences of the Civil Wars but these varied significantly between the short- and long-term.

Historians in the past portrayed the Civil War as the time when Parliament defeated the power of the king. England was a republic for the next 11 years, ruled by Oliver Cromwell. However, after the death of Cromwell, Charles I’s son – Charles II – was invited back to England. In 1660, Charles II was restored to the thrones of England, Scotland and Ireland.

After Charles’ execution

- After Charles’ execution monarchy was abolished in England, Scotland and Ireland. These countries became a single, united republic called the Commonwealth (1649-60).
- The Puritans became powerful. Under the Commonwealth, churches had to be plain, and dancing, the theatre, pubs, gambling, Maypoles and even Christmas were banned.

Consequences for the poor

Even poor people became political, with many new groups emerging with their own ideas about how the country should be run.

- The Levellers wanted to give ordinary men the vote. Cromwell crushed the movement.
- The Diggers thought everyone should own the land together. They set up a commune where everyone was equal. It was destroyed by a mob.

Some historians who have studied these groups have suggested the years after Charles I’s execution resembled ‘a world turned upside down’.

The Protectorate

- Whilst Parliament initially ruled the Commonwealth, in 1653 Oliver Cromwell, backed by the army, dismissed Parliament and ruled the Commonwealth as ‘Lord Protector’. This phase of Cromwellian rule was referred to as the ‘Protectorate’
- The army became important. During Cromwell’s rule as Lord Protector (1653-1660), England was governed by eleven Major-Generals – Cromwell’s government was a military dictatorship.
Following the restoration

- The Civil Wars, however, did not assure the power of Parliament or secure Protestantism in the British Isles.
- In 1660 the Protectorate collapsed, and Charles' son Charles II became king. This is called the Restoration.
- In 1660, after the return of the monarchy, Charles I was declared to be a saint by the Church of England.
- Charles II quarrelled with Parliament and may have been planning to turn England into a Catholic country.
- By the time Charles II died in 1685, it was by no means sure that Parliament or Protestantism in England were going to survive.
Week 5: The Defenestrations of Prague

We’ve done a lot of work this year on the British empire and Britain during the early modern period. We’d like to take some time to look at some different history from around the world. This week we’re looking at the Defenestrations of Prague.

**Defenestration** /ˈdiːfɛnəstrəʃ(ə)n/ noun
1. the action of throwing someone out of a window

The Defenestrations of Prague were a few incidents in the history of Bohemia, an area of Central Europe, in which multiple people were defenestrated (i.e., thrown out a window).

The first defenestration occurred in 1419, the second in 1483, and the third in 1618. Religious tensions played a major part in all three defenestrations: whilst Europe was a Christian continent during all of these events, there were splits between the Catholic majority and other types of Christian worshipers.

Historically, when people talk of the "Defenestration of Prague", they are referring to the event in 1618, which had the most significant consequences.

**Bohemia and Prague**

Bohemia was an independent kingdom in the medieval and early modern periods. Located in central Europe, Bohemia was part of the Holy Roman Empire. The Holy Roman Empire was an association of different states in central Europe, led by the Holy Roman Emperor who made certain decisions on behalf of all member states of the Empire.

In modern Europe, Bohemia is part of the Czech Republic. Then, as now, the capital of the country was Prague.
**First Defenestration of Prague (1419)**

The First Defenestration of Prague involved the killing of 7 members of the Prague city council by a crowd of radical Czechs Hussites on July 30, 1419. Hussites were a group of Christians who challenged some of the practices and beliefs of Catholics. However, the Catholic Church attempted to prevent any challenges to its influence and power, so arrested many Hussite worshippers.

When the popular Hussite preacher, Jan Hus, was executed in 1415 on the charge of heresy (i.e. for holding religious beliefs considered unacceptable to authorities), opposition from his followers to the Catholic Church and officials began to grow.

In 1419, Jan Želivský, a Hussite priest at the church of the Virgin Mary of the Snows, led his congregation on a procession through the streets of Prague to the New Town Hall on Charles Square. The procession was a result of the growing discontent at the actions of the Church and especially the treatment of people like Jan Hus. However, when the procession reached the Town Hall, the town council members refused to release their Hussite prisoners. While the crowd were marching, a stone was thrown at Želivský from the window of the town hall. This enraged the mob and they stormed the town hall. Once inside the hall, the group defenestrated the judge, the king of Bohemia's representatives, the burgermeister (town mayor), and 13 members of the town council. They were all killed by the fall.

The First Defenestration was the turning point between talk and action leading to the prolonged Hussite Wars. The wars, fought between Hussites and Catholics, broke out shortly afterwards and lasted until 1436.

**Second Defenestration of Prague (1483)**

This defenestration took place on September 24, 1483 when the ‘Party of the Communion under both kinds’, fearing for their influence, carried out a violent coup. A coup is a sudden and illegal seizure of power from existing authorities. These events took place against a background of religious instability in Bohemia, even though the Hussite Wars had ended more than 40 years before.

To seize power, the Party of the Communion Under Both Kinds stormed the Old and New Town Halls, defenestrating the Burgermeister and seven councillors, all of whom were killed during the incidents. Surprisingly, the coup in Prague had largely generally positive consequences. The second defenestration contributed to the limitation of ruling power in Bohemia, giving people more individual freedoms, and led to the Treaty on Unity and Common Action being signed that October. The Treaty finally led to religious reconciliation between Catholics and Hussites and later, in 1485, the Hussite and Catholic churches were declared equal.
**Third Defenestration of Prague (1618)**

In the 16th century, further splits in European Christianity began to emerge. This time, the beliefs and practices of the Catholic Church were challenged by a group of Christians known as Protestants. In many parts of Europe, this created significant tensions – creating fears of the type of conflict between Christians seen during the Hussite Wars. In this period, many German Protestants (both Lutherans and Calvinists) immigrated to Bohemia.

In the Holy Roman Empire, of which Bohemia was part, it had been decided that the principle of Cuius regio eius religio would be followed. This principle allowed the king of each state in the Holy Roman Empire to determine the religion of his subjects. The Habsburg kings of Bohemia at this time proved to be quite tolerant though. Despite being Catholics themselves, they did not force their Protestant subjects to change their beliefs and allowed them to worship in their own churches.

However, in 1617 the fiercely Catholic Ferdinand II, cousin of the Holy Roman Emperor, became King of Bohemia. Ferdinand was opposed to the freedoms granted to Catholics and believed that they should be forced to worship as Catholics once more. In 1618, with the support of some Catholic, Bohemian lords, Ferdinand forced the Holy Roman Emperor to order the cessation of construction of some Protestant churches. This provoked worry and anger amongst Bohemian Protestants.

On May 23, 1618, four Catholic lords arrived at Prague Castle for a meeting with leading Protestants. The Protestant agenda was to clarify whether or not the four Catholic lords present were responsible for persuading the Holy Roman Emperor to order the cessation of Protestant churches.

Two of the Catholics were declared innocent by the Protestant leaders. They in turn were removed from the room. This left only two Catholic lords under scrutiny, both of whom admitted responsibility for the letter. They did so assuming they were only going to be arrested and so welcomed any punishment the Protestants had planned. Soon after, the two Catholics were defenestrated, along with the Kings' secretary.
Amazingly, all three men survived the 70-foot (21-meter) fall from the third floor. Catholics maintained the men were saved by angels or by the intercession of the Virgin Mary, who caught them; later Protestant pamphleteers asserted that the Catholics only survived due to falling onto a dung heap. Philip Fabricius, the King's secretary, was later ennobled by the emperor and granted the title Baron von Hohenfall (literally "Baron of Highfall").

Immediately after the defenestration, Protestants and Catholics in Bohemia started gathering allies for war. In 1619, Ferdinand, the King of Bohemia, also became Holy Roman Emperor. Soon after, a revolt against Ferdinand began in Bohemia – led by his Protestant subjects – which soon developed into a Europe-wide war, fought mostly between Protestants and Catholics. Between 1618 and 1648, as many as 8 million people died in the Thirty Years War, which ended with a final battle in Prague three decades after the third defenestration.
Week 6: The Aztecs

We’ve done a lot of work this year on the British empire and Britain during the early modern period. We’d like to take some time to look at some different history from around the world. This week we’re looking at the Aztecs.

The Aztec Empire was in modern day Mexico and lasted from around 1200CE to 1521. Life for the typical person living in the Aztec Empire was hard work. As in many ancient societies the rich were able to live luxurious lives, but the common people had to work very hard.

Family Life

The family structure was important to the Aztecs. The husband generally worked on a job outside of the home as a farmer, warrior, or craftsman. The wife worked at home cooking food for the family and weaving cloth for the family’s clothes. Kids attended schools or worked to help out around the house.

An Aztec family eating a meal
from the Florentine Codex

What type of homes did they live in?

Wealthy people lived in homes made of stone or sun-dried brick. The king of the Aztecs lived in a large palace with many rooms and gardens. All of the wealthy had a separate bathing room that was similar to a sauna or steam room. Bathing was an important part of the Aztec daily life.

Poor people lived in smaller one or two room huts that had thatched roofs made from palm leaves. They had gardens near their homes where they would grow vegetables and flowers. Inside the house, there were four main areas. One area was where the family would sleep, generally on mats on the floor. Other areas included a cooking area, an eating area, and a place for shrines to the gods.

What did the Aztecs wear for clothes?

The Aztec men wore loincloths and long capes. The women wore long skirts and blouses. Poor people generally wove their own cloth and made their own clothing. It was the responsibility of the wife to make the clothes.
There were rules in Aztec society regarding clothing. These included detailed laws specifying what clothing decorations and colour different classes of people could wear. For example, only nobles could wear clothing decorated with feathers and only the emperor could wear a turquoise coloured cloak.

**What did they eat?**

The main staple of the Aztec diet was maize (similar to corn). They ground the maize into flour to make tortillas. Other important staples were beans and squash. Besides these three main staples the Aztecs ate a variety of foods including insects, fish, honey, dogs, and snakes. Perhaps the most valued food was the cocoa bean used to make chocolate.

**Did they go to school?**

All Aztec children were required by law to attend school. This even included slaves and girls, which was unique for this time in history. When they were young, children were taught by their parents, but when they reached their teens they attended school.

Boys and girls went to separate schools. Girls learned about religion including ritual songs and dancing. They also learned how to cook and make clothing. Boys usually learned how to farm or learned a craft such as pottery or feather-work. They also learned about religion and how to fight as warriors.

Aztec children were instructed early in life about manners and correct behaviour. It was important to the Aztecs that children did not complain, did not make fun of the old or sick, and did not interrupt. Punishment for breaking the rules was severe.
Empire

The Aztec Empire was made up of city-states. At the centre of each city-state was a large city that ruled the area. For the most part, the Aztec Emperor did not interfere with the ruling of the city-states. What he required was that each city-state paid him a tribute. As long as the tribute was paid, the city-state remained somewhat independent of Aztec rule.

The Sun

One of the most important aspects of Aztec religion was the sun. The Aztecs called themselves the “People of the Sun”. They felt that in order for the sun to rise each day the Aztecs needed to perform rituals and sacrifices to give the sun strength.

Priests

The Priests were responsible for making sure that the gods were offered the correct offerings and sacrifices. They had to perform all sorts of ceremonies in the temples to make sure that the gods were not angry with the Aztecs. Priests had to undergo extensive training. They were well-respected and powerful in the Aztec society.

Human Sacrifice

The Aztecs believed that the sun needed the blood of human sacrifice in order to rise each day. They performed thousands of human sacrifices. Some historians think that more than 20,000 people were killed when the Great Temple was first dedicated in 1487.

Aztec Technology

When the Spanish arrived in Mexico, the Aztecs had not yet developed iron or bronze metals. Their tools were made from bone, stone, and obsidian. They also did not use beasts of burden or the wheel. However, despite their lack of these basic technologies, the Aztecs had a fairly developed society. They also had some writing and technology of their own.

Aztec Language

The Aztecs spoke the language Nahuatl. It is still used to today in some parts of Mexico. Some English words come from Nahuatl including coyote, avocado, chili, and chocolate.
We’re continuing branching out into different areas of the world and this week we’re looking at **Ancient Egyptian Medicine**.

The Egyptian civilisation was the first of the great world civilisations, and the stability of this society led to important spin-offs into medicine.

Egyptians created a settled farming economy, with an organised government, laws and social conventions. This was a society in which people were wealthy enough to pay to take care of their health.

They also developed a formal religion, which required temples, priests and rituals that included mumification. Their experience of mumification taught the priests about the workings of the human body, and some members of the priesthood evolved into professional doctors. There is though, some doubt as to how much communication embalmers had with the rest of Egyptian society, so their knowledge of the internal organs of the body may not have been widely shared.

Further still, the Egyptians invented the skills of writing and calculation, which meant Egyptian doctors were able to record their cures and share ideas with others.

The ancient Egyptians travelled and traded all over the known world, and brought back all kinds of herbs and spices, which their doctors then used to heal certain diseases. Most of all, they developed a wealthy way of life, which left them time for observation and reflection.

From their observations of the irrigation channels used by farmers to water their crops came an important medical development - the invention of the Channel Theory.

Archaeologists have discovered papyri that show that the Egyptians had a good knowledge of bone structure, and had some understanding of breathing, the pulse, the brain and the liver.

The Egyptians developed a theory of physiology that saw the heart as the centre of a system of 46 tubes, or ‘channels’. They failed, though, to realise that the different tubes (veins, intestines, lungs etc) had specific purposes. Their system is called the Channel Theory by historians.

The Egyptians believed that life was created and controlled by the gods. For example, they believed their god Thoth created human beings, and their god-demon Bes oversaw childbirth.

Having observed the damage done to farmers’ fields when an irrigation channel became blocked, the Egyptians developed the idea that disease occurred when an evil spirit called the Wehedu blocked one of the body’s ‘channels’.

This was a crucial breakthrough in the history of medicine, because it led doctors to abandon purely spiritual cures for illness, and instead to try practical cures designed simply to unblock the channel, for example bleeding.
Surgery

The Egyptians were good at practical first aid. They could reset dislocated joints, and they could mend broken bones.

As long as the problem was on the surface of the skin, Egyptian surgery could deal with it quite effectively. Egyptian doctors were excellent at bandaging - we know that they bound willow leaves into the bandages of patients with inflamed wounds (willow has antiseptic properties). They could also stitch wounds.

Bronze surgical knives, from Egypt and Mesopotamia, (c.600-200bc) may have been used for mummification

Archaeologists have found stone carvings in Egypt showing surgical instruments, and there are Egyptian papyri which speak of cautery and surgery. Egyptian surgery, however, did not venture inside the body.

Egyptians doctors did not have anaesthetics, and had only herbal antiseptics - so successful surgical operations would have been extremely difficult for them to perform.

Egyptian doctors believed that the gods caused disease, but that they did so by disturbing the normal workings of the body. So, alongside their prayers and spiritual remedies, the doctors developed practical cures to put the body right.
They were the first people to develop empirical (based on facts and observation) methods to cure disease, rather than simply seeking spiritual explanations for it.

This put the ideas of Egyptian doctors halfway between those of the witch-doctors of the Stone Age and those of the Greek philosophers. They made the break from superstition, and began the march towards modern medical care. The Egyptian god of healing, Imhotep, had been, in fact, a doctor.

The Egyptians were the first people to develop the profession of medicine.

Methods of diagnosis and treatment

The Egyptians examined their patients, and made their diagnosis, with reference to medical textbooks. These advised the doctors how to do the examination, and what a patient's disease might be. The doctors asked questions, took the patient's pulse, and touched the affected part.
For many ailments they had practical treatments using natural substances such as ochre and frankincense from Africa, or cinnamon and pepper from India. They could also include locally found ingredients such as mud, yeast and dung.

The doctors made their medicines carefully, using a unit of measurement called a ro. Some of the recipes include a recommendation, such as: ‘A really excellent remedy’. Many of their cures were based on what historians call the ‘Channel Theory’. They thought that they could unblock the ‘channels’ of the body by making people vomit, or bleed, or empty their bowels, and that this would cure sickness.
Lesson 1: Causes of the British Civil Wars

1. The reign of which king was disrupted by the Civil Wars?
   - James I
   - Charles I
   - Charles II
   - James II

2. Archbishop Laud’s reforms were resented because they were considered to similar to the religious practices of which group?

3. Parliament was ignored during 1630s and 40s because the king believed in what idea?

4. Which of the following was a short-term cause of the Civil Wars?
   - Failure of English armies to protect Huguenots
   - Personal Rule
   - Ship Money
   - Grand Remonstrance

5. What event required the king to recall his English Parliament in 1640?
   - Bishops War
   - Marriage of the king to Henrietta Maria
   - Thirty Years War
   - John Hampden’s court case

6. How many complaints were included in the 1641 Grand Remonstrance?

7. Puritans were strict Protestants. Which powerful group of people was made up of a large number of Puritans?

8. How long was the period of ‘Personal Rule’ in years?
9. Why were the 19 Propositions unacceptable to the king? (Select all which apply)
- He hated Parliament
- They challenged his Divine Right
- They were forced on him
- They would have made Parliament superior to the Crown

10. Which of the following was a long-term cause of the Civil Wars?
- Bishops War
- The king's marriage to a Catholic
- 19 Propositions
- Attempt to arrest 5 MPs

**Lesson 2: Events of the Civil Wars**

1. What was the nickname given to Royalists?

2. What was the nickname given to Parliamentarians?

3. Puritans were most likely to support which side during the Civil Wars?

4. Which side began the Civil Wars with the stronger cavalry?

5. Which of the following individuals was a Parliamentary commander?
- John Hampden
- Prince Rupert
- Charles I
- Oliver Cromwell

6. The first major battle of the Civil Wars in England ended in what?
- Royalist victory
- Draw
- Parliament victory
7. The Parliamentary army was reorganised in 1645. What was its new name?

8. Which of the following battles ended with a Royalist victory?
   - Edgehill
   - Preston
   - Bristol
   - Newbury

9. True or false: Scottish forces remained allied to Parliamentarians throughout the Civil Wars?
   - True
   - False

10. Which of the following was NOT a formal charge against Charles I when he was tried for treason in 1649?
    - Heresy
    - Tyranny
    - Murder
    - Treachery

Lesson 3: Experiences of the Civil Wars

1. In Source 1, which side was responsible for the siege which created the challenging conditions described?
   - Parliamentarians
   - Royalists

2. In Source 2, what led to the framer being ‘unable to grow my crops’?
   - Forced to serve in the army
   - His spade was taken away
   - Injured during a battle
   - Fields destroyed
3. In Source 2, how was the farmer forced to support soldiers in his area?

4. Which battle is portrayed in Source 3?
   - Battle of Edge Hill
   - Battle of Old Hill
   - Battle of Camp Hill
   - Battle of New Hall Hill

5. True or false: Source 2 provides a supportive portrayal of the Royalists?
   - True
   - False

6. True or false: during the civil wars it was only the men who fought who suffered from fighting?
   - True
   - False

7. True or false: only royalists took measures which harmed ordinary people?
   - True
   - False

Lesson 4: Consequences of the Civil Wars

1. Once monarchy was abolished, what type of country was the Commonwealth?

2. Levellers believed that ordinary men should be able to do what?

3. Which of the following was NOT banned by Puritans?
   - Christmas
   - Theatre
   - Easter
   - Pubs
4. Because many poor people felt empowered to call for change, some historians have described the years after the civil war as what?

- A world turned inside out
- A world turned all around
- A world turned upside down

5. What title did Oliver Cromwell have during the Protectorate?

6. When was the Protectorate established?

7. True or false: after the civil wars, Parliament always had the most power to run the country?

- True
- False

8. In 1660 Charles II became king. What is this known as?

9. Which countries made up the commonwealth?

- England, Ireland, America
- France, Scotland, Ireland
- England, Ireland, Scotland
- France, America, England

10. In which year did the Commonwealth come to an end?

Lesson 5: Defenestrations of Prague

1. What does defenestration mean?

- To be thrown out of a building
- To be thrown through a door
- To be thrown through a wall
- To be thrown out of a window
2. Prague was part of which kingdom?

3. Which religious group was responsible for the first defenestration of Prague?
   - Hussites
   - Protestants
   - Muslims
   - Catholics

4. What was the immediate trigger for the first defenestration?
   - Ban on Hussite worship
   - Rock thrown out of a window
   - Religious insult
   - Execution of Jan Huns

5. Which event was triggered by the first defenestration?
   - Thirty Years War
   - Reformation
   - Hussite Wars

6. True or false: the second defenestration led to further religious conflict in Bohemia?
   - True
   - False

7. Cuius regio eius religio meant what?
   - Only Catholic worship would be accepted
   - People could determine their religious worship for themselves
   - Only Protestant worship would be accepted
   - Kings would decide the religious worship of their subjects

8. Which king ended Habsburg religious toleration?

9. What did Catholics say saved the men defenestrated in 1618?

10. Which event was triggered by the third defenestration?
    - Thirty Years War
    - Reformation
    - Hussite Wars
Lesson 6: The Aztecs

1. What modern country was the Aztec Empire in?
   - Mexico
   - Colombia
   - Peru
   - Ecuador

2. Why was clothing colour important in Aztec society?
   - They were fashion conscious
   - Dyes were freely available so there was lots of colour
   - Colour showed your position in society
   - Clothes colour was used to send messages

3. Which of these was not eaten by the Aztecs?
   - Maize
   - Insects
   - Snakes
   - Pork

4. What was different about Aztec schooling compared to Europe at this time?
   - Every child had to go, boys and girls
   - They didn't have any
   - It was all art and PE
   - All schools were boarding schools

5. Which of these best describes Aztec government?
   - One king with absolute power
   - A democracy where the people chose their leaders
   - A group of city states ruled over by an emperor
   - A classless system where everyone worked for the common good

6. Which of these words is not from the Aztec language?
   - Coyote
   - Avocado
   - Chocolate
   - Pyjamas

7. What was the most important part of the Aztec religion?
   - Prayer in a temple
   - Going on pilgrimage
   - Worshipping the Sun
   - Being kind to others
8. What did the Aztecs believe was needed to cause the Sun to rise each day?
   - Human Sacrifice
   - Singing a holy Sun dance
   - Always praying towards the East
   - Donations made to the priests and temples

9. What do you think was the biggest difference between Aztec society and our society now?

10. What ended the Aztec Empire?

Stretch: Ancient Egyptian Medicine

1. Which if the below were not part of the settled farming economy?
   - Laws and social conventions
   - Organised government
   - Democracy

2. What benefits did the ritual of mummification have?

3. What did the Egyptians bring back from their travels?
   - Herbs and spices
   - Disease
   - Plague

4. How many tubes or channels did the Egyptians think were in the body?
   - 24
   - 47
   - 46
   - 64

5. What do historians refer to the discovery of tubes by the Egyptians as?
   - River theory
   - Intestines
   - Channel theory
   - Tube theory
6. What did Egyptians believe their god-demon Bes oversaw?
   - Death
   - Childbirth
   - Farm crops

7. How did Egyptians gain so much knowledge about the body?

8. What is meant by practical first aid?

9. Why did the Egyptians use willow leaves when bandaging patients?

10. What did Egyptian surgery not include?
    - Bandaging wounds
    - Injuries inside of the body
    - Stitching up wounds
    - Mending broken bones