

THIS IS HISTORY!



'King' Cromwell?

TEACHERS'

RESOURCE BOOK

ANDY HARMSWORTH

JOHN MURRAY

Acknowledgements

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◆ Why use 'King' Cromwell? in the classroom?

'It is now time to recognise that biography is not lesser history, but one of its many branches. It uses the same tools: documents, diaries and correspondence. It employs much of the same methodology: research, comparison and interpretation. Furthermore, while not all good historians need to be good biographers, the reverse is the sine qua non of the biographer.'
Amanda Foreman, *The Times*, 13 November 2002

1 It provides an innovative approach to teaching history in outline and in depth

Following on from the approach established in *King John*, *'King' Cromwell?* provides:

- a depth study of the mid-seventeenth century – a period of war, new ideas and revolution
- a survey of the changing relationship between the crown and Parliament from the Middle Ages to the present day. It tackles key questions about when and why Parliament took over government of this country from monarchs.

2 It helps pupils to investigate dramatic events and fascinating individuals

The book covers a fascinating and pivotal period of British history. Central to the study is the controversial figure of Oliver Cromwell. The study examines the causes and consequences of this country's bloodiest war (relative to the size of the population) – the English Civil War – and the most important execution in its history – that of King Charles I in 1649. Connections are made to place other major historical personalities in context, such as Henry VIII, Elizabeth I and Queen Victoria. All activities have been designed to be challenging and interesting, making history relevant and fun.

3 It engages pupils in a genuine area of historical controversy and ongoing debate

The mid-seventeenth century is one of the most controversial periods in British history, and Oliver Cromwell is one of its most controversial individuals. Historians are still arguing about the causes and significance of the turbulent events that shaped Cromwell's life and the motives that drove him on. *'King' Cromwell?* will engage pupils in this debate and help them to reach their own conclusions.

4 It offers significant historical outcomes

The book helps pupils to produce a big end product of which they can be really proud. Pupils have to draw their findings together to produce their own biography of Oliver Cromwell, using the analogy of the different attractions of a fairground to help them to organise their writing.

5 It addresses the problems pupils face when they attempt to organise and communicate their ideas

Pupils who understand many of the key historical issues they study can often be held back because they are not given systematic guidance about how to express themselves in written form. If they are not taught the skills of organising and expressing their ideas, all but the most able will increasingly perceive themselves as failing

in a subject which is too difficult. History departments will pay a high price for this – low uptake for GCSE history. *'King' Cromwell?* presents clear and effective strategies to help pupils of all abilities develop these skills and develop self-confidence through success.

6 It encourages a thinking skills approach to learning

Important writing and thinking skills are presented in stimulating ways to help pupils transfer them to new learning situations, in history and, we hope, in other subjects.

7 It develops key historical skills

As a depth study, *'King' Cromwell?* provides a stimulating context for pupils to develop their understanding of historical evidence. It offers you an invaluable opportunity to teach your pupils about the methodological difficulties involved in studying the past. You will help them to develop the essential skills of evaluating evidence in a meaningful context. They will be introduced to a variety of interpretations and representations about Cromwell. These range from contemporary propaganda to more recent assessments of Cromwell, which have been produced for both scholarly and other motives. This will help pupils to understand how and why different historical interpretations are produced.

8 It offers stimulating strategies for developing literacy

Developing literacy should not be regarded as the preserve of the English department. History teachers also have a distinctive and important contribution to make. The depth study urges pupils of all abilities to produce critical and analytical extended writing. This will empower them to write more effectively in other areas of the curriculum. *'King' Cromwell?*, along with other books in the **This is History!** series, demonstrates the strong contribution history can make to literacy.

9 It delivers citizenship in context

'King' Cromwell? provides a history-based approach to teaching citizenship. It develops pupils' enquiry, communication and decision-making skills, extends their political vocabulary and broadens their knowledge of different forms of government. Issues such as the role of the monarchy, the House of Lords, democracy and dictatorship, and how to resolve disputes are as relevant today as they were 350 years ago.

10 It develops pupils' understanding of history

'King' Cromwell? offers a rich context for helping pupils to understand the changing relationship between the monarchy and Parliament in the seventeenth century. A particular feature of the depth study is that it brings abstract issues to life by regularly encouraging pupils to place themselves in Cromwell's 'boots'. By weighing up the advantages and disadvantages of Cromwell's possible courses of action, pupils will come to understand that events are not inevitable, they are the result of people's actions, which are shaped by their attitudes and beliefs.

Studying the turbulent events of the seventeenth century is also essential to understanding the development of Parliament and the decline of the monarchy's power.

◆ How ‘King’ Cromwell? covers the key elements of National Curriculum history

Aspect identified in the National Curriculum	Examples of how ‘King’ Cromwell? delivers
Chronological understanding	<ul style="list-style-type: none"> As they work through Section 1, pupils construct a timeline of Cromwell’s life. The timeline on pages 58–59 will help pupils understand how government changed between Cromwell’s death and 1900. Pages 62–63 provide a chronological overview of political developments from 1066 to 1900.
Knowledge and understanding of events, people and changes	<ul style="list-style-type: none"> In Section 1, pupils investigate the life of Oliver Cromwell, his actions and motives, alongside important events such as the English Civil War (Units 1.1 and 1.2) and the trial and execution of King Charles I (Unit 1.3, Investigation 1). Section 2 focuses on long-term historical change – how and why Parliament became more powerful than the monarchy.
Historical interpretation	<ul style="list-style-type: none"> ‘King’ Cromwell? focuses on one of the most controversial figures in British history. As they work through Section 1, pupils will be forming their own interpretation of Cromwell. This process should generate plenty of discussion and debate in the classroom. In Unit 1.2, pupils will use the work of modern re-enactment societies to find out about the Civil War. In Unit 1.6, they will investigate how and why interpretations of Cromwell have changed so much since his death.
Historical enquiry	<p>Historical enquiry lies at the core of every unit in the Pupils’ Book. Pupils are taught how to identify, select and use a range of sources of information including eye-witness accounts, letters, speeches, portraits, historical fiction, biographies and songs. Pupils are encouraged to construct their own arguments and support them with precise examples, especially in the biography task (Unit 1.7). In addition:</p> <ul style="list-style-type: none"> Unit 1.2 promotes critical thinking and evaluation skills through source-based investigations into Cromwell’s skills as an army commander (page 21) and the Battle of Marston Moor (pages 24–25). Unit 1.4 develops pupils’ ability to interpret visual sources (see pages 40–41).
Organisation and communication	<p>Pupils are provided with regular opportunities to communicate their knowledge and understanding of history, using a range of techniques, including spoken language and substantial explanations. The key issue of how to help pupils organise and communicate their ideas is addressed rigorously throughout ‘King’ Cromwell? In Section 1:</p> <ul style="list-style-type: none"> pupils are taught how to weigh up evidence to reach a balanced conclusion pupils are taught how to argue a point of view and produce a piece of persuasive writing (Unit 1.3) extensive advice and support are provided to help pupils plan, edit, revise and produce their own biography of Cromwell (Unit 1.7). <p>If the teaching of thinking and communications skills is not incorporated into curriculum planning, pupils will not be able to develop or demonstrate their knowledge and understanding effectively. Like other books in this series, ‘King’ Cromwell? aims to help pupils to organise and communicate their ideas, whether they are producing a piece of extended writing or not, in order to achieve success – and to build strong foundations for their work in the future.</p>

◆ ‘King’ Cromwell? and the Key Stage 3 strategy

Literacy

If pupils get better at history they get better at literacy and vice versa.

This book, like most of the **This is History!** titles, has a very strong literacy strand. It includes a significant writing task (to write a biography); many smaller scale writing tasks (using a range of text types – see below); and some significant reading challenges, including word

level and sentence level work supported by TRB worksheets. There is also a strong speaking and listening task which forms the basis of Unit 1.1 and opportunities for debate in Unit 1.3.

All major writing tasks are supported with writing frames (particularly the biography writing), including in some cases differentiated frames for different abilities.

As well as biographical writing pupils are expected to use each of the main non-fiction text types, for example:

Non-fiction text type	Purpose	Example from ‘King’ Cromwell?
Report	to describe the way things are	Unit 1.1: pupils produce an interview with Oliver Cromwell Unit 1.2: pupils write captions to tell the story of the Civil War
Explanations and accounts of historical events	to explain how and why something happened and what its consequences were	Unit 1.2: pupils explain why Parliament won the Civil War Unit 1.4: pupils explain why Cromwell rejected the crown Unit 1.6: pupils explain why interpretations of Cromwell have changed since his death Unit 2.2: pupils explain why Parliament became more powerful than the monarchy
Persuasion	to argue the case for a point of view	Unit 1.3: pupils write accounts to present Cromwell as a hero or a villain
Comparison	to compare different accounts	Unit 1.2: pupils compare different sources about the battle of Marston Moor Unit 1.4: pupils compare two contemporary representations of Cromwell

NB Pupils will use a variety of text types to write their biography of Cromwell (Unit 1.7). *‘King’ Cromwell?* can therefore make a powerful contribution to school-wide literacy initiatives.

Citizenship

This book forms part of a citizenship-oriented trilogy with *King John* and *Dying for the Vote*. In particular, Section 2 of *‘King’ Cromwell?* continues the story of the development of parliamentary democracy started in *King John* – with similar activities. *Dying for the Vote* completes the story with the extension of the franchise to all men and women.

◆ *The Foundation strand: teaching and learning*

The Foundation strand of the Key Stage 3 strategy identifies nine basic principles of effective teaching and learning against which all departments should check

their practice. These principles are all deeply embedded in the planning of this book.

Principle	How ' <i>King Cromwell?</i> ' delivers
1 Focus the teaching	The objectives of this book are made explicit throughout. All of the activities lead to a clear end product and each unit has been carefully tailored towards it, avoiding unnecessary clutter.
2 Provide challenge	Pupils will be investigating difficult political and religious issues which plunged this country into the most serious internal crisis in its history. They will be investigating one of the most controversial individuals in British history and writing his biography. At the same time they will be developing important skills of analysis, interpretation and synthesis.
3 Make explicit concepts and conventions	Key historical concepts are clearly explained throughout ' <i>King Cromwell?</i> ' The conventions for different types of writing are clearly explained in the Pupils' Book and the worksheets in this Teachers' Resource Book.
4 Structure the learning	All the enquiries in this book have clear objectives which are carefully structured within a chronological framework.
5 Make learning active	All of the activities in ' <i>King Cromwell?</i> ' have been carefully designed to promote active learning. Pupils, often working collaboratively, will construct a timeline, tape an interview, produce a storyboard, write conflicting interpretations, complete a quiz, make important decisions, write a diary entry . . . and there are plenty of opportunities for heated classroom discussion.
6 Make learning engaging and motivating	The text, artwork and sources are varied and stimulating. The dramatic and controversial content, the variety of activities (see 5 above), our focus on an individual and the challenging biography task will engage and motivate pupils.
7 Develop well-paced lessons with high levels of interaction	All of the units in ' <i>King Cromwell?</i> ' have pace and variety. We have deliberately avoided getting pupils bogged down in unnecessary detail. The controversial issues, dramatic events and genuine human dilemmas pupils will investigate; the structured, practical activities they will work on; and the frequent opportunities for discussion should ensure high levels of interaction between you and your class and between pupils.
8 Support pupils' application and independent learning	Much of this is down to you in the classroom but we have provided worksheets to support pupils' learning and suggested additional resources for independent research, such as internet sites and CD-ROMs. We advocate a further stage – rewarding pupils' application and learning. See Worksheet 28.
9 Build reflection	In Unit 1.6, pupils will investigate Cromwell's importance in history. The Knowledge Files (page 64), the History Skills Wall (page 65) and the This is History! Passport (pages 6–7 in this book) are intended to help pupils to reflect upon what they learned from their study of ' <i>King Cromwell?</i> '

INTRODUCTION

These nine principles are also reflected in the structure and approach of each unit. As far as possible we have tried to ensure each unit:

- ◆ starts with an intriguing 'hook' – an issue to be investigated or a problem to be solved
- ◆ offers varied pace of learning, combining overview lessons with in-depth investigative work
- ◆ has tasks which use a range of learning styles
- ◆ gives pupils choice about how they work, what they work on and how much support they seek.

Preparation checklist

To get the most out of this book in the classroom you need to:

- 1 Decide how to use the walls of the classroom – for the Hero and Villain scales (page 3), the timeline (page 5), the Cromwell word bank (page 5) or something else.
- 2 Decide whether, and if so when, to start pupils writing their biography (see Detailed Notes page 15). **NB** The biography writing frames (Worksheets 25A–G) are available in downloadable form from the SHP website so that you can customise and network them in your own school.
- 3 Ensure suitable research resources are available, either in the school library or on the internet. Several biographies of historical and contemporary figures will be useful. CD-ROMs and selected websites will be desirable. A summary of useful internet sites is given on page 14.
- 4 Be sure in your own mind about the links between this unit and the others in your course so that you can build progression and links in the pupils' own minds. If you are using other books in the series see pages 4–7 of this TRB. Your Cromwell timeline can be related to an overall Key Stage 3 timeline.

Then for each unit:

- 5 Read the questions and activities in the Pupils' Book and the associated worksheets well ahead to plan the pace of your lesson.
- 6 Decide which questions to use for discussion only and which to use for written work. All the questions have a conceptual purpose but they don't all require written work.
- 7 Determine the level of support that individual pupils might need and how you might further differentiate the main tasks.
- 8 Decide how to introduce important but difficult written sources such as Source 10 on page 36 or significant visual sources such as Source 2 on page 41. **NB** Many written sources are simplified already, but you may want to abridge further, put them onto tape or write them onto acetate to allow you to talk them through with pupils as a class.

9 Decide which tasks to use for individual work, which for pairs and which for larger groups. We have regularly made suggestions for group work but all classes differ as to what is practical or desirable. Bear in mind that how you structure group work can be an important factor in effective differentiation in the classroom.

10 Decide on what tasks (if any) are to be used for formal assessment (see below).

Assessment

Meeting National Curriculum requirements

National Curriculum assessment in history requires teachers to reach a judgement about each pupil's work, based on the evidence of what pupils do as they progress through their Key Stage 3 course. Teachers look for the 'best fit' between the level descriptions and the work that the pupil has produced. The level descriptions are lengthy and varied because they derive from the knowledge, skills and understanding set out at the opening of the programme of study of Key Stage 3. It follows, therefore, that the work carried out by pupils should address all aspects of this knowledge, skills and understanding. **This is History!** provides sufficient opportunities for teachers to carry out their National Curriculum assessment.

For definitive reinforcement of this approach to assessment (and, if necessary, to help your case if your SMT have other ideas), see the National Curriculum in action website:

<http://www.ncaction.org.uk/subjects/history/targets.htm>
and
<http://www.ncaction.org.uk/subjects/history/judgemnt.htm>

The way in which this assessment is carried out in practice will depend on specific school assessment policies and how history departments interpret them. However, the two most common approaches are:

- ◆ to survey all of the work that a pupil has done over a period (say, half a year)
- ◆ to set specifically targeted tasks (say, four to six a year) which are the culmination of work done over some time.

'King' Cromwell? supports both strategies by providing a number of assessable smaller activities plus the major biography-writing activity. The activities will provide evidence of all aspects of the knowledge, skills and understanding identified in the National Curriculum (see 'Key Elements' table on page 9).

There is one major assessable activity and at least two other activities which would be particularly appropriate for formal assessment purposes:

The biography activity

If you choose to base your assessment on the biography activity which runs through Section 1 and is set up in

Unit 1.7, the following statements will help you decide at which levels your students are working.

An answer characteristic of Level 3:

- ◆ uses some dates and other chronological terms
- ◆ shows some understanding of Cromwell's motives
- ◆ reaches a simple judgement.

An answer characteristic of Level 4:

- ◆ has good knowledge of the background of events
- ◆ shows understanding of Cromwell's motives on several occasions
- ◆ reaches a judgement supported by the evidence.

An answer characteristic of Level 5:

- ◆ shows detailed understanding of chronology of events
- ◆ shows clear understanding of Cromwell's choices and decisions
- ◆ reaches an argued judgement.

An answer characteristic of Level 6 (and possibly Level 7):

- ◆ deals with Cromwell's career as a whole
- ◆ links motives and decisions over several years
- ◆ argues an effective conclusion.

Activity B on page 26

If you choose to use the writing at the end of Activity B on page 26, the following task-specific statements will help you decide at which level your pupils are working.

An answer characteristic of Level 3:

- ◆ links some reasons with Parliament's victory
- ◆ understands results of some of Cromwell's actions.

An answer characteristic of Level 4:

- ◆ makes effective links between all reasons and Parliament's victory
- ◆ shows good understanding of Cromwell's role.

An answer characteristic of Level 5:

- ◆ suggests some simple links between reasons
- ◆ shows some evaluation of Cromwell's actions.

An answer characteristic of Level 6 (or possibly Level 7):

- ◆ links reasons for Parliamentary victory into whole story
- ◆ evaluates Cromwell's actions consistently.

Interpretation activities on pages 31, 34 and 37

If you choose to use any (or all) of the interpretation activities on pages 31, 34 or 37, the following specific statements will help you decide at which level your pupils are working.

An answer characteristic of Level 3:

- ◆ understands that Cromwell's actions can be interpreted in different ways.

An answer characteristic of Level 4:

- ◆ shows simple use of knowledge and understanding to support interpretation.

An answer characteristic of Level 5:

- ◆ has good use of knowledge to support interpretation.

An answer characteristic of Level 6 (or possibly Level 7):

- ◆ deploys detailed knowledge effectively to support interpretation.

Evidence for assessment

The questions and activities in the Pupils' Book are designed to develop understanding rather than produce evidence for assessment. They will, however, provide opportunities to show attainment; although judgements about attainment cannot depend upon one piece of work. Such judgements should be made over a number of pieces of work and over a period of time. Teachers need to think more in terms of a pupil working towards the statement and showing some evidence of attaining that level.

No one judgement based on a single piece of work is definitive. There will always be factors, such as the way a topic was introduced to the class, the amount of support given or how a pupil feels on a particular day, which influence performance. When assessing pieces of work, teachers might wish to consider the following before giving out a grade linked to attainment.

The level of difficulty of the exercise:

- ◆ the amount of source material used
- ◆ the complexity and length of the source material
- ◆ the complexity of the events being studied
- ◆ how familiar pupils already are with the content
- ◆ how the content is structured
- ◆ how the activity is structured
- ◆ the complexity of the activity
- ◆ how much support the teacher has provided
- ◆ how much support the Pupils' Book or a worksheet has provided. Has the pupil, for example, used a writing frame which provides detailed or minimal assistance?

The quality of pupil response:

- ◆ breadth and depth of knowledge used
- ◆ historical accuracy
- ◆ quality of explanations
- ◆ selection and relevance of information
- ◆ planning and organisation
- ◆ independence and imagination
- ◆ critical analysis
- ◆ balance
- ◆ effective communication.

Useful internet sites for studying Cromwell

The British Library 'Living Words'

Two propagandist images of Cromwell, dating from the 1650s, are included in the Projects section of this growing website. Background information, student activities and teachers' notes are also available.

<http://www.bl.uk/services/learning/curriculum/projects/muk/section11.html>

Charles I's trial and execution

A facsimile of the *Intelligencer*, Parliament's newspaper, covering the King's trial and execution, can be found at the following address:

<http://www.adelpha.com/~davidco/History/charles1.htm>

It looks authentic when printed on yellowing, slightly crinkled paper and is much easier to read than on screen. Pupils will need help with the language and spelling, but it does provide an opportunity to work with an unedited seventeenth-century document in its original appearance.

Cromwell's death

At this site, pupils can read how Cromwell's death was reported at the time in the September 1658 edition of the *Gazette*, an official news-sheet. This is a useful starting point for Unit 1.6, which examines how interpretations of Cromwell have changed since his death.

www.adelpha.com/~davidco/History/cromwell-1.htm

The English Civil War pages

An extensive site created by an academic enthusiast at the University of Aberystwyth. It contains information about civil war battles, the armies, the personalities involved and Civil War re-enactment groups.

<http://www.aber.ac.uk/education/PGCE/ohc94/ecw/history/ecw.html>

The English Civil War Society

This site contains some useful photographs of re-enactments of Civil War battles as well as information about the Civil War and links to local re-enactment groups.

http://www.english-civil-war-society.org/public_html/

Hero or villain

This part of the Channel 4 History site examines the ongoing controversy about Cromwell. There is material about the Civil War and Cromwell's life and career. There is also a facility to 'ask the experts'. Most of the material is too detailed for KS3 pupils, but it can easily be adapted to fuel a debate about Cromwell at the end of Section 1.

www.channel4.com/history/microsites/H/history/war/cromwell.html

The Levellers

The full text of the Agreement of the People (1647) can be found at:

http://www.constitution.org/lev/eng_lev_07.htm

Please note that the original document is very lengthy and complex and should be used for teacher reference, or as an extension activity for the most able pupils only. The main site, which is also complex, can be found at:

<http://www.constitution.org/lev/levellers.htm>

A transcript of the Putney Debates can be found at:

<http://campus.northpark.edu/history/Classes/Sources/Clarke.Putney.html>

Modern History Sourcebook

The full text of a letter written by Cromwell two days after the battle of Marston Moor can be found at this site. Unlike many seventeenth-century sources, its language is accessible to most Year 8 pupils. It contains some interesting detail about the battle and strong evidence of Cromwell's religious interpretation of events. It contains Cromwell's famous comment about the battle, 'God made them as stubble to our swords'. The letter was written to inform Cromwell's brother-in-law, Valentine Walton, of the death of his son during the battle and can therefore be regarded as valuable unwitting testimony:

<http://www.fordham.edu/halsall/mod/1644cromwell-marston.html>

The National Portrait Gallery Collections

Most of Oliver Cromwell's portraits and other images (for example on coins) can be viewed at this website, together with portraits of most other important personalities of the period. The selection of Charles I's portraits is definitive. They can be copied but if you try to enlarge them, the quality will be poor – the National Gallery protects its copyright!

<http://www.npg.org.uk/live/collect.asp>

The Oliver Cromwell internet portal

A useful site created in 1999 to commemorate the 400th anniversary of Cromwell's birth. It contains a mass of information about Cromwell's life which is too detailed for Year 8 pupils. The timeline, quotations from Cromwell's letters and speeches, extracts from historians' writings, and illustrations that pupils can copy and paste are more useful. There are also links to other sites.

<http://www.cromwell.argonet.co.uk>

The Oliver Cromwell Song

Monty Python fans will know all about the words of this song! Pupils could use their knowledge from Unit 1.6 to check the accuracy of this comic interpretation, which is a potted history of the Civil War and Cromwell's life.

<http://bau2.uibk.ac.at/sg/python/Songs/OliverCromwell>