



ENGLISH HERITAGE
EDUCATION

TEACHERS' KIT

Boscobel House and the Royal Oak

This kit helps teachers plan a visit to Boscobel House and the Royal Oak. Boscobel played a brief but important role in the English Civil War when it sheltered and hid the future King Charles II. Use these resources before, during and after your visit to help students get the most out of their learning.

KS1-2

KS3

KS4

SEND



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Step into England's story

WELCOME

This Teachers' Kit for Boscobel House and the Royal Oak has been designed for teachers and group leaders to support a free self-led visit to the site. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use on site and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents page, which has been colour-coded to help you easily locate what you need and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the **Boscobel House and the Royal Oak Schools page**. You can find more practical information about your booked visit to Boscobel House and the Royal Oak in the Education Visit Permit and the Site Information Pack which have been sent to you.

We hope you enjoy your visit and find this Teachers' Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.

								
								
AUDIO	SPEAKING	VIDEO	HANDS ON	LOOK	LISTEN	SMELL	WRITE	READ
								
ROLE PLAY	CHALLENGE	DID YOU KNOW?	MAP	QUOTE	EXAMINE	MATHS	ART	

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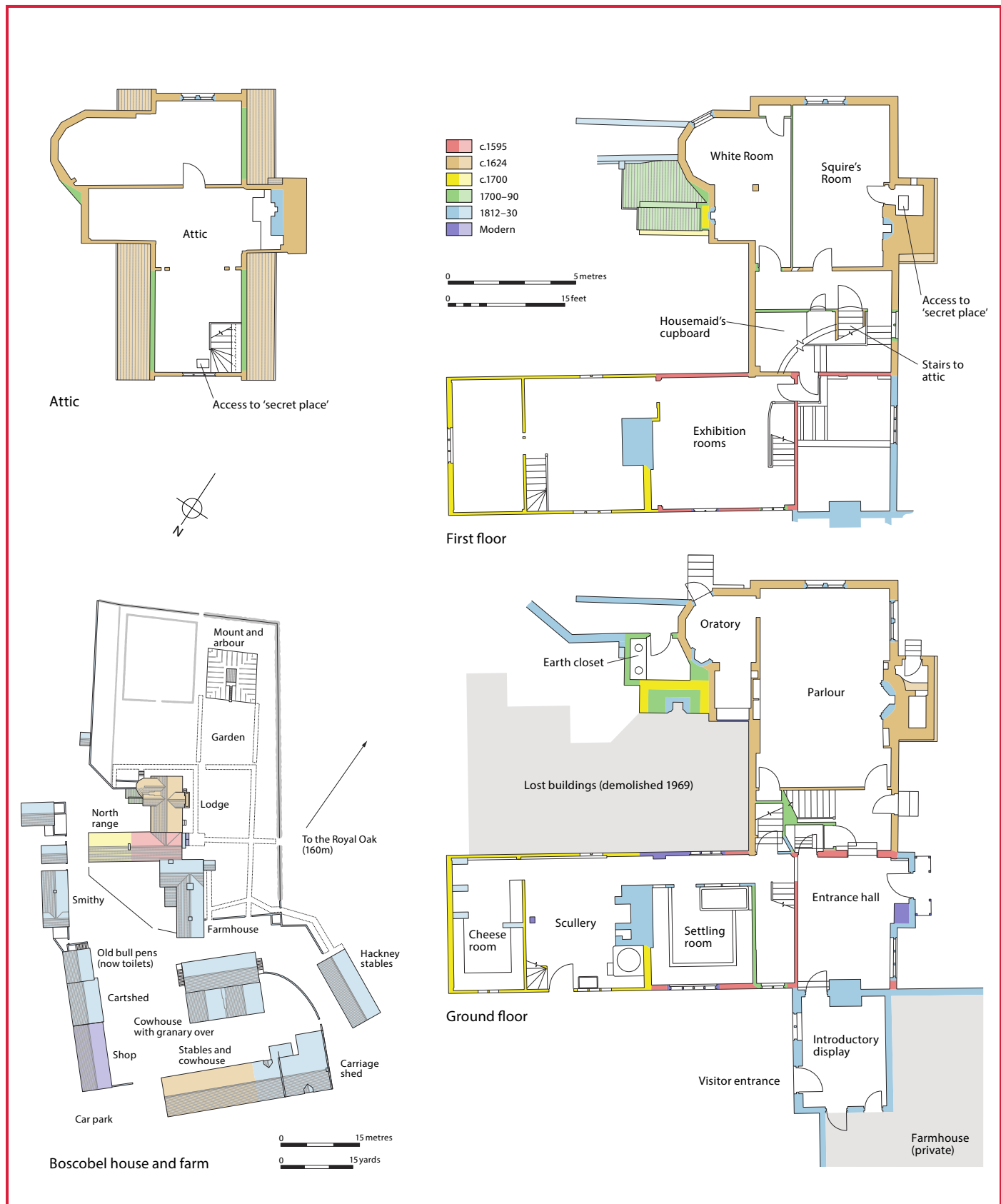


PRE-VISIT

Information and activities you can use in the classroom before your visit.

BOSCobel HOUSE AND THE ROYAL OAK

SITE PLAN



HISTORICAL INFORMATION

DISCOVER THE STORY OF
BOSCOBEL HOUSE AND
THE ROYAL OAK

Below is a short history of Boscobel House and the Royal Oak. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

WHO'S WHO AT BOSCOBEL: 1600s

Boscobel has a rich history with a large cast of characters. To help you navigate this history here is a brief introduction to our historical figures:

Charles II (r.1660–85) – King of England, Charles was hidden by Boscobel's residents after losing the **Battle of Worcester** in 1651. After living in **exile**, he is restored to the throne in 1660.

John Giffard – the person who built Boscobel House.

Dorothy Giffard and **Frances Cotton** – Dorothy was John's wife. Frances was their daughter.

William and Joan Penderel – William and Joan greeted Charles II; they helped him get dry and gave him food.

Richard Penderel – Richard is the one who most likely **disguised** Charles to help him escape.

Major William Careless – Charles' companion while hiding in the oak tree.



Boscobel House as it looks today.

BOSCobel'S BEGINNINGS

Boscobel means 'beautiful wood'. Looking around the site today, there's not much wood left, but in a few years the newly planted saplings will grow, and the field will feel more like the woodland it once was. The house and the trees that remain tell a very important story.

Boscobel, along with nearby White Ladies Priory, was leased from the Crown by William Skeffington of Wolverhampton following the **Dissolution of the Monasteries** in the 1530s and 1540s. As the Church of England grew more established, it became difficult and dangerous for those who still followed the Catholic faith to practise their religion.



Engraving of Boscobel created by Wenceslaus Hollar in 1660.



The Giffards' tomb, in the Brewwood parish church, Staffordshire.

When Skeffington died, his widow, Joan, inherited both properties. She married Edward Giffard, son of Sir John Giffard (died 1556) of Chillington Hall. In 1625, their son John inherited both White Ladies Priory and a timber-framed house that would become Boscobel.

John Giffard inherited the timber house in 1625. The house we now know as Boscobel was created in 1632, when Giffard added a new wing. Giffard wanted Boscobel to appear to be a country retreat or a hunting lodge rather than somewhere to live full-time. Giffard and his family were **Roman Catholics**, and the privacy of Boscobel allowed them to practise their religion at a time when it was against the law to do so. The

house was built with lots of secret places and **priest holes** should the authorities ever become suspicious and investigate. Priest-hunters or '**pursuivants**' measured the footprint of suspicious houses from the outside and the inside to see if they tallied. They counted the windows outside and again from the inside, tapped on the walls to see if they were hollow, and tore up floorboards to search underneath.

CHARLES I AND HIS PARLIAMENT

During the 1640s and 1650s there were three periods of conflict in England: 1642–8, 1649–50 and 1650–1. These are known as the English **Civil War**. Charles I (r.1625–49) did not have a good relationship with **Parliament** during his reign for several reasons:

Religious tensions: there was an increase in **puritanism** in England and Scotland during this time. This led to growing anti-Catholic feeling in Parliament, who feared that Charles I would want to make England a Catholic country again. Charles I was supportive of the High Anglican movement, attempted to force change to the Church of Scotland and was married to a Catholic, Henrietta Maria of France.

Economic tension: Charles I lost wars against Spain (1625–30) and France (1627–29) that cost money and imposed what were perceived to be unfair taxes, although it is worth bearing in mind that England was the least taxed country in Europe at this time. Charles I invoked outdated laws to raise money without consulting Parliament.

Foreign policy: although this was a period of relative peace with other nations, this was not through diplomacy, but rather because wars were expensive and Charles I did not have the funds to wage war.

Ruling without Parliament: Charles I believed in the **Royal Prerogative** and the **Divine Right of Kings**, so he didn't feel he had to consult Parliament on his decisions. In 1641, a deeply unhappy Parliament put together a list of 204 complaints, known as the Grand Remonstrance. Parliament, however, was divided on the Grand Remonstrance and it narrowly passed by 159 to 148 votes. Due to Charles' dividing influence, both sides refused to try to understand each other's views. Charles I rarely met with Parliament and ruled by royal decree (without Parliament) from 1629 until 1640.

Tensions ran high and a civil war broke out in August 1642. Charles I lost this war, and was beheaded for treason in Whitehall in 1649.



An engraving of crowds gathered to see Charles I beheaded at Whitehall by an unknown artist in 1649.

THE ENGLISH CIVIL WAR 1642–51

The English Civil War split the country, communities and families in two. Despite this, a geographical divide was starting to happen. From the 1640s, it was largely the south and east that supported Parliament while the north and west supported Charles II.

The Midlands saw some of the worst fighting because the area was divided between the supporters of the king, known as **Royalists** or **Monarchists** and nicknamed **Cavaliers** and those who supported Parliament, who were called **Parliamentarians** and nicknamed **Roundheads**.

The two sides have a reputation for extremely different ways of dressing – the Cavaliers supposedly wearing flamboyant costume with feathered hats and long, coiffed hair while the Roundheads dressed much more plainly – but the reality was different. Most of the time both sides wore plain, everyday clothes, made of wool fabrics in black and earth tones, with white linen. Even on the battlefield it would have been difficult to tell the two sides apart.



A Cavalier by Abraham van Calraet (c.1700). At first glance you might think he's a Roundhead, because of his simple brown clothes, but he's really a Cavalier!

Everyday life was completely disrupted and the economies of counties including Shropshire, where we find Boscobel, were virtually destroyed as men left home to fight, leaving their crops and families behind. Even if a family was able to still work hard enough to support themselves, they had to be wary. Both Cavaliers and Roundheads would plunder any unprotected supplies they could find. Unlucky families could be left with nothing by pillaging soldiers on both sides.

Civilians were restricted in where they could go and had to obtain an official pass to travel even the shortest journey by road and request a permit to stay overnight away from home. This had a devastating effect on those who needed to travel to sell goods and crops. Those who ran inns were left in danger of going out of business because people weren't able to travel. By the time the fighting stopped, most families had lost relatives in the conflicts and often much of their land as well. Men who returned from fighting were often unable to work due to injury, which would lead to more hardship for their families.



A map showing support for the King (purple) and Parliament (yellow) in the 1640s.

HIDING AT BOSCOBEL

The final years of the English Civil War left their mark on the quiet hunting lodge at Boscobel, which was now occupied by the Penderel family who farmed land nearby. They were Catholics, like the Giffards who previously lived there.

Being a hunting lodge, Boscobel was away from town so visitors could come and go unnoticed. The thick oak forest surrounding the building would have further sheltered and disguised those coming to Boscobel. This made the house a perfect place for hiding and celebrating **Mass** in secret for its Catholic occupants.

In 1651, Charles II was defeated at the battle of Worcester, the last battle of the Civil War, by Oliver Cromwell and his **New Model Army**. After the Battle, Parliament issued 'A Proclamation for the Discovery and Apprehending of Charles Stuart', much like a wanted poster (see Source 7 on pages 48 and 49).

If he was captured, Charles faced execution like his father, Charles I, who had been beheaded at Whitehall in 1649. Charles had to flee. The Earl of Derby suggested Boscobel as a place of 'great convenience of concealment' as he was hidden there in August 1651 by the Penderels after being pursued by Parliamentarian forces following the Battle of Wigan Lane in August.



Boscobel and White Ladies Priory surrounded by a thick oak forest, by Robert Streater (c.1670). © Royal Collection

“acquainted the king with the **recusant's** house; and it was suggested that those people (being accustomed to persecution and searches) were most like to have the readiest means and safest contrivances to preserve him; His Majesty therefore inclined to go tither.’



Continued...

Hiding at Boscobel (continued)

In his own account of his escape, recorded by Samuel Pepys, Charles II said:

‘I took with me a country fellow, whose name was Richard Penderel, whom Mr Giffard [Charles Giffard] had undertaken to answer for to be an honest man. He was a Roman Catholic, and I chose to trust them, because I knew they had hiding-places for priests, that I thought I might make use of in times of need.’

Accounts tell us that Charles arrived at Boscobel on a damp night, tired and feeling low after his defeat. He was greeted by the Penderels and they fed him bread and cheese and **small beer** as

he warmed his feet and dried his shoes by the fire. With the Battle of Worcester lost and enemy forces looking for him, the Penderels had to hide Charles II to save his life. The Penderels hid him in one of Boscobel’s priest holes overnight.



A portrait of William Penderel from the 17th century, showing his connection to the Royal Oak.

DISGUIISING CHARLES II

With his curly hair and love of opulent clothing Charles II was a very recognisable figure, even before photographs, newspapers and television made it easy to know what people looked like. If he was going to evade capture successfully, he needed to change his appearance.

Charles later described what he did to make himself unrecognisable:



An oil painting of Charles II, copied from a portrait done by Sir Peter Lely in the late 17th century.

‘This made me take the resolution of putting my selfe into a disguise, and endeavouring to get a foote to London in a country-fellowes habbit, with a pair of ordinary grey cloath **britches**, a leathern **dublett** and a greene **jerkin**... I also cutt my haire very short, and flung my cloathes into a privy-house, that noe-body might see that any boddy had been stripping themselves.’



To obscure his face he rubbed it with walnut oil and soot from the fire.

Charles was on the run with his friend William Careless. They both needed to hide as Cromwell’s soldiers drew closer.

Careless said there was:

‘only one way how to pass the next day, and that was to get up into a greate oake... where we might see around us... while we were in this tree, we see soldiers going up and downe in the thickest of the wood, searching for persons escaped, we seeing them now and then peeping out of the woods.’



The ‘greate oake’ the two men hid in became known as the **Royal Oak** as the story of the escape spread. You may have heard the phrase before – since 1660s it has become a popular name for pubs in the United Kingdom.



Search the English Heritage YouTube channel for our video about Charles II and the Royal Oak (6 min 38 sec).



DID YOU KNOW?

By the end of the English Civil War, 34,000 Parliamentarians and 50,000 Royalists died in the conflict. Outside of battles, at least 100,000 men and women and children had died from war-related diseases.



CHARLES REWARDS THE PENDEREL FAMILY

The Penderels were threatened with 'death without mercy' by the authorities for harbouring Charles (his arrest warrant on pages 48 and 49 reveals what would happen to them). They were already in an unsafe position due to their Catholic faith yet they risked their lives to save Charles and he remembered them when he was finally crowned King of England, Scotland and Ireland in 1660.

He granted them a pension in perpetuity, which means that the family were given money by the Crown each year, forever.

It has been claimed that the Penderels showed Charles II a hidden altar in the room now known as the Oratory (which can mean a 'small chapel') during his stay at Boscobel. Unfortunately there is no historical evidence for this story; it probably developed



A photograph of Boscobel's Oratory, re-created to look as it would have done in the 1650s.

as part of the myths spread about Charles II and the Penderels during the 1800s. People may have believed this story because the Penderels would have needed an altar in order to celebrate a Catholic Mass. It would have been a secret because at the time Catholics were persecuted for their faith in Great Britain. Charles II was sympathetic to Catholics, and in 1672 he attempted to extend religious liberty to Catholic people and Protestant nonconformists, to allow them to worship how they wanted. He wanted to do this by suspending the laws that punished recusants. Ultimately, these laws didn't pass through a predominantly Protestant Parliament as they were considered too generous to Catholics.

In 1673 Parliament passed the Test Act. This required all those wishing to hold office to swear an oath to the king and the Protestant Church of England and to sign a declaration denying the Catholic belief of **transubstantiation**. This effectively excluded Catholic people from holding public office.

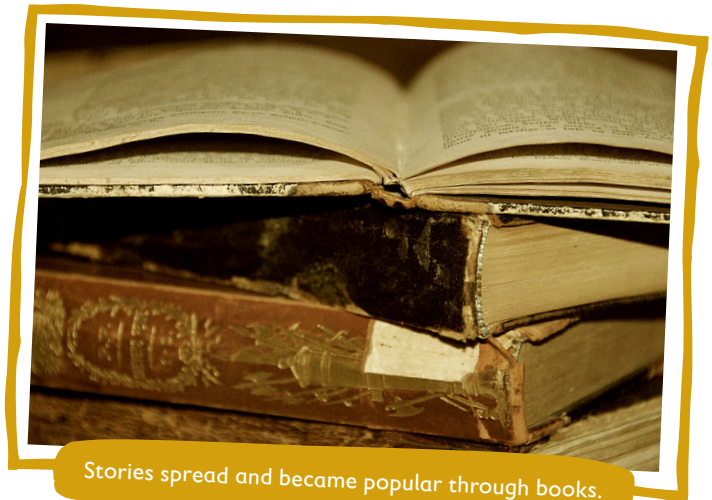
DID YOU KNOW?

There were laws that discriminated against Catholic people until 1829, when the Catholic Relief Act was passed, but anti-Catholic attitudes continued.



STORIES OF BOSCOBEL SPREAD

Boscobel may have been built to keep things secret, but since the 1660s it has been a popular place to visit. This was partly due to King Charles II telling enthralling stories about his exciting escape. As these stories spread, people became more and more interested in visiting the house and seeing Charles' hiding place. In the 1800s, an art movement called **Romanticism** became popular. This movement encouraged people to look back to the 'glories of a nation's past'; Boscobel and its part in preserving the royal family made a perfect subject for writers and artists.



Stories spread and became popular through books.

A HOUSE FULL OF SECRETS

From a quick glance at the house today, Boscobel House looks 'architecturally coherent' meaning that all the parts look like they fit together, but this is a trick. Some of the black timbers are just paint to disguise new parts that have been added to the house over the years. See if you can spot these during your visit. There are lots of hidden places around the farm; some of them are hidden in plain sight. Other areas can only be found through careful and thorough exploration, like the priest holes. These secret spaces were used to hide Catholic priests, but they were also used to hide others who needed them, like Charles II.



Boscobel House as it is today.

WHO'S WHO AT BOSCOBEL: 1800s



A portrait of Elizabeth Evans painted when she was about 30 years old, by an unknown artist.

Boscobel's story didn't end after Charles II hid there. Nearly 200 years later, there is another big moment in Boscobel's history.

Walter Evans – a wealthy **industrialist** bought Boscobel in 1812.

Elizabeth and Frances 'Fanny' Evans – the sisters restored Boscobel to how it was in the 1600s and set up schools in their local area.

William Evans – brother of Elizabeth and Fanny, William was a **Member of Parliament (MP)** who campaigned for the **abolition** of slavery.

THE EVANS FAMILY AND BOSCOBEL

The Evans family bought the Boscobel estate in 1812. Walter Evans was a Derbyshire industrialist and spent a year using his business skills to negotiate the best possible price for Boscobel. The Evans family had **textile mills** at Darley Abbey, near Derby; they spun cotton thread, which others wove into cloth. The family also owned a paper mill nearby, and a bank in Derby.

Walter bought the Boscobel farm as an investment for his nieces Elizabeth and Fanny Evans. Walter and his family liked owning a house that was so steeped in history. Elizabeth worked hard to restore the house and aimed to have it looking 'as it was when Charles was here'. She also worked to protect the Royal Oak from enthusiastic visitors who would try to take home twigs, sticks, leaves and acorns they might cut from the tree to keep as souvenirs.

Not only did the Evanses have to manage a farm, but they also had to deal with the site becoming a popular tourist attraction.



The Boar's Head Mill at Darley Abbey belonged to the Evans family. © Dave Bevis

THE EVANS FAMILY AND BUSINESS

When Walter bought the farm in 1812, he was thinking about 'agricultural efficiency'. Walter was questioning 'how farms could produce the most food for the least effort and looking to new ways of farming to become as efficient as possible'.

At this time Britain was at war, against Napoleon in Europe and with the USA, and so needed reliable supply chains. Britain was experiencing a period of mass-industrialisation, known as the Industrial Revolution. Processes were being streamlined to maximise profits, in factories as well as farms. Some people weren't happy with this: a group called the Luddites, active from 1806 to 1811, were so angry about the machinery that they destroyed machines in cotton mills like the ones owned by the Evans family in Derbyshire.



A cotton plant.

The cotton the Evans family mills spun was farmed on **plantations** worked by enslaved people in Brazil and the Caribbean who were taken from West Africa.

Despite profiting from the labour of enslaved people, members of the Evans family opposed slavery, like William Evans who served as an MP for three periods between 1818 and 1852. He campaigned for the abolition of slavery even though his family wealth came from the labour of enslaved people.

The Evans family worked to improve the lives of their workers in England. They set up primary schools for their workers' children at Darley Abbey. A good education meant that the mill would have skilled workers who could read, write and do arithmetic. The students would have to do school work on top of working at the mill.



This is St Matthew's School, founded by the Evans family. © Dave Bevis

Around Boscobel, Elizabeth and her sister Fanny contributed to the education of the children in the nearby area by setting up Dame Schools. These schools were probably run in the homes of the local women, who were trained to teach children reading, writing and arithmetic.

There were two schools for the local children: one for those under 11 and one for older children, similar to primary and secondary schools today. Unlike today, families had to pay to send their children to school,

which restricted poorer children's access to education. In 1870 a law was passed that meant everyone could receive a free primary education but a fee for secondary education remained in place until 1944. The Evans family paid for this schooling, so they were considered by their contemporaries to be very generous employers.

GLOSSARY

TRICKY TERMS AND
WHAT THEY MEAN

Below is a list of words you might come across while exploring Boscobel House and the Royal Oak. Use this Glossary to find out what they mean.

abolition – formally putting an end to a system or practice

arbour – a shady garden alcove with the sides and roof formed by trees or climbing plants trained over a framework

Battle of Worcester – the final battle of the English Civil War, which took place on 3 September 1651. Oliver Cromwell's Roundheads and his New Model Army defeated Charles II and his Cavalier forces.

britches or breeches – clothing worn on the legs, usually reaching down to the knee, but occasionally going all the way down to the ankle. Breeches would have been fastened to the leg by things like buttons, buckles and brooches.

Cavalier – during the English Civil War, a nickname given to a person who supported the monarchy. Wealthy Cavaliers, some of whom had been courtiers, had liked to follow court fashions, and dress extravagantly, with silk and velvet fabrics and lace. This has tended to colour our image of them – but in a war, when the participants' lives were very much disrupted, all sides tended to dress simply, including the king and his court.

commonwealth – an independent country or community, usually with a democratically elected leader. Oliver Cromwell's Commonwealth lasted from 1649 to 1660.

disguise – a costume meant to conceal or deceive

displaced people – asylum seekers, people who can no longer live in their country of origin because it is not safe for them



A photograph of a historic reenactor dressed as a Cavalier. Cavaliers got their nickname from their reputation for elaborate outfits.

Dissolution of the Monasteries – the set of legal and administrative practices happening between 1536 and 1541 through which Henry VIII (r.1509–47) disbanded monasteries, priories and other religious orders throughout England, Wales and Ireland

Divine Right of Kings – the belief that kings received their authority from God

Doublet, or doublet – a short, fitted, padded jacket usually worn by men

English Civil War (1642–51) – a series of armed conflicts between the Parliamentarians and the Royalists. They were fighting about how the country was governed.

exile – being obliged to leave and not return to one's own country. Sometimes this is a punishment; sometimes it's because one's own country would be dangerous to return to.

industrialist – someone who is involved in the owning, running or management of industry. Many industrialists would have owned mills or factories.

interregnum – literally 'in-between kings', an interregnum is a period of time between ruling monarchs. In English History, the Interregnum runs from Charles I's execution in 1649 to the restoration of Charles II in 1660. During this time, Oliver Cromwell was in charge and the UK was referred to as a 'commonwealth'.

jerkin – a sleeveless jacket

knot garden – a special design for a garden, with the flowers and bushes forming a knot pattern. Knot gardens have a lot of geometrical elements to their design. This type of garden is laid out in symmetrical, regular beds, usually within a grid of squares formed by paths or grass, within which geometrical patterns are made with hedging, usually of box, to frame flowers and other plants.



Lord Protector – the title used by the head of state during the Interregnum. This is the title adopted by Oliver Cromwell, as head of the Commonwealth government, c.1649–58.



A detail of a portrait of Oliver Cromwell, attributed to Jonathan Richardson, painted in the early 18th century.

Mass – a religious gathering with prayers and rituals and songs. In the Christian faith, a Mass celebrates the Eucharist, in which bread and wine are eaten and drunk in remembrance of the Last Supper. Catholics believe the bread and wine are miraculously transformed into the body and blood of Jesus; Protestants believe the bread and wine just represent him.



Bread and wine used in a Mass.
© John Synder

Member of Parliament (MP) –

a person formally elected to represent their community in Westminster

Monarchist – someone who supports the king or queen in charge of a kingdom



This is a picture of Charles II; he was King of England, Scotland and Ireland.

New Model Army – a new way of organising soldiers. Instead of them being connected to one place, they could be ordered to serve anywhere. Cromwell's New Model Army was formed to fight in the English Civil War and lasted from 1645 to 1660.

Parliament – in the UK, the group of people who meet in the House of Commons and the House of Lords to debate and decide

on the laws of the country. Those who meet in the House of Commons are elected representatives. Until the 17th century the houses met when summoned by the king or queen, usually because they wanted them to agree to extra taxation. The Long Parliament of 1641–8 maintained that Parliament should meet regularly, and have a greater share in government, and not just meet at the king's convenience when he was in need of money.

Parliamentarian – during the English Civil War, someone who supported Parliament

plantation – a large-scale estate meant for farming a specific crop, such as sugar, tobacco, mahogany or cotton. Plantations were often worked by enslaved people.

priest – a person who leads the celebration of a Catholic Mass

priest hole – a secret compartment in which to hide a priest

priory – a building where monks or nuns live and work and pray

Protestant – a Christian church that is separate from the Catholic Church. England became Protestant under Henry VIII after he disagreed with the Pope on marriage. There are a wide variety of Protestant churches, which have a range of beliefs and styles of organisation.

puritan – those who wished to purify the Church of England of most of its ceremony and other aspects that they deemed to be Catholic

pursuivant – someone who would track down Catholic priests

recusant – a person (usually a Catholic) who refused to attend Church of England services. From around 1570–1791 not going to Church was considered a minor crime.

refuge – a place of safety, particularly for someone in danger or peril

republic – a state governed by democratically elected leaders rather than a king or a queen

republican – nowadays a person who supports a republic, but in the 17th century it meant opposition to monarchy

Restoration – in British history, it means the time at which the country returned to having a king in 1660

Romanticism – an art movement originating in the 18th century, it looked back at the past and presented an idealised version of it

Royal Oak – the name of the tree that Charles II hid in when fleeing from the Battle of Worcester in 1651

Roman Catholic – a member of the Roman Catholic Church, sometimes just referred to as ‘Catholic’. The head of the Roman Catholic Church is the Pope, who runs the Church from Rome. When England became Protestant under Henry VIII, Catholic people were viewed with suspicion and faced persecution for their faith.



Historical re-enactors dressed as a Roundhead (left) and Cavalier (right).

Roundhead – during the English Civil War, a nickname for a person who supported Parliament. They were so-called because,

their hair was often worn short. However, the expression is very misleading: most of the major Parliamentary leaders, like Fairfax, Cromwell, the Earl of Manchester and the Earl of Essex, had long hair.

Royalist – someone who supports the king or queen

Royal Prerogative – the rights and privilege of a monarch. Today these are exercised on the advice of government ministers.

small beer – a type of beer with very little alcohol. The brewing process killed germs and bacteria that could cause sickness. It was home-made, and often porridge-y. Even though it was a beer, it was often given to children to drink!

textile mill – a place where cloth and textiles are processed into products; a place where natural fibres, such as wool, flax and cotton, are spun into thread (a spinning mill), or where thread is woven to make cloth (a weaving mill)

transatlantic slave trade – the kidnapping and shipping of people living in Africa to different countries to provide the unpaid labour that major European countries thought was necessary to build their colonies

transubstantiation – the belief that during a Mass, the bread and wine are miraculously transformed into the body and blood of Jesus

TUDORS
1509–1603

STUARTS
1603–1714

1534

The Acts of Supremacy recognise Henry VIII as head of the church in England. Pope Clement excommunicates Henry.



1500

1642–49

English Civil War between King Charles I (r.1625–49) and Parliament. The war ends with the trial and execution of King Charles I.

1650

Charles I's son Charles II forms an army.

3 September 1651

Battle of Worcester – Parliamentarian forces defeat Charles.

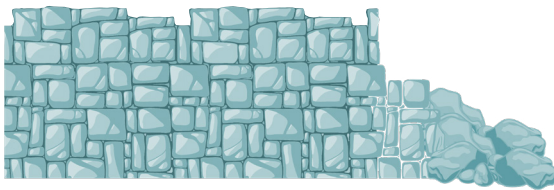
1660

The monarchy is restored and Charles II is crowned King of England.

1600

1536–1542

Henry VIII dissolved the monasteries, and ownership of Boscobel House and White Ladies Priory is passed to William Skeffington. At this point, Boscobel is a rough timber house.



16TH
CENTURY

1632

John Giffard builds a tall timber-framed wing to the original cottage, as a secluded secondary residence: probably built as a discreet location for Catholic meetings and religious services. He calls it 'Boscobel', meaning 'the beautiful wood'.

1648

Boscobel is occupied by the Penderel family, who manage it and the surrounding woodland.

6 September 1651

Charles II flees and hides in an oak tree at Boscobel. He spends the night in a priest hole in the house. He spends a few hours reading in the **arbour**.

1680

Basil and Jane Fitzherbert build a protective wall around the Royal Oak to protect it from people taking souvenirs.

17TH
CENTURY



1789–99

The French Revolution leads to the end of the monarchy. Napoleon Bonaparte (r.1804–14) takes power and begins France's aggressive campaign to become a world power.

1793

Britain declares war on Revolutionary France.

1807

The **Transatlantic Slave Trade** is abolished. Ownership of enslaved people continues in the British Colonies.

1812

Luddites attack a wool processing factory in West Yorkshire to protest against loss of livelihood. The war of 1812 is fought between the USA and Britain.

1815

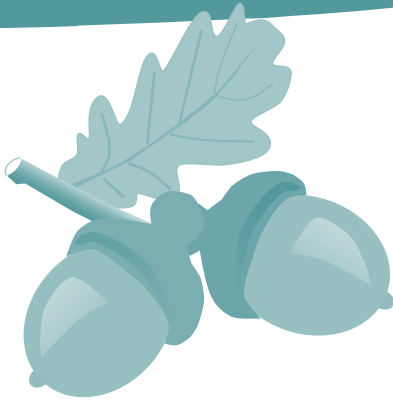
The Duke of Wellington defeats Napoleon at the Battle of Waterloo, ending the Napoleonic Wars.

1700

1800

1712

William Stukeley, a historian, reports that the Royal Oak had been 'almost cut away by travellers' but that growing nearby was 'a young thriving plant from one of its acorns'.



18TH
CENTURY

1812

Walter Evans purchases the Boscobel estate.



19TH
CENTURY

WW1
1914-18

WW2
1939-45

MODERN DAY

1910-36

Reign of King George V.

20 January 1936-
11 December 1936

Reign of King Edward VIII.
Edward abdicates the throne.

1936-52

Reign of King George VI.

1952-2022

Reign of Queen Elizabeth II.



2016

Brexit referendum happens,
and Britain votes to leave the
European Union by 52%.

2020

COVID-19 pandemic hits.

1900

2000

1918

Boscobel House and farm are sold by the Evans family's heirs and the historic contents of the house are auctioned. The table at which Charles II ate is sold as 'a nation's heirloom'.

2000

A storm damages that 'young thriving plant', now a fully grown tree.

1940s

Prisoners of war from Germany and Italy stay at Boscobel during the Second World War. Later, **displaced people** from Poland also arrive in the area.

2011

The Prince of Wales plants a new tree to commemorate the 350th anniversary of Charles II's escapades.

1942

King George VI and Queen Elizabeth visit the Royal Oak.

1951

A tree is planted by the site of the Royal Oak to mark the 300th anniversary of Charles II's escape.

20TH
CENTURY

21ST
CENTURY

SELF-LED ACTIVITY

DISGUISE AT BOSCOBEL



Recommended for

KS2–3 (History, English)

Learning objectives

- Use a variety of sources to investigate different versions of Charles II being disguised at Boscobel.
- Compare and contrast sources on Charles' disguise, discussing their similarities and differences.
- Demonstrate learning through drama and art.

Time to complete

Approx. 60 minutes



Show students our video about Charles II and the Royal Oak, which you can find on the English Heritage YouTube channel.

SUMMARY

This activity uses an introductory YouTube video, source work, drama, art and creative writing to help students explore Charles II's methods of disguise at Boscobel. See the Teachers' Notes on pages 25 and 26 for a detailed breakdown of how to complete these activities. We have provided an overview in the box below.

OVERVIEW OF ACTIVITIES

1. Watch the introductory YouTube video and discuss.
2. Complete source work in pairs. Compare and contrast written accounts of the escape (Sources 1 and 2) with the artistic account (Source 8).
3. Act out the various ways Charles II was disguised, according to the sources.
4. Create an artwork based on the descriptions of his escape.
5. Use creative writing to imagine Charles' escape.

At Boscobel, you can revisit the key elements of Charles' disguise, by using the costumes provided for school groups in the Acorn Learning Room.

MORE LEARNING IDEAS

To add a sensory element to students' explorations, explain that Charles' disguise (rough wool and leather) would have felt very different to the expensive silks and linens he would normally wear. You could use some samples of these fabrics in class to explore the different tactile sensations Charles may have experienced.

DISGUISE AT BOSCOBEL

TEACHERS' NOTES

Here, we have provided more detail on carrying out the activities with your class, including instructions, tips and discussion prompts.

1. Watch the introductory YouTube video and discuss.

Search the English Heritage YouTube channel for our video about Charles II and the Royal Oak (6 min 38 sec). Working as a class, list all the ways Charles was disguised, as described in the video: hair cut, new clothes, soot and oil on his skin, got a new name and was taught to walk and speak differently. Now ask the students to imagine they are Charles escaping and to think about what he felt during his time at Boscobel and how it might have felt to be disguised.

2. Complete source work in pairs. Compare and contrast written accounts of the escape (Sources 1 and 2) with the artistic account (Source 8).

After discussing the video, put students into pairs and give each pair a copy of Source 1 (Thomas Blount's version of Charles II's disguise and escape, on page 43) and Source 2 (Samuel Pepys' account, on page 44). Ask one person to read Source 1 while the other reads Source 2. Each pair should then work together to discuss and compare the two sources. Now ask them to look at the visual source (Source 8) on page 50. Discuss whether the image source on page 50 supports or challenges the written sources, and how it does this.

TOP TIPS FOR EXPLORING SOURCES

For the account of Charles' escape and for the image of him, consider:

- WHO SAID IT, WROTE IT OR MADE IT, AND WHEN? Is it from the person's own perspective or someone else's? Is it from the time the person was alive or from later?
- WHAT DOES IT TELL ME? What key pieces of information can you learn from this source?
- WHO WOULD HAVE SEEN IT? The audience for a work can reveal a lot; consider the differences between things meant to be private and things meant to be public.
- CAN I TRUST IT? How reliable is this source? How much can you trust it to tell you about this person's life and character? Would the person who created it have any reason to lie or exaggerate?
- WHAT'S MISSING? Is there any missing evidence you wish you had to give you a clearer picture of this person? Why are certain people and their stories harder to find in the history records? Consider the person's wealth, gender, race, class, etc.

Continued...

3. Act out the various ways Charles II was disguised, according to the sources.

Some accounts tell us that the Penderels, who we met in the video and who hid Charles, taught him to walk and talk like a labourer after getting him into a disguise. Discuss what they might have said/what changes Charles may have made to his voice and movements. Some suggested changes might be: slouching his shoulders, walking with heavier footsteps, changing his accent so he sounds less posh. Encourage students to give an active demonstration of their ideas.

4. Create an artwork based on the descriptions of his escape.

Using the image of Charles in disguise on page 50 as inspiration, ask students to draw and use collage material to disguise Charles based on the descriptions of his escape. Invite two or three students to share their artwork and explain how they disguised Charles II.

5. Use creative writing to imagine Charles' escape.

After examining the accounts, ask students to write a first person diary entry, from one of the following perspectives: as Charles II; as someone in pursuit of Charles II; as someone aiding him (e.g. one of the Penderels, a servant, or even a horse!).

SELF-LED ACTIVITY

CIVIL WAR: PARLIAMENTARIANS VS ROYALISTS



Recommended for

KS2–3 (History, English)

Learning objectives

- Learn about the different figures leading up to the English Civil War and their perspectives on the conflict.
- Understand the ideologies of the different sides in the English Civil War.
- Use historical sources to formulate a classroom debate.

Time to complete

Approx. 60 minutes



A Roundhead (left) fighting a Cavalier (right) during a re-enactment at Bolsover Castle.

SUMMARY

This activity will explore the backgrounds, beliefs and perspectives of key people in the English Civil War to help the class gain a deeper understanding of the conflict. In small groups of about three, ask students to read the points of view of the six historical figures on pages 29 and 30. They should decide whether they think each person was a Royalist or a Parliamentarian, and why; answers can be found in the Teachers' Notes on page 28. Now conduct a class discussion about the points made by each figure and allow for personal thoughts and responses. Collect these thoughts in a collaborative mind map.

Next, divide the class into 'Parliamentarians' and 'Royalists'. Using the historical figures' perspectives on pages 29 and 30, the points the class made, and the tips below, have the students prepare a speech to persuade those in the other groups to join them.

Invite two students from each side to present their arguments; after both sides have spoken, discuss how effective their arguments were. The Parliamentarians and the Royalists could not reach an agreement and so civil war broke out – is the group able to reach a compromise?

TOP TIPS FOR PERSUASIVE WRITING

Strong arguments follow a clear structure. It can be helpful to use PEEL to form your case:

Point: a short statement that makes your position clear.

Explanation: why the point is correct or important.

Evidence: illustrate the point and explanation with supporting evidence. This can be quotes or statistics.

Link: bring it back to the point.

MORE LEARNING IDEAS

Your class could take this further by looking at speeches today to consider what persuasive devices made them effective, and the evidence used to support claims made in them.

CIVIL WAR: PARLIAMENTARIANS VS ROYALISTS

TEACHERS' NOTES

REVEALING THE ANSWERS

After the class has discussed which side of the conflict they thought each person was on, reveal the answers with the additional information.

ROYALISTS

- Charles I – he was beheaded for treason on 30 January 1649. Although he lost the English Civil War, his son Charles II would eventually be restored as king.
- Sir Edward Hyde – it was Charles II who granted him an earldom.
- Dame Mary Bankes – after the siege of Corfe Castle, the Bankes family were stripped of their lands. Mary petitioned Parliament to have these lands restored to her and her family. The lands were restored in 1660.

PARLIAMENTARIANS

- Brilliana, Lady Harley – supported Parliament's cause, which was difficult when her neighbours supported the monarchy. Brilliana died shortly after the siege on her home was lifted.
- Sir Thomas Fairfax – he opposed the trial and execution of Charles I. His moderate views meant that he played a part in the restoration and wasn't punished.
- John Pym – when he died in 1643, he was buried in Westminster Abbey, which is a huge honour. After Charles II was restored in 1660, his body was reburied in a less prestigious site.

Read the descriptions of the people on this page – do you think they were Royalists or Parliamentarians?



HISTORICAL FIGURES FROM THE ENGLISH CIVIL WAR

CHARLES I OF ENGLAND AND SCOTLAND (1600–49)

Charles believed he was anointed by God to rule and felt that the tactics displayed by Parliament during the Short and Long Parliaments were unscrupulous and justified him trying to arrest them for treason. Charles accepted that kings were bound by law, but he felt that Parliament should only be allowed to vote on additional taxes, and only when he summoned them.

Charles was faced with open rebellion and treason, which he felt justified him fighting his own subjects. Charles saw himself as a champion of the law and tradition.



DAME MARY BANKES (1598–1661)

Dame Mary was the daughter of a wealthy landowner and the wife of Sir John Bankes, who was Lord Chief Justice. She led the defence of her home, Corfe Castle, when it was under siege for three years. She was forced to surrender to her enemies when she was betrayed by one of her staff. Her enemies treated her with honour due to her courage.

Dame Mary would have had a good understanding of the law and, being the daughter of a wealthy landowning family, would have held traditional views.



SIR THOMAS FAIRFAX (1612–71)

Sir Thomas was the son of a Yorkshire peer, and became a senior military leader in the English Civil War.

He was moderate in his views, but fought for the defence of traditional English values against what he viewed to be an un-English style of absolute government.



Continued...

BRILLIANA, LADY HARLEY (1598–1643)

Brilliana came from a family of wealthy landowners. Brilliana was a Puritan, but her neighbours were not. Brilliana lived at Brampton Bryan Castle and had to defend it during a siege while her husband, Sir Edward Conway, was away. Brilliana was a highly educated woman who knew several languages. Lots of her letters survive today.

Brilliana believed in religious freedom, which she felt was threatened. She saw it as her duty to stand up for the social and religious values she believed in.



SIR EDWARD HYDE (1609–74)

Sir Edward was a lawyer and an MP who was a chief adviser during the English Civil War. He later became Earl of Clarendon and Lord Chancellor.

Sir Edward was an intelligent and articulate man who held moderate views. His belief that overturning the natural order would lead to chaos and injustice was shared by the gentry and merchant classes.

Sir Edward wrote a book called *The History of the Great Rebellion* which became a standard account of the English Civil War.



JOHN PYM (1584–1643)

John was a lawyer and an MP who served the Crown as a tax collector. He emerged as one of the leaders in the English Civil War. John believed in monarchy and had a strong idea of what that should mean.

John was a Puritan, and opposed Catholicism as well as what he saw as an attempt at absolute rule.





AT BOSCOBEL HOUSE AND THE ROYAL OAK

Activities for students to do at Boscobel House and the Royal Oak to help them get the most out of their learning.

SELF-LED ACTIVITY

FARMYARD SENSORY TRAIL



Recommended for

KSI, SEND (Science, Art and Design)

Learning objectives

- Explore the farm and identify and name a variety of common animals.
- Develop observation skills.
- Consider where we get food from.

Time to complete

Approx. 30 minutes



Tamworth pig

SUMMARY

Please print the trail on page 34 before arriving at Boscobel. If you would like to do the storytelling stop on the trail, please let us know when you book your visit so we can have a copy of the book waiting for you on arrival.

The trail will explore Boscobel's farmyard, looking at the animals on the farm, the farmyard buildings, and the plants and flowers in the gardens on the site. There will be a sensory box prepared for the class, which group leaders can collect from staff on site. Although this is a sensory trail, please remind the group not to touch anything unless invited to. As you explore the farm, you may like to use the questions in the Teachers' Notes (provided on page 33) to help connect the animals to what they produce.

MORE LEARNING IDEAS

Create a sensory artwork inspired by their trip to Boscobel's farm, using materials that reflect the senses they explored during the visit.

Write a short story about one of the animals they learnt about during the visit.

TEACHERS' NOTES

FARMYARD SENSORY TRAIL

This trail can be followed at the pace of the group and the stops can be visited in the order that best suits your group's needs. If any member of your group feels overwhelmed or overstimulated by the sensory input, Boscobel has plenty of calm spaces that you can use to reduce the student's anxiety.

- **Stop 1: Chickens** – Encourage students to be quiet so they can listen to the chickens. After they have heard the chickens, ask students to make chicken noises. Remind them that we can't touch the chickens but ask them to imagine what the feathers feel like. Group leader to pass around feathers for the students to feel. Ask what food we can get from chickens, e.g. eggs.
- **Stop 2: Pigs** – Encourage students to be quiet so they can hear the noises the pigs make, and then replicate the sounds they heard. Ask students if the pigs are dirty or clean, and explore why they might be muddy. Pigs like mud because it keeps them cool in hot weather. When mud dries, it is like sunblock: it stops them getting burned. Remind the group about the importance of washing our hands and how important it is to use sunblock.
- **Stop 3: Sheep** – Encourage students to be quiet so they can listen to the sheep and then replicate the noises they heard. After listening to the sheep, ask the class what they think the sheep might feel like and pass around the wool from the sensory box. Ask what we get from sheep, e.g. wool for clothes.

Optional pause for younger groups: Review the animals seen so far. What other animals might be found on a farm? Sing Old MacDonald Had a Farm.
- **Stop 4: Knot garden** – After the students have explored the garden, come together to share answers and to use descriptive words where possible to describe what they see and what they might smell, e.g. sweet, flowery. Ask the group if these are the same kind of plants you might see on a farm – they aren't because we can't eat them. What kinds of plants can we eat? e.g. fruit, vegetables and cereal grains.
- **Optional story time** pause for younger groups: Introduce the story time with: 'Charles II was a king, and he stayed here at Boscobel while he was hiding from soldiers. When it was safe to move, he sat in the garden and read a book. We are going to gather around and read the story of The Gigantic Turnip.'
March like soldiers to the spot where you're going to read.
- **Stop 5: Willow Arches** – invite the students to explore the willow arches. Ask them to think about all the textures they can feel. After they have explored, come together to share what they felt e.g. the smooth branches and the soft leaves.
- **Stop 6: Stables** – If the group don't see it, point to the horse silhouette. A horse would neigh, whinny and make clip clop noises when they walk. Make clip clop noises with coconut shells. Horses were strong so they would have been used to move heavy things around the farm.

FARMYARD SENSORY TRAIL

See if you can find all of these things.

Tick each one off as you find it.



1 CHICKENS



2 PIGS



3 SHEEP



DID YOU KNOW?

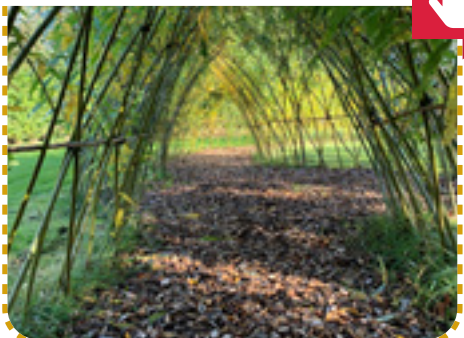


Did you know pigs use mud like we use sunblock?

4 KNOT GARDEN FLOWERS



5 WILLOW ARCHES



6 STABLES



DID YOU KNOW?



Horses poo is very good for growing plants and flowers!

SELF-LED ACTIVITY

EXPLORING THE KNOT GARDEN



Recommended for

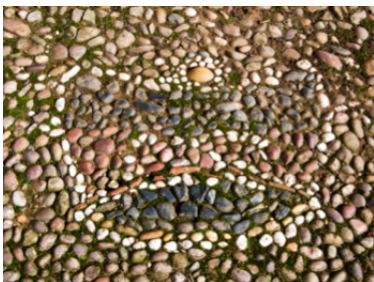
KSI-2 and SEND
(Maths, Art and Design)

Learning objectives

- Explore the knot garden and consider mathematical concepts present in the design.
- Develop observation skills.

Time to complete

Approx. 30 minutes



SUMMARY

Using the worksheet on page 36, encourage your students to look at the designs of the knot gardens – what shapes and patterns do they notice? Are they different or is the same pattern used repetitively?

Introduce the concept of symmetry and explain the different types – reflective symmetry (bilateral), rotational symmetry and translational symmetry – what examples can they identify in the garden's design? Introduce the concept of asymmetry as well. Invite observation and discussion. What is the effect of a repeating pattern?

This is a garden so it is made by humans, so symmetry is a design choice. There are also examples of symmetry in nature. Encourage students to think of examples like hands or leaves.

MAIN ACTIVITY:

As they walk around the knot garden, ask students to draw their route on the garden worksheet, found on page 36. Ask students to note the shapes they make as they walk around.

MORE LEARNING IDEAS

Take the concepts of symmetry in the garden and apply them to the plants and flowers; how many different types of symmetry are present in nature? Please bear in mind that this activity might not be possible depending on the time of year.

EXPLORING THE KNOT GARDEN



CHALLENGE TIME!



This shape is hidden around the knot garden. How many can you find? How many types of symmetry can we find in the crown?

Mark them on your map of the knot garden.

Types of symmetry

Reflective symmetry: one half of the image reflects the other, like a mirror.

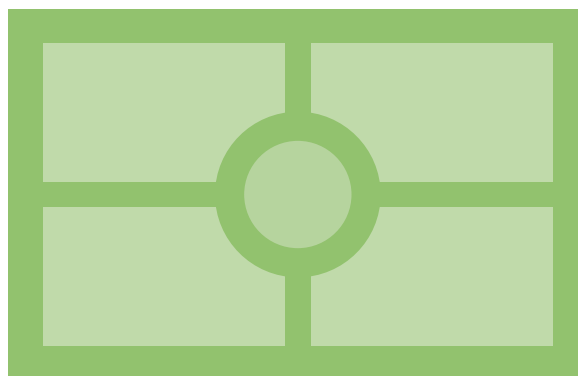
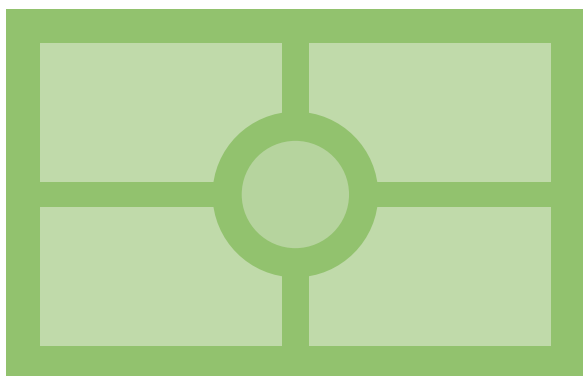
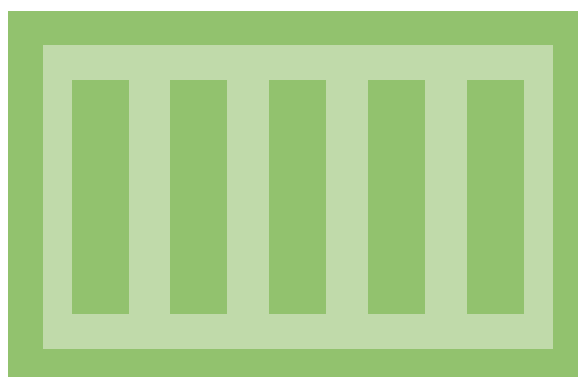
Rotational symmetry: when the image moves around a central point and is repeated.

Translational symmetry: when an image 'slides' without changing.

1 How many crowns can you find? **Draw** them on the map below.

2 How many examples can you find of these types of symmetry? Write the number in the box next to each type:

Reflective symmetry Rotational symmetry Translational symmetry



WHAT I'VE LEARNT

I think the best thing to see at Boscobel House is:

.....

.....

The most interesting thing I've learnt is:

.....

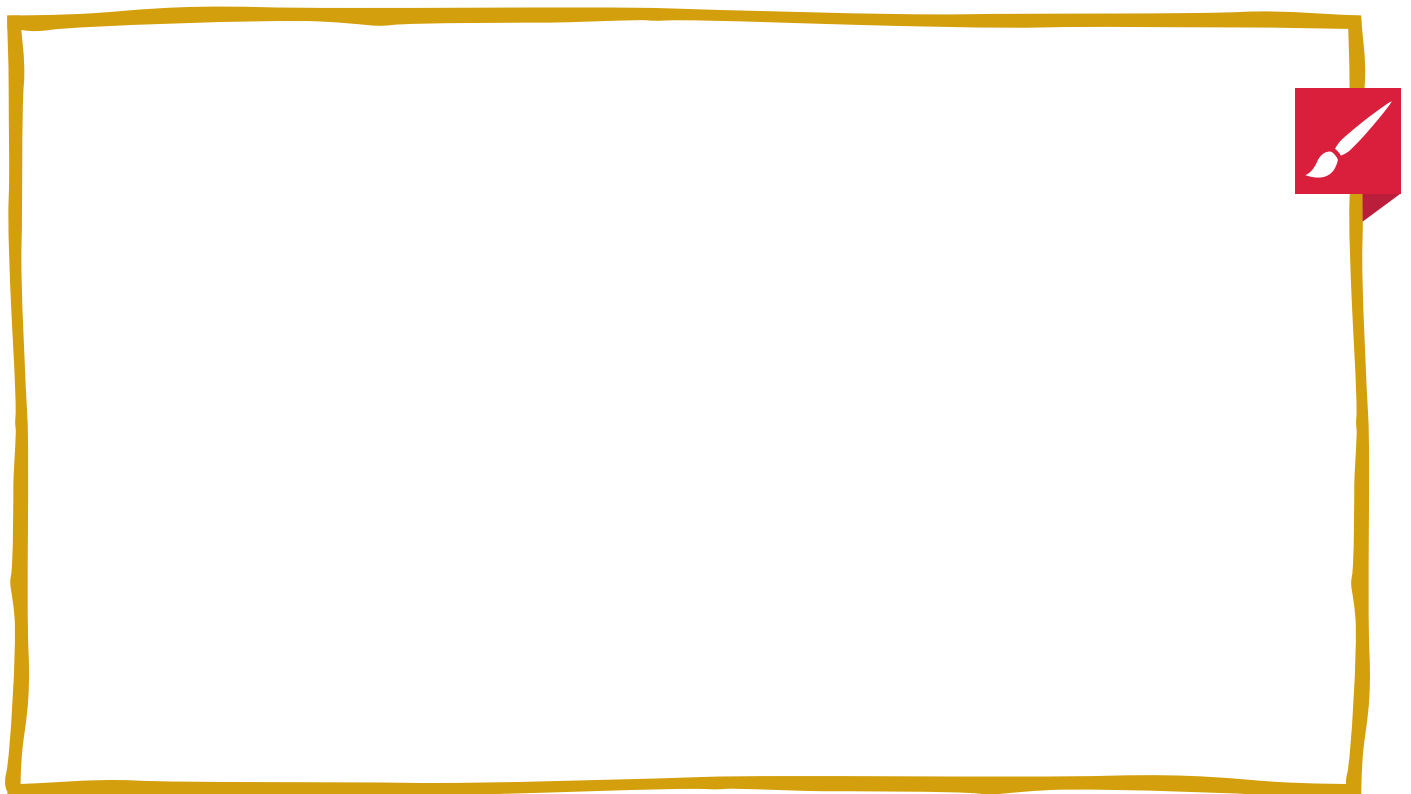
.....

I want to know more about:

.....

.....

Draw a picture inspired by your visit to Boscobel House:



SELF-LED ACTIVITY

BOSCOBEL INVESTIGATOR



Recommended for

KS2–3 (Geography, Maths, History)

Learning objectives

- Use investigation skills to discover more about the layout of Boscobel House.
- Consider the architectural features of Boscobel and how they reflect the intentions behind Boscobel's construction.
- Begin to appreciate the technical skill of architects.

Time to complete

Approx. 30 minutes



SUMMARY

Boscobel House has always been used for hiding and concealing. It started with John Giffard's desire to protect the persecuted Catholic community and continued with the Penderel family helping Charles II to hide. It's a feature woven into the architecture of the house.

In this activity students will think about the architecture of the house and how all of its features fit together. Students will consider scale, design and placement of rooms and their features, and how these tell the story of the house. Print and hand out copies of the blank house plan (on page 41), enough for one per student. Students should draw onto this plan as they explore the house and identify its architectural details. Use the Teachers' Notes and completed house plan (on page 40) to support students as they do this activity.

We'd like to remind you to be careful when inside the house. Boscobel has lots of small rooms; backpacks must be worn on the front of the body while exploring the house, to protect the paintings and furniture. When you visit Boscobel, we recommend that you divide your class into two groups for this activity due to the constraints of the building. One group will undertake this activity while the other explores the grounds. Once the groups have completed their activity, they may switch places so the second group can explore the house.

Students may find their plans looking very different to the floor plans on page 40. The architecture of the house is designed to be confusing – ask them if they can think of why it was designed like that.

MORE LEARNING IDEAS

Students can draw outlines of each room they visit, and back in the classroom turn their drawings into a jigsaw puzzle. Compare and contrast this to the completed map on page 40. Their drawings might not fit together perfectly, so discussions around scale and measuring can be introduced.

A role-playing element can be added to this activity; invite the students to pretend they are soldiers hunting for Charles II or pursuivants searching for Catholic priests.

BOSCOBEL INVESTIGATOR

TEACHERS' NOTES

Begin this activity by walking around the outside of the house, which will help students place windows on their plans. This step may be omitted in the case of inclement weather.

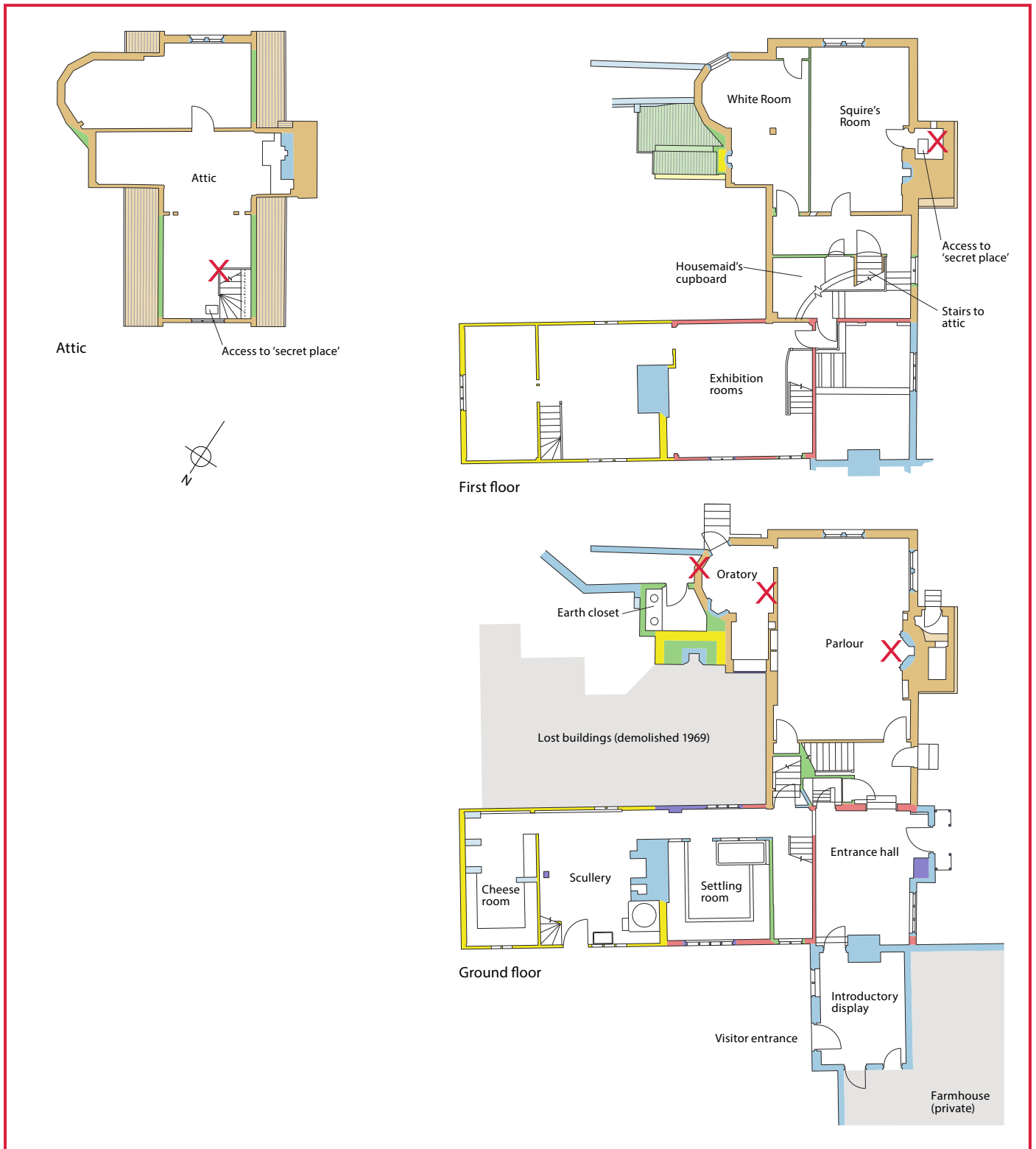
The students should add the walls, windows and doors to their blank plan on page 41. The completed plan on page 40 will show you where these features fit.

You will notice there are red 'x' marks on the completed plan. The table below tells you what can be found at the x points and why they have been highlighted.

LOCATION	OBJECTS USED IN THIS ACTIVITY
PARLOUR	Fireplace decoration – showing a scene of escape
ORATORY	Portrait of Elizabeth Evans – she restored Boscobel to how it was in the 1600s
ORATORY	Tapestry – showing Boscobel as a hunting lodge
SQUIRE'S ROOM	Priest hole in the Squire's room – showing how Boscobel hid priests
ATTIC	Priest hole in the attic – where Boscobel hid Charles II

BOSCOBEL INVESTIGATOR

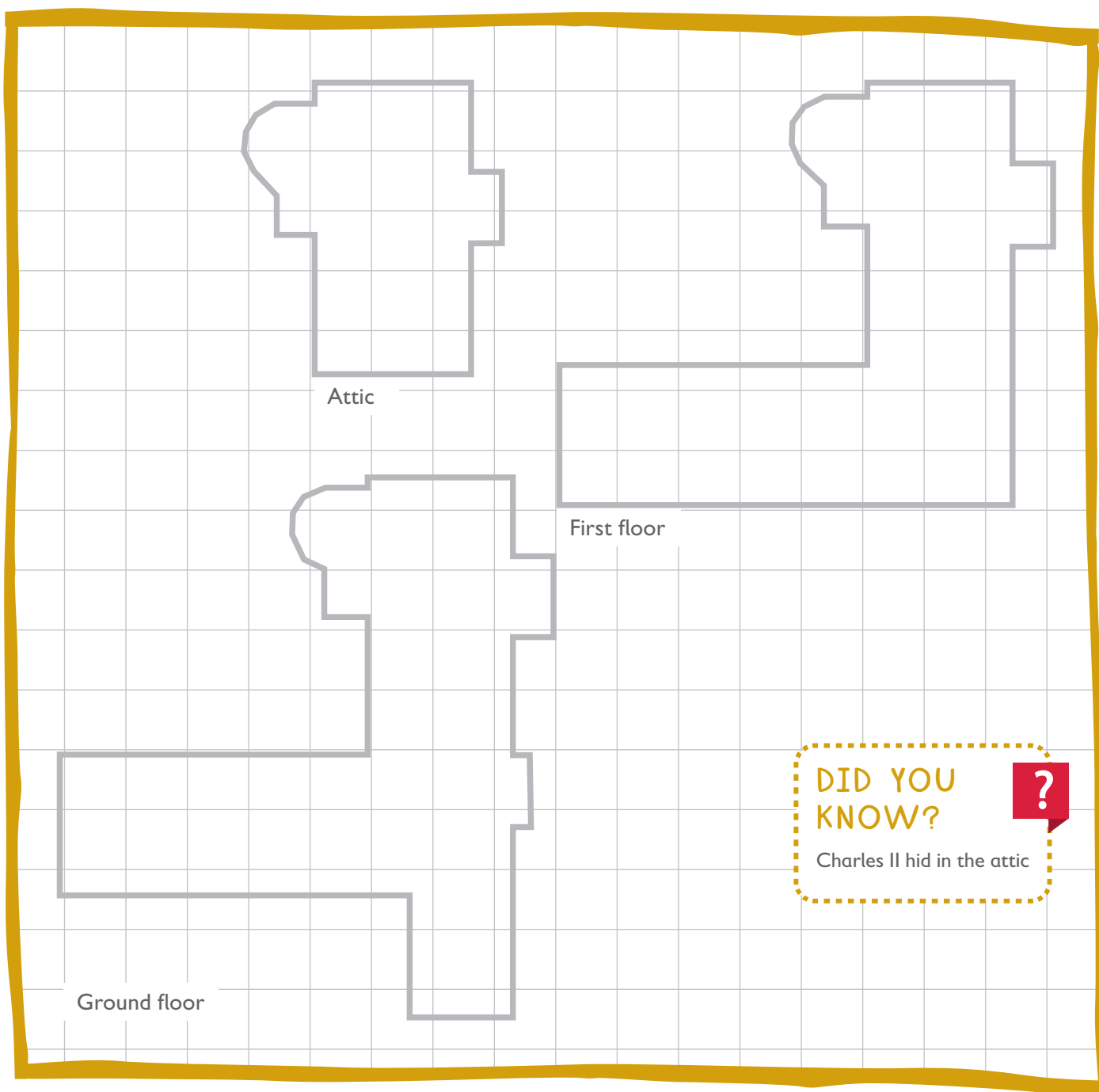
TEACHERS' NOTES



BOSCOBEL INVESTIGATOR



- 1** Add the windows, doors, walls and stairs to the blank plan below.
- 2** Draw an 'X' on in the places you find each of these things, and label them:
 - a) A fireplace decoration show an escape
 - b) A portrait of Elizabeth Evans
 - c) A hunting scene
 - d) A hidden room on the first floor
 - e) A hidden space in the attic





POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.



A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Boscobel House and the Royal Oak's history.

SOURCE 1 (Thomas Blount's version of Charles II's disguise and escape)

Pages 28–29 ‘...his Majesty had been advised to rub his hands on the back of the chimney, and with them his face in order to a disguise, and some person had cut off his locks of hair: His Majesty, having put off his blue ribband, buff-coat, and other princely ornaments, put on a noggin coarse shirt of Edward Martins who lived in the house, and Richard Penderel’s green suit and leather doublet, but had not time to be so exactly disguised as he was afterwards.’

Pages 38–39 ‘But to return to the duty of my attendance on his sacred majesty in Spring Coppice; by that time Richard Penderel had conveyed him into the obscurest part of it, it was about sunrise on Thursday morning, and the heavens wept bitterly at these calamities; insomuch as the thickest tree in the wood was not able to keep His Majesty dry.’

Page 45 ‘His Majesty had time and means better to complete his disguise; his name was agreed to be Wil Jones, and his arms a wood bill.’

Page 54 ‘His Majesty now, esteeming himself in some better security, permitted William Penderel to shave him, and cut the hair of his head, as short at top as the scissors would do it, but leaving some about the ears, according to the country mode; Carlis attending, told his majesty “Wil was but a men barber” to which his Majesty answered, “He had never been shav’d by any barber before”’

These extracts are from a book called *Boscobel* by Thomas Blount, which tells the story of what happened to Charles II after the Battle of Worcester. Blount’s book was published in 1660, the same year Charles II was restored as king.

SOURCE 2 (Samuel Pepys' account)

'he told me that it would be very dangerous either to stay in the house or go into the wood (there being a great wood hard by Boscobel) and he knew but one way how to pass all the next day and that was to get up into a great oak in a pretty plain place where we could see round about us for they would certainly search all the wood for people that had made their escape. ... [We] got up into a great oak that had been lopped some 3 or 4 years before and so was grown out very bushy and thick not to be seen through. And there we sat all the day.

...while we were in the tree we see soldiers going up and down in the thickest of the wood searching for persons escaped, we seeing them now and then peeping out of the woods.'

These extracts are from an account of a conversation Charles II had with Samuel Pepys. Pepys is famous for writing a diary that tells us a lot about life in London in the 1600s.

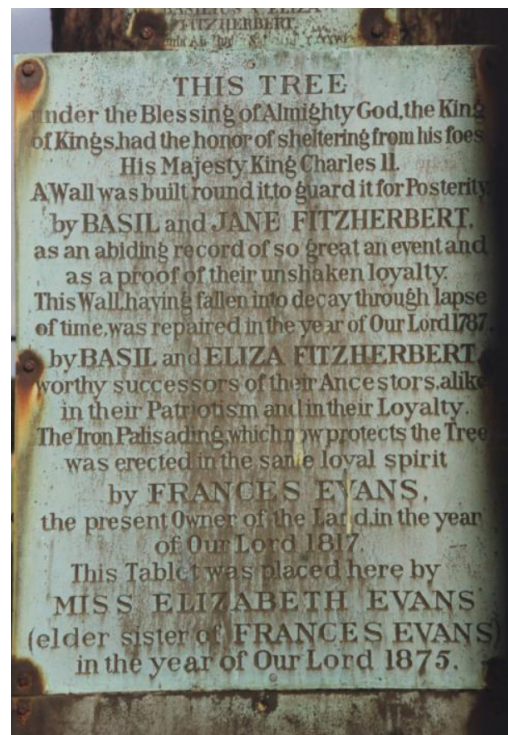


SOURCE 3

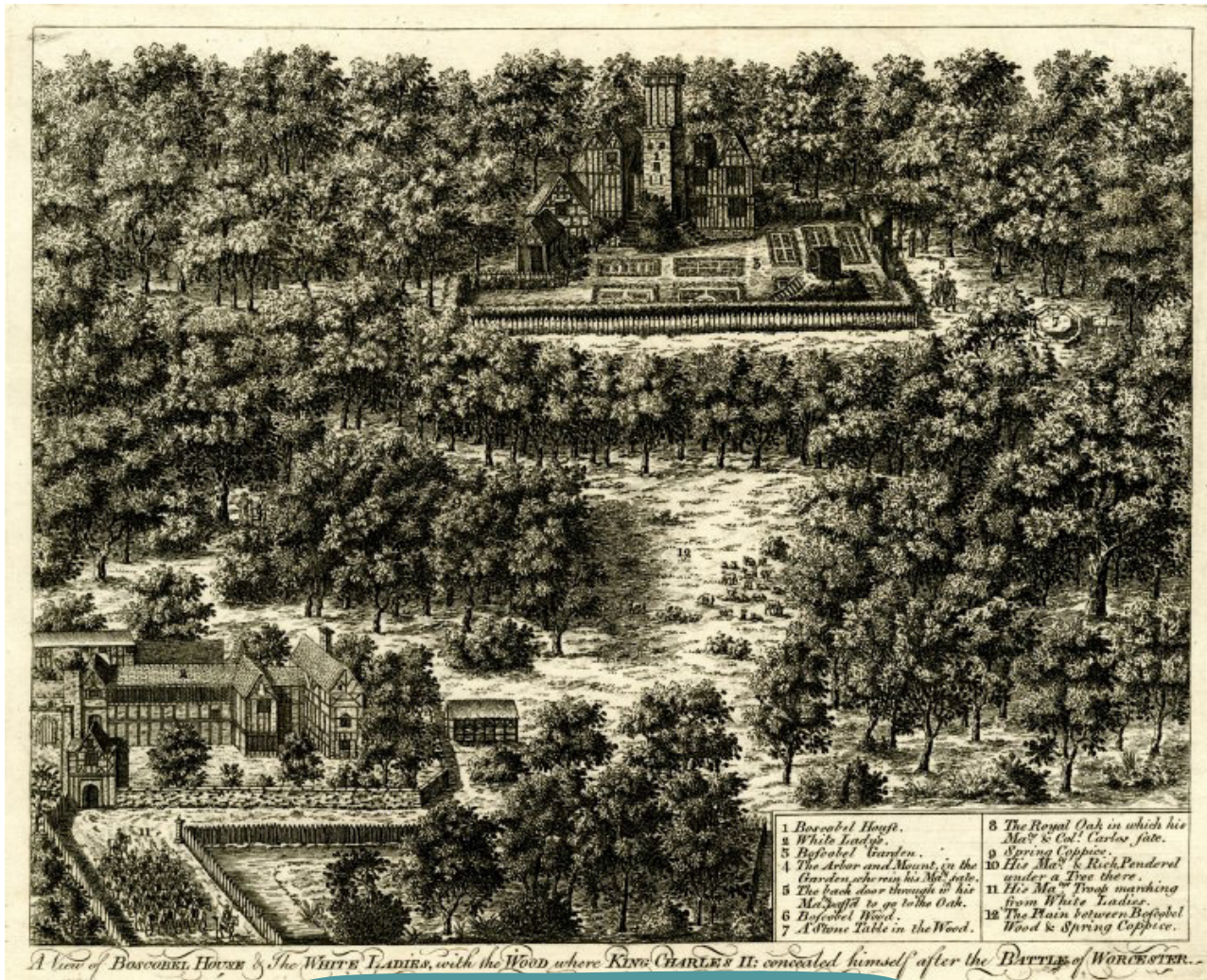
PLAQUE AT BOSCOBEL

The text reads:

'This tree under the blessing of Almighty God, the King of Kings, had the honour of sheltering from his foes his majesty King Charles II. A wall was built round it to guard it for posterity by Basil and Jane Fitzherbert, as an abiding record of their unshaken loyalty. This wall having fallen into decay through the lapse of time was repaired in the year of our lord 1787 by Basil and Eliza Fitzherbert worthy successors of their ancestors alike in their patriotism and in their loyalty. The iron palisading which now protects the tree was erected in the same loyal spirit by Frances Evans, the present owner of the land in the year of our Lord 1817. This tablet was placed here by Miss Elizabeth Evans (elder sister of Frances Evans) in the year of our Lord 1875.'



SOURCE 4



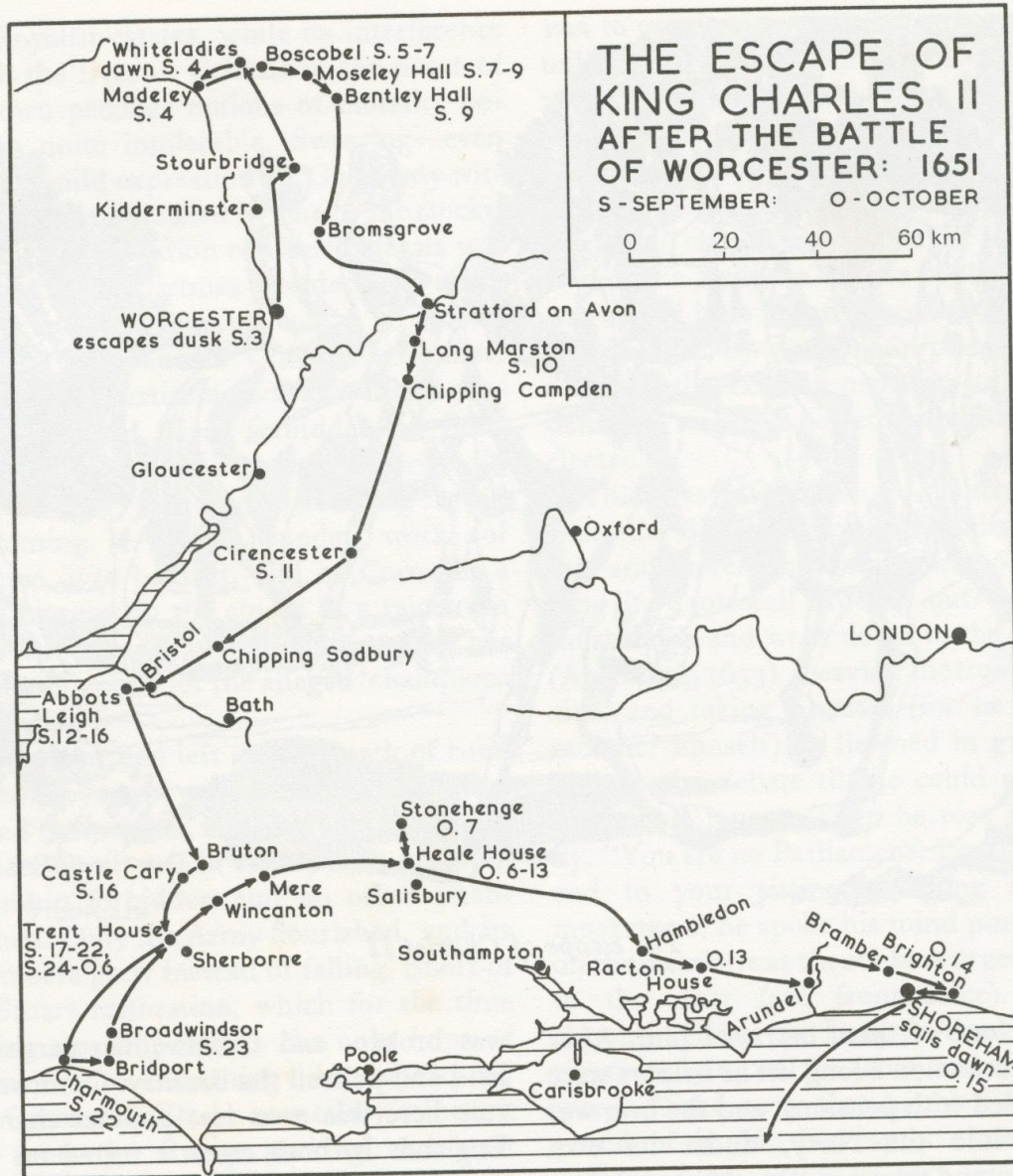
The 1660 Wenceslaus Hollar engraving showing Boscobel, White Ladies Priory and the woods.

SOURCE 5

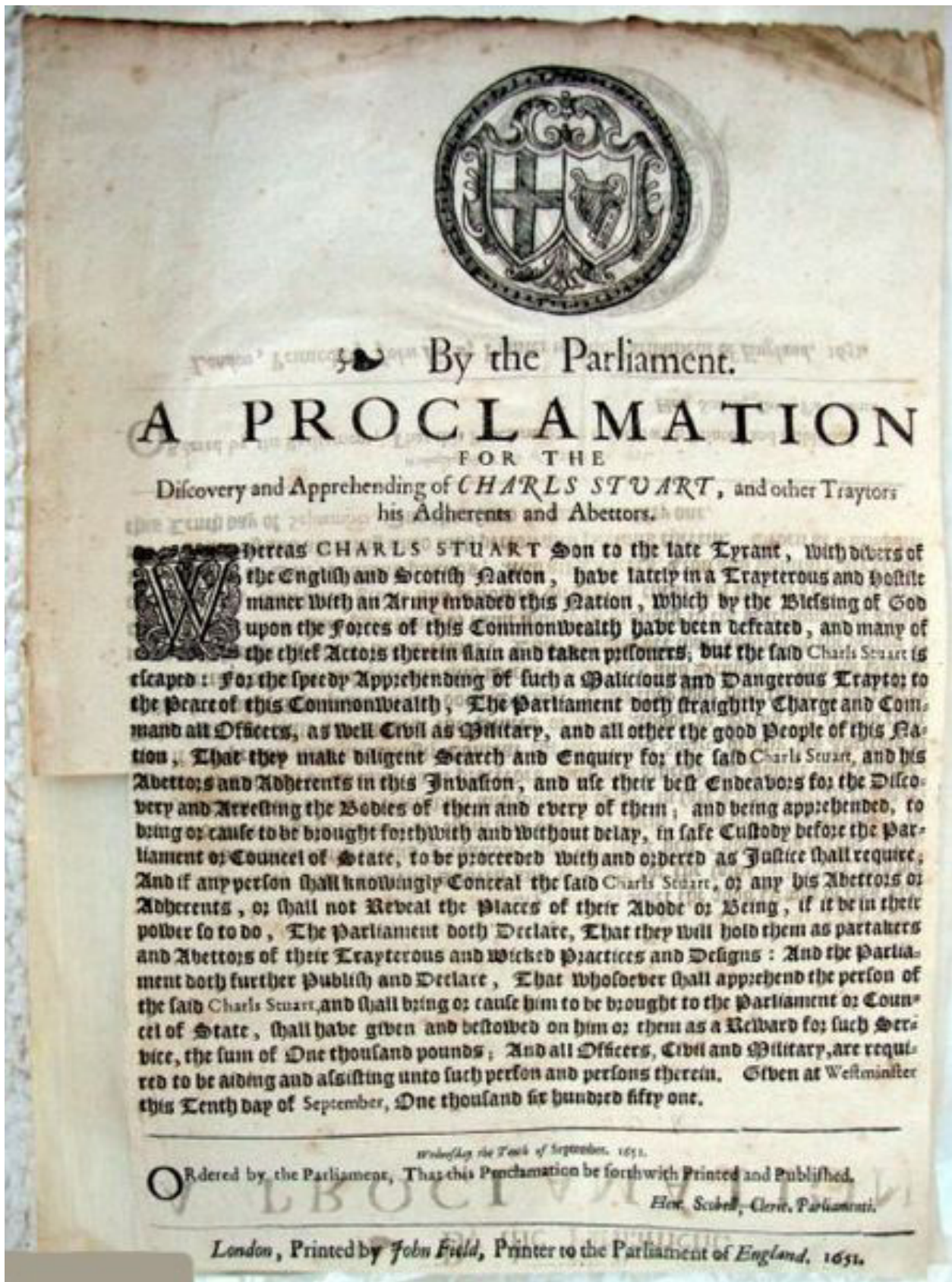


A portrait of Charles II, after a painting of him done by Sir Peter Lely in the late 17th century.

SOURCE 6



A map showing Charles II's journey after the Battle of Worcester



SOURCE 7

TRANSCRIPT FROM ABOVE

By the Parliament.

A Proclamation for the Discovery and Apprehending of CHARLS STUART, and other Traytors his Adherents and Abettors.

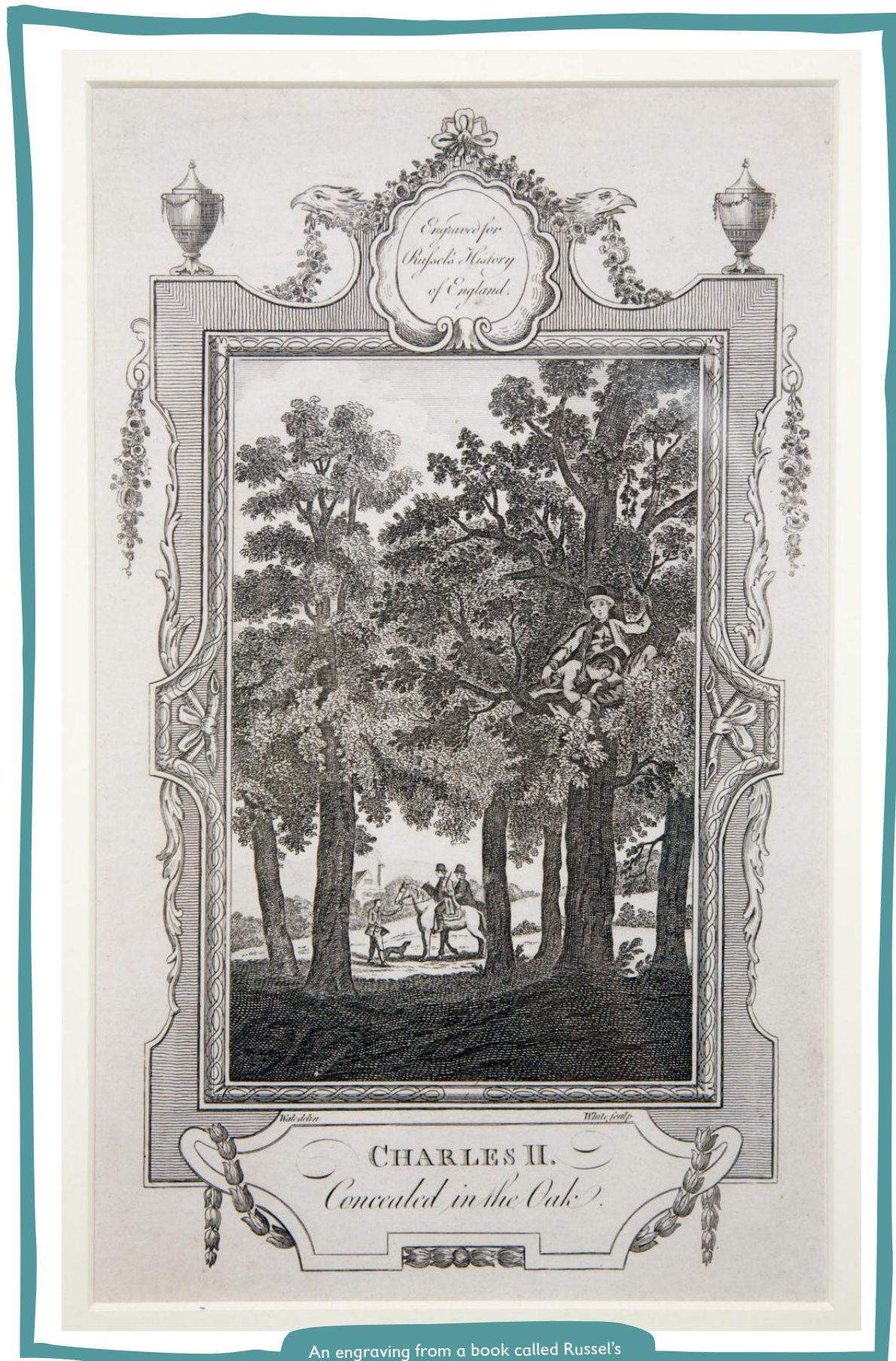
Whereas CHARLS STUART Son to the late Tyrant, with divers of the English and Scottish Nation, have lately in a Trayterous and Hostile maner with an Army invaded this Nation, which by the Blessing of God upon the Forces of this **Commonwealth** have been defeated, and many of the chief Actors therein slain and taken prisoners; but the said Charls Stuart is escaped: For the speedy Apprehending of such a Malicious and Dangerous Traytor to the Peace of this Commonwealth, The Parliament doth straightly Charge and Command all Officers, as well Civil as Military, and all other the good People of this Nation, That they make diligent Search and Enquiry for the said Charls Stuart, and his Abettors and Adherents in this Invasion, and use their best Endeavors for the Discovery and Arresting the Bodies of them and every of them; and being apprehended, to bring or cause to be brought forthwith and without delay, in safe Custody before the Parliament or Council of State, to be proceeded with and ordered as Justice shall require; And if any person shall knowingly Conceal the said Charls Stuart, or any his Abettors or Adherents, or shall not Reveal the Places of their Abode or Being, if it be in their power so to do, The Parliament doth Declare, That they will hold them as partakers and Abettors of their Trayterous and Wicked Practices and Designs: And the Parliament doth further Publish and Declare, That whosoever shall apprehend the person of the said Charls Stuart, and shall bring or cause him to be brought to the Parliament or Council of State, shall have given and bestowed on him or them as a Reward for such Service, the sum of One thousand pounds; And all Officers, Civil and Military, are required to be aiding and assisting unto such person and persons therein. Given at Westminster this Tenth day of September, One thousand six hundred fifty one.

Wednesday the Tenth of September. 1651.

Ordered by the Parliament, That this Proclamation be forthwith Printed and Published.

Hen. Scobell, Cleric. Parliamenti.

London, Printed by John Field, Printer to the Parliament of England. 1651.



An engraving from a book called Russel's History of England, printed around 1780.

SELF-LED ACTIVITY

CHARLES II's TRAVELS



Recommended for

KS2–3 (Geography, Art, History)

Learning objectives

- Investigate historical sources to understand what happened after Charles fled from Boscobel.
- Demonstrate understanding to retell the story using a mix of text and images.

Time to complete

Approx. 60 minutes



A portrait of Charles II as king. He would not have looked so grand when he was travelling.

SUMMARY

Students will use the descriptive account in Source 1 (page 43) and the map in Source 6 (page 47) alongside the information on Disguising Charles II on page 12 and Charles Rewards the Penderel family on page 13 to inspire their story of what happened to Charles II after he left Boscobel.

Using the template on pages 52–54, ask students to make a comic book or storyboard using the prompts.

TOP TIPS FOR CREATING A STORYBOARD

Before they start, encourage your students to consider the following:

1. Make sure there is space for words and pictures.
2. What is the main focus of each panel? It could be an action or an emotion.
3. Before starting to sketch their characters, look at Source 5 (page 46) to get an idea of what Charles looked like and at the image on page 11 to get an idea of what William Penderel looked like.
4. Think about how the image can be put together to make the most impact.

MORE LEARNING IDEAS

Ask students to use their storyboards to plan a play or animated version of the story.

Continued...

CHARLES II's TRAVELS

Charles says goodbye to the Penderels



Charles makes his way to the south coast



CHARLES II's TRAVELS

Charles escapes to France



Charles in exile



CHARLES II's TRAVELS

Charles is restored as king



Charles rewards the Penderels



SELF-LED ACTIVITY

INDUSTRY AND ABOLITION



Recommended for

KS3–4
(History, Geography)

Learning objectives

- Understand the impact of the transatlantic slave trade on England's economy.
- Explore some of the experiences of specific people linked to the transatlantic slave trade, and consider whether they were directly or indirectly involved.
- Using the Evans family as a case study, discuss some of the complexities and tensions around how businesses, individuals and communities in England profited from the transatlantic slave trade.

Time to complete

Approx. 60 minutes



The Boar's Head Mill in Darley Abbey, owned by the Evans family.

SUMMARY

Slavery is an abhorrent practice, which can be seen in many cultures throughout history. One of the things that sets the transatlantic slave trade apart from previous practices is the industrialisation of the process and dehumanisation of the people who were bought and sold.

The transatlantic slave trade began in the 15th century with the Spanish and Portuguese forcibly removing African people to their colonies. This was followed by other European countries, including the UK, doing the same when merchants realised they could make huge profits by using enslaved labour.

Due to increasing pressure from the abolitionist movement, the British government began passing laws that eventually resulted in the abolition of the slave trade in Britain and its Empire. In 1807, the British government passed the Slave Trade Act which prohibited the trading of enslaved people within the British Empire. This first Act only prevented the trading of people; it did not go far enough. In 1833, another Act was passed by Parliament, the Slavery Abolition Act, which made the purchase or ownership of enslaved people illegal throughout the British Empire.

These activities will encourage students to think beyond Boscobel to explore the geography and economy of the transatlantic slave trade. They will then use the Evans family as a local case study to discuss the impact of the slave trade on individuals and businesses in England. This is a complex and nuanced discussion that will require the teacher to moderate.

YOU WILL NEED

- the Teachers' Notes, with instructions, tips and prompts pages 57–60
- the completed maps, with answers for teachers to refer to pages 61–62
- the world map for students (on page 63)
- the map of the UK for students (on page 64)
- the character cards for students (on page 65)



The Evans family bought Boscobel House and its estate in 1812.

The Evans family, who owned the Boscobel Estate from 1812, imported cotton grown on plantations in the Caribbean to spin in their mills before selling it on to be manufactured into other goods. There is no evidence to suggest the Evans family owned or financed slave ships, but their cotton business nonetheless profited from the labour of enslaved people. There is evidence that the Evans family opposed the slave trade and members of the family were either sympathetic to the abolition movement or were actively campaigning for it.

The Evans family presents one example, and can be used to stimulate debate around why the slave trade developed in the UK to the extent that it did, for as long as it did. Students will use the Evans family as a case study to discuss who was affected by the slave trade in England, whether directly or indirectly, whether knowingly or unknowingly, and consider questions of ethics and morality that arise from these discussions.

MORE LEARNING IDEAS

This activity can be used to explore the wider impact of the transatlantic slave trade and combine the topic with a local history study looking at industries like glove making in Worcester and sock manufacturing in Leicester. Older students could discuss the ethics of money going to charity from controversial sources.

INDUSTRY AND ABOLITION

TEACHERS' NOTES

Use these notes alongside the student activity sheets.

ADVICE ON COVERING THE TRANSATLANTIC SLAVE TRADE

When approaching this topic in class, please bear in mind the following points:

- Centralise the humanity of enslaved people. Use 'enslaved people' rather than 'slaves'.
- This activity explores the local impact of the slave trade on Boscobel and its surroundings. When teaching the transatlantic slave trade, place it in the wider context of African history.
- This activity explores how the transatlantic slave trade affected people that students may not have considered as being affected by it. Allow time and space for mature and honest reflections.
- Slavery existed before the transatlantic slave trade but this abhorrent trade brought slavery to a new level, industrialising the process. It was the transatlantic slave trade that strongly linked ideas of race to ideas of slavery as only people from West Africa were captured, bought and sold like objects.
- You know your learners better than anyone, so consider any sensitivity that may arise before embarking on this topic.
- For more advice on teaching about the transatlantic slave trade, please visit: www.understandingslavery.com
- For more information about the complex and varied stories of Black Lives in Britain, visit: www.english-heritage.org.uk/learn/teaching-resources/-learn-black-lives-in-britain

ACTIVITY INSTRUCTIONS

1. UNDERSTANDING THE GEOGRAPHY, ECONOMY AND HUMAN COST OF THE TRANSATLANTIC SLAVE TRADE

Using the Transatlantic Slave Trade Map (on page 63) ask students to locate and label the continents, and then draw three arrows on the map to reflect the triangular nature of the trade. Then get them to label these arrows with what was shipped around the world: enslaved people, sugar, cotton, coffee, money and goods. These goods would be manufactured and would include rum, cloth, trinkets, guns and ammunition. A completed map, with the correct answers, has been provided for teachers on page 61. This part of the activity will enable students to understand the global nature of the trade, and introduce the idea that the enslaved people were treated in the same manner as goods. Take time to reflect on this when reviewing the completed maps.

2. EXPLORING WHAT HAPPENED IN THE UK

Using the What Happened in the UK? Map (on page 64), students will explore what happened to the cotton that was farmed on the plantations by enslaved people. They will label the port town of Liverpool and trace the raw cotton's journey around England and consider other people affected by the cotton trade at each stage of the journey.

They will do this by creating a key to represent each stage of the cotton's journey. Selecting different colours for the different stages will make the map easier to review.

The stages of the journey are:

- From the port town of Liverpool to the Boar's Head Mill in Darley Abbey.
- The processed cotton would travel from Darley Abbey to nearby towns such as Nottingham, Birmingham and Leicester.
- The profits generated by these sales would return to Darley Abbey.
- Some of these profits would be invested by the Evans family into schools around Darley Abbey and Boscobel. In Darley Abbey, the St Matthew's School (seen on page 16) was founded by the Evans family.

Continued...

3. CONSIDERING THE IMPACT OF THE TRANSATLANTIC SLAVE TRADE ON THE INDIVIDUALS INVOLVED IN THE EVANS FAMILY'S COTTON BUSINESS

Students and teachers will review their completed maps (the completed maps with the correct answers are on page 62). In pairs the students will read the biographies of individuals on page 65 and consider which part of the world these biographies came from. The pairs will discuss ways in which the figures were affected, either directly or indirectly by the transatlantic slave trade. One biography is reflective of the experience of an enslaved person, who would not have profited or benefited in any way from the trade at all and would have been subject to a brutal and dehumanising suffering that still has ramifications to this day.

In this discussion, factors beyond the transatlantic slave trade might come up, such as: business practices – Walter prided himself on his business acumen and ability to make profitable decisions – but at what human cost?; working conditions in the UK; and the ethics around charitable giving – the profits generated by the Evans' businesses paid for schooling for people who would not have had access to education otherwise. Working conditions in factories in England were unpleasant, but not in a way that is comparable to being enslaved. Access to education is a good thing, but it should not come from the enslavement and suffering of others.

This discussion may also include people who were negatively affected by the slave trade, beyond the enslaved people, such as the cotton-spinner family whose business collapsed due to the cheaper cotton being sold by the Evans family's mill. Although this should be acknowledged, it should not be presented as equal to the experience of enslaved people. The benefit of a child having access to education or a British family having employment does not outweigh the extreme harm done to those who were kidnapped and enslaved (and indeed their ancestors).

To keep the discussion moving forward, explore the structures in place that enabled this suffering and exploitation to take place, such as the desire for cheap goods and the desire for maximum profits. Many of these structures still exist today and students may want to research those affected for example, sweatshop workers.

As a class, come together to record your thoughts.

Continued...

4. DISCUSSING THE WIDER IMPACT OF THE TRANSLANTIC SLAVE TRADE

Using the completed maps and the classroom discussion about the figures, as a class, expand the discussion. Ask 'Who else may have profited from the transatlantic slave trade either directly or indirectly?'

Possible answers might include:

- People who bought the cotton from the mill.
- People who used the cotton to make items such as gloves or socks.
- People who would have bought and sold those items.
- People who worked in ports.
- People who worked on the canals and other modes of transport who would have moved the cotton and other goods grown on plantations around the country.

The discussion should enable the students to grasp the idea that those who profited from the slave trade would have been a much wider group than merely slavers. Bring the discussion back to the enslaved people and those in England who were negatively affected by the trade, introduced in Activity 3, to help students gain an idea of the wide impact of the trade.

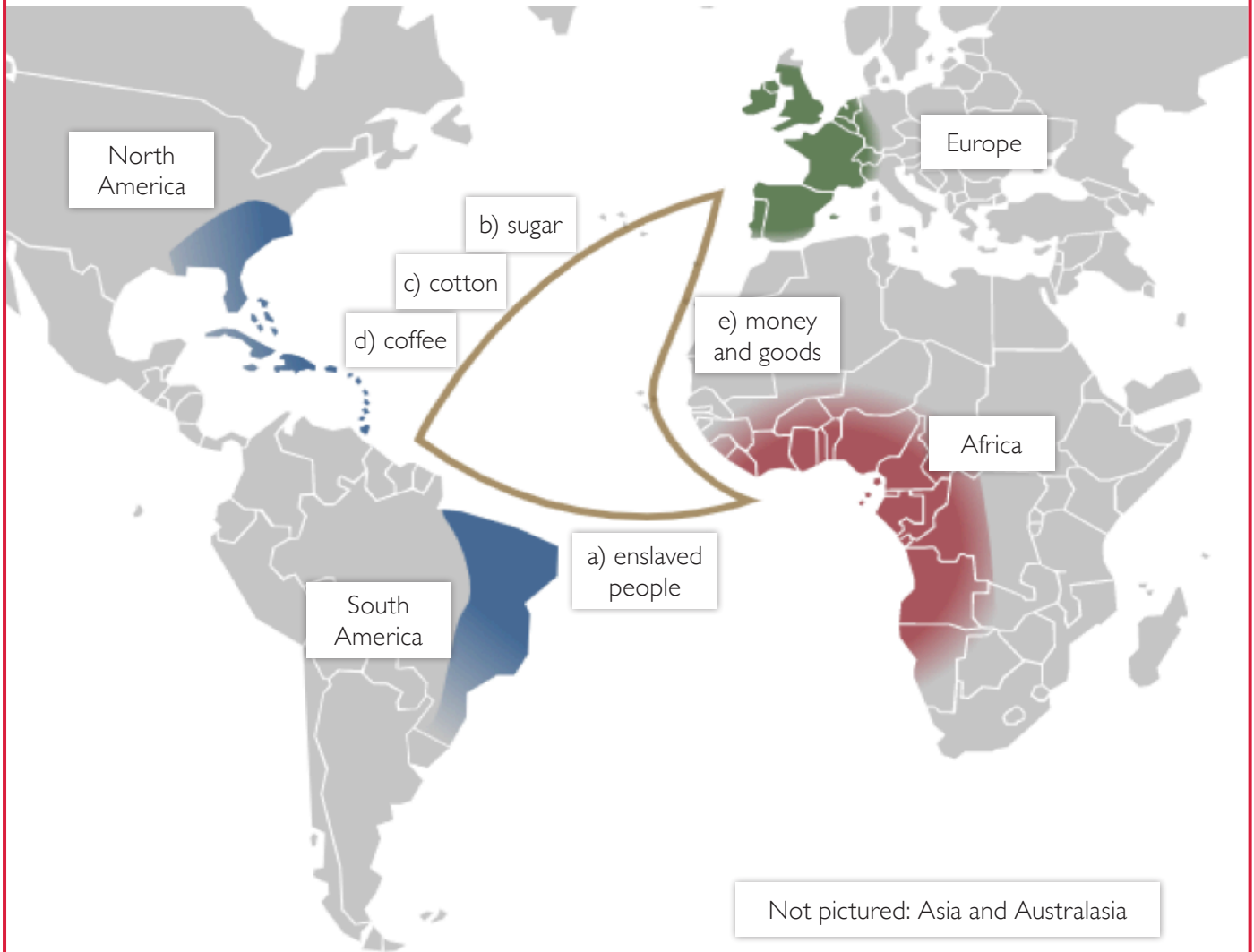
Bring the discussion around to the abolition movement; mention campaigners such as Ottobah Cugoano and Thomas Clarkson who wrote essays, interviewed sailors involved in the slave trade and presented objects like restraints and branding irons used on slave ships to demonstrate how horrific conditions were; and movements such as the Sugar Boycott. Discuss the impact that these factors would have had and explore questions such as:

- 'What do you think it would have been like to read the testimony of African people, like Ottobah Cugoano, who lived in Britain, and who experienced the horrors of slavery first-hand?'
- 'Why do you think Clarkson started to illustrate his essays with testimony from people who worked on the slave ships and with objects they used? What effect do you think this would have had?'
- 'What kind of impact do you think the Sugar Boycott would have had on the sugar market in England? Do you think this would have been an effective form of protest?'

The abolition movement was ultimately successful – students could explore their tactics further as homework – but it required two Acts of Parliament for the slave trade to be abolished. The first Act, in 1807, only prohibited the trading of people, so enslaved labour continued. This meant that those who were connected to trading in goods like cotton, coffee and sugar continued to profit from the benefits of enslaved labour, such as free labour. The second Act, in 1833, made it illegal to own people across the British Empire.

ANSWERS FOR TEACHERS

COMPLETED TRANSATLANTIC SLAVE TRADE MAP



COMPLETED WHAT HAPPENED IN THE UK? MAP



ANSWER KEY:

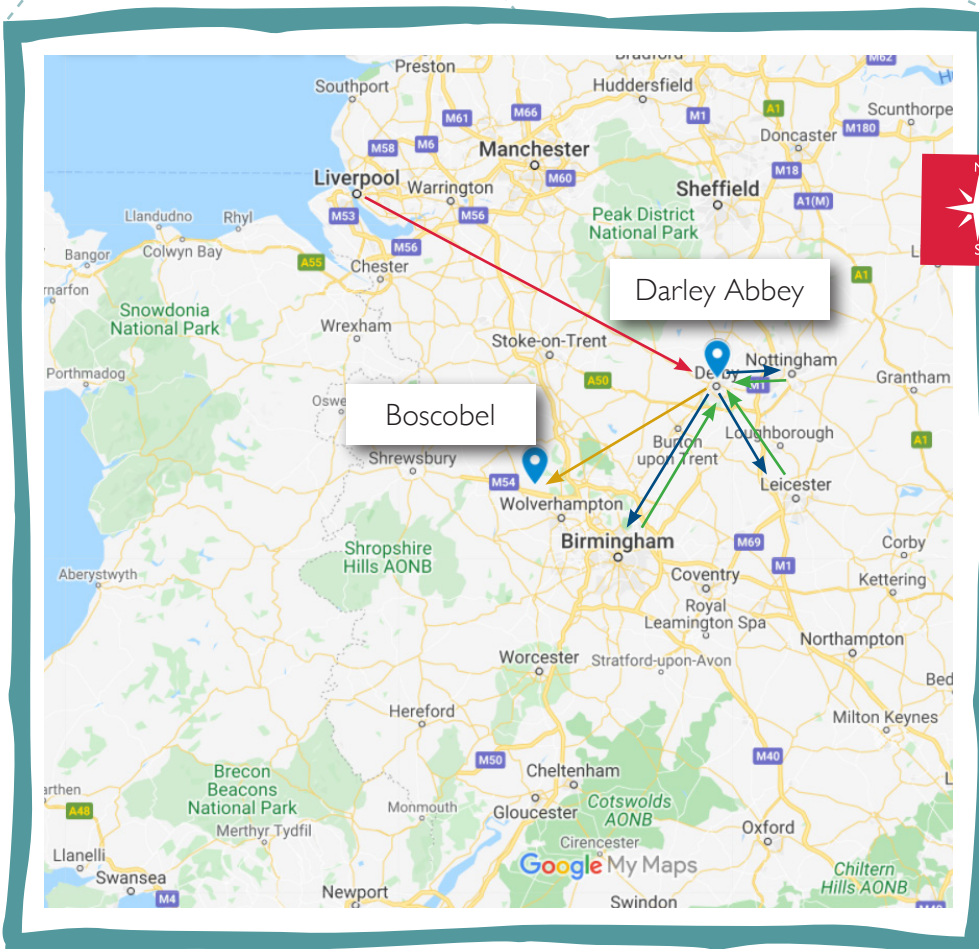
X – Liverpool

Red arrow: journey from port to mill

Blue arrow: journey of processed cotton from mill to towns

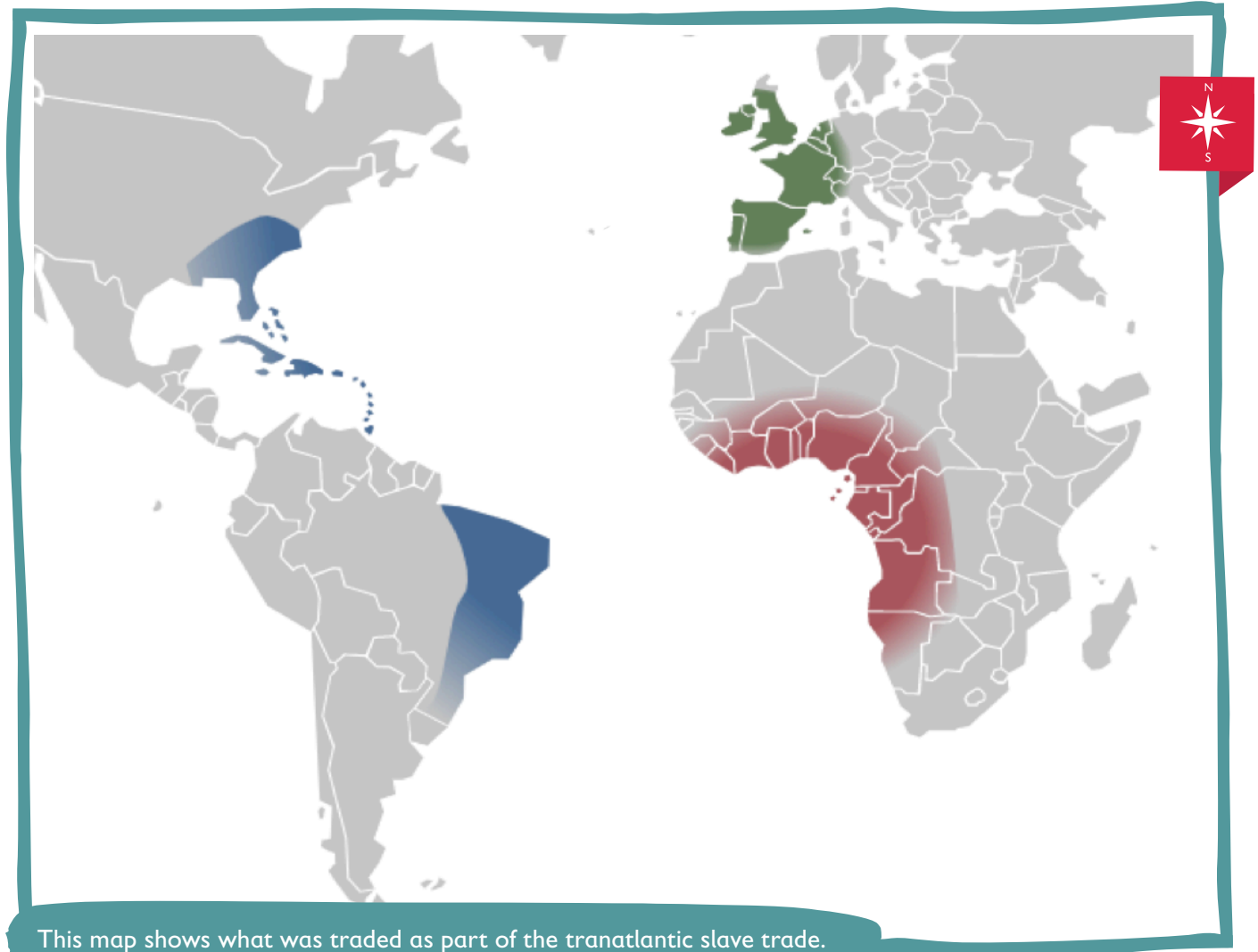
Green arrow: journey of profits from towns back to the mill

Yellow arrow: profits from mill being invested in communities



THE TRANSATLANTIC SLAVE TRADE MAP

- 1 Label** the continents: Europe, Africa, North America and South America. Which continents can't we see on this map?
- 2 Draw** three arrows on the map to show the geographical triangle used for the trading of people, money and manufactured goods. Use the shaded areas as guidance.
- 3** Using the list below, **label** the map to show what was transported between continents and in which direction:
 - a) Enslaved people
 - b) Sugar
 - c) Cotton
 - d) Coffee
 - e) Money and goods

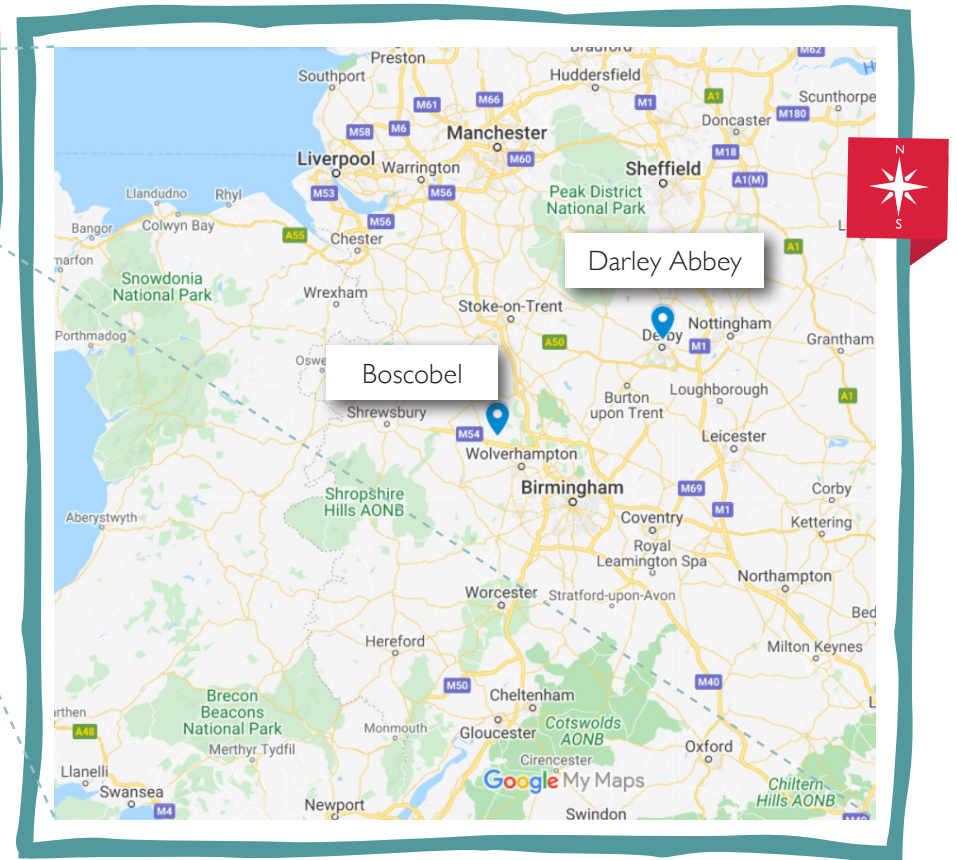


WHAT HAPPENED IN THE UK?

1 Draw an 'X' on the port at Liverpool.

2 Complete the cotton's journey using colour-coded arrows on the map of the UK:

- i) from the port to the Evans' mill at Darley Abbey, near Derby. The _____ arrow shows this journey.
- ii) Processed cotton is sold to nearby towns, the biggest of which were Birmingham, Leicester and Nottingham. The _____ arrows show this journey.
- iii) The profits made from the selling of goods flow back to the Boar's Head Mill. The _____ arrows show this journey.
- iv) The Evans family use their profits to invest in local schools like the St Matthew's School in Darley Abbey and schools near Boscobel, near Wolverhampton. The _____ arrow shows this journey.



DID YOU KNOW?

This map is a modern map of the UK. The roads and waterways have changed since the 1800s, when the Evans family owned Boscobel. There would have been fewer roads and more working canals.

3 Read the character quotes below to hear from people involved – directly and indirectly – in funding, supplying, transporting, processing and selling cotton for the Evans family business.

WALTER EVANS

'I am Walter Evans. My family are wealthy industrialists and we own cotton mills, paper mills and a bank. I used the family money to buy Boscobel for my nieces, Elizabeth and Fanny.

I negotiated for a year to get the best price for Boscobel. I consider myself to be a good businessman.'

ELIZABETH EVANS

'My father ran the bank owned by our family. We knew that the cotton for our mills was grown by enslaved people in the New World. Many people in the UK were becoming more opposed to slavery, like our mothers' friend Samuel Taylor Coleridge; they were called abolitionists.

My uncle Walter gave Boscobel to me and my sister Fanny. We restored it to how it looked when Charles II hid there. We used the family money to set up Dame Schools to give children in the area an education.'

WILLIAM EVANS MP

'While my sisters restored Boscobel and set up schools, I became an MP.

I was a member of the Whig Party and campaigned for better working conditions for mill workers in 1825 and campaigned for the abolition of slavery. I presented several anti-slavery petitions and condemned actions that punished people for protesting against slavery.'

A COTTON-SPINNER'S CHILD

'My family had to move to Darley Abbey to work in the Evans' mill after our family spinning business had to close down because we couldn't match the cheap prices the Evans mill could offer.

Now I have to go to school and work long hours in the Evans' family mill.'

PLANTATION MANAGER

'I have agreed to sell my next crop to the Boar's Head Mill. I need to grow more cotton and keep my profits high. To do this, I will need more slaves to clear the land to plant and grow cotton.'

ENSLAVED PERSON WORKING ON A PLANTATION

'I was bought by a plantation owner to clear their land so they could grow more cotton. I belong to the plantation owner and am forced to do back-breaking work on their land for no pay. I have been separated from everyone I know and stripped of my freedom.'

ANNE JONES

'I teach the local children in one of the Evans' Dame Schools. The Evans family are so generous to pay for the education of these children. They wouldn't have the opportunity to get an education without their charity.'

4 Discuss the ways in which each of these individuals may have profited as a result of the transatlantic slave trade.