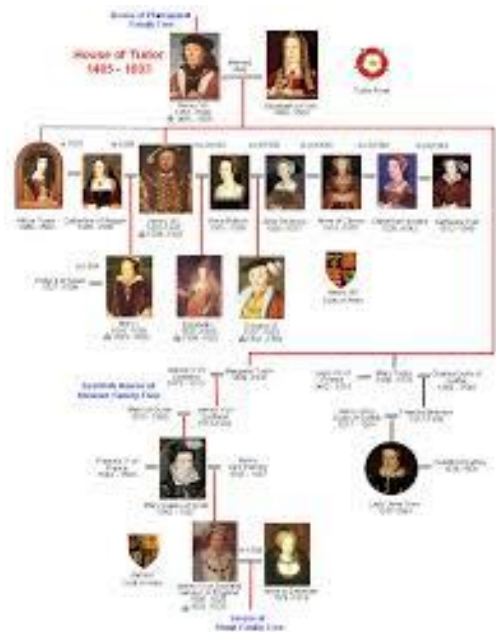


Transition materials for A Level History

Topic: The Tudors: England 1485-1603



Welcome to A-Level History!

Firstly, congratulations on completing your GCSE's and well done for choosing History! History is a challenging A-Level which involves lots of content and so you will need to take some time to read and prepare.

In this pack you will find plenty of materials to prepare you for studying the Germany section of your course. It is aimed for you to use once you have completed your GCSE's before starting, you're A Levels in September.

Consider this your summer work to get you ready and up to scratch! A-Levels are tricky qualifications to achieve and you need to ensure that you are fully prepared for them. The more work you do now, the easier you will find it when you start your course.

Key things to do before starting the course:

- Get yourself a folder and dividers - there is a lot to learn so it is best to be organised from the very start.
- Ensure that you know what exam board you are studying. You are going to be studying the Tudors from the exam board AQA
- Read this booklet carefully and work through the activities as instructed by your teacher. This will give you the foundation knowledge needed to start your course.

Contents list

1. **Reading list** - These are some key things that you should look at in order to prepare for your *Germany* module.
2. **Independent Research** - A-Levels are independent course and you will be expected to study independently as well as undertake your lessons. These tasks will give you a starting point in what and how to research independently.
3. **Required Knowledge** - You will have to have some basic knowledge before undertaking your A-Level.
4. **A Base line Assessment** - This will test the knowledge and skills that you have already before starting your course. It is a good idea to do this last, after having completed the set research and tasks in this booklet.

1. Reading List

Key texts for classroom and individual study

- C Lee, *Britain, 1483-1529*, Nelson Thornes, 2008
- R Carpenter, *The Church in England and the Struggle for Supremacy, 1529-1547*, Nelson Thornes, 2009
- M Tillbrook, *The Triumph of Elizabethan Britain 1547-1603*, Nelson Thornes, 2009
- I Dawson, *The Tudor Century*, Nelson Thornes, 1993

Useful books for students

- D Murphy (ed), *England 1485-1603*, Collins, 1999
- N Fellows, *Disorder and Rebellion in Tudor England*, Hodder, 2009
- R Lockyer & D O'Sullivan, *Tudor Britain 1485-1603*, Longman, 1993
- K Randall, *Henry VIII and the Government of England*, Hodder, 2001
- K Randall, *Henry VIII and the Reformation in England*, Hodder, 2001
- J Warren, *Elizabeth I: Meeting the Challenge*, Hodder, 2008

Reference books

- G W Bernard, *The Kings Reformation*, Yale, 2005
- C Carpenter, *The Wars of the Roses*, CUP, 1997
- C S L Davies, *Peace, Print and Protestantism*, Paladin, 1995
- S Doran, *Princes, Pastors and People*, Routledge, 1991
- E Duffy, *The Stripping of the Altars*, Yale, 1992
- G R Elton, *England Under the Tudors*, Routledge, 1991
- A Fletcher & D MacCulloch, *Tudor Rebellions*, Longman, 2004
- Griffiths (ed), *The Experience of Authority in Early Modern England*, Macmillan, 1996
- S Gunn, *Early Tudor Government*, Macmillan, 1995
- J Guy, *Tudor England*, OUP, 1998 • C Haigh, *The Reign of Elizabeth*, Macmillan, 1984
- C Haigh, *English Reformations*, Clarendon Press, 1993
- J Loach, *The Mid Tudor Polity 1540-1560*, Macmillan, 1980
- D Loades, *The Mid-Tudor Crisis, 1545-1565*, Palgrave, 1992
- D Loades, *Politics and the Nation 1450-1660*, Blackwell, 1999
- D M Palliser, *The Age of Elizabeth*, Longman, 1992
- A J Pollard, *The Wars of the Roses*, Macmillan, 1988
- J Scarisbrick, *The Reformation and the English People*, Blackwell, 1984
- A G R Smith, *Emergence of A Nation State*, Pearson, 1997
- P Thomas, *Authority and Disorder in Tudor Times 1485-1603*, CUP, 1999

Biographies and first-hand accounts

- S Chrimes, *Henry VII*, Yale, 1999
- D Cook, *Sixteenth Century England Documents and Debates*, Macmillan, 1980
- D Cressy & L Ferrell, *Religion and Society in Early modern England A Sourcebook*, Routledge, 1996

- R Horrox, *Richard III*, CUP, 1991
- D Loades, *The Reign of Mary Tudor*, Longman, 1991
- J Loach, *Edward VI*, Yale, 1999
- D Starkey & L Wooding, *Elizabeth*, Vintage, 2001
- L Wooding, *Henry VIII*, Routledge, 2009

Visual sources and websites

- www.johnguy.co.uk
- www.history.ac.uk
- www.activehistory.co.uk
- www.bbc.co.uk/history
- www.tudorplace.com
- *The Six Wives of Henry VIII*, Elizabeth DVDs - D Starkey
- *A History of Britain* DVD - S Schama

2. Independent Research

Independent research is a key part of studying at A-Levels. Below are some research activities for you to undertake in order to prepare you for starting your History A-Level unit in Tudor History.

Research Activity 1:

Research the backgrounds of the following historians. Find out about their life and work. Summarise their views and why they have been influential in the study of Tudor England:

1. John Guy

2. Wallace MacCaffrey

3. Steven J. Gunn

4. Francis Bacon

5. Christine Carpenter

6. Eamon Duffy

Research Activity 2:

Research the Wars of the Roses and create a detailed Fact File. Find out the following:

- Causes of the War
- The key players involved (give some detailed background about them)
- The key battles of the Wars and what the outcomes were
- How the wars came to an end in 1485 (the Battle of Bosworth)
- How the wars led to the beginning of the Tudor Dynasty

Research Activity 3:

There is a lot of historical debate about whether the years from 1547-1558 were a 'Mid-Tudor Crisis'. Have a go at researching this debate, find arguments for and against this debate and then write up your own judgment. Do you think this is a fair assessment of the reigns of Edward VI and Mary I

Arguments for	Arguments against

➤ Debasement

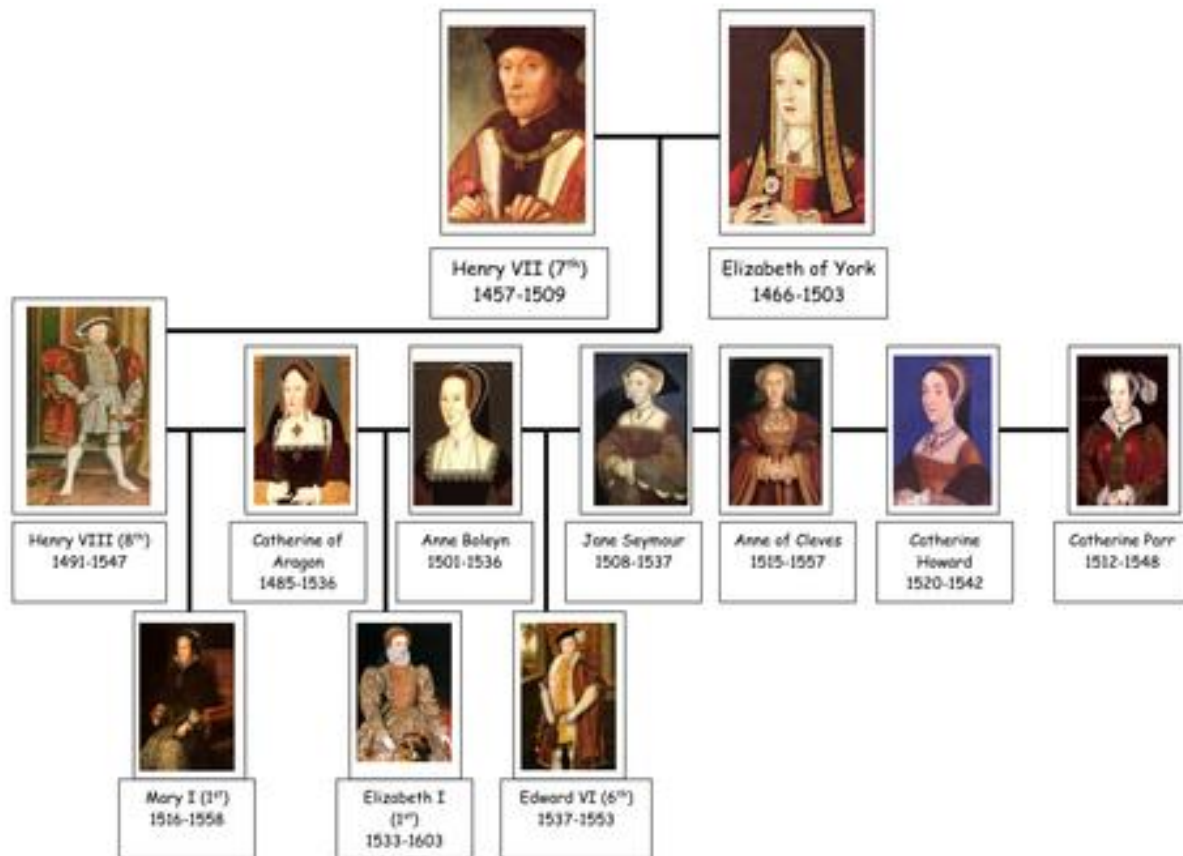
3. Required Knowledge

Before you start studying Tudor England for your History A-Level, you need to build up some background knowledge so that you can start the course in the strongest position. You have already studied Henry VIII in GCSE but in A-Level we will delve deeper into his reign and those that came before and after him.

Complete the following tasks to prepare you:

Task 1: Create a detailed timeline of Tudor history from 1485 to 1603 - be sure to include who the monarch was, marriages, religious changes and rebellions. This will be a great revision task to have in Y13 so make it clear, detailed and BIG!

Task 2: Create your own version of this Tudor Family tree - again this will allow you to have a clear order of the kings and queens in your head and their connections, as with all the similar names, it can become muddled. Check if there is anyone missing who you could add on



Task 3: From your GCSE History can you answer the following questions about Henry VIII

Question	Answer
1. Who were Henry VIII's two chief ministers?	
2. Briefly summarise the main reasons why Henry broke with Rome	
3. Was Henry VIII's foreign policy a success? Give examples	

➤ Foreign

➤ Religious

Task 4: Have a go at learning the following keywords. For any that have gaps - can you find a definition and write it in your own words so that you will remember what it means

Keyword	Definition
Anticlericalism	Opposition to the Church's role in political and other non-religious matters
Bond	A legal document which bound an individual to another to perform an action or forfeit a specified sum of money if they failed to do so
Bureaucrat	
Chivalrous	A code of conduct associated historically with the dutiful behaviour of medieval knights
Corpus Christi	
Courtier	

Diocese	An area under the pastoral care of a bishop in the Christian Church
Erasmianism	The body of ideas associated with Erasmus and his followers
Extraordinary Revenue	
Feudal Aid	
Guilds and confraternities	Voluntary associations of individuals created to promote works of Christian charity or devotion
Hanseatic League	
Heresy	
Household Government	Medieval system of governance where the head of the household (adult male) had authority over the property, labour and mobility of everyone living on his land
Huguenot	
Iconoclasm	
Imperial Jurisdiction	Official powers to make legal decisions and judgments belonged to the king and could not be challenged by the Church or any other power
Intercursus Malus	
Intercursus Magnus	
Lord Chamberlain	An experienced nobleman and member of the King's council and a personal friend of the king. Had administrative and political duties, often speaking for the monarch in an official capacity
Magnate	
Merchants of the Staple	Controlled the export of wool from England
Oxford Reformers	
Papal Dispensation	Permission required from the Pope in order to be exempted from the laws or observances of the Church
Patronage	
Peerage	
Praemunire	A Parliamentary statute enacted in 1393 to prevent papal interference in the rights of the Crown to make appointments to Church office

Privy Chamber	
Puritanism	
Protectorate	
Recognizance	A formal acknowledgment of a debt or other obligation which could have been enforced by means of financial penalty
Recusant	
Reformation	
Regicide	The execution or murder of a monarch
Scholasticism	A system of philosophical analysis in the medieval period
Secular	
Statute of Uses	A law passed to prevent landed property from being turned into trusts
Subsidy	
Subsistence Crisis	When harvest failure raises food prices to such an extent that significant numbers of the poor die from starvation
Sumptuary laws	Laws that attempted to regulate how individuals should dress, depending on their social status
Synod	
Tonnage and poundage	The right to raise revenue for the whole reign from imports and exports
Transubstantiation	

4. A base line assessment

EXTRACT A

Henry's greatest triumph was the establishment of supremacy over the Church, and we may doubt whether that would ever have happened had his fascination with Anne Boleyn not held him to his purpose against enormous odds. He decided to marry this woman no matter what the cost. One of the reasons was his need for legitimate children, but another was his belief in the sanctity of marriage. He was offended by loose sexual morality and criticised his sister, Margaret, when she abandoned her second husband. Until 1525 he was a conventional Renaissance prince, but thereafter his political and sexual needs drove him into uncharted waters, with extremely constructive results for the future of England.

Adapted from David Loades, *The Six Wives of Henry VIII*, 2009

EXTRACT B

Henry's failure to get rid of Catherine drove him onwards to attack Pope Clement and the Church in England, but this was not the whole explanation of his actions. There were two ideas present in his mind; one that he must procure a divorce; the other that kingship conferred on him a position in the Christian community which had been stolen by others, which he must recover. The Royal Supremacy grew with the divorce campaign, but was distinct from it. Had there been no divorce, or had Clement given up, there would probably still have been a clash between the Pope and a prince who, in the name of reform, was beginning to claim new spiritual authority.

Adapted from Jack Scarisbrick, *Henry VIII*, 1969

Task 1: Have a look at these two extracts.

Can you pick out the main argument of each one in relation to Henry VIII's actions towards the Church of England (why he Broke from Rome).

The main argument is not always in the first line - look carefully at what the historian is saying.

Once you have picked out the arguments of each, pick out a quote that supports what the Historian is arguing

Task 2:

EXTRACT ANALYSIS

Consider the following extract.

EXTRACT A

By the end of the 1520s, domestic politics replaced foreign policy as Henry VIII's top priority. It is not known when precisely he determined that he must sacrifice Catherine of Aragon to the cause of acquiring a male heir but, by 1529, Henry was devoting the bulk of his energies and those of his ministers towards obtaining a papal annulment of his marriage. The 'King's Great Matter' became the pivot around which foreign policy turned. Clement was still paralysed by the sack of Rome. Wolsey suggested war with Spain in 1528 but the nation lacked the means to wage it. Having failed utterly to secure the annulment by diplomatic means, Wolsey was dismissed as chancellor by Henry in October 1529 and replaced by Sir Thomas More. However, when Charles made peace with France and England in 1529, England was reduced to its previous and futile policy of trying to promote French hostility toward the Emperor as a means of pressuring Charles on the divorce issue.

Adapted from William Palmer, *The Problem of Ireland in Tudor Foreign Policy, 1485-1603*, 1994

- Use a highlighter to identify opinion (and potential bias) in this extract.
- Summarise the argument in this extract in 2 short sentences. (Try to avoid repeating the words used in the extract as you do this.)
- How might the argument in this extract be challenged?
