

Welcome to A-Level History!
Your teachers for the coming year will be Mr Lloyd/Miss Lindsey (Option 1C – Tudors) and Mrs Sehmar (Option 20 – Nazis)

- This PowerPoint will help you to prepare for your study of A-Level History.
- It is designed to give you an overview of all the topics you will cover over the 2 years.
- There are several tasks within this PowerPoint and it will take you around 30 hours to complete all of these tasks to a good standard.
- You do not need to complete a task in one session, you can break them down into more manageable chunks if it helps.
- Please be sensible about the amount of time you spend on each task at any one time, perhaps no more than an hour, and do have breaks between tasks.
- These tasks are designed to give you a taste of what A-Level History is like, a head start on the course and they will give you something to focus on over the next few weeks to help keep you focused on your academic development.
- In September you will have assessments in History within the first 6 weeks and these tasks will help to prepare you for these initial assessments – therefore please bring all of this work into school with you in September.

A-Level History: Y11 to Y12 Tudor Transition Work

LO1: Identify what the Tudor topic is all about.

LO2: Describe what the Tudor Period was like.



Wednesday, 12 June 2024

Today's enquiry question:

Identify who the main monarchs of the Tudor period were.

Unit of work:

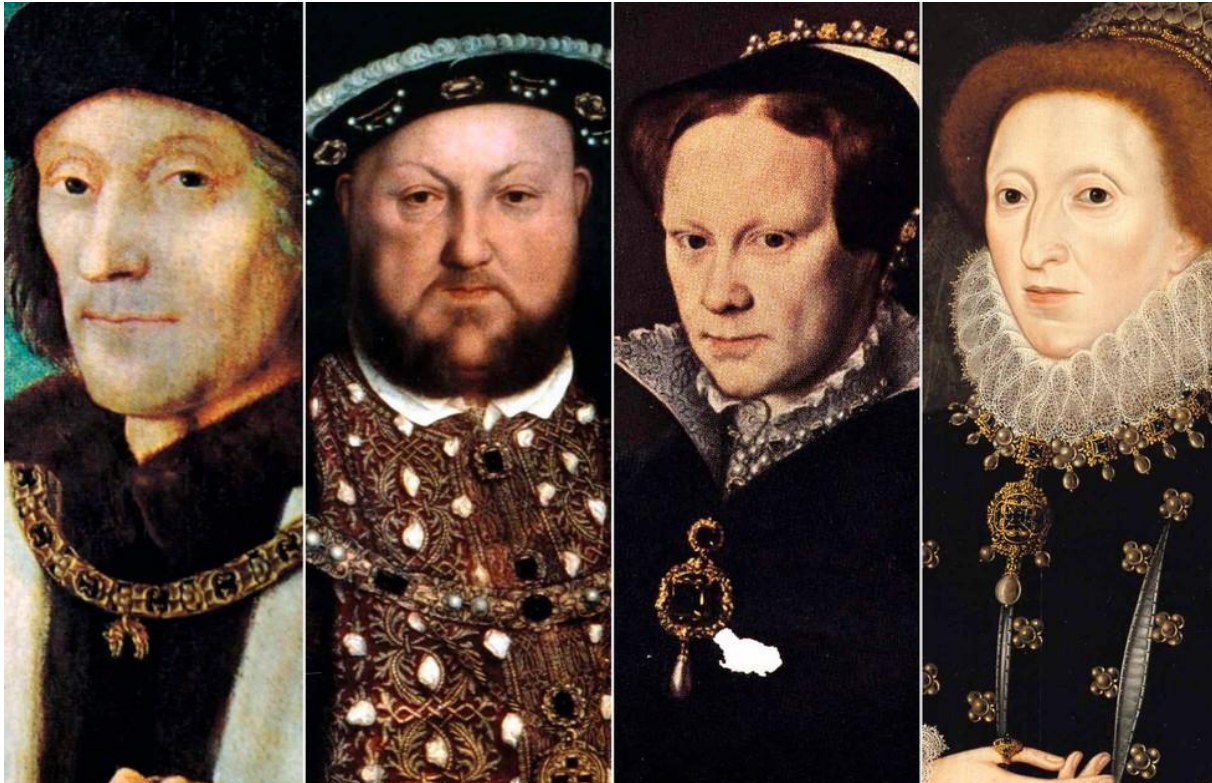
Tudor Period

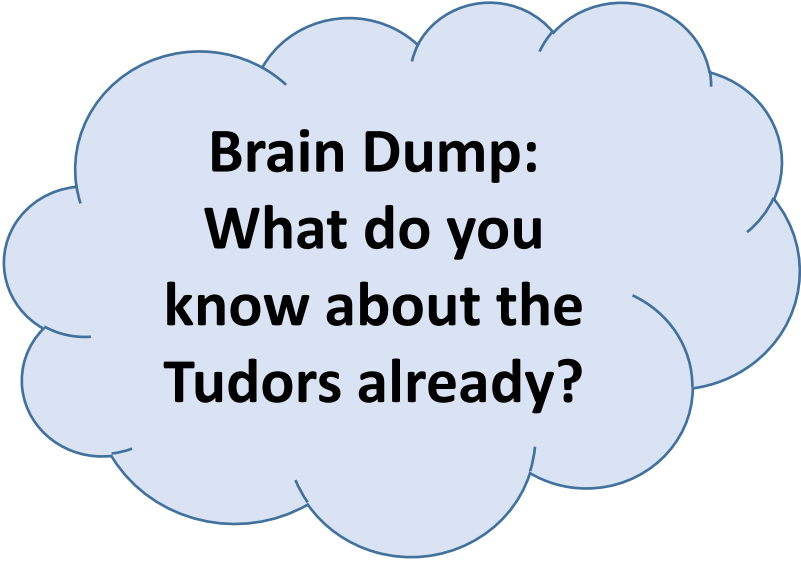
Keywords for today:

Monarchy / War of the Roses

Second-order skill focus:

Interpretation





**Brain Dump:
What do you
know about the
Tudors already?**

AO1) What is the Tudor topic all about?

1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Research the following monarchs to identify who the Tudors were – you may wish to print off and annotate the next 5 slides:

1. Henry VII
2. Henry VIII
3. Edward VI
4. Mary I
5. Elizabeth I

Henry VII (1485-1509)



Henry VIII (1509-1547)



Edward VI (1547-1553)



Mary I (1553-1558)



Elizabeth I (1558-1603)



These are the 5 key themes (and exam question topics):

- Religion
- Foreign policy
- Government and politics
- Society
- Dealing with threats

Go back through your notes on each monarch and see if you can colour code them to match the above

Year 12:

In your first year, alongside your studies on Germany, you'll be studying Henry VII in Term 1 (Autumn) and Henry VIII in Term 2 (Spring). In Term 3, we cover an independent research project (Summer).

Part one: consolidation of the Tudor Dynasty: England, 1485–1547

Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

Year 13:

In the second year, you finish your research project over the summer, and then study Edward & Mary in Term 1 (Autumn) and Elizabeth in Term 2 (Spring) before the exams.

Part two: England: turmoil and triumph, 1547–1603 (A-level only)

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)

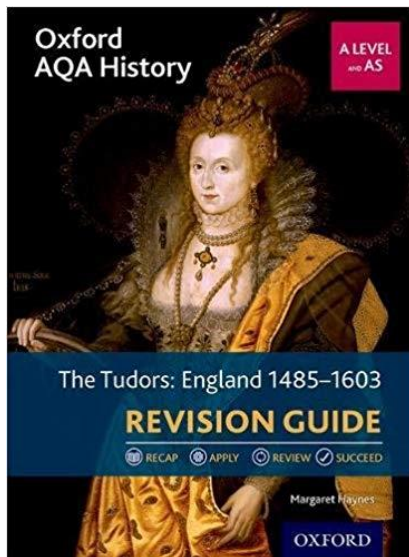
- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

The triumph of Elizabeth, 1563–1603 (A-level only)

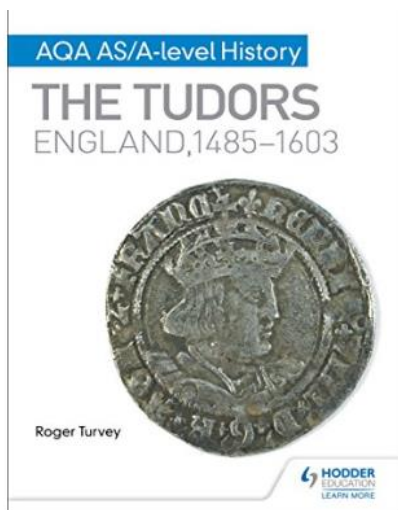
- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

Before we continue...

To help you with the coming two years, we recommend you purchase these:



https://www.amazon.co.uk/Oxford-AQA-History-Level-1485-1603/dp/0198354606/ref=asc_df_0198354606/?tag=googshopuk-21&linkCode=df0&hvadid=311004790924&hvpos=&hvnetw=g&hvrnd=14916185806293330802&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9074305&hvtargid=pla-303477989755&psc=1&th=1&psc=1



https://www.amazon.co.uk/My-Revision-Notes-level-1485-1603/dp/1471876101/ref=asc_df_1471876101/?tag=googshopuk-21&linkCode=df0&hvadid=310979544451&hvpos=&hvnetw=g&hvrnd=14916185806293330802&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9074305&hvtargid=pla-306920078572&psc=1&th=1&psc=1

A02) What was the Tudor period like?

Before we go on to look at our first king...we need to know what England was like in 1485...

1. Economy
2. Government
3. England's position in Europe + Wars of the Roses
4. Monarchy in England
5. Religion
6. Society

In order to understand what it was like to live in this period, complete the table on the next slide...

England's position in Europe

- Had lost lands in France throughout the fifteenth century
- Still ruled over Calais
- Main threat was France as the most powerful nation in Europe
- The Netherlands was important to England because of the cloth trade
- Scotland was allied to France and could threaten England's northern border
- Spain was becoming a major power

The government of England

- The personality of the king was very important; he made all the decisions
- The royal household looked after the domestic needs of the king
- The Court moved with the king, entertained and tried to influence him
- Law and order in the localities was maintained by Justices of the Peace
- Parliament was not a regular feature of government, but called when the king needed money
- The king relied on nobles for advice and along with senior churchmen made up the Privy Council

The Wars of the Roses

- England had been unstable since 1399 with the throne regularly changing hands
- These wars began in 1455 and lasted until 1485/7
- They were fought between two families who had claims to the throne of England: the Yorkists and Lancastrians
- The struggle started because of instability; Henry VI was a weak king and the nobles were powerful
- Most of the fighting was in the periods 1459–64, 1469–71 and 1483–7

What was England like in 1485?

The economy and finance

- England's main export was cloth, sold in the Netherlands
- The income of English kings was much less than that of the French monarchs
- Lands owned by the Crown provided the king with regular income, but had been in decline
- Income from customs had declined

Henry Tudor

- Had a weak claim to the throne of England
- Had been in exile in France for 14 years
- He hardly knew England
- His invasion was aided by the French

Monarchy in England

- The throne had changed hands regularly since 1399
- Henry VI ruled from 1422 to 1461 and again from 1470 to 1471
- Edward IV overthrew Henry in 1461, but was himself removed in 1470 only to regain the throne in 1471
- Richard III usurped the throne in 1483 on the death of Edward IV
- Richard may have murdered his nephews, the sons of Edward IV
- The Buckingham Rebellion attempted to remove Richard before Henry Tudor's invasion

England's position in Europe	The Government of England	The Wars of the Roses	The Monarchy in England and Henry Tudor	The Economy and Finance
Key details:	Key details:	Key details:	Key details:	Key details:
Does this represent change or continuity?	Does this represent change or continuity?	Does this represent change or continuity?	Does this represent change or continuity?	Does this represent change or continuity?

NOTE-MAKING

In this section, which describes England in 1485, it is recommended that you read the whole section, and then go back and make very brief notes (bullet-points) for key ideas and facts, using the headings to structure your notes. This section will give you the background that you need in order to understand the sections that follow (see page x for tips on different note-making strategies).

1 England in 1485

Before you begin to study the Tudors, you need to have a clear picture in your mind of what life was like in England in 1485. What did the countryside look like? How did people live and earn their living? What did they believe? Were ideas fixed or open to change? In politics, what had adults lived through which would affect their views about events under the new king, Henry VII?

The countryside, the economy and English society

What was England like in 1485?

So what was this country of England like in 1485? Its landscape would, in the hilly and mountainous areas, be familiar to the England of today. But in every other respect life was unrecognisable. The total population was about three million, 90 per cent of whom lived in very rural communities. Towns were small: a very large town, such as Norwich, had a population of 12,000 – more than enough to be considered a city. London was the largest by far, but this had only about 60,000 residents, living in very cramped and overcrowded conditions. Other urban settlements such as Salisbury had about 5,000 inhabitants. These larger urban settlements were not evenly distributed across the country, with the result that some very small settlements assumed considerable importance as centres for local government as well as for the sale of goods at markets and fairs. These occurred mostly in the more sparsely populated areas of the country. For example, there were no large towns in Sussex, and Lewes, with a population of under 1,000, was important as a commercial centre as well as for local government.

Farming

Rural communities varied enormously across the country, depending largely on the terrain and the landscape. In parts of southern England and the Midlands open field arable farming with a variety of crops was common. Elsewhere, fens, marshes, forests and uplands all had their own identities. In the more hilly areas, for example, livestock farming (cattle, sheep and pigs) was common. Woodland and forests were important for timber as well as grazing animals. Fishing was important in the rivers, lakes and marshes. People, especially the poor, had to be resourceful in order to survive, and the geography and climate of England provided plenty of opportunities for specialisation.

The large open fields were common in many areas of arable farming. The land was divided into strips and given by the local landowner to tenants. Most villages also had common land – land where all villagers had the right to graze their animals. However, this description is over-simplified. Even in the late fifteenth century there was some concern about enclosure. Enclosure involved putting a fence around a field so that either one crop could be produced on a larger scale or the field could be used for livestock. This was especially popular in parts of the Midlands where some farmers were moving from arable to pasture farming because sheep farming was more profitable. Tenant farmers could lose their strips of land when landowners wanted to change farming methods. Sometimes the common land was enclosed, and this was likely to provoke fierce opposition, as villagers claimed customary rights of access to common land. Fencing off these areas deprived villagers of land for their animals, cutting timber, or for fishing and hunting. There was an early attempt in 1489 to deal with the perceived problem when an anti-enclosure law was passed, but it had little practical effect.

What was England like in 1485?

How was farming different in 1485?

Arable farming – Labour-intensive farming which produced crops using basic tools including ploughs.

Enclosure – The fencing off of land from open fields with the ending of all common rights over it.

The amount of enclosed land did not increase much in Henry VII's reign. The area most affected was the Midlands, and even here less than 3 per cent was enclosed. Much more had been enclosed in the years of the Wars of the Roses when law and order was less effective. However, it was seen as an increasing grievance in Henry's reign, partly because it became confused with engrossing – that is, the joining together of several farms to make one unit, usually through a process of one farmer buying up the land of the others, as this usually led to families being evicted.

Cloth industry

Linked with farming, England's major industry was cloth, accounting for nearly 80 per cent of England's exports. Although agriculture provided the main livelihood for people in Tudor England, the woollen cloth industry created the most wealth. Different types and sizes of cloths were exported mainly to the Netherlands, but also to Spain, the Holy Roman Empire (see page 28) and Venice. Most of this trade was controlled by the Merchant Adventurers, a powerful company based in London. It exported the cloth and imported foreign goods in return. The quality of wool produced by English sheep made both the raw material and cloth woven from it greatly in demand at home and abroad. Tudor governments from Henry VII onwards would all be keen to encourage this sector of the economy because its success brought in valuable income to the Crown from customs duties on exports. In the Middle Ages, raw wool was a primary export, but increasingly governments tried to discourage this as it meant that the finishing work to produce a piece of cloth was being done elsewhere, costing the Crown export income and hampering the development of a domestic finishing industry. All this, of course, brought the industry into conflict with arable farmers who objected to farmland being converted into sheep-runs, or enclosed.

Woollen cloth production was widely scattered, but the best quality cloth came from the west of England – from towns and villages along the Welsh borders and down into Gloucestershire, Wiltshire and Hampshire. Production was specialised but not intensive. Most cloth was made by hand, either in a room in a peasant cottage or in a small workshop within the cloth merchant's house. Few people worked full-time in the woollen industry, although there were 'journeymen' who travelled to make a living, hiring out their skills.

English society

It was expected that everyone recognised their place in society – from the King, downwards through the ranks of clergy, nobles, gentry, merchants, commoners, servants and paupers. It was generally accepted that 'The Great Chain of Being' had been ordered by God with a strict hierarchy of ranks. Social status dominated society. This put the Church in a powerful position to control the people by preaching obedience to the will of God and it made the Church an indispensable ally of the government.

The nobles were few in number – just over 50 – who owned large areas of land which provided power and influence in the localities. Strict inheritance rules of primogeniture meant that estates were passed down intact to the eldest son or the nearest male relative. The King relied on the support of these noble families to maintain law and order in their areas of the country, otherwise rebellions could easily occur. A successful monarch, therefore, ruled co-operatively with the nobles and it was one of his duties to make sure that was possible. Some monarchs in the fifteenth century had tried to 'buy' support by granting many new titles. Henry VII did the opposite; he created only three Earls in his reign, thus making the honour very special and ensuring that those who wanted the

Customs duties – Money paid on goods entering or leaving the country. Money came from tannage (taxes on exports) and poundage (taxes on imports).

Finishing – The final stages of woollen production when spun yarn is converted into cloth by weaving, which includes fulling (cleansing the wool to eliminate oil, dirt and other impurities) and dyeing it.

Primogeniture – The eldest son or nearest male relative inherited everything.

What was the main industry of the period?

How did society differ?

title were loyal and supportive of him. Important nobles maintained extensive households, consisting of all family members, friends and servants. For example, Richard, Duke of Northumberland, had 187 household members in 1503–04.

Below the nobles were the gentry, the merchants, the commoners (ranging from those who farmed on small areas of land down to those who were landless and worked for others) and the beggars. In the Tudor period the commoners often suffered badly because of changes in agriculture, such as enclosure, and because of the rise in prices that was a major feature of the period (see Chapter 6, pages 170–71).

Divine Right of Kings – The belief that monarchs were ruling on behalf of God. They were therefore answerable to God, and the monarch's subjects were expected to obey the monarch, otherwise they were disobeying God.

At the pinnacle of the social hierarchy was the monarch. He ruled under God, though the later theory of Divine Right of Kings had not been fully set out. These theoretical powers did not mean that the monarch could be a dictator. He needed the support of leading nobles to provide law and order and an army in times of war. Indeed, he was expected to consult with his advisers who would largely be drawn from the nobility. Henry VII was fortunate to have loyal noble advisers whom he could trust. Henry also needed to summon Parliament from time to time to get support and to pass laws.

The country of England was more unified than countries in Europe such as France. In England there was a common law; there was an accepted language (except in the peripheries such as Cornwall). Wales was regarded as a part of England, in spite of the Welsh language that predominated in some parts. In theory the monarch controlled the whole country, but in practice some areas were semi-independent, either under the control of leading nobles or ruled by the Church from Durham or York.

The Catholic Church

Why was the Catholic Church so powerful? And why had it been criticised?

In this section you will examine how powerful the Church was in late fifteenth century society – and why it was being criticised. However, it is important not to view the situation through the eyes of a twenty-first century student living in a society where religion is often not so central. Try to understand how it was five hundred years ago.

Secular – The opposite of 'sacred', i.e. worldly things, not spiritual.

The Catholic Church was immensely powerful in the late fifteenth century. It owned about one-third of the land and had considerable wealth. Mirroring the structure of secular society, the Church had a hierarchy from Archbishops to Bishops, all the way down the chain to poor parish priests who earned less than £15 a year. There were about 35,000 ordained clergy and about 10,000 monks and nuns. The Church had its own legal system, and clergy were tried in Church courts. In theory, the Pope in Rome decided on all matters both religious and political. There was a constant flow of paperwork between England and Italy, dealing with legal cases and administrative issues. As such, England was a fully integrated part of the international Catholic Church. However, often the Pope's primary political focus was on the Papal States which were frequently in conflict with neighbouring states.

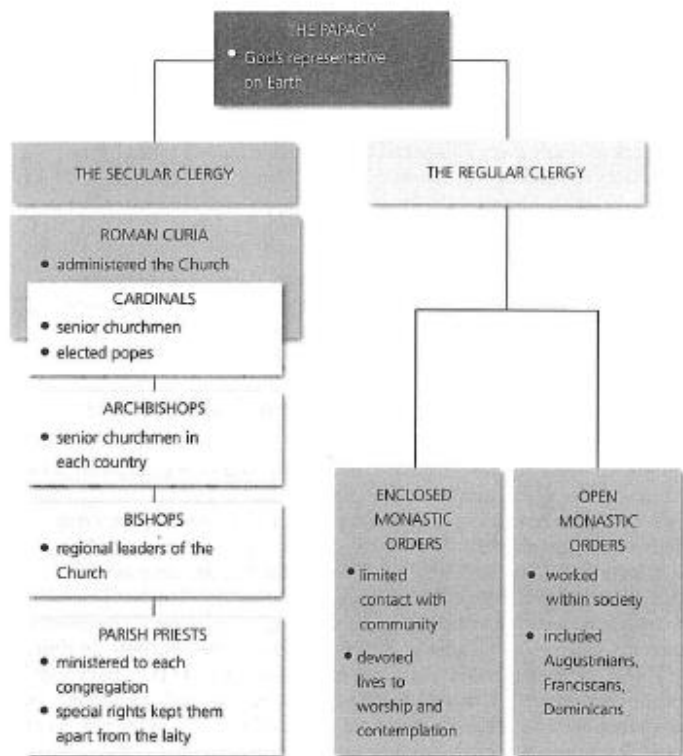
The power of the Catholic Church stemmed from people's beliefs and fears. Life was often short, disease was common and medicines were few. People needed certainties and the Church provided for this. Many church walls had contrasting and lurid pictures of heaven and hell. Others, such as the wall paintings at Pickering in Yorkshire, showed scenes of the life of Christ, with

Why were the Catholic Church a force to be reckoned with?

special emphasis on his suffering and crucifixion. Illiterate peasants could easily understand where they wanted to go after death, but their religious beliefs were of necessity rather simple and sometimes close to what we would term 'folk religion'. Their lives were dominated by the seasons of the year and the contrasts of the weather. Priests tried hard, by using paintings and statues, to explain Christian beliefs, but it is hardly surprising if beliefs focused more on the god of nature and the fear of going to hell than on the subtleties of Christian belief centring on the death of Jesus on a cross 1,500 years earlier.

Therefore at the beginning of the sixteenth century, English people, with few exceptions, followed the teachings (or doctrines) of the Catholic Church. This meant that they accepted the following:

- The Pope, in Rome, was head of the Church and had supreme authority over all spiritual matters. The Papacy was also recognised as a Court of Law. The *Papal Curia* under the Pope also acted as a Court of Appeal.
- There was an elaborately organised hierarchy of churchmen, many of whom worked in the community tending to the spiritual needs of ordinary people. These included clergy attached to parishes and also friars and nuns. Some, including monks, closed themselves off to concentrate on prayer. Even those were often active in the local community and owned large estates, which they managed.



▲ Figure 1 The structure of the Catholic Church in England at the beginning of the sixteenth century.

How might the monarchy and the church's relationship be strained?

- The clergy held a special and powerful place within the community. Only formally ordained appointed priests could conduct services in church. Access to the Bible, written in Latin, was limited to priests and others who could read the language. Priests interpreted what it said for the benefit of their parishioners. The unique role of the priesthood was confirmed by their appearance at church services (they wore particular clothes – vestments – to conduct services) and their status set them apart (they were not allowed to marry or have sex).
- People should submit to the authority of the Church in their lives. According to the teachings of the Catholic Church there were seven essential sacraments which the Church performed. These were:
 - the eucharist (the commemoration of the Last Supper of Jesus with his disciples)
 - baptism
 - holy orders (the granting of the status of priest to someone who had completed their religious training)
 - confirmation (the recipient confirming the acceptance of God's spirit in their hearts)
 - marriage
 - confession, leading to penance (doing tasks to show repentance)
 - unction (otherwise known as the anointing of the sick, part of the Last Rites).
- For their souls to be saved, people should attend church regularly, believe in the sacraments and show their faith in God.

Churches within the community

The church was also part of the social fabric of the community. It was the most common building to be found across the country, an easily identifiable landmark in nearly every village and town. Great pride was taken by the community in building and maintaining their church as a sign of their devotion to God. In Louth, Lincolnshire, for example, fundraising produced £305 to build the parish church and more money was raised between 1501 and 1515 to construct a magnificent spire. Nearly two-thirds of English parish churches were built or rebuilt during the fifteenth century. There were many gifts to churches of vestments, plate and jewels. All this suggests that most people still supported the Church in the same way as in previous centuries. It was only when Henry VIII wanted a divorce, leading to what became the Reformation, that the focus was on criticisms of the Church. This has often led historians to paint a picture of church life in the early sixteenth century that was excessively focused on the failings of some church officials.

Most people went to church regularly, because the church was a special place and most of the population believed in its basic teaching. Think for a moment about how the interior of a parish church, with its large open space, ornate windows, images, statues and many decorations, must have seemed to its congregation. It was probably the most impressive building they would ever enter. From constructing and maintaining the building through to the emphasis on communal rather than individual worship, the church helped communities, especially villages, to find a sense of identity and collective purpose. In church, the village gathered together to worship but also to celebrate Holy Days and other festivals with dancing and drinking. In an age long before summer vacations and Bank Holidays, the church organised the days in the year when the daily routine was broken. In these ways, it bound villagers together into one community. There were in fact quite a few such days during the year, some local and some common throughout the country. Two examples of the latter were 23 April, St George's Day, which had been declared a saints' day in 1222, and May Day, with dancing round the maypole and much merry-making.

What was the Churches role in the community?

The Church was powerful, but it also suffered from faults. Indeed, its very power encouraged corruption. Some clergy were absent from their parishes (yet claiming the stipend); some clergy were pluralists (that is, claiming the stipends from several parishes); some clergy were immoral (they had mistresses) and some clergy were ignorant and could not even recite the Lord's Prayer.

Historians have held different views about the state of the pre-Reformation Church. Some, such as Professor A.G. Dickens, looking at the evidence from a Protestant perspective, found plenty to suggest that the Catholic Church in England faced much criticism because of the faults and shortcomings that undoubtedly existed in some parishes. These historians saw the Reformation process and England becoming a Protestant nation as a logical consequence. Other more recent historians have argued that shortcomings in the Church were nothing new; the Catholic Church had strength and vitality and much active support, both in worship and in outward signs such as church building projects. These historians argue that the Reformation's origins were primarily political – that is, Henry VIII's wish for a divorce – and this political reformation by coincidence happened at the same time as the European Reformation had started under Martin Luther.

The Church's political sphere

In these different ways the Church had become an accepted and intrinsic part of the lives of ordinary people. However, it was also a force in national and international politics. Since the Norman Conquest the Church had operated its own law courts to try crimes involving priests or breaches of doctrine. These were still active in the fifteenth century, although medieval kings had done their best to weaken the Church courts' independent power. Bishops and abbots had a political role; they sat in the House of Lords. Churchmen were often the best educated, most literate people in the country, so their skills as administrators were valued. In the early Tudor period it was not uncommon to find that government advisers and ministers were also members of the clergy. Henry VII promoted Bishop Morton to Archbishop of Canterbury and then Lord Chancellor, where he had an important role in advising the King. Henry was keen to work closely with the Church because it could be used as a powerful ally if his claim to the throne were to be challenged. The Church also offered an additional service to monarchs. Its power over people's minds through its teachings created a channel through which obedience to the will of the King could also be taught.

The beginnings of change

Why were changes in thinking occurring in the early sixteenth century, and with what consequences?

It would be wrong to suggest that in terms of beliefs and attitudes everything was totally static and unchangeable. There were some signs of impatience with the failings of the Church and influences from Europe were encouraging educated people to think in less restricted ways.

Humanism

During the fifteenth and early sixteenth centuries the cultural movement known as the Renaissance spread from its home in Italy to England. An important part of Renaissance thinking was the emphasis on the power and potential of mankind. Henry VII commissioned new buildings, including a new palace at Richmond and the Henry VII chapel in Westminster Abbey. He and his wife are buried in the chapel, whose magnificence links the greatness of kings with belief in the power

Stipend – The term used for the payment received by a priest for his appointment to a parish.

Norman Conquest – The events in which William came from Normandy and defeated the English King, Harold, in 1066. William and his successors imposed their own laws and system of government.

Source A How our view of the Catholic Church c.1500 has been changed by events that followed. From *The English Reformation Revised* by C. Haigh, (Cambridge University Press), 1987, p.58.

Relations between priests and parishioners were usually harmonious, and the laity complained astonishingly infrequently against their priests. There were local tensions, certainly, but they were individual rather than institutionalized, occasional rather than endemic. In a frantic search for the causes of reformation, we must not wrench isolated cases of discord from their local context, and pile them together to show a growing chorus of dissatisfaction.

Why do you think there are differing views on the state of the Church in c.1500 [Source A]?

How politically powerful were the Church?

Why were things starting to change in the Medieval-to-Renaissance period?

of God. Renaissance scholars believed that it was possible to improve human knowledge and behaviour through education. They were also keen to study classical literature and architecture, and to discuss ideas and beliefs. Humanism was a positive movement, borne out of optimism about the present and future. It was only much later, in the nineteenth century, they were dubbed 'humanists'.

What we call 'humanist' ideas were not entirely new. Scholars in the fifteenth century had been studying classical and medieval authors, including Plato, Aristotle, Cicero and Plutarch. Some travelled to Italy, attended lectures at universities there, and returned with copies of classical and medieval manuscripts. Some Italian scholars came to England and taught at Oxford and Cambridge. As a result of increasing interest in learning, over 100 endowed schools were set up in England in the fifteenth century, and many became influenced by humanism. Greek began to be taught at Oxford, and a generation of scholars benefited from this.

Henry VII himself was a patron of the arts. He encouraged writers, poets, musicians and artists, including those from Europe. Polydore Vergil was commissioned to write a history of England which told the story of England leading up to Tudor rule. Poets such as John Skelton were employed to write enthusiastically about England's happy situation under the wise rule of Henry VII. John Colet, Dean of St Paul's Cathedral, founded St Paul's School. Another scholar, William Grocyn, taught Greek at Oxford University, and stimulated much interest in the study of Plato and other Classical writers. Henry VII's own children received an education that reflected the Renaissance, with an emphasis on foreign languages, classics, music and religion, as well as learning the arts of being a courtier, which included dancing and hunting.

Humanists became involved in the religious debate in England because they were disturbed by the poor quality of the parish clergy and wanted to improve standards of education among both the clergy and the laity. They attacked the Church's exploitation of practices, such as the veneration of saints and the selling of indulgences in order to raise money. They were concerned that this exploitation not only led souls away from God, but also raised money that was spent on luxurious living for the higher clergy, rather than the promotion of education or charitable works. One such writer was William Melton, a Cambridge scholar and Chancellor of York Minster from 1496 to 1528. His studies led him to believe that many of the parish clergy were lacking in training and discipline – a theme echoed by his friend John Colet (see page 9).

Source B From William Melton's *Exhortation*, published at the beginning of Henry VIII's reign. It is translated from a Latin sermon addressed to a group of trainee priests in York by Melton, the Chancellor of York Minster.

... Everywhere throughout town and countryside there exists a crop of oafish and boorish priests, some of whom are engaged on ignoble and servile tasks, while others abandon themselves to tavernhaunting, swilling and drunkenness. Some cannot get along without their wenches; others pursue their amusement in dice and gambling and other such trifling all day long. There are some who waste their time in hunting and hawking ... This is inevitable, for since they are all completely ignorant of good literature, how can they obtain improvement or enjoyment in reading and study?

We must avoid and keep far from ourselves that grasping, deadly plague of avarice for which practically every priest is accused and held in disrepute before the people, when it is said that we are greedy for rich promotions ... and spend little or nothing on works of piety.

Laity/Laymen – A general term referring to people who had not been trained and accepted as priests.

Indulgences – The indulgence was a document, issued with the Pope's authority, setting out the cancellation of punishment in purgatory – a place where it was believed souls of the dead went to while waiting to be sent to heaven.

Based on what you have read in this chapter so far, do you think that Melton is portraying an accurate picture of the clergy in the early sixteenth century [Source B]?

What was the Renaissance?

Erasmus' teachings

In 1499 Erasmus, a celebrated Dutch humanist scholar, visited England for the first time. He found a few scholars with whom he was in great sympathy. One was John Skelton, a poet and linguist, who became one of the tutors to the future Henry VIII. Skelton's flamboyant attitude and wit widened Henry's horizons. Another person Erasmus admired was John Colet, Dean of St Paul's Cathedral and founder of St Paul's School. He had travelled in Italy and been greatly influenced by his revulsion at the misuse of wealth and extravagance in the Church that he came to detest. Back in England he delivered a famous set of lectures about St Paul, which included forthright denunciations of the abuses of the Church and the corruption of the clergy. Another humanist was Thomas More, who became Chancellor to Henry VIII in 1530 (see Chapter 3, page 68).

Erasmus spent several years in England, briefly in 1499 and then at Oxford between 1504 and 1506. He was then based at Queens' College, Cambridge in the first few years of Henry VIII's reign. He had enormous influence at the time across Europe and to some extent in England because of his wide circle of influential writers. Many works were published, encouraging learning and reform within the Catholic Church. For example, in 1500 he published *The Adages*, in which he took ancient Roman proverbs and made them relevant to his time, urging all to live a wise and good life. In 1511 he published *In Praise of Folly* which is a biting satire on all forms of human folly. Among his targets were those monks who did not live godly lives. In his *Handbook of the Christian Knight* (*Enchiridion Militis Christiani*), written in 1501 but not published in England until 1533, he set out what he saw as the guidelines for a Christian life. He advocated an inward and personal faith, centred on prayer and reflection, with a focus on the example of Jesus.

Source C From *The Adages* of Erasmus (1500)

Dulce bellum inexpertis (War is sweet to those who have not tried it)

There is nothing more wicked than war, more disastrous, more widely destructive, more deeply tenacious, more loathsome, in a word, more unworthy of man, not to say of a Christian. Yet strange to say, everywhere at the present time war is being entered upon lightly, for any kind of reason, and waged with cruelty and barbarousness, not only by the heathen but by Christians, not only by lay people but by priests and bishops, not only by the young and inexperienced but by the old who know it well, not so much by the common people and the naturally fickle mob, but rather by princes whose functions should be to restrain with wisdom and reason the rash impulses of the foolish rabble.

Source D From *In Praise of Folly* (1511), a satire by Erasmus (written in 1509).

As for the Supreme Pontiffs [Popes], if they would recall that they take the place of Christ and would attempt to imitate his poverty, tasks, doctrines, crosses and disregard of safety; if they were even to contemplate the meaning of the name Pope – that is, Father – or of the title of Most Holy, then they would become the most humble and mortified of men. How many men would then be willing to spend all their wealth and efforts in order to procure the position [of Pope]?

Under the present system what work that needs to be done is handed over to Peter or Paul to do, while pomp and pleasure are personally taken care of by the Popes ... The Popes, neglecting all their other functions, make war their only duty ... a thing befitting of beasts, not men.

What were Erasmus' teachings?

- 1 In Sources C and D, what can you learn about the beliefs of Erasmus?
- 2 Why would these be seen as important at the time?

It is important, however, to put the impact of humanist thought and religion in perspective. Only some educated people were under its influence. What we can term 'medieval attitudes' to piety and study predominated. Traditional forms of worship remained unquestioned. Pilgrimages, saints, miracles and the veneration of images remained central to religious devotion. The writings of mystics such as Julian of Norwich, who lived in the fourteenth century, remained popular two centuries later.

The invention of printing

The printing press was brought to England from Germany in 1476. Edward IV (1461–83) encouraged this, and books in English were printed after being translated from French and Latin. Previously it had been mainly the clergy who could read using handwritten manuscripts. Now there was the opportunity to read printed material in English. It also helped the standardisation of English across the country. There were five main regional dialects at the time, with many local variations.

Printing encouraged the spread of new ideas including those of humanist writers. People who could read could then study humanist ideas. However, many of the early books printed in English were mythical tales or popular stories, such as Chaucer's *Canterbury Tales* or Thomas Malory's *King Arthur*. This situation was reflected at court. Henry VII supported the development of printing. In 1504 he created the post of King's Printer. However, both Henry VII and Henry VIII showed little interest in the new thinking that was being publicised by humanist writers, and preferred stories of chivalry.

In fact, it was printing, partly encouraged by the royal family, rather than new ideas, that led to change. Printing led to more of the gentry and noble classes learning to read and assimilate a wider culture than had been traditional in England. More and more books were published. The market became much larger from the 1520s onwards, partly because of the Reformation. Print runs were small by modern standards, but books were expensive items and so were shared, and then ideas passed on orally. Due to printing, England became a more literate nation, leading to the cultural Renaissance of Elizabeth's reign.

Widening horizons

It was not just the printed word that was widening horizons in educated people's thinking. From Portugal and Spain intrepid sailors were setting out on dangerous missions to explore the unknown and to find new routes to the lucrative Spice Islands in the East. A new, reliable route was needed as the Turks, who were Muslim in religion, controlled the overland route from the Mediterranean to the Indian Ocean. The Portuguese were the first to reach the southern tip of the African continent in 1487, just after Henry VII had become King of England. Ten years later Vasco da Gama sailed from Portugal, round the southern tip of Africa and reached Calicut in India. In between these two voyages, Columbus sailed west from Spain in 1492 and discovered what was later named as America in a bid to find an alternative route to Asia. He thought that the world was much smaller than it actually is, and Europeans did not know of the existence of the continent of America. Tales of non-Christian civilisations beyond Europe, both in America and Asia, later had an impact on European thinking in a society dominated by the Catholic Church. In the new age of the printing press, accounts of other civilisations could be published, drawings showing the different appearances of humans in other continents could be circulated, and detailed maps could be drawn up. Explorers also brought back new plants – potatoes, tomatoes, tea and coffee – which affected people's way of life as well as their attitude to the wider world.

How might this new period impact the relationship between Crown and Church?

America – America was named in 1500 on an early sketch map of the newly-discovered continent after the explorer Amerigo Vespucci.

A03) Identify the chronology of the Wars of the Roses

1. Consider *how* a king or queen takes power... what do they need? Make notes on the different ways in which someone might gain power...
2. What were the causes of the War of the Roses?

The Wars of the Roses were a series of battles fought in medieval England from **1455** to **1485** between the House of Lancaster and the House of York.

The name Wars of the Roses is based on the badges used by the two sides, the red rose for the Lancastrians and the white rose for the Yorkists.

Major causes of the conflict include:

- 1) Both houses were direct descendants of king Edward III;
- 2) The ruling Lancastrian king, Henry VI, surrounded himself with unpopular nobles;
- 3) The civil unrest of much of the population;
- 4) The availability of many powerful lords with their own private armies;
- 5) The untimely episodes of mental illness by Henry VI.



Lancaster

+

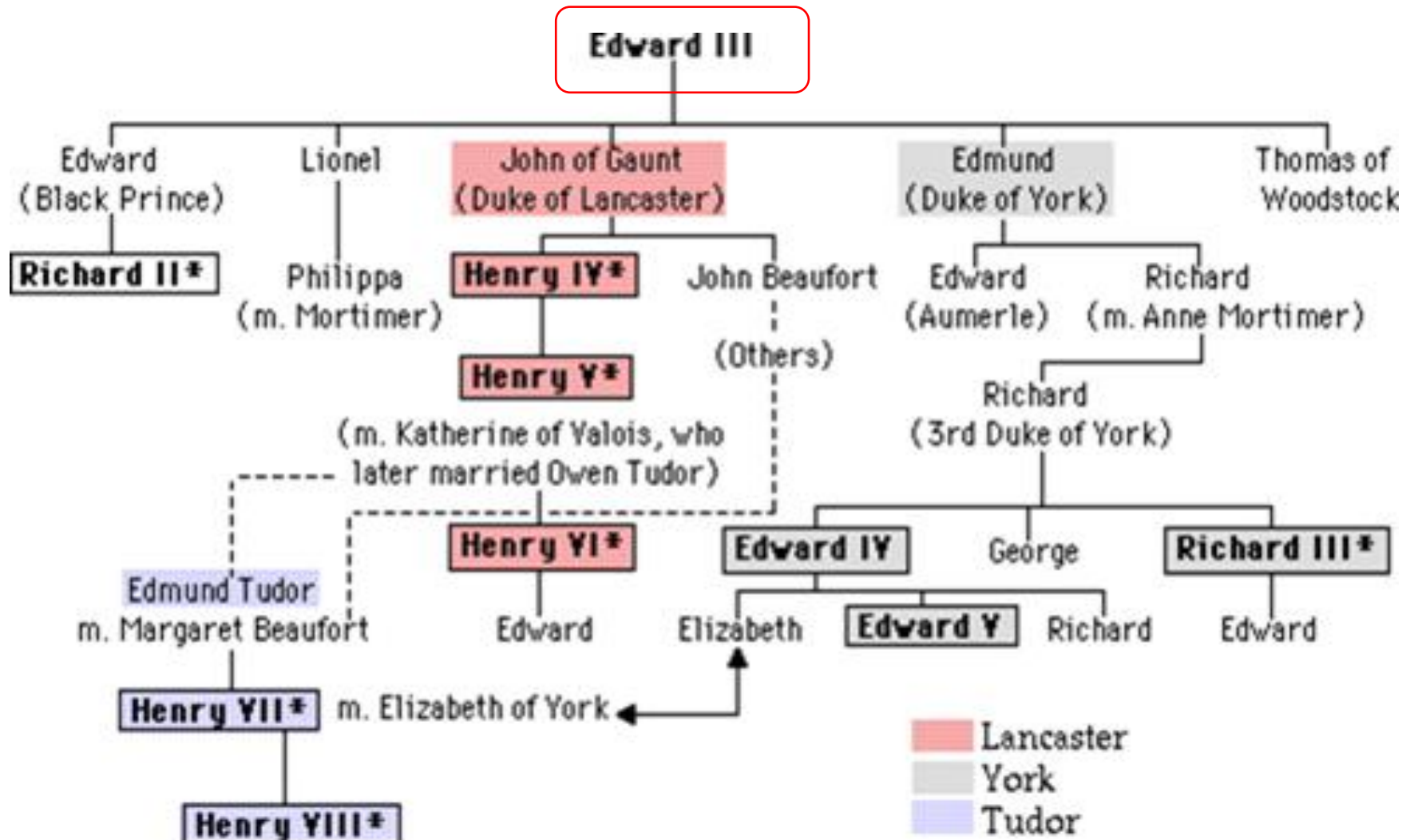


York

So what were the War of Roses about?

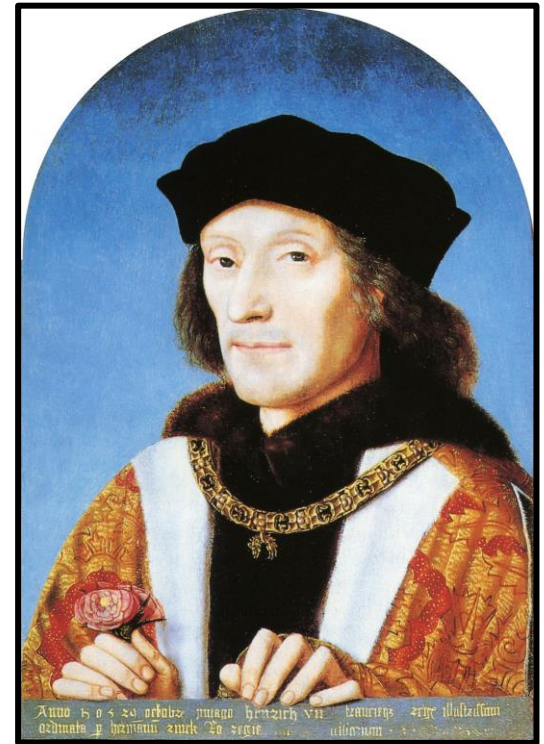
- Towards the end of Henry VI's (mental) (1422-61) reign two groups of families under the banners of 'Lancaster' and 'York' fought to control the crown.
- The most senior Yorkist, Richard, had been crowned King Richard III of England in 1483 (after his brother Edward IV died).
- Richard III was meant to become Regent (ruling on behalf of Edward's sons, but he put the princes in the tower and they "disappeared". Thus making him the King of England.

What caused the War of the Roses?



Who was Henry Tudor?

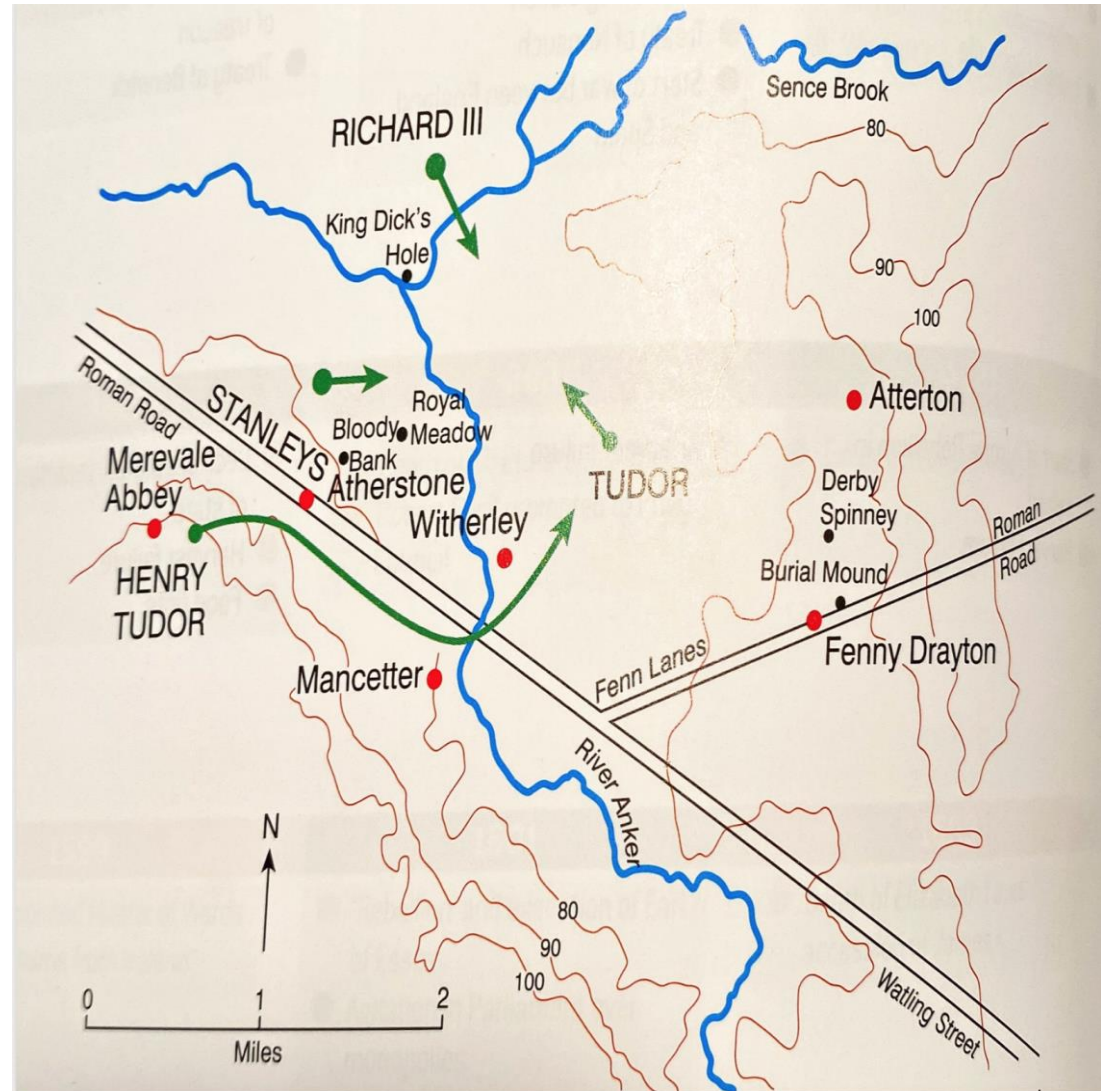
- **House of Lancaster**
- His claim comes from his mother, **Margert Beaufort**
- Spent his childhood in exile with Jasper Tudor
- **Defeated Yorkist King, Richard III** and became the first Tudor King



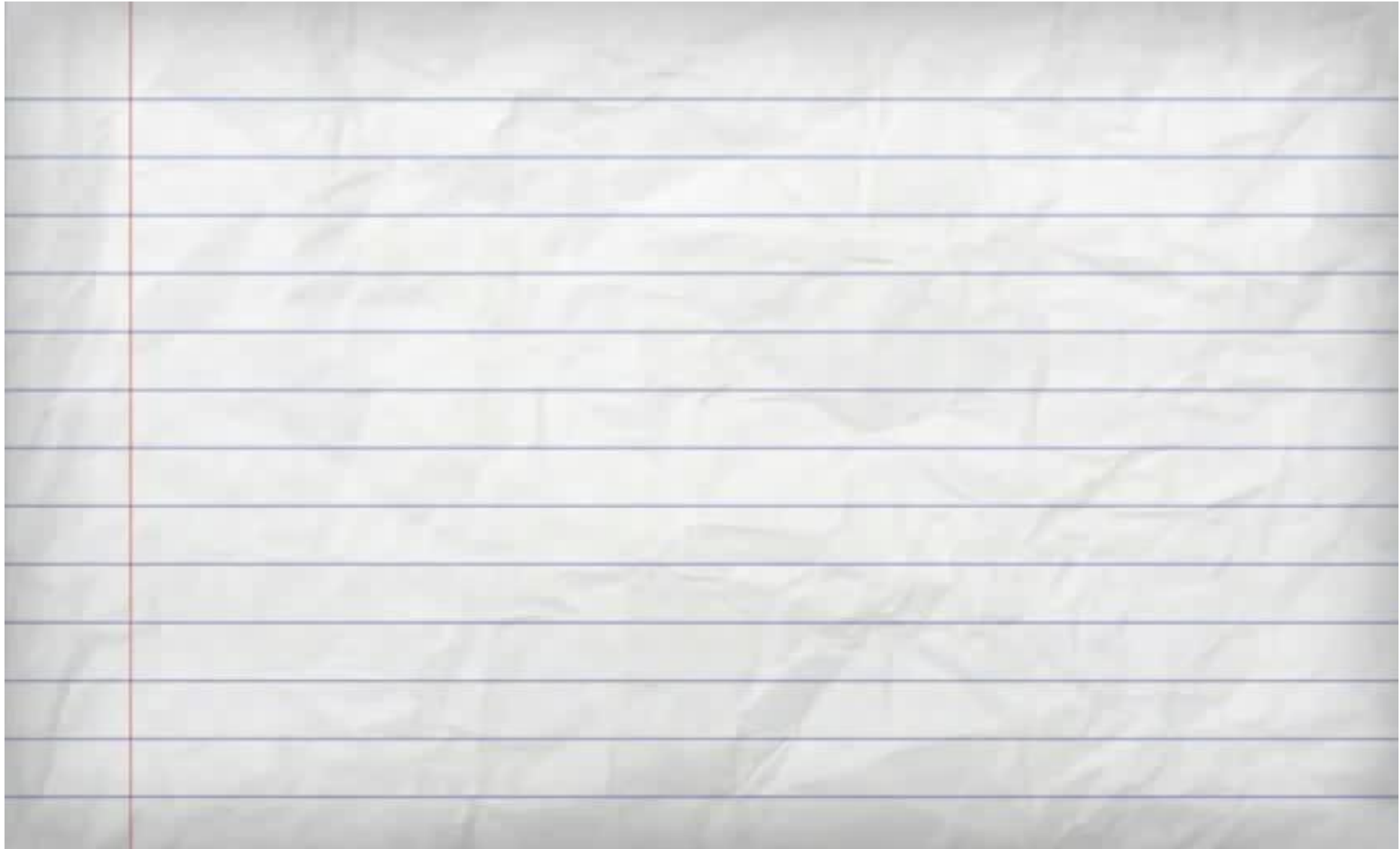
The final battle!

Battle of Bosworth Field overview

- Richard's men, 10,000-15,000 outnumbered Henry's despite the support of the Welsh of about 5,000
- It was the support of Lord Stanley, his mother's 3rd husband, that gave Henry the decisive victory



Video source 1 – write down any key pieces of information on the finale battle of the War of the Roses



Video source 2 – write down any key pieces of information on the finale battle of the War of the Roses



Battle of Bosworth, August 1485

Henry set sail from France on 1 August 1485 with a small army of English supporters and French soldiers. They landed near Pembroke in Wales and marched north and then east towards the English border. He gained the support of Rhys ap Thomas, one of the most powerful landowners in Wales, by promising to make him the Lieutenant of Wales and thereby gained more soldiers. He gained more supporters still as he marched towards Shrewsbury and then further into the Midlands. Even then his forces could not match those of Richard III who was based at Nottingham Castle.

On the morning of 22 August 1485 the five thousand-strong army collected together by Henry Tudor, Earl of Richmond, met the royal army commanded by King Richard III in battle at Bosworth Field, near Leicester. The battle was fought in the area on and around a hill near the village of Bosworth. Richard III's forces had arrived first and had gained the better position. The King had put most of his archers, protected by foot soldiers, on the hillside from where they could fire down on Henry's advancing men. Richard himself led the cavalry. However, he had not been able to count on the loyalty of all of his commanders.

Crucially, Lord Thomas Stanley (Henry's stepfather) and his brother Sir William Stanley were positioned at the north of the battle site with 4,000 men. Both men were reluctant to support Richard, who had taken Thomas Stanley's son hostage to ensure their loyalty, but they were also afraid to support Henry openly in case he lost the battle and they were ruined along with him. For the time being, they stood off to one side, weighing up what was happening. The Earl of Northumberland was also at the battle, but he too had refused to take part until the outcome was clearer.

When the battle began, Henry's foot soldiers ran towards the hill while the royal forces fired arrows at them and Richard's cavalry cut into them from the sides. Henry's forces grouped together to defend themselves and in the midst of the confusion the Duke of Norfolk, one of Richard's commanders, was killed. At this point the two sides disengaged and Henry assessed the situation. He knew that it was only a matter of time before Richard's superior forces wore his men down, so he decided to approach the Stanleys to ask them to join him.

Richard saw what was happening and led his personal guard to attack Henry as he rode out to the Stanleys. Richard came very close to success: his men killed Henry's standard bearer and nearly reached Henry himself. However, at that moment Sir William Stanley decided to take action. He ordered his cavalry to attack Richard, who was caught completely by surprise. The King was thrown

from his horse, but he ordered that another should be brought to him. Meanwhile, the Earl of Northumberland still remained off to the side of the battlefield, choosing not to protect his King.

Richard rejoined the fight, but was cut down and killed, the last English king to die in battle. Once their leader was dead, the royal forces broke up in confusion and fled.

According to the legend surrounding the battle, a soldier found Richard III's golden crown in a thorn bush near where the King had fallen. He brought it to Thomas Stanley who placed it on Henry's head, crowning him 'Henry VII, King of England' amid the fallen bodies and blood. Now that the 28-year-old Earl of Richmond had seized the crown, the Tudor family replaced the House of York as the ruling dynasty in England and Wales.

Additional Reading...

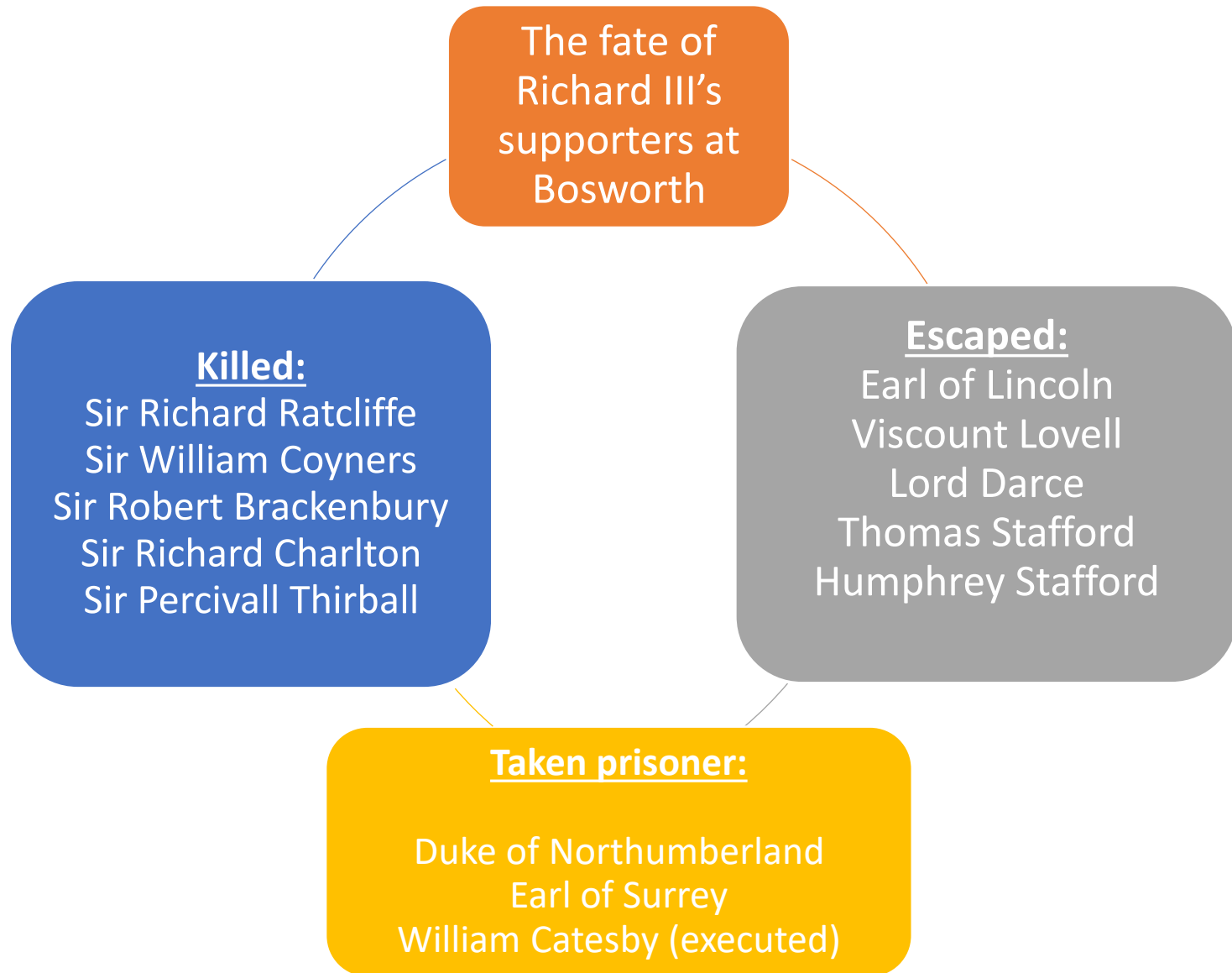
What are the strengths and weaknesses of a king who had claimed the throne through war?

Strengths

Weaknesses

Write a summary of how secure you think Henry VII is on the throne.

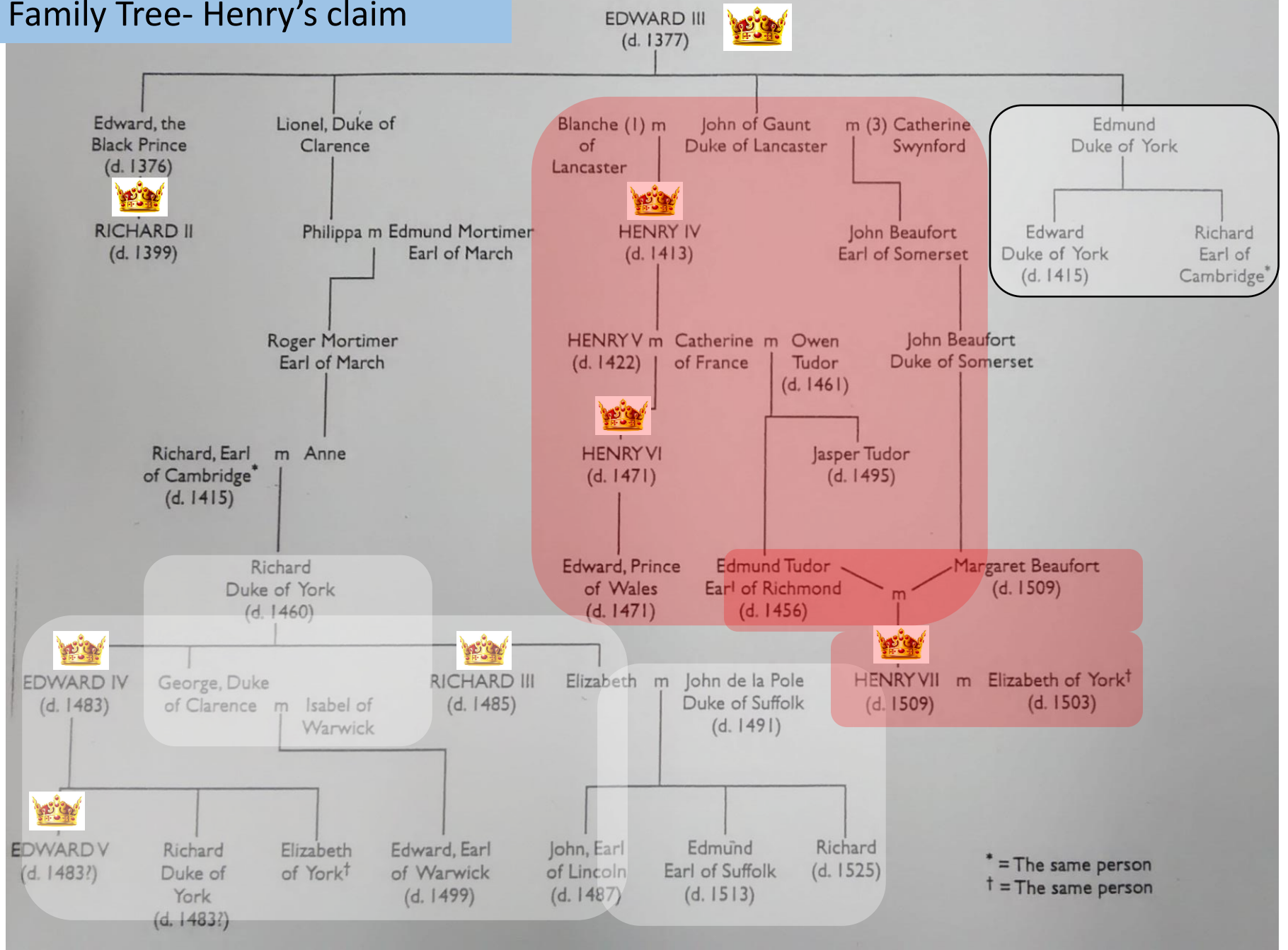
Aftermath: Richard III supporters



How would you describe Henry VII's claim to throne so far? How secure is he?

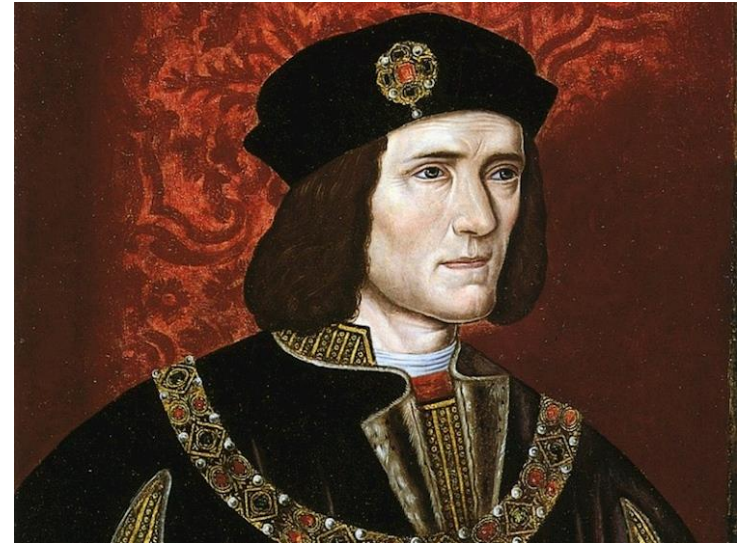


Family Tree- Henry's claim



What is the character of Henry Tudor?

- Using the information below make notes on his upbringing!
- Does he have the makings of an effective future king?



Henry VII had not been brought up to rule. In 1471, when Henry was 14, Edward IV regained power for the House of York in the Battle of Tewkesbury, in which many of Henry's relations, the Lancastrians, died or were executed. Henry fled to France, where he lived for most of the time as a fugitive in the Duchy of Brittany. To the historian Thomas Penn, Henry's ability to think like a fugitive proved to be useful political training for his future as a ruler.

Annotate, fact check and summarise!



EXTRACT 1

Henry VII's attitude to ruling was, for the most part, similar to that of his predecessors. He believed in the imposition of strong and unquestioned royal leadership. This was particularly needed in England after an interval of instability in which the authority of the Crown had been badly damaged. However, Henry's own background also made demands on him. Henry Tudor was a stranger in England when he ascended the throne, having won that throne by conquest. Thrust in this position by the events of a single afternoon, Henry had to master the realm he now ruled. Henry had no immediate relations whose services he could employ nor a reliable body of nobles he could turn to. What he did, he had to do on his own.

Adapted from Wallace MacCaffrey,
The Oxford Illustrated History of Tudor and Stuart Britain, 2000

What were Henry VII's aims?

- **His aims were to:**

- Establish and secure his right to the throne
- Strengthen royal government through better control of the nobility
- Strengthen the monarchy and the kingdom for the future by ensuring a strong financial foundation

Which one would Henry VII need to tackle first?

How might Henry go about achieving these objectives?

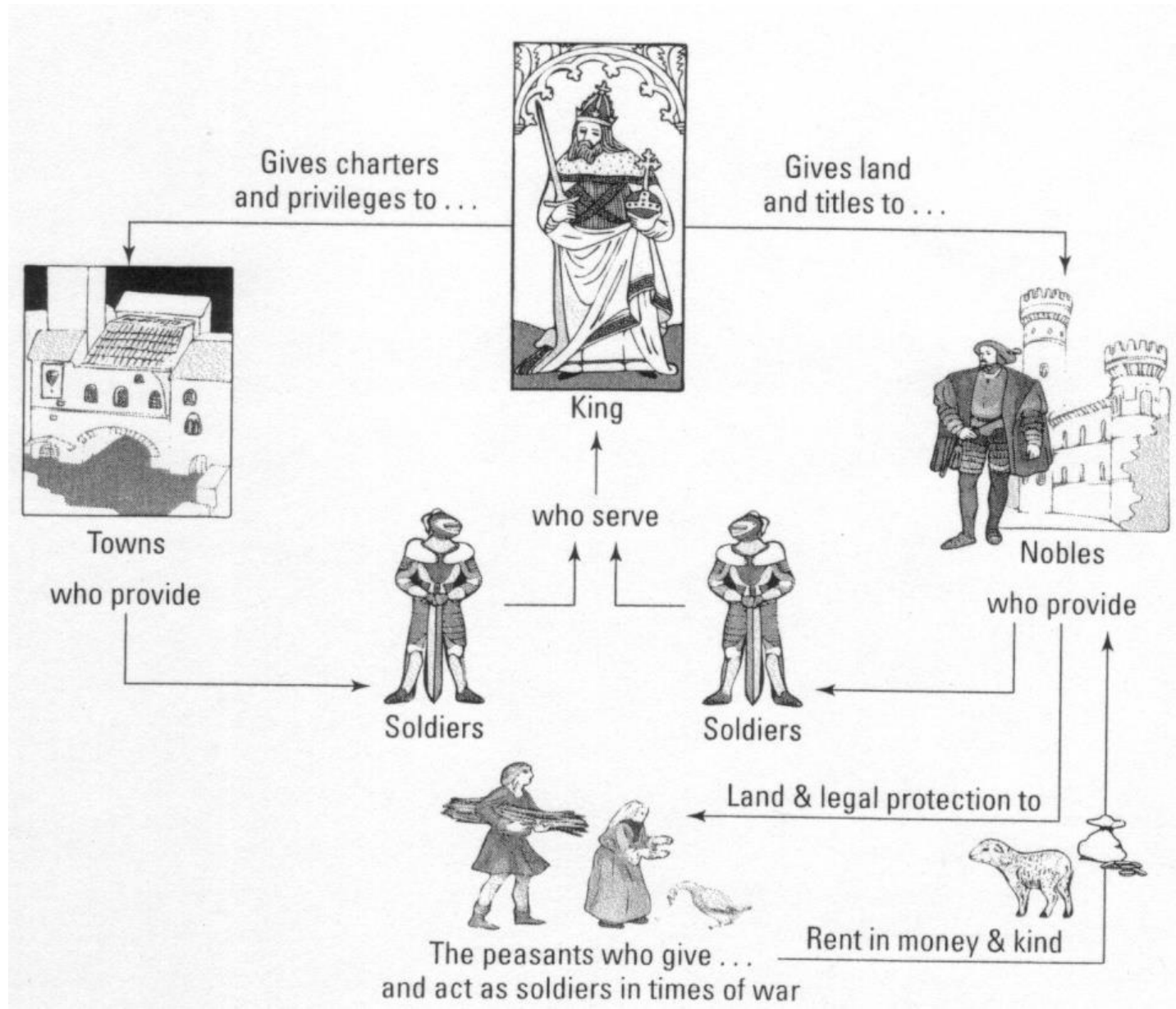
Explain in your notes which one and why...

What problems did he face in establishing his aims?

- Government by 1485 was well organised, but had come perilously close to collapse on a number of occasions during the 15th century.
- Therefore the actual authority that it had over the people of England- and more importantly, the nobility- was questionable.
- Let's look at how society was structured at this point in time!

The Feudal system!

Recreate
your own
diagram for
your notes



So what is Bastard Feudalism?

- Over mighty subjects were able to take law into their own hands.
- Nobles were able to use 'retainers' (paid person)- in return for services (military service) they could be rewarded with local office or grants of land as well as payment.
- This could lead to some nobles creating potential armies.
- **How could relations between king and nobility cause problems in medieval England?**

What would you do?

Problem	My advice to Henry + Reason for advice
<p>The York family are angry at the death of Richard III and may be looking for revenge</p>	
<p>Some of the country's land-owning barons are very powerful and wealthy. They also keep private armies.</p>	
<p>The poor finances of the Crown which had been depleted by wars at home and abroad. So there is not much money for weapons, armies, houses and palaces.</p>	
<p>The uneven control that the Crown had over the kingdom: stronger in the more populated areas of the south and east, but looser in the borderlands, especially with the lack of a developed system of local administration</p>	

Extra research:

- <https://www.youtube.com/watch?v=1ZKruLTJQ2Y>
- We are going to watch a documentary about Henry Tudor. It will cover his claim to the throne and the Battle of Bosworth
- As we watch, make notes



Henry VII - Father of the Tudors Documentary

178K views · 2 years ago



The People Profiles ✓

The script for this video has been checked with Plagiarism software and scored 1% on Grammarly. In academia, a score of below ...

CC

Review: true or false

1. Henry's claim comes through his maternal side
2. Henry lived out his years in exile in Belgium with his
3. Richard III was seen as unpopular due to the missing Princes in the Tower
4. Elizabeth Woodville and Margaret Beaufort agreed to marry their two children
5. Richard III had a smaller army than Henry
6. Lord Stanley gave Henry the upper hand and helped him win the battle