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Insight

A window into the fifteenth century



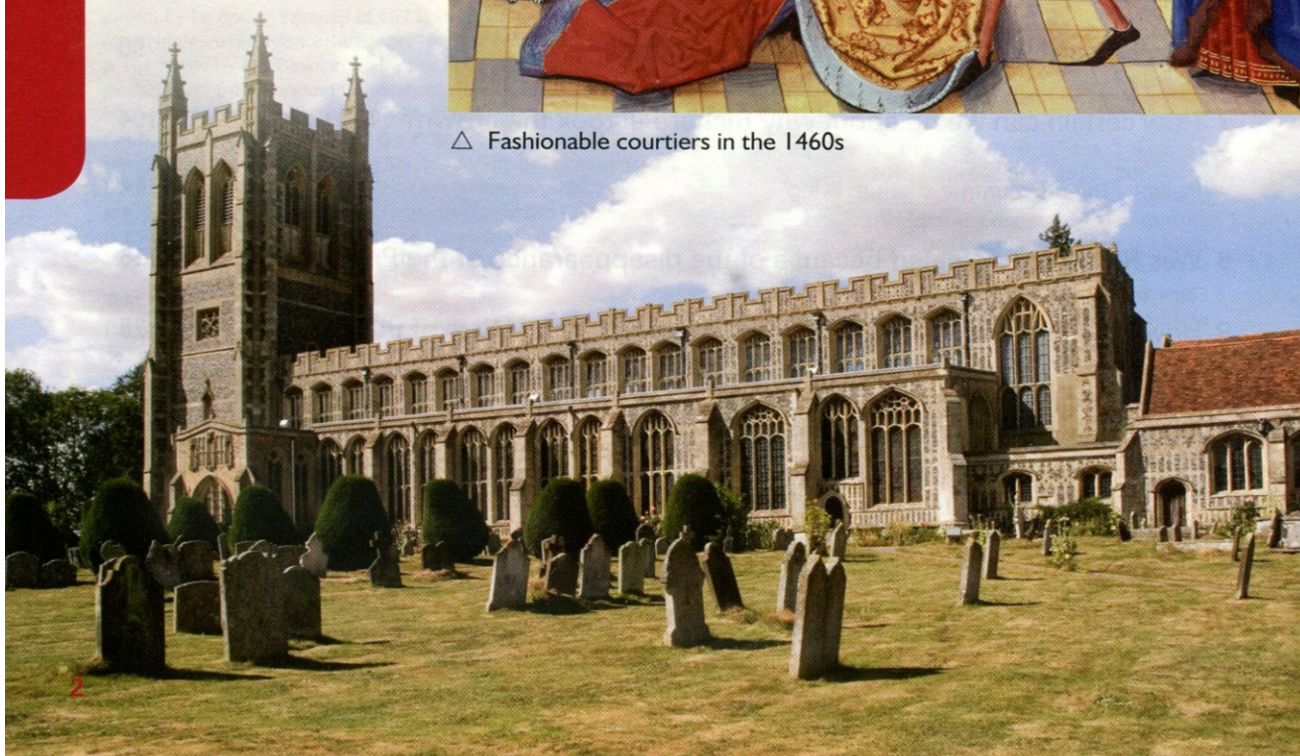
△ An everyday jug from the late 1400s

We cannot visit the fifteenth century but we can catch glimpses of it through objects like these which were everyday sights for the people who lived in the time of the Wars of the Roses. These objects help us understand the ideals and interests of those people. The items are a reminder of their intelligence, literacy, wealth and beliefs. It would be quite wrong to think of them as 'thugs in armour'.

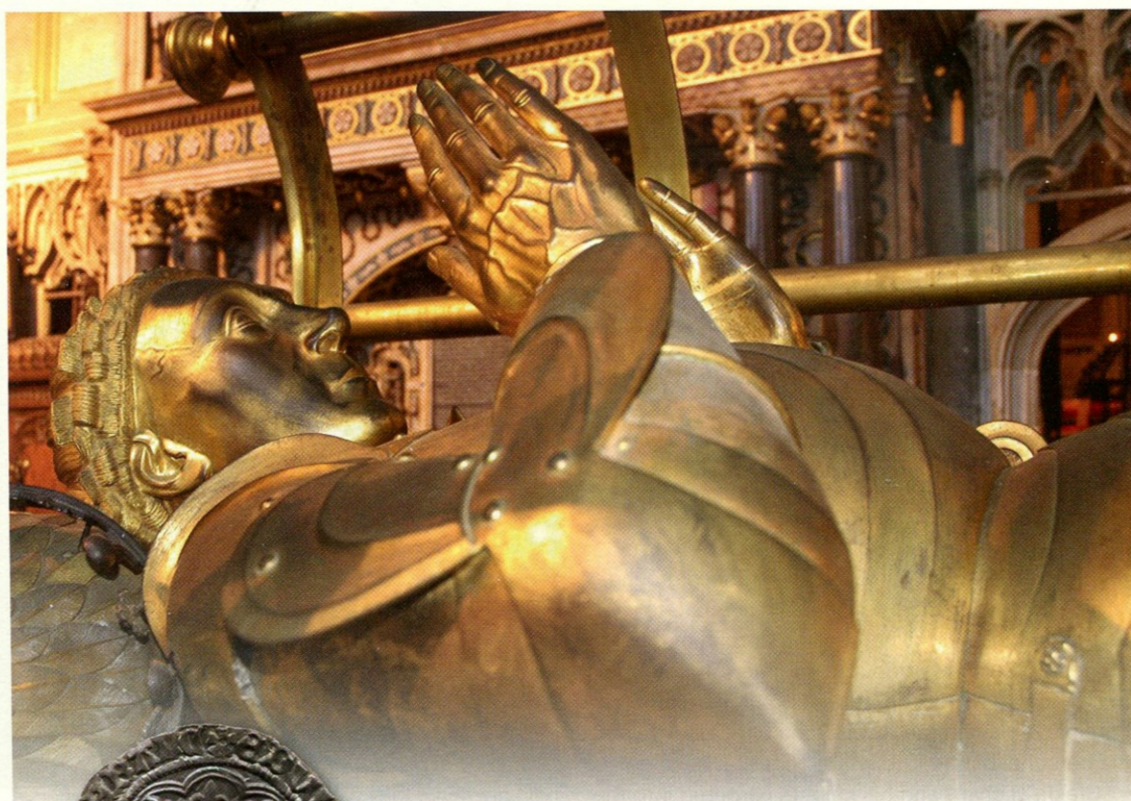


△ Fashionable courtiers in the 1460s

▽ Long Melford Church, Suffolk, much rebuilt in the 1400s



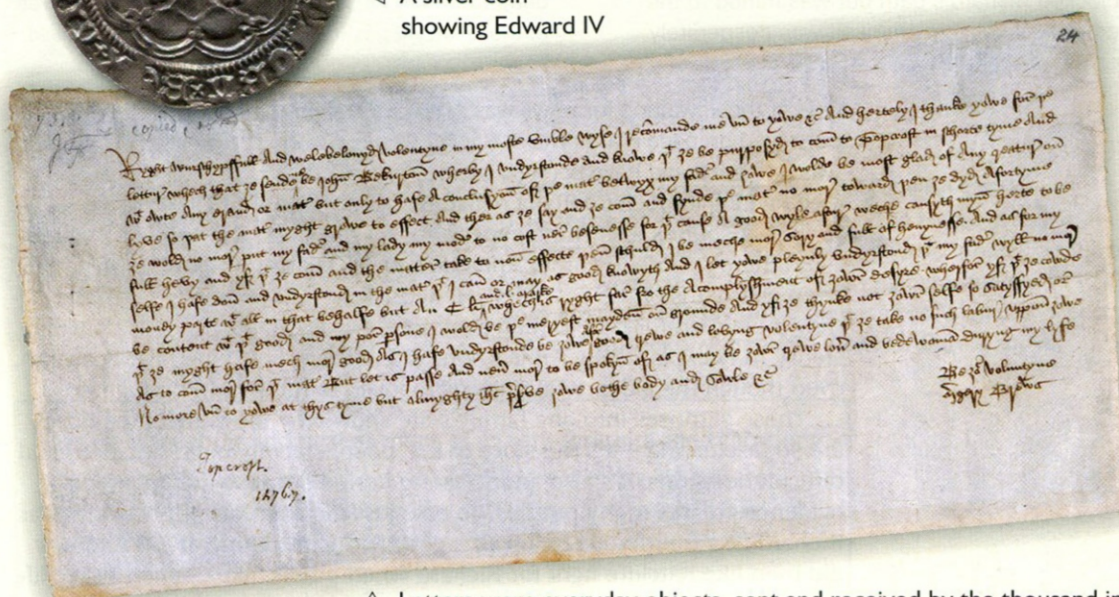
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△ The effigy of Richard Beauchamp, Earl of Warwick who died in 1439: not just armour but a beautiful work of art



◁ A silver coin showing Edward IV



△ Letters were everyday objects, sent and received by the thousand in an increasingly literate society. This 'valentine' letter is from 1477

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Henry VIII and his ministers

Visible learning: Getting better at History – why are we making learning visible?

This book does not just tell you about Henry VIII and his reign. It also helps you get better at History and achieve the best possible grade in your exam. We have already begun on pages 6-7 by highlighting the importance of identifying all the key individuals and giving you tasks to get to know them. Confusing individuals is a common mistake students make.

However, what do you do when you meet new information and feel puzzled? This is what to do:

Think about why you're puzzled and **identify** the problem. Then admit there's something you don't understand and tell your teacher. The result – your teacher helps you sort out the problem, your confidence increases and you do well in your exams.

Admitting you are puzzled means you are taking responsibility for your own learning and your own success. We emphasised one very important word – identify. You cannot get better at History unless you identify exactly what you don't understand. To put that another way, you have to make a problem visible before you can put it right.

The value of visible learning

The things we get wrong and then correct are often the things we remember best because we've had to think harder about them. Saying 'I don't understand' is the first step towards getting it right.

1.4 The importance of religion in the early 1500s

Another common mistake made by students is to underestimate the importance of religion in the sixteenth century. Many people died during Henry's reign because of their devotion to their religion.

Angels weighing the souls of the dead

Ladder to Heaven with sinners failing to climb to Heaven



Devils boiling murderers over a fire

THE IMPORTANCE OF RELIGION?

- 1 Which events on pages 4-5 demonstrate the importance of religious beliefs to people?
- 2 What is the message in this painting?
- 3 How does the painting help to explain why people were prepared to die for their religious beliefs?

▲ Medieval churches displayed paintings of the **Last Judgement** where people could see them throughout services. The message was clear – people who had led good lives went to heaven to be with Jesus for eternity, but the torments of hell awaited all sinners and people who did not follow the right religion. People in the sixteenth century believed that their souls would go to heaven and hell for all of eternity, depending on how they had behaved in this life.

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1 Was Henry VIII really a great and successful king?

The beliefs and features of the Roman Catholic Church

By the time Henry became king in 1509 England had been a Catholic country for nearly a thousand years. Religion played a central part in daily life. Most people went to church every Sunday and all the important rituals of their lives were linked to the Church, including baptisms, marriage, holy days and harvest festivals. The Church was the centre of community life and supported the people through hardship. Many people were employed by monasteries, which also provided food and other help for the poor and elderly. Religion also gave people hope, not only during this life, but by teaching that leading a good life would ensure eternal **salvation**. Not surprisingly, people thought their beliefs were the right ones and all others were wrong.

The head of the Church

The Pope in Rome was head of the Church. There was also a hierarchy of cardinals, archbishops and bishops to help the Pope govern the Church. Therefore, in theory, English people were expected to be loyal to both their monarch and the Pope.



Decoration and music

The appearance of the church was almost as important to people as the type of service they listened to. Catholic churches were built to show the glory and majesty of God and were as elaborate and expensive as possible. They were filled with stained glass windows, statues, pictures, murals, wood and marble carvings and were dominated by huge **altars** and organs. Many people, not only the rich, left money in their wills for church decorations.



The Roman Catholic Church

Church services

The Bible was only available in Latin and read only by priests. Church services were also in Latin, even though people did not understand the words. They were used to hearing and repeating the rhythms of the words and took comfort from this tradition. Catholics believed that a miracle took place during **Mass** when the bread and wine given to the people were turned into the body and blood of Jesus through the powers of the priest.



Priests and their robes

Catholic priests wore richly decorated robes called vestments. This was an important part of celebrating God.



THE ROMAN CATHOLIC CHURCH

Complete a diagram like the one below, summarising the key features of the Roman Catholic religion.



PAGE 11

1 Was Henry VIII really a great and successful king?

INTRODUCING HENRY

1. Choose two words to describe the image of Henry VIII as shown in the portrait on page 3.
2. Which details or aspects of the portrait give you these impressions?
3. What questions do you want to ask as you look at this portrait?



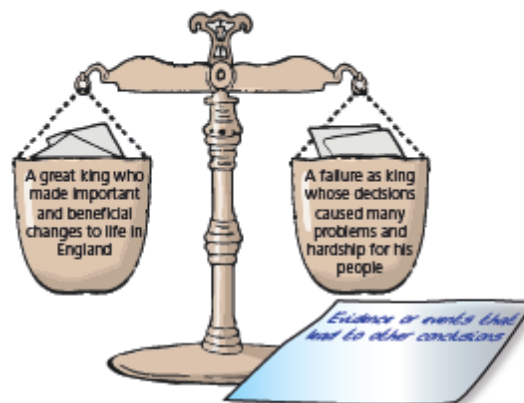
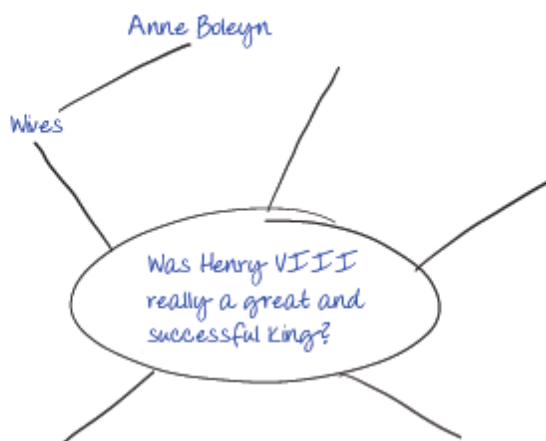
1.1 What do you already know about Henry VIII?

Henry VIII is the most famous monarch in English history. When people think about Henry VIII, the picture on the opposite page is the image almost everyone has in their minds. This is Henry in 1536 when he was 45 years old, seemingly at the height of his majesty and power. This portrait is certainly intended to portray Henry as a great king, a king whom no one would dare to challenge, a king whose successes rang around Europe.

This book explores whether Henry really was a great and successful king. The activities on this page identify what you already know and think about Henry.

CURRENT IDEAS ABOUT HENRY VIII

1. Work with a partner. Complete a mind map like the one below with as much information as you already have about Henry VIII. Use your memory, not books. The best way to start is to jot everything down in rough, then organise it into a pattern on the mind map. What, for example, might be the main themes or topics to go on the map?
2. Now think about your answer to the question below. Draw your own large version of the scales diagram below and add to it all the evidence you have on your mind map.
3. Write a short answer to the question on the mind map, identifying what you currently think about Henry. At the end of each section of the book you will have the chance to review your answer.



Identifying what you already think

It may seem strange to begin by answering the question that acts as the main thread in this book. However, it is always important to identify what you already know – or think you know – when you begin a new topic. This can give you confidence that you do have some useful knowledge already. It also identifies your 'preconceptions', the ideas you have

already (for example, you may think that Henry was hugely successful). Research suggests that, unless you identify these ideas, they can stay in your mind and dominate the way you think about the topic even if the evidence suggests you may be wrong. So be careful – keep thinking and remember that in History it is OK to change your mind as you learn more.

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1 Elizabethan England – England's 'Golden Age'?

1.3 Who's who and what did they do?

You will meet many people in this book and you need to know more than just their names. You need to know what they did and the impact they had on events during Elizabeth's reign. This information is essential for explaining why things happened in Elizabethan England.

You will not remember them all straightaway, but you can make a good start by completing the activity below and then keep working at remembering who's who. After a while, you will be surprised how well you know 'who's who'.

WHO WAS WHO IN ELIZABETH'S REIGN?

1. Draw your own copy of the diagram on these two pages. Find out what each person did and their religion, by looking them up in this book, and add a brief description to your chart.
2. If there is something special about a particular person or group's relationship with the Queen, write that along a line drawn between Elizabeth and the person or group.
3. Some of the people here are shown in silhouette form rather than portrait. Can you suggest why this is?



PAGE 12-b

1 Elizabethan England – England's 'Golden Age'?

You could do this activity physically in the classroom, using ribbons or string, with each of you 'playing' one of the characters and telling the others who you were, which other people you were connected to and what your role was in Elizabeth's reign. If you are brave enough, you could also explain what you thought of Elizabeth!



The Pope



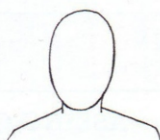
Mary Queen of Scots



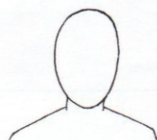
Philip II



Earl of Westmorland



Roberto Ridolfi



Francis Throckmorton



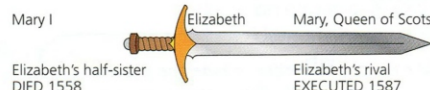
Anthony Babington

Confusion warnings!

Confusion over names is a common problem for students. Here are two examples:

- A.** There were two Queen Marys in the sixteenth century.
1. Mary I of England, also called Mary Tudor. She was Elizabeth's half-sister and ruled England before her, from 1553 to 1558.
 2. Queen Mary of Scotland, also called Mary, Queen of Scots. She was Elizabeth's cousin. She ruled Scotland from 1560 to 1568. In 1568 she was imprisoned in England.

Remember – Mary I had died before Elizabeth became Queen. It was Mary, Queen of Scots who was alive and dangerous throughout Elizabeth's reign.



- B.** Some people are known by two different names! Robert Dudley was the Earl of Leicester, and some books call him Dudley, while others refer to him as Leicester. You need to know that this was the same man. In your diagram from the activity on page 6, make sure you include a person's title as well as their name.

KEY TOPIC 2 William I in power: Securing the kingdom, 1066-87

5.2 Your enquiry: How did William secure control?

This chapter explores English resistance and rebellions – and also the methods used by William to establish and maintain control of England. You will explore one major enquiry question:

How did William secure control over England?

- There are four mini enquiries which contribute to this major question:
- 1 How did William try to control England 1066-67?
 - 2 Why did rebellions break out and then fail?
 - 3 What were the consequences of English resistance 1067-87?
 - 4 Why did the Revolt of the Earls break out in 1075 and then fail?

Keeping track of the major enquiry question

At the end of each mini enquiry you will complete an activity that links back to the major enquiry. You will add notes to the Knowledge Organiser below, identifying William's methods of securing control and the effects of these methods.

Create your Knowledge Organiser on a large piece of paper and use it to summarise the key points. In addition, the individual tasks in this chapter will help you build up more detailed notes on each topic.

William's methods of establishing control in England	Examples or evidence of each method	How did the method help William?	How did the method lead to problems or more problems for William?

DECISION TIME: WILLIAM'S EARLY DECISIONS

Here are three decisions that William faced. What would you advise William to do? Explain the reasons for your advice.

- 1 Some important English leaders are alive – Edwin, Morcar and Edgar Aethling. Should you:
 - a) execute them immediately
 - b) imprison them, perhaps in Normandy
 - c) let them keep their lands and titles and live as before?
- 2 What should you do about the two archbishops – Stigand of Canterbury and Aldred of York?
 - a) Replace them with Norman bishops and imprison them in monasteries.
 - b) Remove Stigand but allow Aldred to remain Archbishop of York so he can crown you as king.
 - c) Leave both men as archbishops and have Stigand crown you as king, as he had crowned Harold.
- 3 How will you treat the English people as you travel towards London? You do not know if Londoners will fight to stop you entering the city.
 - a) Treat people leniently and avoid destruction of homes and property.
 - b) Order your men to destroy homes, property and farms and kill anyone who opposes you as you head for London.

Visible learning

The value of decision-making activities

In Key Topics 2 and 3 you will be asked to take decisions as if you were William or other individuals. These decision-making activities help you learn more effectively:

- Thinking carefully about which choice to make helps you to understand the situation more thoroughly and helps embed it in your memory. Information has more chance of sticking in your memory if you are interested in and enjoy the task.
- Thinking about the choices people had helps you understand that choices were difficult and events could have turned out differently. They were not inevitable. This gives you better understanding of the complexity of situations.

REMEMBER: in decision-making activities such as the one above it's not the choice that helps you learn but thinking about and explaining your choice.

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6 Thomas Cromwell, 1534–40

After Anne Boleyn's death, Thomas Cromwell served as Henry's Chief Minister for another four years, supervising rapid changes in government and in religion including the Dissolution of the Monasteries. Cromwell steered England through this period of change and he was richly rewarded by Henry. However, in 1540 everything went wrong for Cromwell. In less than two months, Cromwell was first arrested and accused of treason, then executed. His rise and his fall were as dramatic as Wolsey's had been.

This chapter is divided into two enquiries:

Enquiry 1: Did Cromwell make the King's government more effective?

Enquiry 2: Why was Thomas Cromwell executed in 1540?

6.1 Cromwell's reforms of the King's government

Cromwell's job was to make Henry's government more effective. This meant making sure that:

- crimes were punished effectively throughout the kingdom
- all regions of the kingdom were under control
- the King had money for war and other expenses
- Parliament passed the laws that were needed and did not oppose the King.

Decision 1: Crime and justice

There were areas in the country where the King's officials could not arrest criminals. These places sometimes included churches, where criminals could take **sanctuary** and be free from arrest. Should Cromwell:

- a) allow this to continue to avoid offending the Church even more?
- b) make reforms to ensure criminals could be arrested everywhere?
- c) ignore this issue because it was more important to focus on religious reform and dealing with the opponents of religious reform?

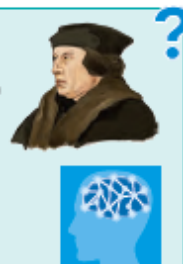
Decision 2: Royal power

The King did not have complete control throughout his kingdom. In places distant from London (Wales, Ireland and the North of England) there was lawlessness or the risk of rebellion. Should Cromwell:

- a) make changes to give the king complete control in these areas?
- b) do nothing because of the cost of taking control?
- c) make some changes which reduced the danger of rebellion?

CROMWELL'S DECISIONS

This activity introduces four ways in which Cromwell tried to make Henry's government more efficient. Which options would you take in Cromwell's shoes – and why? Thinking about the reasons is the purpose of this activity.



Decision 3: Royal finance

Henry needed money, especially to pay for defence as there was great anxiety about an invasion by Catholic countries. Which of these actions should Cromwell take?

- a) Sell off the lands taken from the monasteries to fill the King's war chest quickly.
- b) Keep the monastery lands because rents paid by farmers would continue to give the King income.
- c) Leave monasteries as they are to reduce opposition and the possibility of invasion.

Decision 4: Parliament

Parliament was meeting more often but some MPs did not like the religious changes. Should Cromwell:

- a) record how MPs voted so they felt under pressure to vote the way Henry wanted?
- b) interfere in elections to make sure the elected MPs would support the religious changes?
- c) warn lords not to attend Parliament if they were going to oppose the King?

- the effectiveness of the reform of each individual area
- which area or areas were reformed most effectively.

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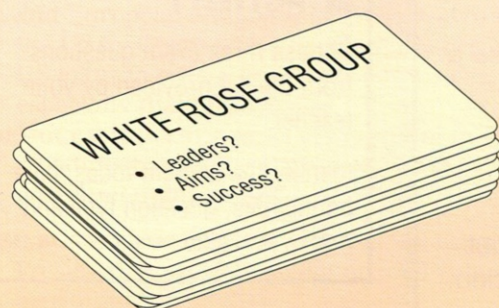
Putting it all together

■ Living graphs

Living graphs can help summarise topics in a way that actively engages your brain. Look at the living graph you produced in Section 2.3 to explore how Hitler became a dictator. Most students would find it easier to remember that in an exam than a list of bullet points. You could use a similar method to sort out the key points in Sections 2.1 and 2.2.

■ Flash cards

Flash cards summarise key events or topics on small cards like this:



■ Quizzes

You need to test yourself regularly during the run-up to the exam. If you do not trust yourself get someone else to test you! Revision does not have to be boring. Try to make it as much fun as possible by designing quizzes and games.

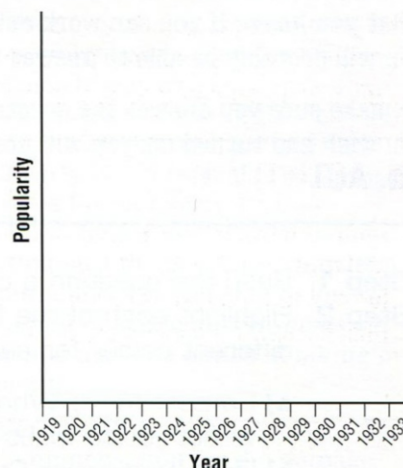


■ ACTIVITY 3

3 Produce a living graph like this which plots the popularity of the Nazi Party from 1919 to 1933.

4 Produce a living graph which plots the popularity of the Weimar Republic from 1919 to 1933.

5 Compare the two graphs. What pattern can you see?



You could also convert this into a 'walking graph'. Mark out the graph on the floor and you and your class become the graph. Your teacher can tell you how to do this. It is often easier to remember something active that you have done.

■ ACTIVITY 4

6 Work in groups. Each person in the group writes 24 questions – three quiz questions on each of the eight key sections in this book. Use your quiz to test other people in your group.

7 Design a revision game for Germany 1918–1945. You could produce it in the style of 'Who wants to be a Millionaire?', where the questions gradually get harder, or in the style of 'The Weakest Link'.