

Accredited

# AS and A LEVEL

*Delivery Guide*

H105/H505

# HISTORY A

Theme: The Early Tudors

August 2015



**OCR**  
Oxford Cambridge and RSA

We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website ([www.ocr.org.uk](http://www.ocr.org.uk)) and this may differ from printed versions.

Copyright © 2015 OCR. All rights reserved.

#### Copyright

OCR retains the copyright on all its publications, including the specifications. However, registered centres for OCR are permitted to copy material from this specification booklet for their own internal use.

Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered company number 3484466.

Registered office: 1 Hills Road  
Cambridge  
CB1 2EU

OCR is an exempt charity.

## **CONTENTS**

Introduction	Page 4
Curriculum Content	Page 5
Thinking Conceptually	Page 6
Thinking Contextually	Page 7
Learner Resources	Page 13



# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## KEY



Click to view associated resources within this document.



Click to view external resources



AS Level content only



# Curriculum Content

## Unit Y106: England 1485–1558: the Early Tudors British Period Studies: England 1485–1547

Key Topics	Content Learners should have studied the following:
<b>The government of Henry VII and threats to his rule</b>	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.
<b>Henry VII's foreign policy</b>	England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.
<b>Henry VIII and Wolsey</b>	Henry VIII's personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey's role in foreign affairs; Wolsey's administration of government, finances, law and social reforms; the Church and its condition under Wolsey; the divorce and Wolsey's fall.
<b>The reign of Henry VIII after 1529</b>	Religious change and opposition, religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.



# Thinking Conceptually

## Approaches to teaching the content

It is possible to approach this topic in a variety of ways.

- There are a series of major figures throughout the period. These can be used to link the period together and provide a coherent thread. Most obviously there is a clear contrast between the personalities of the two King Henrys. Figures such as Margaret of Burgundy, Simnel and Warbeck through to Wolsey, Cromwell, Margaret of Guise, factional figures from the 1540s and others provide a means of humanising and dramatising the events of the period.
- The individual personalities of powerful figures, most obviously Henry VIII, had a particularly strong influence on events in the early Tudor period. There is a clear link between personalities and events.
- In addition, connections can be drawn between the extensive reforms of the period and their significance in the development of modern British government. For example, the reforms of Cromwell as opposed to those of Wolsey.
- The massive amount of scholarly material on the early Tudors provides starting points for investigative work through which students can investigate historians' ideas and evaluate their arguments. Good candidates for this include the works of Elton on Cromwellian reforms and David Loades or Lucy Wooding, but there is a very wide choice.
- There is also a wide range of Tudor material in popular culture, with shows such as the BBC's *The Tudors* or *Wolf Hall* (either in literary or televisual form) providing means of introducing topics and key figures. These can also be assessed for their historical accuracy as a summary and review task.

## Common misconceptions or difficulties students may have

Students initially often have difficulty with understanding the world of the Tudors. This is a particular challenge in relation to foreign policy for students used to conceptualising Europe in terms of modern nation states. For example, understanding why France might be at war with Burgundy, which many will assume is just an area of France. Similarly, the concept of the Holy Roman Empire is challenging for some students.

Also, the concept of a personal monarchy rather than working for the public/the country as a political motivation is initially challenging. Likewise, the concept of factions and factional power emanating from the person of the King will need careful introduction.

Where students are not familiar with the Wars of the Roses (highly likely) this may also need to be taught to contextualise the early reign and actions of Henry VII, and Henry VII's desperate desire for a son.

## Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

This section develops key conceptual historical skills, which link directly to the other periods of study and enquiry. Students could also use it as the basis for their topic based essay, as there are many areas which merit wider investigation.



# Thinking Contextually

The public interest in the Tudor period leads to a wide range of popular culture focused on the Tudors, with films, popular fact-based fiction and a strong sense of the Tudors in 'popular' history, especially in televisual documentaries. These can be used to push and challenge learning.

Additionally, there is a wide range of contradictory secondary opinion and key debates in Tudor historiography, much of which has been contentious. An example would be the work of Geoffrey Elton on Cromwell's 'revolution in government' and the challenges to this thesis that have emerged, which can be investigated and contrasted.

It is generally possible to break down bigger topics into a range of smaller areas, which can then be assessed and evaluated against each other. For instance, 'How was Henry VII able to maintain power after 1485', which can be broken down into a range of factors that can then be evaluated in a number of ways:

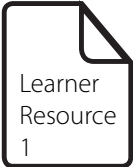
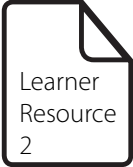
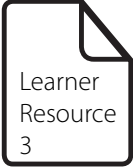
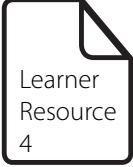
- ranking
- divide them into significant factors and insignificant changes
- significance ratings
- 'spectrum of significance'

All of these exercises challenge students to come to an evaluative judgement, which then develops essay and analytical skills.

Employ tasks differentiating between two sides of an argument. For example, 'Was Wolsey's fall from power due to issues with divorce or court factionalism?' beginning with sorting key information culminating in a 'Washing line task'.



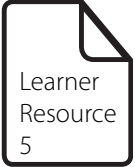
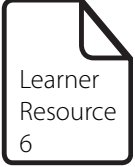
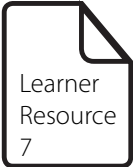
# Thinking Contextually

Activities	Resources
<p><b>Activity 1: Learner Resource 1</b></p> <p>This task is aimed at assessing how successfully Henry VIII was in meeting his initial aims by 1529 (marking the fall of Wolsey and the key events in foreign policy). Students should use their knowledge to assess, on a scale of 1–10, how far Henry had met his aims as King. This leads students to making evaluative ‘value’ judgements on each area, and then having to support these with a written explanation, developing essay writing and evaluative skills.</p>	 <p>Learner Resource 1</p>
<p><b>Activity 2: Learner Resource 2</b></p> <p>Sources taken from <i>Edexcel GCE History – Henry VIII: Authority, Nation and Religion 1509–1540</i> by Alastair Armstrong. Students should use the sources to investigate the relationship between Henry and Wolsey, and use these to assess the extent of Wolsey's power. This could also lead to work on historical skills and use of sources, and could form an introduction to Wolsey and his ascendancy, and the Henry VIII and Wolsey section of the specification.</p>	 <p>Learner Resource 2</p>
<p><b>Activity 3: Learner Resource 3</b></p> <p>This resource is a structured essay task to develop students structured writing skills and leads students to approaching essay writing in a systematic manner. This is particularly important for lower ability students and those who are less confident structuring essays at an A Level standard. Each paragraph leads to a judgement line, to create the idea that historical essays should include judgement throughout rather than lapsing into description.</p>	 <p>Learner Resource 3</p>
<p><b>Activity 4: Learner Resource 4</b></p> <p>This is a significance-based exercise to consider why Henry VIII sought an annulment from Catherine of Aragon, and introduces the idea of relative significance. Students should assess how significant each factor was. The higher the factor is placed on the spectrum, the more significant it is. The middle is not available to students to force them to make a judgement as to whether a factor was significant or not, and to avoid their using a 50/50 judgement as a way out of this.</p>	 <p>Learner Resource 4</p>





# Thinking Contextually

Activities	Resources
<p><b>Activity 5: Learner Resource 5</b></p> <p>These sort cards are in relation to the transition between Henry VII and Henry VIII. Students can categorise them into those relating to each King. This highlights the difference in personality and attitudes of the two kings, and the role of the ruler's personality in determining the nature of Tudor monarchy.</p>	 <p>Learner Resource 5</p>
<p><b>Activity 6: Learner Resource 6</b></p> <p>This activity can be completed either with students having already compiled their own timelines of foreign policy or by using a textbook resource, such as pages 148–149 of <i>The Early Tudors 1485–1558</i> by Samantha Ellismore and David Hudson. Students should make a graph of the success of Henry VIII's foreign policy, with 10 representing complete success and 0 representing complete failure. This investigates change and continuity and then challenges students to identify the key turning point events of the period, using their graph.</p>	 <p>Learner Resource 6</p>
<p><b>Activity 7: Learner Resource 7</b></p> <p>This activity is designed to categorise the information relating to Geoffrey Elton's hypothesis of a revolution in government, and to lead students to investigate the strength of each side of the debate, based on a diagram in <i>Introduction to Tudor England 1485–1603</i> by Angela Anderson and Tony Imperato. This textbook could be used to support students in gathering information and could be used to create sort cards to go into the boxes or as a source of information, depending on the ability or needs of classes. This could also be a means of differentiation.</p>	 <p>Learner Resource 7</p>



# Thinking Contextually

## Extended specification

<b>The government of Henry VII and threats to his rule</b>	Henry's claim to the throne	<ul style="list-style-type: none"><li>• The Wars of the Roses</li><li>• Margaret Beaufort</li><li>• Henry VII's background</li><li>• The Battle of Bosworth</li></ul>
	Opposition to Henry VII	<ul style="list-style-type: none"><li>• Thomas Lovell</li><li>• Yorkist opposition</li><li>• Stafford and Suffolk</li><li>• the Pretenders</li><li>• Simnel and Warbeck</li></ul>
	Relations with the nobility	<ul style="list-style-type: none"><li>• Rewards and punishments</li><li>• Fines and bonds</li><li>• Acts of Attainder</li><li>• Maintaining control</li></ul>
	Royal Government	<ul style="list-style-type: none"><li>• Royal finances and their administration</li><li>• Opposition to taxation in Yorkshire and Cornwall</li><li>• Administration</li><li>• Councils</li><li>• Local government and parliament</li></ul>



# Thinking Contextually

<b>Henry VII's foreign policy</b>	England's position in Europe in 1485	<ul style="list-style-type: none"> <li>• Relations with:               <ul style="list-style-type: none"> <li>- Burgundy</li> <li>- France</li> <li>- Scotland</li> <li>- Spain</li> </ul> </li> </ul>
	Henry VII's aims	<ul style="list-style-type: none"> <li>• Connection between foreign and internal security</li> </ul>
	Key events and actions	<ul style="list-style-type: none"> <li>• Treaties of Medina del campo, Redon, Etaples and Ayton</li> <li>• Marriage negotiations</li> <li>• Trade agreements, including Magnus Intercursus and Malus Intercursus</li> <li>• The Britany Crisis, the Italian Wars and the Castillian Crisis</li> <li>• Scotland</li> </ul>
<b>Henry VIII and Wolsey</b>	Henry VIII's personality	<ul style="list-style-type: none"> <li>• Henry's personality and aims as King</li> <li>• Marriage to Catherine of Aragon</li> <li>• His role in government to 1529</li> <li>• Aims and policies in foreign affairs to 1529</li> </ul>
	The Age of Wolsey	<ul style="list-style-type: none"> <li>• Wolsey's role in foreign affairs</li> <li>• Wars with France</li> <li>• Relations with major European powers</li> <li>• Diplomacy and the Treaty of London</li> <li>• The Field of the Cloth of Gold</li> <li>• The Treaty of Cambrai</li> <li>• Wolsey's administration of government</li> <li>• Finances</li> <li>• Law</li> <li>• Social reforms and enclosure</li> <li>• Taxation and finances</li> <li>• The Church and its condition under Wolsey</li> </ul>



# Thinking Contextually

	The divorce and Wolsey's fall	<ul style="list-style-type: none"> <li>• The King's Great Matter</li> <li>• The role of Anne Boleyn</li> <li>• Foreign affairs and the Great Matter</li> <li>• Wolsey's solutions and the court at Blackfriars</li> <li>• Failure and the fall of Wolsey</li> </ul>
<b>The reign of Henry VIII after 1529</b>	Religious change and opposition	<ul style="list-style-type: none"> <li>• Religious legislation in the 1530s and 1540s</li> <li>• The Dissolution of the Monasteries and Chantries</li> <li>• The Pilgrimage of Grace</li> <li>• The fall of Thomas Cromwell</li> <li>• The Cleves marriage</li> <li>• Religious policy and Henry VIII</li> <li>• Enemies at court</li> </ul>
	Thomas Cromwell	<ul style="list-style-type: none"> <li>• Cromwell's rise</li> <li>• Cromwell's reform of government in the 1530s</li> <li>• Government</li> <li>• Royal power</li> <li>• Parliament</li> </ul>
	Foreign policy in the 1540s	<ul style="list-style-type: none"> <li>• War with France</li> <li>• The capture of Boulogne</li> <li>• War with Scotland</li> <li>• The Treaty of Greenwich and the Rough Wooing</li> </ul>
	Faction in 1540s	<ul style="list-style-type: none"> <li>• The extent of Henry VIII's role in government in the 1540s and his declining health</li> <li>• Howard vs. Seymour factions</li> <li>• Factional conflict in the 1540s</li> <li>• Henry's will and the dry stamp</li> </ul>



# Learner Resource 1 Henry VIII: aims 1509–1529



Aim	Why	How successfully had Henry been in achieving this aim? Rating out of 10	Explanation
<b>Glory/honour/vigorous king</b>	<p>Henry wanted to establish England as a major power. But this was difficult because England did not have the resources or wealth of either France or Spain. He also wanted a glorious reputation. He competed against Louis XII of France, Maximilian I the Holy Roman Emperor and Ferdinand of Spain. Early in his reign his rivals became Francis I of France and Charles I (Spain and HRE, as Charles V).</p> <p>Henry wanted personal honour and reputation, along with glory. This was a medieval idea.</p>		
<b>Warrior king/conquest of France</b>	<p>Young Henry loved history and was inspired by stories of the mythical king Arthur, and of Henry V. He wanted to follow in the same line.</p> <p>He had claimed the crown of France as his own and had attacked France consistently.</p>		
<b>The succession and securing the dynasty</b>	<p>Henry wanted to secure the Tudor dynasty. This meant having a male heir, and securing the marriage of his children to other European rulers, such as Mary to Charles V, or Edward to Mary Queen of Scots.</p>		
<b>Trade/money</b>	<p>Henry wanted to maintain good relations with the Netherlands throughout most of his reign because of the wool trade with Antwerp. Henry was forced to abandon war with Charles I in the late 1520s to prevent damage to this key trade.</p>		
<b>Finances</b>	<p>Henry was happy to leave the organisational control of the country to Wolsey. He required that the country should remain as stable as possible and that there would be sufficient finance to support Henry's wars.</p>		
<b>Imperial ambition</b>	<p>The historian Pollard argued that Henry had imperial ambitions and wanted to absorb Scotland into a 'Great Britain'.</p> <p>The historian R.B. Wernham discredited this, and maintains that Henry was principally influenced by a dislike of the Scots and concern to protect the backdoor of England from invasion.</p>		



# Learner Resource 2 The relationship between Henry and Wolsey

See page 8

A

By conventional standards Henry allowed his servants a remarkable degree of latitude. But he always retained the right to have the last word; therefore he was the ultimate arbiter of policy. For much of the twentieth century it has been claimed that Wolsey and Cromwell enjoyed Prime Ministerial ascendancy during Henry's reign, but this paradigm is borrowed from an understanding of Victorian politics. In Tudor terms this is anachronistic and misleading. Henry's ministers advised the King and controlled the implementation of crown policy once a strategy had been conceived. But, since the King might intervene or change his mind at will, policy might waver, collapse or undergo revision at any moment in the interests of European diplomacy or domestic expediency. It is scarcely surprising that under so volatile a system Wolsey and Cromwell became the victims less of their own mistakes than of their master's egoism.

John Guy, Henry VIII and his Ministers, in *History Today*, December 1995

Message of the source (what does it say about Wolsey and Henry's relationship):

Quotes to support this:

B

Wolsey took upon him therefore to disburden the King of so weighty a charge and troublesome business, putting the King in comfort that he should not need to spare any time from his pleasure for any business that should necessarily happen in the council. So long as Wolsey was there, and had the king's authority and commandment, he doubted not the see all things sufficiently provided for and perfected. He would first make the King aware of all such matters as should pass through the councillors hands, before he would proceed to the finishing and determining the same. And he would fulfil and follow the King's mind and pleasure to the uttermost, wherewith the King was wonderfully pleased ...

George Cavendish, *Life and Death of Cardinal Wolsey*, 1544

Message of the source (what does it say about Wolsey and Henry's relationship):

Quotes to support this:

Based on these sources, how powerful was Cardinal Wolsey?

# Learner Resource 3 How successful were Wolsey's domestic policies?



## Introduction

- How powerful was Wolsey in the 1500s?
- What would Wolsey's key objectives be:
  - legal reform
  - limiting, as much as possible, the need to call parliament, and controlling the nobility to further the power of the King
  - economic reforms and ensuring there was sufficient funds to carry out the King's wishes
  - control over the Church.
- Summary sentence.

Example Introduction – Cardinal Wolsey, at the height of his powers, held an almost unprecedented position. In his roles as the King's chief minister and cardinal with legatine powers, he had responsibility for the administration of areas ranging from finance to legal reform to control of the Church. Wolsey was directly able to assert his authority across all the major institutions of the Tudor state. Wolsey's success in domestic policy must be judged on two counts, first the reforms and policies he was able to enact; and second in relation to Wolsey's own aims and goals, and how well he was able to achieve these while maintaining his position at the King's right hand.

## Paragraph – Wolsey's control of the King's finances/the economy

What were Wolsey's aims in this area/What issues did he have to face?

What did he do? (Examples of success)

What did he do? (Examples of failure)

Overall judgement – how successful was Wolsey in this area?

**Failure**  **Success**



# Learner Resource 3

## **Paragraph – Wolsey’s control of the legal system**

What were Wolsey’s aims in this area/What issues did he have to face?

What did he do? (Examples of success)

What did he do? (Examples of failure)

Overall judgement – how successful was Wolsey in this area?

**Failure**  **Success**

## **Paragraph – Wolsey’s control of the nobility**

What were Wolsey’s aims in this area/What issues did he have to face?

What did he do? (Examples of success)





# Learner Resource 3

What did he do? (Examples of failure)

Overall judgement – how successful was Wolsey in this area?

**Failure**  **Success**

## Paragraph – Wolsey's control of the Church

What were Wolsey's aims in this area/What issues did he have to face?

What did he do? (Examples of success)

What did he do? (Examples of failure)

Overall judgement – how successful was Wolsey in this area?

**Failure**  **Success**

**Conclusion** – overall judgement as to how successful Wolsey was in all areas. Use the information from the judgements at the end of each paragraph and come to an overall final conclusion as to how successful Wolsey was.

**Failure**  **Success**



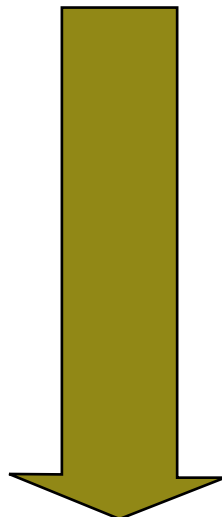
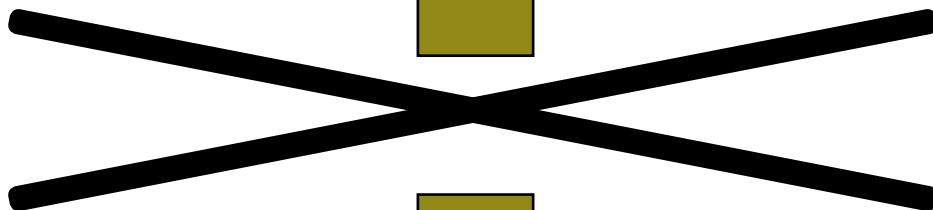
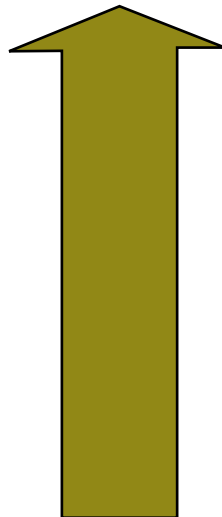
# Learner Resource 4 The spectrum of significance

See page 8

Need for a male heir	Fear of a civil war if Mary became Queen
Catherine no longer attractive	Religious belief that the marriage to Catherine was sinful
Love for Anne Boleyn	Desire to govern the English Church without the Pope

Why did Henry want to end his marriage to Catherine of Aragon?

Important



Unimportant



# Learner Resource 5 The transition between Henry VII and Henry VIII

See page 9

Although Henry can be credited with the restoration of political stability in England, and a number of commendable administrative, economic and diplomatic initiatives, his regime of fines stretched the bounds of legality.

He well knew how to maintain his royal majesty, and everything that appertains to kingship, at every time and in every place. He was most fortunate in war, although he was constitutionally more inclined to peace than to war.

This day [King \_\_\_\_\_'s coronation] is the end of our slavery the fount of our liberty, the end of sadness, the beginning of joy.

He likes to be spoken about and looked up to by the whole world. In this he fails because he is not a great man.

Our King does not wish for gold or gems or precious stones, but virtue glory and immortality.

A situation arose in which a majority of the nobility were legally and financially in the King's power and at his mercy.

His style of management left no room for factions.

He is very accomplished, a good musician, composes well, is a most capital horseman, speaks good French, Spanish and Latin.

He cherished justice above all things; as a result he vigorously punished violence, manslaughter and every other kind of wickedness whatsoever.

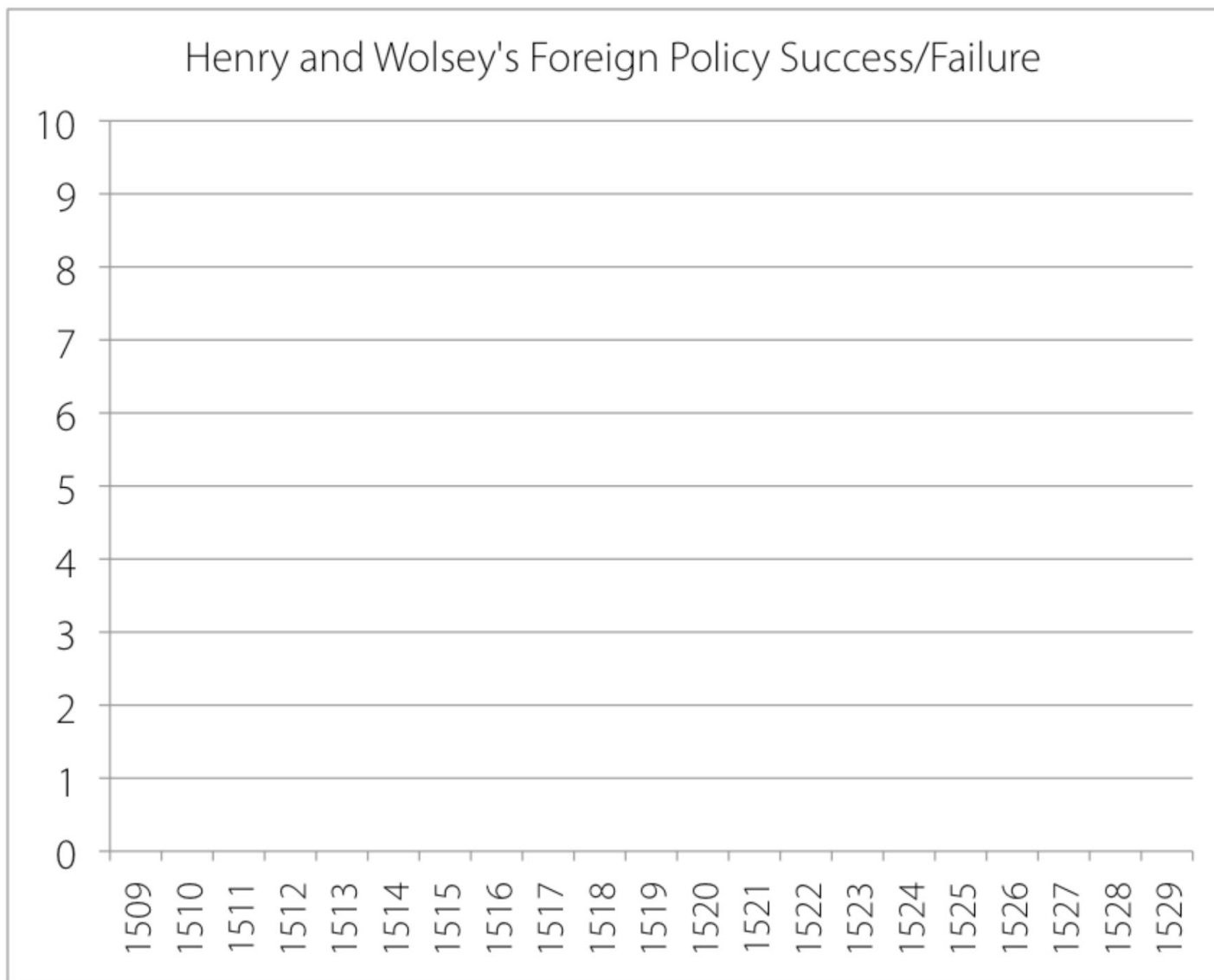
Henry did put out of the minds such as were relieved by the King's death, and confirmed their new joy in his grant of pardon.

His Majesty is the handsomest potentate I ever set eyes on; above the usual height, with an extremely fine calf to his leg, his complexion very fair and bright, auburn hair combed straight and short, in the French fashion, and a round face so very beautiful that it would become a pretty woman, his throat being rather long and thick.

One further aspect of King Henry's retinue was the presence of two royal monkeys covered in gold leaf, these were known to have been gifts from the Ottoman Sultan Selim I and brought much laughter and merriment.



# Learner Resource 6 The success of Henry VIII's foreign policy

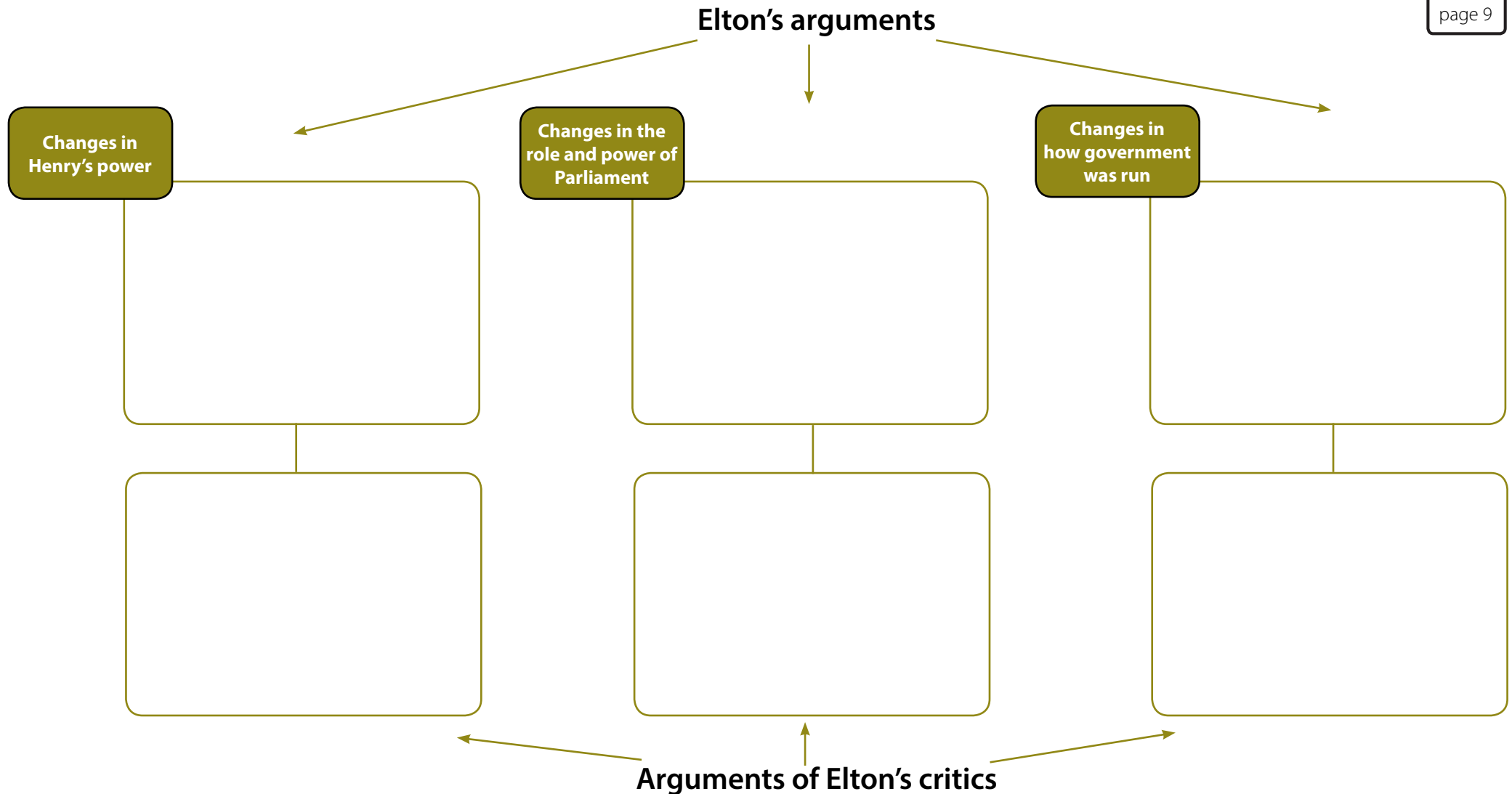


Key events ranking (with explanations)

- 1.
- 2.
- 3.



# Learner Resource 7 Elton's hypothesis of a revolution in government





We'd like to know your view on the resources we produce. By clicking on the 'Like' or 'Dislike' button you can help us to ensure that our resources work for you. When the email template pops up please add additional comments if you wish and then just click 'Send'. Thank you.

If you do not currently offer this OCR qualification but would like to do so, please complete the Expression of Interest Form which can be found here: [www.ocr.org.uk/expression-of-interest](http://www.ocr.org.uk/expression-of-interest)

**OCR Resources: *the small print***

OCR's resources are provided to support the teaching of OCR specifications, but in no way constitute an endorsed teaching method that is required by the Board and the decision to use them lies with the individual teacher. Whilst every effort is made to ensure the accuracy of the content, OCR cannot be held responsible for any errors or omissions within these resources. We update our resources on a regular basis, so please check the OCR website to ensure you have the most up to date version.

© OCR 2015 - This resource may be freely copied and distributed, as long as the OCR logo and this message remain intact and OCR is acknowledged as the originator of this work.

Please get in touch if you want to discuss the accessibility of resources we offer to support delivery of our qualifications: [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk)

## OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)



For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

©OCR 2015 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee, Registered in England.  
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.