

A Level History at The Buckingham School aims to create independent learners, critical thinkers, and decision-makers – all personal assets that can make you stand out as you progress to higher education and/or the workplace. This summer work encourages all these aspects and will give you a real sense of what your course will be like over the two years. Your work is split into 5 key areas needed prior to starting, each of the tasks are supported with essential and wider reading. The tasks that will be formally assessed are marked in purple, but all tasks should be completed and wider reading as optional yet encouraged.

Task 1: Understanding the Great Chain of Being

- A) Research and label the “Great Chain of Being” diagram below.
- B) **Explain the impact the “Great Chain of Being” had on society, law and order. This should be a minimum of 2 paragraphs.**



Task 2- The international situation 1547

- A) Complete the table below for the key countries the posed a threat to England or were allies for England. Use the map to help you complete the table
- B) **Scotland was the greatest concern for Edward VI and his Protector in in 1547. To what extent do you agree? You must explain both sides of the argument and come to your own judgement.**



Country	Threat for Ally	Reason for threat/Ally	Leader	Religion	Anything else of significance
Scotland					
France					
Spain					
Germany					
Italy					
Netherlands					

**Chart IIC What were the main flashpoints in Europe, 1500-59?**

THE THIRD FIDDLE IN EUROPE? HOW SUCCESSFUL WAS HENRY VIII'S FOREIGN POLICY?

**England**  
Foreign involvement under Henry VII had been limited largely to the diplomatic arena. Henry VIII came to the throne wanting to flex some muscle.

**Scotland**  
Its 'aid alliance' with France made Scotland a constant thorn in England's side.

**Antwerp**  
Antwerp became the most important trading point in northern Europe in the sixteenth century. It was vital for England's cloth trade.

**Holy Roman Empire**  
A vast, rambling area divided into hundreds of separate states. Most important were the seven 'electors' who chose the emperor. The princes of the various states jealously guarded their independence and, in many cases, their Protestantism.

**Burgundy**  
This Habsburg territory was taken by France in 1477. Charles V, who always wore the colours of Burgundy (and not those of the Empire or Castile, as might have been expected) always wanted to reclaim the territory and be buried there. It was more of an idealistic than a realistic hope.

**Hungary**  
At the turn of the sixteenth century, the Jagiellons of Hungary were the most important and powerful royal family in Europe in terms of their control of land and agriculture. Charles V's brother, Ferdinand of Austria, married into the Jagiellon family and in 1526 inherited vast areas of Hungary, bringing them into greater conflict with the Ottomans.

**Ottoman Empire**  
The highly disciplined and motivated Janissary army proved invincible as it powered its way through eastern Europe to the edge of the Holy Roman Empire. The task of defending Europe fell to Charles V.

**Naples**  
Taken by Spain in 1504, it was claimed by the French, who invaded in 1494, 1512, 1524 and 1528.

**Milan**  
The dispute over Milan dominated European foreign policy during the first half of the sixteenth century. It was technically the property of the Sforza family, but its strategic and dynastic importance led Charles and Francis to fight over it like vultures.

**North Africa**  
The Ottoman advance was extending across the top of north Africa. Charles V was very concerned about this and led campaigns against the Ottomans in Africa.

**Mediterranean**  
The Mediterranean was dominated by the Ottomans' allies, the Corsair pirates, led by Barbarossa. The movement of goods, troops and bullion was a risky business that particularly worried Charles V's territories of Spain and Italy.

**Spain**  
This was the source of most of Charles V's men and money. It was trouble-free apart from the Comuneros and Germana revolts (1519-22). Navarre was claimed by the Spanish and the French.

**France**  
All English kings since Edward III laid claim to the French throne. France, though, was much more preoccupied with stemming the rising power of the Habsburgs. To this end, Catholic France controversially allied with the German Protestants and the Muslim Ottomans.

**Netherlands**  
Controlled by Charles V, the border of the Netherlands was claimed and fought over by the French and the Habsburgs. Fortresses protected the Flemish towns, but the French countryside was relatively open and undefended all the way to Paris.

**Key**  
— Boundary of Holy Roman Empire  
■ Habsburg lands  
★ Flashpoint

**ACTIVITY**

- Use Chart IIC to determine the three most important foreign policy concerns in rank order for Charles V, Francis I and Henry VIII.
- Did Henry VIII share the same priorities as Francis I and Charles V?

**FOCUS**

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### Task 3- Legacy of Henry VIII

- A) Below is a list of what Henry VIII had achieved by 1547 when he dies. List Henry's achievements in order of importance as a legacy for his successor Edward VI
- B) **Explain how and why your order of importance would change if you were placing them in order of importance for the country.**

#### *Achievements*

- He had raised the status of the monarchy to near idolatry, and he had bolstered national pride.
  - The succession was secure, albeit in a minor, which was not ideal.
  - Religious reform saw the King as head of the Church in England, but it was not clear how many people were nominal Protestants and still Catholics at heart. Courtiers, bishops and people in general were divided over Protestant doctrine.
  - He had been to war six times, but he had not made any territorial gains except for Boulogne.
  - War made the dynasty financially vulnerable, and by 1547 Henry was in deep financial trouble. Having spent the revenue from the dissolution of the monasteries and DEBASED the coinage from 1544, Henry faced a serious deficit: his total expenses were £2,134,784, but subsidies and forced loans had raised only £656,245 and £270,000 respectively. The problem was further exacerbated by the serious inflation in England from 1545 onwards as a result of the debasement of the coinage.
- The Privy Chamber had established itself as the supreme executive body by the 1540s.
- The administration of government was more efficient than it had ever been. The legal system was more effective than before.
- There was less lawlessness, particularly in the Marcher lordships of Wales and in the north.
- The needs of the poor were not addressed from the revenues of the dissolution of the monasteries.
- Henry was a builder of great palaces, the like of which has not been seen since. Between 1532 and 1540, 883 people were convicted for treason, of whom 308 were executed.

### Task 4- Edward's preparedness for Kingship

- A) Read the information below, make notes on Edward's early life and character traits.
- B) **To what extent do you feel Edward was prepared for Kingship? You must explain both sides of the argument and come to an overall judgement.**



**A** Was the reign of a minor necessarily a negative experience for a country?



**SOURCE 13.1** A portrait of Edward VI, by an unknown artist, painted in 1542 when he was five years old

**SOURCE 13.2** Hugh Latimer, quoting from the Book of Ecclesiastes in 1549  
*Woe to thee, O land, where the king is a child.*

Hugh Latimer's quote in Source 13.2 is often used to highlight the crisis that historians and contemporaries thought that England was facing simply because a minor had ascended the throne. However, Latimer, a keen Protestant who delivered the quote in a sermon *in front of Edward*, would have been outraged by the way this sound-bite has been taken out of context. In the sermon, he very rapidly went on to extol the virtues of the current monarch. However, it is a valid question to ask if there are any problems inherent in having a child monarch. The evidence in Chart 13A will help you to reach an answer

... DID EDWARD VI HAVE IN GOVERNMENT?

**13A Child monarchs prior to Edward**

Child monarch	Age came to throne	Years of reign	Experience during the minority	Experience of reign once adult
Henry III	9	1216–72	Civil war was ended and the country was well ruled.	Henry's choice of Frenchmen at court provoked opposition.
Richard II	10	1377–99	At 14 he quelled a hostile mob during the Peasants' Revolt, but the Hundred Years War went badly.	Richard alienated many because of his arrogant attitude. He was deposed and later murdered.
Henry VI	9 months	1422–71	Factions developed, but the country remained peaceful and the Hundred Years War went well initially.	He was a weak leader; England experienced the worst of the Wars of the Roses during his reign.
Edward V	12	1483	Murdered, probably on the orders of his uncle Richard III	

## B What was Edward like and how well was he prepared for kingship?

**SOURCE 13.3** A modern drawing of Edward's coronation, which took place on 20 February 1547 in Westminster Abbey. A phoenix, representing Jane Seymour, descends from Heaven to mate with a crowned lion, representing Henry VIII. Then a younger lion (Edward himself) steps forward to be crowned as his 'parents' withdraw.

Edward was presented with three swords symbolising his three kingdoms – England, Ireland and France – and a fourth symbolising 'the spirit' (Bible). The pageantry and elaborate symbolism of Tudor ceremonials were very important for establishing the continuity and continuing authority of the dynasty. Edward's contemporary biographer says that Edward demanded the fourth sword. This is an early example of Edward asserting his Protestantism and his authority



### ■ Learning trouble spot

The main historical source on the character and opinions of Edward is his *Chronicle*. The *Chronicle* was a diary that he started at the age of twelve and completed almost daily until just after his fifteenth birthday. It shows him to be an able young monarch who was remarkably well informed about the minutiae of Government business. The *Chronicle* was initially produced for the scrutiny of his tutors, but after May 1551 he was more clearly using his own initiative and pursuing his own objectives. The entries are all terse, impersonal and factual, but they show real objectivity in his view of people and events.

The problem with drawing conclusions about Edward's character and views from the *Chronicle* is that we cannot be entirely clear about why he was writing it and who the audience was meant to be. Edward was probably not writing for himself alone and therefore may well have been careful about what he said about others and what he revealed about himself.

A page from Edward's *Chronicle* is illustrated on page 204 (Source 14.5).



SOURCE 13.4 Margaret Giggs,  
Edward's nurse, painted by Hans Holbein  
the Younger

### His upbringing

So desperately wished for, but so long in the coming, Henry's first (and, as it proved, only surviving) male child was inevitably going to be given a most protected and cosseted upbringing. No expense or care was spared, but nor was Edward going to emerge from such a childhood unaffected.

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IRRELEVANT EDWARD? HOW MUCH INFLUENCE DID EDWARD VI HAVE IN GOVERNMENT?

- **Love and affection.** Until he was six years old, Edward, as he himself recorded in his Chronicle, was 'among the women', being cared for by his nurse Mother Jack (see Source 15.4). His own mother, Jane Seymour, died shortly after his birth and Henry's subsequent wives - Anne of Cleves and Catherine Howard - had little to do with him. Henry's final wife, Catherine Parr (married 1545), offered the only maternal affection that Edward had known and he was soon calling her mother. Henry's relationship with his son was very traditional: Henry saw Edward very infrequently and the reports written by Edward's carers and tutors were sent to Henry's ministers, not to Henry himself.
- **Attendants.** Edward had an army of personal servants, including three physicians, six surgeons, two apothecaries, a French cook, a stone engraver, an organ maker, three court painters, a French tutor (Jean Belmain, a Calvinist), five scholars, only five musicians (as Edward didn't like music) and four principal gentlemen for the 'singular care' of his person.

**SOURCE 13.5** An abbreviated version of a memorandum prepared by Edward for the Privy Council, April 1551

**A SUMMARY OF MATTERS TO BE CONCLUDED**

- 10. *Bringing the Augmentation Court into the Exchequer, and likewise the Court of First Fruits and Tenths, and saving all those fees that may be spared.*
- 13. *Gathering and coining of the church plate.*
- 14. *Sale of certain lands of chantries.*
- 18. *The sale of bell metal.*

**FOR RELIGION**

- 1. *A catechism to be set forth to be taught in all grammar schools.*
- 2. *An uniformity of doctrine to which all preachers should set their hands to.*
- 3. *Commissions to be granted to those bishops that be grave, learned, wise, sober, and of good religion, for the executing of discipline.*
- 4. *To find fault with the slothfulness of pastors and to deliver [to] them articles of visitation, willing and commanding them to be more diligent in their office and to keep more preachers.*

**FOR THE STRENGTH AND WEALTH OF THE REALM**

- 1. *The fortifying of Portsmouth.*
- 7. *Repairing of Dover castle and haven.*
- 12. *The making of more great ordnance of the copper in the Tower and the bell metal.*

- **Protection.** Three gentlemen and five grooms were always present, with one being in the bedchamber at night. Edward was hardly ever alone. He was never allowed to incur the dangers of contact sports such as jousting. The walls and floors of his apartment were washed three times a day and great care was taken over the cleanliness and quality of his food.

**His character**

It might be a useful starting point to consider what kind of character could have developed out of such a tightly disciplined and pressured upbringing and education. The cold family relations, his lofty status and his drilled training would have made Edward stiff and aloof even if these had not been traits in his character.

- **Interests.** Some of Edward's favourite pastimes are akin to modern-day trainspotting: when studying the Hundred Years War, for example, he was fascinated by the sources of revenue for the campaign, the different kinds of troops, how they were paid and the final treaty articles. He seems to have been naturally studious, intelligent and devout (for example, Edward scribbled notes in Greek as he listened to long and difficult sermons). But he also enjoyed hunting, rackets, archery, jousting (as an observer) and horse riding.
- **Personality.** Edward was a serious child. One of the few known examples of Edward laughing was when he saw a tight-rope walker slide down a rope on his chest from the battlements in St Paul's churchyard to the ground. The King 'laughed right heartily' and refused to go on with his coronation procession. A natural childish excitement was also shown when he met the French representative Marshal St André, who bestowed on Edward the Order of St Michael. Except on these occasions, he was always self-disciplined.
- **Relations with others.** There are plenty of examples of Edward's coldness towards others. In his Chronicle there is no reference to the death of his grandmother, there are only two mentions of his sister Elizabeth, and the entry on the death of his uncle (Somerset) is terse and functional. He was also distrustful and could be vindictive. The only warmth he displayed was towards his aristocratic friend Barnaby Fitzpatrick.
- **Health.** The early death of Edward appears to have led to the myth that he was always a weak and sickly child. This is certainly *not* the case. He had a fever when he was four, and measles and smallpox when he was fourteen, but otherwise he was in good health, until he was struck down by a chest infection in February 1553 which developed into a fatal septicaemia.

**His education**

Edward's formal education began in 1543 and probably ended when he was fourteen in June 1552. His two principal teachers were Richard Coxe and Sir John Cheke. The significance of this is that both were prominent humanists and Coxe was a Protestant. To keep Edward company, an exclusive palace school with fourteen high-born boys was established. The pupils included his cousin Henry Brandon, Duke of Suffolk; Henry, Lord Hastings; and Robert Dudley, the son of John Dudley, Viscount Lisle. Edward's best friend, Barnaby Fitzpatrick, became the royal whipping boy (literally taking Edward's beatings) after Edward had become king and could no longer be punished.

Edward was devoted to his studies, spending several hours a day reading Roman and Greek classics, the scriptures, history and geography, and learning six foreign languages. Coxe was a progressive teacher and believed that learning should be enjoyed rather than driven in through constant beatings. As a consequence, Edward was able to develop his interests in logic, natural philosophy and astronomy. Nor was his training as a gentleman neglected; he was groomed in good manners, fencing, horsemanship and the rules of hunting. More important for his future role were his lessons in statecraft and government. William Thomas (Clerk to the King's Council) wrote 'Discourses' for Edward on different topics such as religion and the economy. Edward also gained an encyclopaedic knowledge of the nobility and the main gentry, including their religious beliefs.

### ■ Learning trouble spot

Historians have often been quick to dismiss Edward as an insignificant and weak pawn in his reign. In *England Under the Tudors* Geoffrey Elton said of him: 'easily swayed by cunning men, he exercised such little influence'. His biographer W. K. Jordan, who wrote a major study of his reign and edited his *Chronicle* for publication, has presented him as a sickly child who, although very talented, was destined not to make it through to become an adult king (*The Chronicle and Political Papers of King Edward VI*). It is an interesting question why such views have been so prevalent.

There is, of course, the danger of hindsight; of knowing he would die young and so writing his role in history from this perspective. Historians also appear to have been taken in by Foxe's startlingly successful Protestant propagandist work, *The Book of Martyrs*, which celebrated the brief role that Edward played in establishing Protestantism in England before passing on to a better place. Historians seem to have become locked into thinking that they are studying a *boy-king* and have narrowed the scope of their investigation accordingly. Recent works on Edward, such as Jennifer Loach's study (*Edward VI*), have attempted to establish a more balanced assessment of his character and achievements.



### ■ 13B A summary of some of Edward's ideas

Topic	What Edward wrote	What it shows about how Edward <i>might</i> have acted if he had reached his majority
Reform of the government	He produced a memo recommending the reorganisation of the Privy Council and the limiting of its functions.	He might have introduced significant reforms to the administration and the legislative system.
Financial and economic problems	He wrote about the problems of the economic system, particularly inflation.	He might have overhauled England's economic and financial structure.
Foreign affairs	His diary entries reveal his great interest in the details of the Habsburg–Valois Wars.	He might have led a foreign expedition like his father.
Religion	He wrote about the need to promote good preaching and the disciplining of clergy (particularly bishops).	He might have given a very high priority to the promotion of the Protestant religion. He might have removed the episcopal structure.
Social problems	He wrote about the country being like a body in which every group must fulfil its duties and be in proper proportion for the 'whole' to work and be healthy.	He might have introduced measures to increase social justice, such as limits on the amount people could earn or own, and put an end to enclosure.

#### Task 5- Understanding primary sources

- A) Use the table below to decide for each of the following questions about Tudor protest and Rebellion which would be the most useful. Explain your answer
- i) Was protest an everyday occurrence in Tudor England or an unusual event?
  - ii) Did rebellions really threaten the government or were they just minor nuisances?
  - iii) Did rebels mainly protest about economic issues or was there a broader range of matters that concerned them?
  - iv) Is there a typical type of rebel?
  - v) Was rebellion a male pastime or did women get involved?
  - vi) Were rebellions well-organised demonstrations or mob chaos?
- B) Find your own primary source from 1547 that provides some useful information about Edward VI during that year. Explain the utility of the source using its historical context and provenance.

Type of source	Usefulness	Things to watch out for
<b>Histories written at the time.</b> <ul style="list-style-type: none"> <li>General chronicles, e.g. Holinshed, Hall, Vergil.</li> <li>Specific chronicles of rebellions, e.g. Hooker, Sotherton, Proctor.</li> </ul>	<ul style="list-style-type: none"> <li>Provide clear chronological narratives.</li> <li>Based on earlier sources, some of which are lost.</li> <li>Strong, vivid detail – names, places, events.</li> <li>Specific chronicles usually written from first-hand knowledge or experience.</li> </ul>	<ul style="list-style-type: none"> <li>Chronicles have already selected and packaged events for us – they provide a way of seeing the story that might not be the best way.</li> <li>Selection and packaging can leave questions unanswered.</li> <li>Chronicles were not intended to be unbiased accounts – they were written to celebrate those in power and glorify England as a country.</li> <li>This means there is a clear anti-rebellion bias in most chronicles.</li> </ul>
<b>Official documents produced by the government or people working for it, e.g.</b> <ul style="list-style-type: none"> <li>State papers.</li> <li>Court records.</li> </ul>	<p>Good for finding out about how the government responded to unrest and how seriously rebellions were taken.</p> <ul style="list-style-type: none"> <li>Court records reveal otherwise lost stories of local unrest.</li> <li>We can hear the voices of rebels through their testimonies in court.</li> </ul>	<p>These sources only offer the government side.</p> <ul style="list-style-type: none"> <li>Officials might have had a vested interest to play down the seriousness and some causes of rebellions to protect their policies.</li> <li>Records are fragmentary.</li> <li>Not all cases of local unrest reached the courts.</li> <li>Generalising a national picture of rebellions from isolated local examples could be misleading.</li> </ul>
<b>Rebel accounts, e.g.</b> <ul style="list-style-type: none"> <li>Examinations.</li> <li>Confessions.</li> <li>Manifestos.</li> <li>Letters.</li> </ul>	<ul style="list-style-type: none"> <li>Good at presenting the causes of unrest and how the rebels saw themselves and their actions.</li> </ul>	<ul style="list-style-type: none"> <li>Tends to be the voices of rebel leaders that come through these sources, though it is sometimes unclear if accounts were changed when they were recorded by interrogators.</li> <li>Examinations might be unreliable because information was extracted under duress.</li> <li>Manifestos reflect mature demands.</li> <li>Manifestos are bargaining documents – rebels might not have expected all their demands to be met in full.</li> </ul>
<b>Visual sources, e.g.</b> <ul style="list-style-type: none"> <li>Woodcuts.</li> <li>Paintings.</li> <li>Maps.</li> </ul>	<ul style="list-style-type: none"> <li>Can create a vivid impression of the times.</li> <li>Images were more accessible than text to people at the time, so they can tell us about what people were interested in being told about.</li> <li>They can contain lots of incidental details about society at the time.</li> </ul>	<ul style="list-style-type: none"> <li>They are representations of events not photographic records. Artists were making a point rather than recording actuality.</li> <li>Need to consider why visual sources were originally produced.</li> <li>Fragmentary – there are few visual depictions of protest and rebellion.</li> </ul>