MEDIEVAL AND TUDOR HISTORY A-LEVEL

This A-Level History course spans the 11th to 16th centuries, and covers English, European and Global History.

One main element of this course covers medieval Europe during the time of the Crusades, medieval Holy Wars; a period when religious fundamentalism and ideology dictated and shaped the lives of the Muslim East and the Christian West. A bloody conflict between the Crescent and the Cross, shaped through expansionism, religious fervour, greed and feudal social orders.

Additionally, the way our world physically expanded from a Eurocentric focus, based around the Mediterranean, to a global world outlook leading into the early modern period, is explored in the coursework option of Exploration and Discovery. The first global empires and explorers such as Christopher Columbus are researched and considered, the discovery and eradication of empires such as the Aztecs and the Incas, and the origins of the African slave trade are all a focus of this course and the widening of the world.

The final main element of this course is the Tudor dynasty, spanning from the reign of the notorious Henry VIII and through his three children, charting religious turmoil in England as the clash between Catholicism and the powerful Pope in Rome is contested by the English Monarchy and through the rise of religious reform.

The three parts of this course cover a comprehensive period ranging from 1071 - 1570 and allow students to gain an excellent overview and insight into a 500-year period. This course is often enriched with outside speakers such as Jonathan Phillips, the eminent Crusade professor, and trips to locations such as Hampton Court. A possible Rome trip is also open to Historical Studies students. The core skills this course provides in analysis, evaluation, communication and literacy are valuable and desired by top universities, and taking a more unique historical route demonstrates to higher education institutions your individuality and drive.

Section 1) Introduction to the courses and overview

Tudors module (AQA 2D)

Here is the outline specification for the Tudors part of the Mediaeval and Tudors A Level at QMC. The course runs from Henry VIII's divorce from Catherine of Aragon in about 1529 and ends with the excommunication of Elizabeth I in 1570. It covers the state of the Mediaeval Catholic church in 1529, Henry VIII's religious changes, Edward VI’s movement to Protestantism, Mary I’s return to Catholicism and Elizabeth I’s middle way. We explore changes in religion, rebellions and revolts, the role of Parliament and factional rivalries between the ruling classes and the impact of this change on the people of England.
2D Religious conflict and the Church in England, c1529–c1570

This option provides for the study in depth of a period of major change in the English Church and government, focusing on issues which led England to break with Rome and the problems surrounding the establishment of a new Anglican Church and faith. It explores concepts such as:

- Piety
- Humanism
- Protestantism
- Catholicism
- Authority
- Conformity

It promotes an in-depth understanding of the relationship between Church and state, monarch and parliament, faith and pragmatism.

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Crusades module (AQA 1A)

This module offers the chance to study the first four crusades, a series of Holy Wars or religious conflicts where knights of Western Europe invaded and conquered territory in the Islamic held Holy Land in the name of recovering the Holy City – Jerusalem

1A The Age of the Crusades, c1071–1204

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

- What were the motives of the crusaders and the counter-crusaders?
- What problems faced the states in Outremer [conquered territories] and how successfully were these problems addressed?
- How important were faith and ideas for Christians and Muslims?
- What was the impact of the crusades on the Muslim Near East?
- How did the Byzantine Empire, Outremer and the Latin West change and what influenced relations between them?
- How important was the role of key individuals and groups and how were they affected by developments?
Section 2) Optional preparation for A level

You do not have to complete these, but you could select at least three from A-D - from the Make notes / read / listen / watch / virtual visit sections. These are only suggested initial activities, if you struggle with them don’t worry and move on. **Suggested starter activities in bold**

**Henry VIII**

1. **Make Notes**
   a) An introduction to Henry VIII
   b) Thomas Cromwell – Henry’s Chief Minister 1530-1540
   c) Anne Boleyn – lover, wife, Queen.

2. **Read**
   Cromwell: Wolf Hall etc- Hilary Mantell (HUUUGE but worth the effort)

3. **Watch**
   Wolf Hall – on Amazon Prime and britbox - Wolf Hall BBC
   [http://www.bbc.co.uk/programmes/p02gfy02/products](http://www.bbc.co.uk/programmes/p02gfy02/products)
   Wolf Hall – BBC series [https://www.bbc.co.uk/programmes/p02gfy02/episodes/guide](https://www.bbc.co.uk/programmes/p02gfy02/episodes/guide)

4. **Listen to and make notes on (high-level/advanced!):**
   a) The origins of the European Reformation: [http://www.bbc.co.uk/programmes/p005493t](http://www.bbc.co.uk/programmes/p005493t)
   b) The Dissolution of the monasteries under H8: [http://www.bbc.co.uk/programmes/b009jtg1](http://www.bbc.co.uk/programmes/b009jtg1)

5. **Virtual Visit**
   a) **Explore Hampton Court Palace using the hyperlinks in this paragraph:**
**Gallery** and the **Tudor kitchens**. Discover the spectacular **baroque palace** built for William III and Mary II and explore the magnificent **gardens**.

**Tudor era in general**

**1. Read**

a) A traveller in Time – Alison Utterly (gentle easy-to-read children’s book) set in the heart of a plot to murder Elizabeth I

b) Life in Henry’s England -a lawyer investigates mysteries tied up with politics – CJ Sansom - The Shardlake series – highly recommend – I love these

**2. Watch**

a) What the Tudors did for us  
[https://www.imdb.com/title/tt0424743/](https://www.imdb.com/title/tt0424743/) - you can find these by searching for the name of the episode and video in google

b) TV - Tudor monastery farm BBC  
[https://www.bbc.co.uk/programmes/p01k3b96](https://www.bbc.co.uk/programmes/p01k3b96)

[https://www.dailymotion.com/video/x54lq9o](https://www.dailymotion.com/video/x54lq9o)

c) [https://www.gresham.ac.uk/series/gresham-500-celebrations/](https://www.gresham.ac.uk/series/gresham-500-celebrations/) - choose some aspects of the Tudor period you haven’t looked at yet, e.g. the focus on three Black Tudors, Thomas Gresham’s life (2019 y13s all did economics as well and loved Gresham and John Guy is the premier Tudor Historian today), The Tudor Court.

d) Documentary List of David Starkey’s Tudor documentaries  
[https://www.youtube.com/watch?v=1eaMx9x4HE&list=PLYOaFvSd0bB2p3vzLnJSETk-jypfHUpY](https://www.youtube.com/watch?v=1eaMx9x4HE&list=PLYOaFvSd0bB2p3vzLnJSETk-jypfHUpY)

**3. Make Notes**

a) Henry VIII’s children – an introduction  

**4. Virtual Visit**

a) Explore the Historic Royal palaces through their 360 virtual tours AND their videos highlighting key parts of their collections – explore the palaces built by Henry VIII
https://www.hrp.org.uk/discover-the-palaces/#gs.5ull1s

b) Take a virtual tour of the National Portrait Gallery’s Tudor Gallery – Copy and paste the picture into a new document and write one sentence about each portrait – who it is / why they had their portrait painted / what they did / why they were important

https://www.npg.org.uk/collections/search/portrait-list.php?search=ap&subj=370;Tudors+and+Elizabethans+tour

c) Explore how Elizabeth I’s image – a key propaganda tool changed throughout her reign


5. Listen

a) Listen to these podcasts from the Historic Royal Palaces - the Tower of London- April 8th / 15th / 22nd / 29th / March 4th / Feb 26th / All of October’s

Apple podcast link:
https://podcasts.apple.com/gb/podcast/historic-royal-palaces-podcast/id1065848261

Spotify podcast link:
https://open.spotify.com/show/64ORUgrG2NE7UYxpsZ6HyC

The Crusades

1. Make Notes

a) The Crusades, History TODAY, JPhillips
https://www.historytoday.com/archive/feature/crusades-complete-history

b) BBC Bitesize – basic overview
https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1

2. Read

3. Watch

\[\text{a) The Crusades, The Crescent and the Cross} \]

https://www.youtube.com/watch?v=4MwTrdfxAB8

4. Virtual Visit

Significant Christian sites – The Vatican and Jerusalem, Holy Sepulchre

https://www.forbes.com/sites/suzannerowankelleher/2020/04/07/for-holy-week-take-virtual-tours-of-the-vatican--old-jerusalem/#6b06a4ca7020

5) Listen

\[\text{a) In our time – Third Crusade} \]

https://www.bbc.co.uk/programmes/b006qykl/topics/12th-century_crusades

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**Section 3) Taking notes at A-level**

During classes and for home learning you will be expected to take notes on a broad range of topics and case studies, therefore it is important that you arrange and structure these notes in a way that is both informative and easy to revise from when required. The more organised you are with your note taking the easier your revision will be.

To help you with note taking at A-level below are some different note taking and revision strategies that you should be familiarising yourselves with. Not every format will work for you but it is important that you establish good practice. Notes are not about writing down everything they are about recording the key information. There is no definitive way to take notes and you will naturally fall into a structure that is natural for you during lessons. As you go through the resources above try some of the different note taking strategies below:

**1. The outline method:**

One of the best and most popular methods, it lets you organise notes in a structured form and break up different topics and their subtopics. Main topics go on the far left and add subtopics below using indents.
Pros:
- Highlights points in a logical way
- Reduces reviewing and editing time
- Gives a clear structure.

Cons:
- Doesn’t work well if the lesson or resource jumps between topics.

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2. The Cornell Note:
http://lsc.cornell.edu/study-skills/cornell-note-taking-system/

One you may be familiar with from GCSE. A very structured form of note taking with a clear page layout, all the main notes from class go in the main note taking section, the small left hand column is for main topics or questions, and the section at the bottom allows you to summarise your learning.

Pros:
- A quick way to organise and review notes
- Very systematic
- Cuts down reviewing time

Cons:
- Requires preparation beforehand
- Needs time for reviewing and summarising after the lesson.
3. The Boxing Method:

A less common method but becoming more popular. A dedicated box is assigned for each section of notes, with smaller boxes used for each sub section. Best used when doing digital notes but can still be used for hand written work or when reviewing notes from a lesson.

Pros:
- Segregates and organises information
- Allows you to focus on one box at a time when revising

Cons:
- Not easy to do during a live lesson
- Doesn’t work well if no overall topics can be assigned to groups.

4. The Mapping Method:

Mind mapping is one of the most common forms of note taking, and is best used when there is a large amount of content around a topic, for instance tectonics has a large number of volcanic and seismic case studies. Mind mapping is also useful to show the relationships and links between different sub topics.

There are two types of mind mapping you can use, a traditional mind map (spider diagram) or a flow line map.

A traditional mind map is excellent for breaking down large case studies or key ideas, whilst a flow line map is an excellent visual way of outlining geographic processes.

Pros:
- Visually appealing
- Detailed information in a concise form
- Easy editing of notes

Cons:
- Can run out of space if notes are too detailed
- Can be time consuming to create.