

Unit 1C:

The

Tudors

1485 -

1603



Unit 1C: The Tudors

- Is worth 40% of your total A Level grade
- Runs from Sept 2022 right through to your A Level exam in June 2024
- Is examined in June 2024 by a 2 hour 30 min paper
- one AO3 answer in 60 minutes, based on three extracts
- two AO1 answers (from a choice of three), each 45 minutes
- the questions cover the whole course: 118 years, five monarchs
- each question covers more than twenty years, usually on one reign

Key themes

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

Year 12

Henry VII, 1485–1509

1. Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
2. Government: councils, parliament, justice, royal finance, domestic policies
3. Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
4. Society: churchmen, nobles and commoners; regional division; social discontent and rebellions

5. Economic development: trade, exploration, prosperity and depression
6. Religion; humanism; arts and learning

Henry VIII, 1509–1547

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

Year 13

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

1. Edward VI, Somerset and Northumberland
2. The social impact of religious and economic changes under Edward VI
3. Mary I and her ministers; royal authority; problems of succession
4. The social impact of religious and economic changes under Mary I
5. Elizabeth I: character and aims; consolidation of power
6. The impact of economic, social and religious developments

The triumph of Elizabeth, 1563–1603

1. Elizabethan government
2. Foreign affairs: issues of succession
3. Society: continuity and change
4. Economic development: trade, exploration and colonisation
5. Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
6. The last years of Elizabeth

Unit 20:
Weimar
and Nazi
Germany
1918-
1945



Unit 20: Weimar and Nazi German, 191-45

- Is worth 40% of your total A Level grade.
- Runs from Sept 2022 right through to your A Level exam in June 2024.
- Is examined in June 2024 by a 2-hour 30 min paper.
- One AO2 answer in 60 minutes, based on three sources.
- Two AO1 answers (from a choice of three), each 45 minutes.
- The questions cover the whole course: 118 years, five monarchs.
- Each question covers more than twenty years, usually on one reign.

Part one: the Weimar Republic, 1918–1933

The Establishment and early years of Weimar, 1918–1924

- The impact of war and the political crises of October to November 1918; the context for the establishment of the Weimar Constitution; terms, strengths and weaknesses
- The Peace Settlement: expectations and reality; terms and problems; attitudes within Germany and abroad
- Economic and social issues: post-war legacy and the state of the German economy and society; reparations, inflation and hyperinflation; the invasion of the Ruhr and its economic impact; social welfare and the social impact of hyperinflation
- Political instability and extremism; risings on the left and right, including the Kapp Putsch; the political impact of the invasion of the Ruhr; the Munich Putsch; problems of coalition government and the state of the Republic by 1924

The 'Golden Age' of the Weimar Republic, 1924–1928

- Economic developments: Stresemann; the Dawes Plan; industry, agriculture and the extent of recovery; the reparations issue and the Young Plan
- Social developments: social welfare reforms; the development of Weimar culture; art, architecture, music, theatre, literature and film; living standards and lifestyles
- Political developments and the workings of democracy: President Hindenburg; parties ; elections and attitudes to the Republic from the elites and other social groups; the position of the extremists, including the Nazis and Communists; the extent of political stability
- Germany's international position; Stresemann's foreign policy aims and achievements including: Locarno; the League of Nations; the Treaty of Berlin; the end of allied occupation and the pursuit of disarmament

The Collapse of Democracy, 1928–1933

- The economic, social and political impact of the Depression: elections; governments and policies
- The appeal of Nazism and Communism; the tactics and fortunes of the extremist parties, including the role of propaganda
- Hindenburg, Papen, Schleicher and the 'backstairs intrigue' leading to Hitler's appointment as chancellor
- Political developments: the Reichstag Fire; parties and elections; the Enabling Act and the end of democracy; the state of Germany by March 1933

Part two: Nazi Germany, 1933–1945 (A-level only)

The Nazi Dictatorship, 1933–1939 (A-level only)

- Hitler's consolidation of power, March 1933–1934: governmental and administrative change and the establishment of the one-party state; the Night of the Long Knives and the impact of the death of President Hindenburg
- The 'Terror State': the police, including the SS and Gestapo; the courts; extent, effectiveness and limitations of opposition and non-conformity; propaganda: aims, methods and impact; extent of totalitarianism
- Economic policies and the degree of economic recovery; Schacht; Goering; the industrial elites
- Social policies: young people; women; workers; the churches; the degree of Volksgemeinschaft; benefits and drawbacks of Nazi rule

The Racial State, 1933–1941 (A-level only)

- The radicalisation of the state: Nazi racial ideology; policies towards the mentally ill, asocials, homosexuals, members of religious sects, the Roma and Sinti
- Anti-Semitism: policies and actions towards the Jews, including the boycott of Jewish shops and the Nuremberg Laws
- The development of anti-Semitic policies and actions; the effect of the Anschluss; Reichkristallnacht; emigration; the impact of the war against Poland
- The treatment of Jews in the early years of war: the Einsatzgruppen; ghettos and deportations

The impact of War, 1939–1945 (A-level only)

- Rationing, indoctrination, propaganda and morale; the changing impact of war on different sections of society including the elites, workers, women and youth
- The wartime economy and the work of Speer; the impact of bombing; the mobilisation of the labour force and prisoners of war
- Policies towards the Jews and the 'untermenschen' during wartime; the Wannsee Conference and the 'Final Solution'
- Opposition and resistance in wartime including students, churchmen, the army and civilian critics; assassination attempts and the July Bomb Plot; overview of the Nazi state by 1945.

Key Historical Concepts

- AO1: Change and Continuity
- AO1: Cause and Consequence
- AO1: Significance
- AO3: assessing how the past has been represented, i.e. how valid is a historian's argument using your own knowledge

Your organisation

You need a Year 12 folder with three sections: Henry VII, Henry VIII, Exam Zone.

If you will/wish to use a laptop in an examination, then you start using it for timed essays from the start of Year 12.

Our organisation

- You will get 2 or 3 Tudor lessons a week until April/May.
- You will be given reading/notes to make at home to prepare for lessons.
- We will check, but not mark, these notes.
- Our lessons will help you understand the narrative and analysis the deeper questions. It is up to you to write down as much as possible and keep it organised.
- We will put all our resources on the Shared Drive for you to save and edit.
- You will complete an AO1 and an AO3 essay roughly every 4-5 weeks. Some will be structured and planned together and some will be timed closed book answers.
- These answers will be carefully marked, and analysed in follow-up lessons, and you will reflect upon and improve your writing

Reading

The best historians are voracious readers. You have two core texts:

- David Ferriby, 'The Tudors', AQA History
- R Whitfield, *Democracy and Nazism: Germany 1918-1945*, Oxford University Press, 2015

We also recommend you read 'proper' history:

- Geoffrey Elton, England Under the Tudors'
- John Guy, 'Tudor England'
- David Starkey, 'The Reign of Henry VIII'
- Peter Ackroyd , 'Tudors'
- Alison Weir, 'The Six Wives of Henry VIII'
- Access to History series (small grey books)
- M Burleigh, *The Third Reich: A New History*, Pan, 2001

- □ Sir I Kershaw, The 'Hitler Myth': Image and Reality in the Third Reich, Oxford Paperbacks, 2001
- □ F McDonough, Opposition and Resistance in Nazi Germany (Cambridge Perspectives in History), Cambridge University Press, 2001
- A McElligott, Weimar Germany (Short Oxford History of Germany), OUP, 200
- L Rees, Auschwitz : The Nazis & The 'Final Solution', BBC Books, 2005
- L Rees, The Nazis: A Warning From History, BBC Books, 2006 □ A Weale, The SS: A New History, Abacus, 2012

Finally, some films and literature will help to paint a picture of Tudor England, for example, Wolf Hall or Defying Hitler: A Memoir by S Haffner.

What skills can I include in my personal statement from A Level History?

- Using a wide range of evidence
- Critical use of evidence, including analysis of reliability
- Analysis of historians' arguments
- Setting evidence in historical context
- Constructing an argument, supported with reasons and detailed evidence
- Evaluating your own ideas
- Presentation skills
- Experience of using a large volume of evidence and selecting most appropriate and relevant points for your argument
- Researching your own question, using different sources of evidence
- Understanding and using documents written with technical language, anachronistic language and subject-specific terminology
- Organisational and time management skills
- The ability to formulate questions and solve problems
- Team working and communication skills
- Articulate expression of ideas
- Attention to detail; accuracy; careful use of detailed evidence
- Independence of mind and the ability to think for yourself

University History, some advice

- Look at the Core course and the optional subjects
- You can link History with Archaeology, Politics, War Studies, languages, English, International Relations....
- Use the web links on [W:\Sixth Form\Web Links to Universities](#)
- AAA and higher: Exeter, Durham, Warwick, Oxbridge, London, Lancaster

- AAB: Birmingham, Manchester, Reading, Sussex, Southampton, Leeds, Sheffield
- ABB-BBB: Nott Trent, Oxford Brookes, UEA, Portsmouth

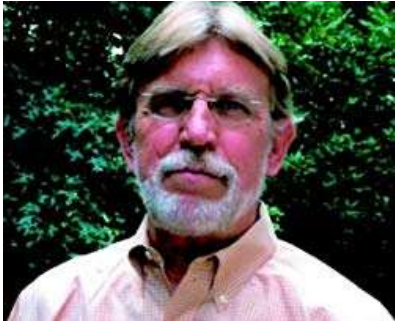
Exercise 1: 'Reading for Meaning'

Extract B

Henry VII's whole reign was a prolonged exercise in deliberately stripping away the independence of the nobility. First he marginalised them, excluding them from offices of the highest importance. The Stanley family, including the king's step-father, the Earl of Derby, was required to pay heavy bonds as a guarantee of good behaviour. Bonds and Recognizances of this sort proved a highly effective means of weakening mighty subjects and were levied against more than half of England's nobility. The few nobles who dared to oppose Henry were simply destroyed. Half-forgotten laws – that the nobles had found convenient to ignore when the Crown was weak – were dusted off and used to cripple the great families into absolute submission.

G J Meyer, *The Tudors*, 2011

Assess how convincing this argument is in relation to Henry VII's attempts to consolidate royal authority in the years 1485 to 1509. (AS Level, 2016)



Summarise the argument made by Meyer in this extract.

What evidence does Meyer use to support his argument?

What knowledge would you need to be able to assess if Meyer's argument is both **accurate** and **complete**?

Exercise 2: building a convincing argument

Henry VIII was a failure as a monarch.

Improve this statement, build a paragraph...

1. find two or three broad lines of argument that would support this
2. now find two or three pieces of precise evidence to support each line of argument
3. now decide on your clinching evidence – ‘above all’ ‘most importantly’ ‘of greatest significance’
4. now write this up into a Point Explain Evidence Link (PEEL) paragraph