

High Storrs Sixth Form

2024 Bridging Work

Subject: History - Early Modern

Name: _____



HIGH STORRS SCHOOL

Designed for Success



@highstorrs6form



@highstorrs6form

Early Modern History Bridging Work

Please complete the three tasks below – these are summaries, with further details for each task on subsequent pages.

It is advisable that you do The Wars of the Roses and Spain work separately as you will have folders for each.

Task 1: The Wars of the Roses

The following programme is designed to give you an awareness of Early Modern A level History and especially the exciting period known as the 'Wars of the Roses'.

You must complete all sections of the programme to ensure you have a good overview before your September start. You can complete these tasks handwritten or on a computer – although please ensure this is printed out.

The supporting reading can be found in the following locations:

[War of the Roses](#)

[Britain 1483-1529](#)

Task 2: Spain and the New World

Read the two sources and analyse how useful they are in helping us to understand what Spain was like in the 15th Century.

Task 3: Early Modern History Research and Wider Reading

Find and write a list of resources you may use to learn about Spain 1469-1598 or the Witch Hunts.

Choose on resource to read and complete the wider reading sheet.

We look forward to meeting you in September.

TASK 1: The Wars of the Roses (Unit 1B)

Section A: Developing Knowledge & Understanding:

<p>Task One:</p> <p>15th Century England notes</p>	<p>Read <i>Turvey, The Wars of the Roses and Henry VII: Britain 1450-1509</i>, p.1-13. Your main title is '15th Century England'. Make notes under the following sub-headings. Your notes will be analysed for detail, selection, presentation and understanding.</p> <ul style="list-style-type: none"> • <u>The Kingdom of England</u> • <u>Monarchs of England</u> • <u>Breakdown in Royal Authority</u> • <u>Government of England</u> • <u>Law and Order</u> • <u>Economy</u> • <u>Society and Social Order</u> (in addition create a diagram to illustrate social order in England) • <u>Foreign Policy</u> 		
<p>Task Two:</p> <p>Glossary</p>	<p>Research and write definitions for the following key terms:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. Divine Right 2. Dynasty 3. Magnate 4. Gentry 5. Commonality 6. Council 7. Court 8. Patronage 9. Act of Resumption 10. Act of Attainder </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> 11. Accord 12. Manifesto 13. Embargo 14. Hundred Year's War 15. Heir-male presumptive 16. Minority government 17. Protector 18. Wardship 19. Usurper/Usurpation 20. Vanguard </td> </tr> </table>	<ol style="list-style-type: none"> 1. Divine Right 2. Dynasty 3. Magnate 4. Gentry 5. Commonality 6. Council 7. Court 8. Patronage 9. Act of Resumption 10. Act of Attainder 	<ol style="list-style-type: none"> 11. Accord 12. Manifesto 13. Embargo 14. Hundred Year's War 15. Heir-male presumptive 16. Minority government 17. Protector 18. Wardship 19. Usurper/Usurpation 20. Vanguard
<ol style="list-style-type: none"> 1. Divine Right 2. Dynasty 3. Magnate 4. Gentry 5. Commonality 6. Council 7. Court 8. Patronage 9. Act of Resumption 10. Act of Attainder 	<ol style="list-style-type: none"> 11. Accord 12. Manifesto 13. Embargo 14. Hundred Year's War 15. Heir-male presumptive 16. Minority government 17. Protector 18. Wardship 19. Usurper/Usurpation 20. Vanguard 		
<p>Task Three:</p> <p>The Wars of the Roses: a Tudor interpretation of events?</p>	<p>Watch the following documentary ('<i>British History's Biggest Fibs With Lucy Worsley - Episode 1: War of the Roses</i>'). Lucy Worsley is a great popular historian of the Early Modern Period.</p> <p>https://www.youtube.com/watch?v=ReaHYCmb7fg</p> <p>Answer the 18 questions:</p> <ol style="list-style-type: none"> 1. What is the story of the Battle of Stubbins in the Wars of the Roses? 2. What were the 2 sides in the Wars of the Roses? 3. What happened in 1461 on the 29th March and why was it exceptional? 4. What happened at the Battle of Bosworth according to the Tudors and Shakespeare? 		

5. What problems did Henry VII face immediately after Bosworth?
6. How did Henry use the story of the War of the Roses to solve his problems?
7. How did Historians under Henry VII manipulate the Wars of the Roses?
8. How did Henry VIII continue the propaganda started by his father?
9. What problems did Elizabeth I have when she became queen?
10. How did she use the War of the Roses to help her?
11. How and why did Shakespeare write about the Wars of the Roses in the 1590s?
12. How did the Stuarts use the tale of the Princes in the Tower?
13. Where does the name 'Wars of the Roses' come from?
14. What is Whig History and what was its view of the Wars of the Roses?
15. How have the Wars of the Roses continued into the 20th century?
16. What is the view of 'Good King Richard'?
17. What is the link with a car park in Leicester?
18. Do you agree more with the Henry Tudor Society or the Richard III Society? Why?

Section B: A Level Compulsory Source Question

Read C. Lee, 'Britain 1483-1529' for contextual knowledge, then answer the question below. You should write out this question, then your response.

Source A: *From 'English History' written by Polydore Vergil, c1513. Vergil was a highly respected Italian cleric and Tudor historian.*

John, Earl of Lincoln and Francis Lovell arrived at Dublin, having received from Margaret an army of about 2000 Germans under the command of Martin Schwartz, a high-born German outstanding for his skill in war. They treated Lambert Simnel just as if he were born of royal blood and deserving of being crowned king in the traditional way. After this, having scraped together a multitude of impoverished and all but unarmed Irishmen, they sailed to England with the new king. They were relying on the assistance of Thomas Broughton, the leading conspirator. But King Henry, who was not slow to react and had anticipated this, had dispatched cavalry both to keep watch for his enemies' arrival and also to arrest certain men coming from Ireland so he might learn his enemies' plans. King Henry assembled his forces and went to Coventry. However, the King had scarcely arrived there when the cavalymen reported that the Earl, his hastily assembled army and the boy, Simnel, had landed on the Lancashire coast.

With reference to the source and your understanding of the historical context, assess the value of this source to a historian studying the threat from the Simnel Rebellion.

TASK 2: Spain 1469-1598 (Unit 1B)



This part of the course looks at Spain from 1468 to 1598 under the control of 3 Monarchs. Isabella of Castile and Ferdinand of Aragon, their grandson Charles V as joint regent with their daughter Juanna (de Loca /the mad) and their great grandson Philip II. It looks at the persecution of religious groups within Spain and the formation of the Spanish Inquisition. The growth of Spain's Empire that saw it conquer South America, parts of Italy and large areas of Northern Europe to have the largest Empire in the World.

What Problems did Spain face?

Read the sources below and answer the question that follows.

Source A: Guicciardini's - Italian - view of Spain's problems. In 1512 Guicciardini was sent to a diplomatic assignment in Spain. During his stay in the Iberian Peninsula, he composed *Relazione di Spagna (Report from Spain)*, which surveys the country's economy, trade and productivity in the time of the gold influx from the New World.

Poverty is great here, and I believe it is due not so much to the quality of the country as to the nature of the Spaniards, who do not exert themselves; they rather send to other nations the raw materials which grow in their kingdom only to buy them back manufactured by others, as in the case of wool and silk which they sell to others in order to buy them back from them as cloths of silk and wool.

Source B: Pulgar, a Spanish historian, looking back on the reign of Henry IV 1457. He was a secretary in the chancery for Henry IV. After the accession of Isabel he became a councillor of state, was charged with a mission to France, and in 1480 was appointed the official chronicler for the queen. From that point on, he spent his time on the preparation of historical documents.

In those days, of tyrannical and thieving men and other people of evil intent, in the towns, on the roads, and generally in all parts of the kingdom, nobody thought twice about committing any violent crime, nobody thought of obeying, of respecting, or of paying their debts to another. And for this reason, the kingdom was full of petty thieves, crimes and violent attacks in all regions, without fear of disorders and past wars of the time of Don Enrique, people were so accustomed to such disorder, that the young men assumed the customs and habits, aggressive behaviour and extravagances that youth demands, and pride and decent customs were perpetuated in everyone's lives; in such a way that the man who showed himself physically weakest held himself to be inferior. And the citizens, farm labourers and peace-loving men were not their own masters, nor had they recourse to anyone on account of the robberies, attacks, ransoms and other evils which they endured at the hands of the fortress lords, or other robbers or thieves. And each one volunteered to contribute the half of his goods in order to keep his person and his family safe from the threats of death, injuries or kidnappings.

How useful are Sources A and B in helping us to understand the problems Spain faced in the 15th century?

Helpful hints:

- A source is useful because of its provenance and its content.
- Provenance means: What is it? Who made it? When was it made? Where was it made? Why was it made?
- What is interesting about the provenance of these sources? Why might this make them useful to an historian?
- Content means: what the source says or shows us.
- What is interesting about the content of the sources? What do they suggest about Spain in the 15th Century?

**Knowledge: What would we need to find out to test the validity of the sources?
(write a list of relevant questions)**

TASK 3: Research Task

Where can you find information?

This task requires you to identify texts, books, articles, websites, documentaries, podcasts that you might read in order to help you over the next 2 years.

Log onto the Historical Association and JSTOR

Create a bibliography of sources that you might use.

Historical Association <https://www.history.org.uk/>

Username = 12901

Password = highstorrs19

Jstor (an academic library of articles) <https://www.jstor.org/>

Username = highstorrs

Password = jstor2021

Choose one item from your bibliography and complete the wider reading sheet attached.

You will need to hand this in on your first lesson.

Student Name:
Title
Author
Publisher & Year of publication
Edition
Focus of reading: choose article on a particular topic look up the author and add a few notes about who they are.
Outline briefly what you have learnt from reading this:
Interpretation: Try to summarise the authors interpretation of this particular topic. Are they positive/ negative. Do they state facts or do they over exaggerate their argument?
Look at the language they use to explain things –give an example.
Write down at least 3 words you had to look up the meaning of along with the meaning .