

Accredited

# AS and A LEVEL

*Delivery Guide*

H105/H505

# *HISTORY A*

Theme: The Mid Tudor Crises  
1547–1558

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

<b>Key Topics</b>	<b>Content</b> <b>Learners should have studied the following:</b>
<b>The stability of the monarchy</b>	Issues of Edward VI's age and Mary Tudor's gender; marriage of Mary Tudor and Philip; the Devises for the succession in 1553 and the succession in 1558; faction and its impact during the rule of Somerset and Northumberland; factional conflict between Paget and Gardiner under Mary.
<b>Religious changes</b>	The religious and ecclesiastical policies 1547–1558; legislation, including the Prayer Books and Acts of Uniformity and the extent and results of religious change under Edward and Mary; support for, and opposition to, the religious changes at a local level including unrest, attitudes to Marian policies, Catholic restoration and persecution.
<b>Rebellion and unrest</b>	Causes and nature of rebellion and unrest; the rebellions of 1549 (Western and Kett), 1553 (Lady Jane Grey) and 1554 (Wyatt); social and economic developments, including inflation, poverty, price rise and enclosure and their link to unrest.



# Thinking Conceptually

## **Approaches to teaching the content**

There are a series of strong threads, which run through the unit, in that there are common issues in all of the key topics. Most obviously religion through its influence on the factional disputes at the end of Henry VIII's reign and their impact on the minority of Edward VI, and the device for Edward VI's succession through Mary Jane Grey into the reign of Mary. Likewise this religious thread also ties into rebellion and unrest through the religious aspects of the Western Rebellion and Wyatt's rebellion among others.

Another driving factor of the period that unifies the respective reigns is a crisis in government. This can be exemplified through social crises and government issues, ranging from finance to emergencies of foreign policy. Clear contrasts can be drawn between the royal protectors, Somerset and Northumberland, and Mary I's approaches to these events.

Thematic comparisons may present a clearer route through this topic than chronological study of each reign in turn, as this will emphasise the connectivity and the continuity in the problems of the mid Tudor crises. This also provides an opportunity to draw contrasts between the varied approaches of the administrations in the period (as well as their inability to solve the problems in the short term).

As an area of lively academic debate, the mid Tudor crises are well suited to study and investigation via secondary source material. These interpretations can then be assessed against events as they are studied.

Modern conflicts over religion and religious tensions can be highlighted as an introduction and parallel to the religious change elements of the course. However, this would have

to be approached very carefully, and would have to be very much at the judgement and discretion of the individual teacher as to whether these contrasts could be handled by the class in question. The context of the wider reformation in Europe can be informative to highlight that in actuality there was relatively little conflict and violence in England.

## **Common misconceptions or difficulties students may have**

The failure of successive governments to deal with problems of the mid Tudor Crises can lead to a sense of modern superiority in some students and the glib assertion that the Tudors were in some way 'stupid' to not see the consequences of actions taken. This is based first on the fallacy of hindsight but also on a misunderstanding of the different priorities of a Tudor government in relation to a modern government. For example, the expectation that the Duke of Somerset should pursue an aggressive foreign policy towards Scotland despite the dire financial situation left by Henry VIII.

The significance of religion and the differences between Catholicism and Protestantism, and WHY this causes such conflict and upheaval, is also challenging to lower ability students.

## **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 that merit wider investigation.



# Thinking Contextually

This is a period in which the key figures are often stereotyped and reduced to very simple caricatures, most notably Bloody Mary but also Edward 'the Boy King', 'the Good Duke and Bad Duke' as a shorthand for Northumberland and Somerset, through to the image of Jane Grey as a historical victim. Challenging these simplified character misconceptions can be a productive means of working.

Rebellion and unrest can be taught as independent sections, with separate episodes in a wider story of unrest. This can be complex, as there are a variety of contexts contributing to rebellions in this period. However, this could be an opportunity to draw a contrast with an assessment of how significant various factors in rebellion were towards each different rebellion (see Activity 1).

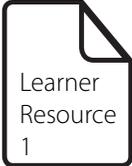
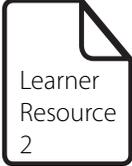
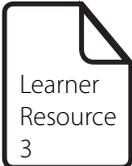
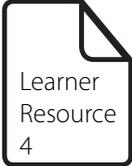
Timeline graphs can be used to highlight basic concepts, such as the nature of the Church of England throughout the two reigns, to consider the ideas of change and continuity over time (see Activity 2).

The thematic nature of the study provides an excellent opportunity to contrast key figures, such as Somerset and Northumberland's control of government (see Activity 3).

Questions can be investigated by studying the various sides of arguments. For example, as to whether Mary was able to come to power due to her skill, the extent of public support or the failings of Northumberland, could be investigated using a card sort to categorise key information (see Activity 4).



# Thinking Contextually

Activities	Resources
<p><b>Activity 1: Learner Resource 1</b> Task assessing the causation of rebellions, using a textbook or other information, (designed for use with chapter one of <i>Rebellion and disorder under the Tudors 1485–1603</i> by Geoff Woodward). Students should give each factor a rating as to how significant it was in causing each rebellion. For each rebellion, there are 20 points to distribute, which should demonstrate change and continuity between these rebellions, and which can be reinforced with the ranking task and question to follow. These questions could be adapted to meet the needs of a class or a particular lesson.</p>	 <p>Learner Resource 1</p>
<p><b>Activity 2: Learner Resource 2</b> This timeline task can be used as an overview to track the nature of the Church of England from 1549–1558. It could be used as an introduction to give students the idea of gradual religious change, or to review their learning at the end of the topic. Students should plot key religious changes on the timeline, moving along the axis across the page to mark the extent of change. This can be made more complex, in terms of the range of events covered, to differentiate the task.</p>	 <p>Learner Resource 2</p>
<p><b>Activity 3: Learner Resource 3</b> This is a review task to overview the section on rebellions and uprisings and the stability of the monarchy. It is designed to create a clear contrast between the governments of Northumberland, Somerset and Mary I, enabling students to approach these topics in an analytical essay style, in that they categorise and assess information in the same way they would for an essay task.</p>	 <p>Learner Resource 3</p>
<p><b>Activity 4: Learner Resource 4</b> This is an extended task to investigate how Mary was able to secure her throne in 1553 against Northumberland. Students should divide the cards into the three categories, outlined in the Extended specification (see pages 10–12 of this document). This can be extended to consider the relative significance of these factors by either eliminating those cards that students consider insignificant or ranking them in terms of significance. This then leads to asking students to rank the three explanations; 'Mary showed considerable decisiveness in her actions'; 'Mary had considerable public support compared with Northumberland's unpopularity' and 'The Duke of Northumberland failed to control events and key councillors'. Students should then explain their ranking.</p>	 <p>Learner Resource 4</p>



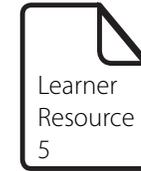
# Thinking Contextually

## Activities

### Activity 5: Learner Resource 5

This is an investigation into why Mary failed to secure a permanent return to Catholicism in England. There are four factors highlighted on the page and students should investigate key evidence to support each thesis. This could be done using textbooks (for example the appropriate chapter of *Henry VIII to Mary I: Government and Religion, 1509–1558* by Roger Turvey and Keith Randall, or as a research task using prior notes and the internet etc. Students should then rate each factor out of ten and explain their ratings for ALL of the factors in the box below. This challenges students to consider ideas of relative significance.

## Resources



# Thinking Contextually

## Extended specification

The stability of the monarchy	Weaknesses of the Mid Tudor Monarchs	<ul style="list-style-type: none"><li>• Issues of Edward VI's age</li><li>• The weaknesses in government and finance inherited from Henry VIII</li><li>• Somerset's seizure of power</li><li>• Issues of Mary Tudor's gender and age</li></ul>
	Marriage and securing the succession	<ul style="list-style-type: none"><li>• Lady Jane Grey, Northumberland and the devise for the succession in 1553</li><li>• Mary Tudor securing the throne</li><li>• Marriage of Mary Tudor and Philip of Spain, and its failure</li><li>• The peaceful succession in 1558</li></ul>
	Government and Faction 1549-1558	<ul style="list-style-type: none"><li>• Faction and its impact during the rule of Somerset and Northumberland</li><li>• Somerset as Lord Protector and Northumberland as President of the Council<ul style="list-style-type: none"><li>- control of government and faction</li><li>- economy, finance and the problem of debasement</li><li>- social and economic problems</li><li>- foreign policy: Scotland and France</li></ul></li><li>• Factional conflict under Somerset and Northumberland</li><li>• The government of Mary Tudor</li><li>• Factional conflict between Paget and Gardiner under Mary</li></ul>



# Thinking Contextually

Religious changes	Key figures	<ul style="list-style-type: none"><li>• The roles of Somerset and Northumberland</li><li>• Edward VI's beliefs</li><li>• Protestant reformers</li><li>• Mary I</li><li>• Stephen Gardiner and Bishop Bonner</li></ul>
	The religious and ecclesiastical policies 1547–1558	<ul style="list-style-type: none"><li>• Protestant legislation<ul style="list-style-type: none"><li>- Books of Homilies</li><li>- repeal of the Act of Six Articles</li><li>- The Prayer Books</li><li>- Acts of Uniformity</li><li>- 42 Articles</li></ul></li><li>• Mary I's legislation<ul style="list-style-type: none"><li>- acts of repeal</li><li>- Parliamentary resistance</li><li>- Bonner's Book of Homilies</li><li>- 12 Decrees</li><li>- persecution of Protestants</li></ul></li><li>• The extent and results of religious change under Edward and Mary</li></ul>
	Reaction to religious changes	<ul style="list-style-type: none"><li>• Support for changes</li><li>• Opposition to changes</li><li>• The religious changes at a local level</li><li>• Unrest and upheaval connected to religion</li><li>• Attitudes to Marian policies, Catholic restoration and persecution</li></ul>



# Thinking Contextually

<b>Rebellion and unrest</b>	Causes and nature of rebellion and unrest	<ul style="list-style-type: none"> <li>• Causes of rebellion             <ul style="list-style-type: none"> <li>- issues of succession</li> <li>- religion</li> <li>- taxes</li> <li>- enclosure</li> <li>- other economic/social problems</li> </ul> </li> <li>• Nature of rebellions             <ul style="list-style-type: none"> <li>- threat to the Crown</li> <li>- religious challenges</li> <li>- resistance to government authority</li> </ul> </li> </ul>
	Social and economic problems and their role in rebellion	<ul style="list-style-type: none"> <li>• Inflation</li> <li>• Poverty</li> <li>• Inflation and price rises</li> <li>• Enclosure</li> </ul>
	The rebellions of 1549	<ul style="list-style-type: none"> <li>• Causes of Western and Kett Rebellions</li> <li>• Events of the rebellions</li> <li>• Consequences of the rebellions</li> </ul>
	Rebellions against Mary Tudor	<ul style="list-style-type: none"> <li>• 1553 (Lady Jane Grey)             <ul style="list-style-type: none"> <li>- role of religion</li> <li>- Northumberland and succession</li> <li>- Mary's response to the rebellion</li> </ul> </li> <li>• 1554 (Wyatt)             <ul style="list-style-type: none"> <li>- the Spanish marriage</li> <li>- Protestantism as a factor in rebellion</li> <li>- the planned rebellion</li> <li>- Wyatt's rebellion and its failure</li> <li>- consequences of Wyatt's rebellion</li> </ul> </li> </ul>



# Learner Resource 1 What lead to mid Tudor rebellions?



Assess how significant each of these factors were in causing these rebellions. You have 20 points to distribute between the different factors for each rebellion.

	Issues of succession	Religion	Taxes	Enclosure	Other economic/social problems
Western/Prayer Book Rebellion					
Kett's Rebellion					
Northumberland and Jane Grey					
Wyatt's Rebellion					





# Learner Resource 2 Religious change 1549–1558



Extreme Catholicism	Mild Catholicism	MIXED RELIGION	Mild Protestantism	Extreme Protestantism
		1549		
		1550		
		1551		
		1552		
		1553		
		1554		
		1555		
		1556		
		1557		
		1558		



# Learner Resource 3



Problem	Edward VI	Severity of the problem	How successfully did his government deal with this?		Mary I	Severity of the problem	How successfully did her government deal with this?
<b>Control of the government</b>	Control of the councils Control and relations with Parliament		Somerset	Northumberland	Control of the council Control and relations with Parliament		
<b>The economy and finance</b>	Financial legacy of Henry VIII (insufficient government revenue v expenditure Debt Debasement of the coinage				Shortfall in government revenue Inflation caused by debasement and population growth		
<b>Social problems</b>	Somerset – Treason Act (1547) Vagrancy Act (1547) Enclosure (Sheep Tax) Inflation – pop. growth, Debasement Northumberland Undo Somerset's legislation, enforced old laws on enclosure, new poor law, revaluation of coinage to combat inflation.				Worst harvests of the century (1555–1556) Widespread sickness and death Epidemics 1557–1558 Population growth leading to unemployment and poverty		
<b>Foreign policy</b>	War with Scotland War with France and the loss of Boulogne Side-lined and powerless in Europe				The Spanish marriage and alliance with the Hapsburgs War with France and the loss of Calais, 1557–1558		
<b>Uprising and rebellions</b>	Western (Prayer Book) Rebellion Kett's Rebellion Mary's overthrow of Northumberland and Lady Jane Grey.				Mary's own rebellion to come to power Wyatt's rebellion		



# Learner Resource 4

See  
page 8

Northumberland tried and failed to arrest Mary on the death of Edward to prevent her being able to rally her supporters personally.

On the 6th July, Mary, who was travelling to Greenwich to see the dying Edward, either guessed or was told about Northumberland's plan to arrest her. She fled to Norfolk in East Anglia, where she could count on local support.

Mary reacted quickly when she reached Norfolk. On 9th July, she declared herself Queen and asserted her right to be queen by appealing to the privy council for assistance, arguing that she was the rightful heir to the throne.

Edward died on 6th July. Northumberland supported Lady Jane Grey in declaring herself Queen, but was not able to secure complete support as he did not have control of Princess Mary.

Mary quickly gathered a wide range of supporters from across the country and, by 14th July, began to move south. Several major towns (most importantly Norwich) had accepted Mary as the rightful queen by this point.

Northumberland realised that the situation was crucial. He decided to act as quickly as possible and set off with a small number of troops to halt Mary's forces. This was a gamble as she was far more popular in East Anglia than he was.

Northumberland was immensely unpopular in East Anglia, where Mary had based herself. This was because he had viciously put down Kett's Rebellion there only a few years before. He couldn't rely on local support.

Northumberland's absence from London meant he was no longer in a position to keep the councillors on his side. In his absence, their nerve cracked and they declared their support for Mary.

Northumberland planned to use the navy to trap Mary and prevent her from escaping. However, one of Mary's supporters managed to bring about a mutiny in the fleet.

A large number of the soldiers that Northumberland had taken to East Anglia changed sides. This demonstrates that support for Northumberland was very fragile to begin with.

With the situation clearly worsening, Northumberland lost the key support of the privy council, who switched allegiance to Mary and declared her the rightful Queen.

Having been declared Queen, by July 19th Mary was able to progress in a leisurely fashion through her newly acquired kingdom to London. The Duke of Northumberland had little choice but to accept the situation as public support was clearly behind as was her sister, Elizabeth.



# Learner Resource 4

## Mary I: 1553–1558

Mary became Queen following the only successful rebellion of the entire Tudor period. She faced a series of key problems in the five years in which she was on the throne, including:

- succession – becoming queen, and dealing with Northumberland and Lady Jane Grey
- ensuring the survival and long-term continuation of her regime (and her religion). This meant she needed to marry and have an heir
- the foreign policy consequences of her marriage
- surviving rebellion and uprisings against her reign – the Wyatt Rebellion
- ongoing economic and social problems affecting England, which worsened during her reign (not necessarily due to her actions).

## Becoming Queen

Edward VI's health deteriorated rapidly in 1553, when he caught smallpox (which he survived) and then tuberculosis (which would eventually kill him). The slow nature of his death allowed various plans to be made for his succession.

- Northumberland – ignored Henry VIII's will, which had placed Mary next in the order of royal succession. To preserve both his own power, and the more extreme form of Protestantism that had established itself in Edward VI's final few years, Northumberland used laws passed at the time Henry had broken away from the Catholic Church in the 1530s (which had later been replaced by Henry's will) to secure the throne for his daughter-in-law Lady Jane Grey. Before he died Edward supported this claim.
- On Edward's death, Mary declared herself the rightful queen from her manor at Kenninghall in East Anglia.

Ultimately, Mary was able to triumph over Northumberland for three key reasons.

1. Mary showed considerable decisiveness in her actions.

2. Mary had considerable public support, compared with Northumberland's unpopularity.

3. The Duke of Northumberland failed to control events and key councillors.

Why was Mary able to establish herself as queen so quickly and decisively?

1.

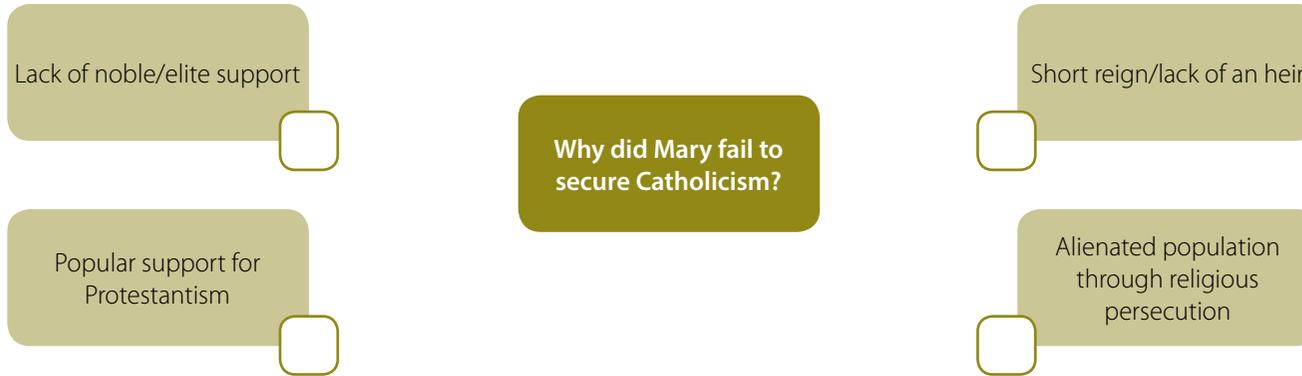
2.

3.

Explanation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Learner Resource 5



Explain your answer:

---

---

---

---

---

---

---

---





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.