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# AS and A LEVEL

*Delivery Guide*

H105/H505

# *HISTORY A*

Theme: England 1216–1272

August 2015



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# 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



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Click to view external resources



AS Level content only



# Curriculum Content

With its complementary Enquiry on the reign of King John, this topic provides students with the opportunity to extend their knowledge of the role and significance of the monarchy, nobility and Church in the development of English government. The symbolism and legacy of Magna Carta is central to the topic, and throughout a study of Henry III's reign, students will focus on the causes, nature and extent of further constitutional development against the backdrop of political crisis, rebellion and civil war. This will not only consolidate their understanding of the reign of King John, but it will also encourage students to analyse the very basis of politics and constitutional law. The nature of 13th century society, chivalric values and the fascination for the legend of King Arthur will all undoubtedly inspire students to assess the motives and contributions of various personalities. In addition, the locations of key events, such as the Battles of Lewes or Evesham, may well provide impetus to students in terms of engagement with local history, re-enactment events and research into prominent families. The etymology of English surnames, the imposing castles of Wales and the Marches or the magnificence of Westminster Abbey, all provide appeal in different ways, and could be usefully exploited to develop enthusiasm and independent learning. Given the scope of the topic, students may wish to focus their coursework studies on the wider role and significance of key individuals or families such as William Marshall, Simon de Montfort, the Mortimers or the Bigods. An obvious extension would also be to delve more deeply into the actions of Llywelyn the Great or to consider Edward I's later conquest of Wales.

Within this topic, students will be required to study the minority government, which will give them a good grounding in terms of questioning the validity of interpretations regarding Henry III's attitude to reform during the years of his personal rule. This will aid assessment of the causes of the civil war as well as, the true origins and development of 'parliament'. Throughout each key topic, students will analyse the relationship between the king, magnates, bishops, knights and burgesses, and the way in which this shaped the course of events. This will enable consideration of fundamental and ongoing historical arguments on the true extent of baronial desire for popular representation and the overriding themes of legitimacy, faith, inheritance and innovation.

As a summary, students should have studied the following key topics:

**The minority and early years of the reign of Henry III (1216–1232):** nature of the succession; securing of peace; regency government; political challenges; the Church

**Henry's rule (1232–1258):** style of kingship; nature and impact of central and local government on politics, economy and society; opposition; the nobility

**Political Crisis (1258–1263):** causes; nature; extent; effect



# Curriculum Content

**Simon de Montfort, civil war and reconstruction (1263–1272):** cause and effect of the Second Barons' War; role of individuals; impact of external events; extent of recovery and development

The following list contains recommended general and academic texts or online resources for essential chronology, historical understanding or teaching resources, including some that span both topics on King John and Henry III.

Fellows, N. Holland, A. Dicken, M (2015) *OCR A Level History: Late Medieval England 1199–1455*

Asbridge, T. (2015) *The Greatest Knight: The Remarkable Life of William Marshal: The Power Behind Five English Thrones*

Carpenter, D.A. (1996) *The Reign of Henry III*

Carpenter, D.A. (2003) *The Struggle for Mastery: Britain 1066–1284*

Carpenter, D.A. (Penguin 2015) *Magna Carta*

Crouch, D. (2002) *William Marshal: Knighthood, War and Chivalry 1147–1219*

Davies, R.R. (2000) *The Age of Conquest: Wales 1063–1415*

Harding, A. (1993) *England in the Thirteenth Century*

Jones, D. (2012) *The Plantagenets*

Maddicott, J.R. (1994) *Simon de Montfort*

Morris, M. (2008) *A Great and Terrible King: Edward I*

Morris, M. (2005) *The Bigod Earls of Norfolk in the Thirteenth Century*

Powicke F.M. (1947) *King Henry III and the Lord Edward*

Prestwich, M. (2005) *Plantagenet England 1225–1360*

Sadler, J. (2008) *The Second Barons' War: Simon de Montfort and the Battles of Lewes and Evesham*

Stubbs W. (1887) *The Constitutional History of England*, vol. 2

<https://archive.org/stream/constitutionalh02stub#page/n5/mode/2up>

Treharne, R.F. (1932) *The Baronial Plan of Reform 1258–63*



# Curriculum Content

Treharne, R.F. (1986) *Simon de Montfort and Baronial Reform: Thirteenth Century Essays*

Vincent, N. (1996) *Peter des Roches: An Alien in English Politics 1205–1238*

Wilson, D. (2014) *The Plantagenets: The Kings that made Britain*

National Archives – podcast by S. Ambler:

<http://media.nationalarchives.gov.uk/index.php/the-church-and-the-propaganda-of-political-reform-in-13th-century-england/>

Magna Carta, 1215 and beyond (teacher resources):

<http://www.nationalarchives.gov.uk/education/resources/magna-carta/>

Simon de Montfort Society – articles, links and events:

<http://www.simondemontfort.org/>

Mortimer Society – articles and various links:

<http://mortimerhistorysociety.org.uk/>

Parliament – commentary and links on Simon de Montfort:

<http://www.parliament.uk/about/living-heritage/evolutionofparliament/2015-parliament-in-the-making/2015-historic-anniversaries/simon-de-montfort/>

Timeline of the 'Birth of the English Parliament':

<http://www.parliament.uk/about/living-heritage/evolutionofparliament/originsofparliament/birthofparliament/keydates/1215to1399/>

The Braose family – commentary on the Welsh princes:

<http://douglyn.co.uk/BraoseWeb/frames.htm>

Historical Association – podcasts on Henry III and Simon de Montfort (D. Carpenter et al):

[http://www.history.org.uk/resources/secondary\\_resource\\_6307\\_122.html](http://www.history.org.uk/resources/secondary_resource_6307_122.html)



# Thinking Conceptually

As with the Enquiry topic on King John, students will need to consider a variety of issues and concepts as they progress through the period from 1217 to 1272 such as the nature of the Anglo-Norman or Anglo-French nobility, the division of landed estates, inheritance, the granting of titles or privileges, and feudal obligations, both within England and on the continent. Rather than seeking to separate and label members of the baronial class into two groups such as 'English' or 'French', students will need to recognise the long-term impact of dynastic intermarriage and longstanding continental links, in order to appreciate the intercultural and multilingual nature of English government and society. If students are constantly reminded of the foundations of Plantagenet power and the former Angevin empire, from the perspective of both royal and noble government, or the use of French and Latin as the official languages of government, they will be less likely to make generalisations or anachronistic comment. It will be essential to consider the various pressures and ambitions motivating prominent families and individuals to avoid taking a simplistic or 'popular' approach towards the issue of political crisis and civil war, which tends to regard the situation as one of the 'barons' versus the 'king', with negative assertions of Henry III's kingship. The theme of constitutional development is clearly highlighted throughout the course and it will be helpful for students to look back frequently at previous reissues of Magna Carta or Provisions as they progress chronologically. However, this will need to be set against the reality of

Henry III's position and decision making as it stood at each point in time. Equally, this approach should be taken with other protagonists, such as Simon de Montfort. This will not only enable firm knowledge of the entire course through

constant revision of the process and features of previous constitutional bargaining and agreements, but it will also help students to analyse the change and continuity evident within each key topic, in order to realise the significance of specific events or individual action.

Although not an exhaustive list, the following terms may prove problematic:

**Angevin Empire** A reference to Plantagenet imperial possessions; normally applied to the earlier medieval period when this included England alongside parts of France such as Normandy, Anjou and Aquitaine. The extent of these lands changed due to loss of territory under King John; England lost its 'provincial' status and became the centre of Plantagenet power.

**Gascony** A region of south-western France, often referred to as Aquitaine, which had been ruled by the Plantagenets since Henry II's marriage to Eleanor of Aquitaine. Historians tend to use the term 'Gascony' more frequently for the period of Henry III.

In addition, students will need to continue developing their understanding of the following terms relating to the medieval period. Despite awareness of some terms from their study of King John, students will need to extend and consolidate their existing knowledge and use of historical terminology within essays.



# Thinking Conceptually

Feudalism  
Fealty  
Vassalage  
Crusade  
Chivalry  
Homage  
Escheat  
Primogeniture  
Monasticism  
Mendicant  
Patronage  
Scutage  
Tallage  
Writ  
Assize  
Constitution  
Parliament  
Exchequer

Further resources that may be useful for teachers:

Matthew Paris' *English History From the year 1235 to 1278* – online copy by Giles, J.A. (1852):

<https://archive.org/details/matthewparissen01rishgoog>

▶ Click here

British History Online – primary and secondary resources and links:

<http://www.british-history.ac.uk/catalogue/13th-century>

▶ Click here

Henry III Fine Rolls Project – bibliographical links and resources:

<http://www.finerollshenry3.org.uk/index.html>

▶ Click here

Sommerville (University of Wisconsin) – overview of medieval English government:

<http://faculty.history.wisc.edu/sommerville/123/123%20133%20Government.htm>

▶ Click here

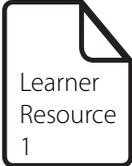
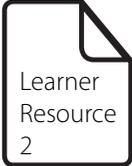
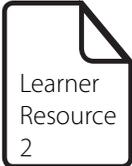
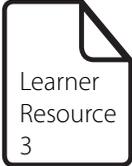


# Thinking Contextually

The following activities are based on developing students' ability to argue and justify their views through manipulation of subject content and understanding of marking criteria. The activities aim to push students to question their written technique, and to develop depth of explanation and support within their essays. In this respect, the activities presume some prior knowledge of the topic and seek to consolidate learning. The activities intentionally focus on the **causes of the Second Barons' War** through initially looking at the **process of constitutional development**, as this underpins most aspects of the period and will be a useful point of reference. However, the activities can be adapted for other key issues, and some provide a dual purpose in terms of ready preparation for analysis of the comparative features of political reform. It is often the case that students find it hard to differentiate between generalised and developed explanation, or between evaluation and analysis, leading to some disconcertion when tackling their first 'A Level' essays. The activities, therefore, aim to build awareness of the skills required, while breaking down the stylistic components into manageable portions. If students know how to 'layer' the levels of argument within contained paragraphs or sections of their essays, their self-confidence will grow before they turn to focus on achieving consistency and balance within a full essay.

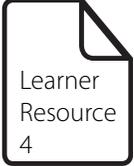
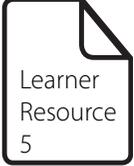


# Thinking Contextually

Activities	Resources
<p><b>The thought process – King and parliament</b></p> <ol style="list-style-type: none"><li>1) Students complete <b>Learner Resource 1</b> by providing bullet-point notes on 'cause' and 'outcome' for each of the constitutional developments in the central column. 'Causes' should be taken to mean 'specific demands' as well as general 'motives' for raising the issues. The 'outcome' should entail the terms of the agreement only.</li><li>2) Discuss the patterns between events (e.g. how far the next agreement moves beyond prior ones, or not, how far the failure of an agreement is the 'cause' of the next one, how far Henry was responsible).</li><li>3) Read <b>Learner Resource 2</b> and discuss Bracton's view about the nature of kingship. How does this relate to Henry III's actions and the development of constitutional reform?</li><li>4) Provoke students to consider in what way Henry's actions caused further political crisis due to resistance to reform, ineptitude and prevarication, his support for the Lusignans and so on. Which aspects were long-term as opposed to short-term when considering the causes of the Second Barons' War?</li></ol>	 <p>Learner Resource 1</p>  <p>Learner Resource 2</p>
<p><b>Collective action</b></p> <ol style="list-style-type: none"><li>1) Read Morris' extract in Learner Resource 2 as a way to explore 'individual' and 'collective' action in terms of the baronial class as well as individuals other than Henry, such as de Montfort and Edward. The aim is to extend students' thought processes and ability to provide supported explanation of the way in which the motives of groups and individuals all helped to cause civil war through the actions they took.</li><li>2) Use <b>Learner Resource 3</b> to identify examples of general attitudes, reactions and support of the barons either for the king, or for the rebels in the years or date range shown. Refer to timelines, when needed, as well as the completed Learner Resource 1. Discuss the results, particularly the issue of royalists, who also supported reform, and the circumstances surrounding Henry's decisions and actions up to 1263. How does this affect students' views of Henry's responsibility for civil war? Did he really make poor decisions, or was he constrained by necessity in his role as king? Were the rebel demands practical?</li><li>3) Adapt the activity to focus on 'knights of the shire' and 'burgesses'. Was their involvement in events similar to or different from to the barons? What does this suggest about baronial responsibility for civil war?</li></ol>	 <p>Learner Resource 2</p>  <p>Learner Resource 3</p>

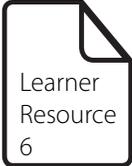


# Thinking Contextually

Activities	Resources
<p><b>Individual action</b></p> <ol style="list-style-type: none"><li>1) Use <b>Learner Resource 4</b> for each of the key individuals involved in the immediate crisis prior to the outbreak of war. The headings provide criteria reflecting types of pressures, motives or influences upon individuals: 'king' signifies attitudes towards Henry as an individual and loyalty to the Crown; 'country' implies a sense of national pride, desire for stability or protection; 'obligation' determines feudal bonds, duties and social constraints; 'family' includes dynastic links and relationships. Encourage students to see how these criteria overlap and the intricacy of reasons for personal involvement in events.</li><li>2) On separate copies, students provide specific details which exemplify the nature of an individual's priorities rather than making generalisations (e.g. for Edward, in the 'family' box one might identify specific instances of disagreement with his mother, as well as examples of self-assertion and argument with Henry, or connivance with de Montfort). Include positive and negative examples.</li><li>3) When focusing on Henry, the 'king' criteria can be taken to mean the position of 'kingship' as it stood at each stage on the timeline (e.g. legal constraints, need to negotiate with the rebels), whereas 'obligation' should include his duties and bonds relating to individuals, beyond immediate family and 'country', to securing peace and stability. This should aid understanding of the mistakes he made, as well as appreciation of the difficult position he faced with a variety of conflicting demands.</li></ol>	 <p>Learner Resource 4</p>
<p><b>Layers of argument – general argument</b></p> <ol style="list-style-type: none"><li>1) <b>Learner Resource 5</b> provides opportunity to write the 'stages' of an initial argument in relation to the essay question on Learner Resource 2. Various sections of the sheet can be completed alongside other activities as the thought process and analysis is developed. However, the 'argument' and 'general explanation' can be completed at an early stage. Ensure students understand that they will be writing layers of what could form a paragraph or a section of the essay. However, they should not link sections in terms of phrasing, but should deal with each one separately.</li><li>2) Students introduce their argument in the relevant box, in terms of asserting that Henry's poor decision making was a key cause of the Second Baron's War. This should be brief and along the lines of an opening sentence.</li><li>3) Students should recall previous discussions about Henry's actions and write a 'general explanation' in the relevant box that supports their assertion. This shouldn't be too lengthy and, at this stage, will encompass general points, such as Henry's unwillingness to meet demands, ignoring Provisions, favouring foreigners and demanding taxation.</li><li>4) Encourage students to identify examples of their previous points. List these briefly (in a sentence or two) in the relevant box.</li></ol>	 <p>Learner Resource 5</p>

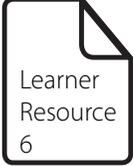


# Thinking Contextually

Activities	Resources
<p><b>Developed argument</b></p> <ol style="list-style-type: none"><li>1) Introduce <b>Learner Resource 6</b> and discuss the meanings of the 'criteria' they are aiming to demonstrate within essays. Students should recognise that their initial writing only reflects basic argument and that 'citation' of examples doesn't prove their opening sentence (assertion) and general comments. If students can identify what they need to provide for 'developed/ supported explanation', they can attempt this immediately. However, at this stage, some students may still need help in terms of eliciting depth of knowledge. Refer back to preparatory tasks from Learner Resources 1–4, which show negative reactions to Henry's decisions.</li><li>2) Ensure that students develop a reasonable amount of points and examples within the section, rather than just focussing on one. This section should be larger than the others.</li><li>3) Alternatively, an opportunity could be taken here for pair work and collaboration. Two students could elaborate separate points and examples that help to argue the issue (e.g. one develops points relating to Henry's favour towards the Lusignans, the other develops points about Henry's negotiations with the French, or the Sicily affair). Discuss how combining their sections could create a well-developed argument.</li></ol>	 <p>Learner Resource 6</p>
<p><b>Evaluation</b></p> <ol style="list-style-type: none"><li>1) Following discussion of points offered within the 'developed explanation', students sum up the 'importance' of Henry's actions in causing civil war, in the 'evaluation' box. This might be quite brief for some students while others might extend their argument significantly. However, it should be clear to all students that this is 'underpinning' previous sections and holding together that particular side of the argument. Students might find it helpful to use the 'sandwich' analogy for individual essay sections such as this, with the 'introductory argument' and the 'evaluation' holding together the 'filling' or 'substance' made from explanation and support.</li><li>2) If this section is brief, provoke students to question whether their 'developed explanation' truly extends and supports all the possible points that they identified in the 'general' section, or whether they need to write more here to make their 'evaluation' convincing (e.g. several points rather than one).</li><li>3) As an alternative to proceeding immediately to 'analysis', teachers may wish to repeat the process so far with another copy of Learner Resource 5, focusing on an alternative factor, such as 'baronial self-interest'.</li></ol>	



# Thinking Contextually

Activities	Resources
<p><b>Analysis</b></p> <ol style="list-style-type: none"><li>1) Remind students of the difference between 'evaluation' and 'analysis' in the context of the essay question or 'big issue'. This often poses problems as students find it hard to differentiate between their process of thinking and the <i>action</i> of 'analysing' one aspect or factor (which leads to evaluation) rather than the <i>product</i> and presentation of 'analysis' in terms of the whole issue (linking and interrelation of factors). <b>Learner Resource 6</b> can be referred to regularly as a reminder, particularly if students are convinced they have provided 'analysis' when it is only evaluation (e.g. if they only deal with one side of the question).</li><li>2) Review the range of factors or issues contributing to the outbreak of the Second Barons' War. Did Henry's poor decisions occur due to any of these factors, thus suggesting 'dependency' and linkage of factors? Or more simply, is it clear that negative interpretations of Henry's role are unfair as they ignore or fail to recognise the contributions of other factors?</li><li>3) Students write their 'analysis' in the box, ensuring that they provide specific detail. Ensure that students realise that their comments here, if on their own without developed explanation, would at best be an 'assertion'.</li></ol>	 <p>Learner Resource 6</p>
<p><b>Consolidation</b></p> <ol style="list-style-type: none"><li>1) Students cut up and separate the sections of their argument, retaining the ordered line of labelled arrows for reference, shuffle and swap them with another student. After reading, place each section against the correct criteria being presented, as shown in the labelled arrows. This should help students to identify the difference between generalised and developed explanation, as well as the difference between analysis and evaluation.</li><li>2) Discuss what else is needed to ensure a high-level answer and to differentiate between 'good' and 'excellent' (e.g. balance and a range of other factors, as well as consistency and supported judgement).</li><li>3) Challenge students to criticise different styles of response, by asking them to remove some sections. This will help recognition of how and why written work falls below an average mark, thus emphasising what is needed to achieve higher grades. Allow students to analyse and respond first – if they can see weaknesses of various combinations themselves, they will be less likely to make the same mistakes in their essays. Suggested combinations:<ul style="list-style-type: none"><li>• general explanation and analysis (<i>Has analysis occurred?... or merely an 'asserted' analytical comment due to lack of detailed explanation and support?</i>)</li><li>• argument, citation of examples and evaluation (<i>Has this proved an argument?... or is it just a list and assertion?</i>)</li><li>• all sections apart from analysis (<i>Has this dealt with the whole question? If nothing else was written, which levels of the mark scheme would be impossible to reach?</i>)</li></ul></li><li>4) Write a full essay to practise developing depth as well as breadth, and use peer review or self-marking to identify where criteria are being reached.</li></ol>	



# Thinking Contextually

## Extended specification

### Unit Y103: British Period Study – England 1199–1272

#### The minority and early years of the reign of Henry III 1216–1232

Nature of the succession and securing of peace by 1217

- John's instructions and the executors of his inheritance
- nature of the coronation at Gloucester
- role of William Marshal as regent and Cardinal Guala Bicchieri as Papal Legate
- nature of the Church's protection of the English Crown and relations with Pope Honorius III
- seriousness of the problem between rebels and royalists in 1216:
  - Louis of France and extent of French control
  - impact of foreign mercenaries and French patrols in the Channel
  - the northern rebels
  - shifting allegiance of the rebels such as the younger Marshals
- nature and impact of success against the rebels:
  - reasons for success
  - strategy of William Marshal
  - role of Ranulf of Chester, Hubert de Burgh and Richard of Chilham
  - significance of the Battle of Lincoln
  - defeat of the French navy near Sandwich
  - Louis' withdrawal and the Treaty of Lambeth (September 1217)
- significance and effect of the reissue of Magna Carta in 1216 and 1217



# Thinking Contextually

## The minority and early years of the reign of Henry III 1216–1232

Regency government and administration

- structure and scope of the Regency and Council
- limits and extent of Henry's role and participation
- leadership of William Marshal and impact of his death in 1219
- character and actions of the early triumvirate of Peter des Roches, William Marshal and papal legate, Cardinal Pandulph
- significance of Henry's second coronation at Canterbury (1220)
- significance and effect of Hubert de Burgh on the affairs of state:
  - restoration of administration, such as the assize courts and Court of Exchequer
  - diplomacy with France and the Welsh princes
  - economic considerations
  - relations with Henry
  - issue of Gascony
  - relations with the Church
- nature of royal or regency and local administration, in terms of:
  - councils, political involvement and representation
  - taxation (decisions, collection)
  - law and order
  - land disputes
  - military recruitment
  - trade
  - role of foreigners, merchants and Jews
- nature, significance and effect of the reissue of the Charter of the Forest and revision of Magna Carta in 1225
- significance of the council at Oxford 1227



# Thinking Contextually

<b>The minority and early years of the reign of Henry III 1216–1232</b>	Rebellion, war and opposition	<ul style="list-style-type: none"> <li>• Causes, nature and extent of challenges to Henry and the regency government:             <ul style="list-style-type: none"> <li>- baronial rivalry and disputes</li> <li>- rebellion in the 1220s , de Breauté and the siege of Bedford</li> <li>- the Welsh princes and Llywelyn the Great</li> <li>- significance of the fall of La Rochelle (1224) and campaign in Gascony (1225)</li> <li>- war with France(1230)</li> <li>- rebellion of 1231–1232, Richard Marshal and Richard of Cornwall</li> <li>- differing priorities and the control of Hubert de Burgh</li> <li>- social and economic problems</li> </ul> </li> <li>• reasons for success and failure with internal and external challenges</li> <li>• nature and extent of stability and the Plantagenet domain by 1232</li> <li>• quarrel at Woodstock and imprisonment of de Burgh</li> </ul>
	Role of the Church in the development of English government	<ul style="list-style-type: none"> <li>• financial support and papal protection of the Crown</li> <li>• growing residency of papal nuncios</li> <li>• end of trial by ordeal and replacement with trial by jury, growth of canon law and the legal profession</li> <li>• effect of diocesan and parochial administration</li> <li>• Langton's support for the arrival of the mendicant orders: effect of the Dominicans and Franciscans on political thought and action</li> <li>• involvement in the great council and revision of Magna Carta of 1225, Langton's threat of excommunication for violators</li> </ul>
<b>Henry's rule 1232–1258</b>	The transition to personal rule 1232–34	<ul style="list-style-type: none"> <li>• Great Council at Westminster and attitudes towards Peter des Roches</li> <li>• rebellion and relations with Richard Marshal</li> <li>• Henry's prevarication, pilgrimage to East Anglia and the threats of deposition and excommunication</li> <li>• significance of the Great Council at Gloucester</li> </ul>



# Thinking Contextually

<b>Henry's rule 1232–1258</b>	Nature of Henry's kingship	<ul style="list-style-type: none"><li>• character, personal rule and style of kingship</li><li>• use of imagery, pageantry and divinity</li><li>• Plantagenet imperial vision and extent to which continental interests reflected domestic or foreign policy</li><li>• marriage to Eleanor of Provence and its impact</li><li>• Henry's piety: rebuilding of Westminster Abbey, 'taking the cross', adoration of the Virgin Mary, cult of saints and Edward the Confessor</li><li>• policy towards the Jews</li></ul>
	Government and administration	<ul style="list-style-type: none"><li>• confirmation of Magna Carta in 1237</li><li>• nature, organisation and effect of royal and local government in terms of:<ul style="list-style-type: none"><li>- councils, political involvement and representation</li><li>- taxation (decisions, types, collection)</li><li>- law and order</li><li>- land disputes, escheats, wardships</li><li>- military recruitment</li><li>- trade, merchants and Jews</li><li>- relations with the Church</li><li>- role of foreigners such as the Poitevins and Savoyards</li><li>- impact of war, rebellion and opposition</li></ul></li><li>• role of Peter des Roches, Peter des Rivaux and Alexander de Swereford</li><li>• Ralph Neville as Lord Chancellor and clash with Robert Grosseteste</li><li>• importance and role of Gascony:<ul style="list-style-type: none"><li>- revenue and the wine trade</li><li>- Simon de Montfort's appointment as royal lieutenant</li><li>- formal grant of the Duchy to prince Edward</li></ul></li><li>• extent of change, continuity and innovation during Henry's personal rule</li><li>• England's centrality to the Plantagenet domain and transition from provincial status</li></ul>



# Thinking Contextually

<b>Henry's rule 1232–1258</b>	Challenges to the Crown	<ul style="list-style-type: none"><li>• reactions to Simon de Montfort's marriage to Eleanor of Leicester</li><li>• policies and conciliation with the Welsh</li><li>• Henry's aims and concerns in terms of:<ul style="list-style-type: none"><li>- continental possessions and Plantagenet inheritance</li><li>- gaining revenue for war with France</li><li>- involvement in crusade</li><li>- nature of constitutional bargains since 1225</li></ul></li><li>• relations with the papacy: Council of Lyons (1245) and the Sicilian affair</li><li>• causes of tension by 1258:<ul style="list-style-type: none"><li>- war with France and Henry's absence</li><li>- the Lusignans and Poitevins</li><li>- Queen Eleanor and the Savoyards</li><li>- rebellion in Gascony</li><li>- Henry's financial demands and ineptitude</li><li>- role of Edward, his self-assertion and marriage to Eleanor of Castile</li></ul></li></ul>
	Role and nature of the English nobility and baronial class	<ul style="list-style-type: none"><li>• comparative nature of government and noble families in the localities</li><li>• chivalric and noble values: tournaments, romance literature, development of castles and estates, French as the language of court</li><li>• Wales and the Marches:<ul style="list-style-type: none"><li>- instability, 'portability' and fratricidal struggle in Wales</li><li>- impact of the death of Llewelyn the Great (1240)</li><li>- the Four Cantrefs, city of Chester and 'anglicisation'</li><li>- independence of the Marcher lords</li><li>- role of families such as the Mortimer, Clare, Lacy, Braose (Briouze)</li></ul></li><li>• military experience and development of noble support for Edward</li><li>• influence of positions such as the Earls of Gloucester, Norfolk and Leicester</li></ul>



# Thinking Contextually

<b>Political Crisis 1258–1263</b>	Causes of the crisis	<ul style="list-style-type: none"> <li>• the rise of English national consciousness and attitudes towards foreigners</li> <li>• extent to which the desire for constitutional reform reflected change in social conditions and gentrification</li> <li>• war and relations with France</li> <li>• actions of individuals such as Henry, Edward and de Montfort</li> <li>• comparative cause of tension and continuation of the crisis 1258–63</li> </ul>
	Nature of political challenges and the course of events	<ul style="list-style-type: none"> <li>• the presentation and nature of baronial demands and expectations, involvement and extent of support for political reform:               <ul style="list-style-type: none"> <li>- self-seeking and unprincipled, or coherent and enlightened</li> <li>- whether constitutional proposals were in advance of 1215</li> <li>- complexity of royalist support with desire for reform</li> <li>- baronial rivalry and familial priorities</li> <li>- relations between de Montfort and Edward</li> <li>- physical force, threat and negotiation</li> </ul> </li> <li>• effect and significance of events or individuals on royal and local government or the extent of political tension:               <ul style="list-style-type: none"> <li>- confrontation at Westminster in 1258</li> <li>- role of Simon de Montfort, the Bigods and de Clare</li> <li>- Provisions of Oxford (1258)</li> <li>- judicial inquiry and duties imposed on knights of the shire</li> <li>- Provisions of Westminster (1259)</li> <li>- Treaty of Paris (1259) and Henry's homage to Louis IX</li> <li>- role of Eleanor and her relations with Edward</li> <li>- the crisis of 1260</li> <li>- papal dispensation</li> <li>- expulsion of the Poitevins and 'statute against aliens'</li> </ul> </li> <li>• change and continuity in terms of demands and Provisions with previous practice, reforms and Magna Carta</li> </ul>



# Thinking Contextually

<b>Political Crisis 1258–1263</b>	Effect of the crisis by 1260–1263	<ul style="list-style-type: none"><li>• methods by which Henry regained the initiative and extent of royal authority</li><li>• dissension and chaos in the Welsh Marches 1262–1263</li><li>• comparative impact on the localities</li><li>• familial and baronial relations, disagreement and attitudes to reform</li></ul>
<b>Simon de Montfort, civil war and reconstruction 1263–1272</b>	Role of Simon de Montfort	<ul style="list-style-type: none"><li>• character, upbringing, military experience and reputation</li><li>• relations with Henry prior to 1263</li><li>• his role in Gascony</li><li>• reasons for the growth of his opposition to Henry</li><li>• involvement and leadership in the confrontation at Westminster and Provisions of 1258–9</li><li>• extent and nature of support for de Montfort during the Provisions (1258–9), the circumstances of his seizure of power (1263) and the course of the Second Barons' War</li><li>• relations with Edward</li></ul>



# Thinking Contextually

## **Simon de Montfort, civil war and reconstruction 1263–1272**

The course of the Second Barons' War and nature of English government

- circumstances leading to the Battle of Lewes (1264), its cause and effect:
  - nature of the support for the rebels under de Montfort
  - effect and significance of the Mise of Amiens
  - royalist support and action, and role of Roger Mortimer
  - the capture of Henry and Edward
  - Mise of Lewes and formation of government of 1264
  - the threat of invasion
  - the Kenilworth parliament of 1265
- nature of support for de Montfort and parliamentary rule:
  - baronial reactions to the 'commoners'
  - defection of Gilbert de Clare and Llywelyn's Welsh horsemen
  - Edward's escape and military support
- reasons for the royalist victory at the Battle of Evesham (1265) and the defeat of the rebels:
  - role of Edward
  - siege of Kenilworth Castle and role of Ottobuono Fieschi
  - the disinherited, parliament and the Dictum of Kenilworth (1266)
- the Statute of Marlborough (1267)
- continuity and change in Henry's attitude to political opposition



# Thinking Contextually

<b>Simon de Montfort, civil war and reconstruction 1263–1272</b>	Reconstruction and recovery	<ul style="list-style-type: none"><li>• economic and social impact of civil war and tension</li><li>• Treaty of Montgomery (1267) and acknowledgement of Llywelyn ap Gruffyd as 'prince of Wales'</li><li>• nature and impact of parliament, legislation and financial developments:<ul style="list-style-type: none"><li>- continuity and change in political demands, priorities and negotiations</li><li>- frequency of parliament</li><li>- extent of political representation: barons, knights and burgesses</li><li>- validity and method of the barons' assertion to be the king's natural counsellors</li><li>- the subsidy of 1269–1270</li><li>- legal development and practice, Bracton</li></ul></li><li>• similarity and difference in the wielding and extent of royal power and authority during Henry's reign:<ul style="list-style-type: none"><li>- differences between theory and practice</li><li>- how far Henry's victory after Evesham was complete</li><li>- continuation of antagonism in the Marches</li><li>- significance of plans for Edward's succession</li></ul></li></ul>
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# Learner Resource 1 The constitutional path



Cause	Agreement	Outcome
	reissue of Magna Carta (1216)	
	reissue of Magna Carta (1217)	
	revision of Magna Carta and the Forest Charter (1225)	
	confirmation of 1225 Magna Carta (1237)	
	Provisions of Oxford (1258)	
	Provisions of Westminster (1259)	
	Dictum of Kenilworth (1266)	
	Statute of Marlborough (1267)	



## Learner Resource 2 To what extent was the Second Barons' War caused by Henry III's poor decisions?

See  
page 11

To rule well a king requires two things, arms and laws, that by them both times of war and of peace may rightly be ordered. For each stands in need of the other, that the achievement of arms be conserved [by the laws], the laws themselves preserved by the support of arms. If arms fail against hostile and unsubdued enemies, then will the realm be without defence; if laws fail, justice will be extirpated; nor will there be any man to render just judgment

Bracton, On the Laws and Customs of England, vol 2, p.19

<http://bracton.law.harvard.edu/Unframed/English/v2/19.htm>

For a long time, historians regarded the politics of the years immediately after 1258 in terms of a monolithic struggle – a clash between a group of idealistic barons on the one hand and a royalist party bent on resisting reform on the other. As we have already seen, however, it was not nearly that simple: profound decisions existed among both the royal family and the reforming magnates. There *was* a lot of idealism in the air in 1258, and intense debate about how England ought to be governed. But at the same time, the people engaged in these debates had emotions every bit as complicated as our own, private grievances and ambitions, and competing, often conflicting calls on their loyalty: their love for their families and their friends, their hatred for their enemies. Indeed, what was arguably more important during these years than any clash of principle was the series of bitter feuds at the heart of the royal family: between the Savoyards and the Lusignans, between Montfort and Henry III, between Edward and his mother. To follow the shifts in these feuds can be a complicated business, but it is the surest guide to what was really happening in England as the revolution of 1258 started to unravel.

Morris, M. (2008) *A Great and Terrible King: Edward I*, p. 42



# Learner Resource 3 Rivalry and power: ambitions, concerns and action



**Royalists**

**Minority  
and regency  
government  
1216–1232**

**Rule of Henry III  
1232–1258**

**Political Crisis  
1258–1263**

**Rebels**



# Learner Resource 4 Individual perspectives



<p><b>King</b></p>	<p><b>Country</b></p>
<p><b>Obligation</b></p>	<p><b>Family</b></p>

**Name of individual:**



# Learner Resource 5 Layers of argument



<b>Argument</b>	
<b>General explanation</b>	
<b>Citation of examples</b>	
<b>Developed explanation and support</b>	
<b>Evaluation</b>	
<b>Analysis</b>	



# Learner Resource 6 Essay writing

See  
page 13

A key method of improving essays is to understand the meaning of the words used by teachers and examiners to define parts of your written work. Try to become familiar with these, and be critical of the written work you produce – have you really hit these criteria?

<b>Argument</b>	Description, introduction or pursuit of an issue, hypothesis, viewpoint (Awareness)
<b>Explanation</b>	Development of points to support an argument, ranging from general comments to detailed development (Understanding and knowledge)
<b>Support</b>	Use of specific examples (Knowledge)
<b>Evaluation</b>	Assessment of the 'value' of one factor or side of the argument following an analysis of the details (Supported and justified argument)
<b>Analysis</b>	Weighing up two or more aspects, factors or points of view against each other through developed and supported explanation (Links and justifies relative importance)

## Remember:

- 'argument' is not the same as 'analysis' anybody can learn it and 'state' it, but not everyone can explain and justify it
- 'evaluation' is not the same as 'analysis' you evaluate 'something' (one object) but you analyse 'things' (several objects)... therefore, in terms of the 'whole essay question', analysis is used to refer to different factors or points of view being weighed against each other, whereas the process of analysing details to assess one factor is 'evaluation'
- 'support' means using examples and details to illustrate your points, not just 'listing' or 'citing' them without any proof of their relevance





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