

Year 12 History Holiday Homework

Hello historians!

Your transition work for History is in two parts, which is due to the fact that you will study two different units for A-Level History (the Tudors and the Cold War).

Part 1 (the Tudors) consists of 4 tasks, and Part 2 (the Cold War) consists of 3 tasks.

If you have any questions email Rebecca.snowe@paddington-academy.org

Good luck!





Year 12 Holiday Homework

Next year for History, you will study Tudor England between the years of 1485 – 1509. The Tudor Period saw enormous change which still affects our lives today. During the period 1485 – 1603, the Church of England was created, the importance of Parliament grew and the government of England became more centralised and extensive than ever before. The Tudor Period marked the beginning of our modern nation state.

The First Tudor monarch was Henry Tudor, who became Henry VII in 1485 after his victory over Richard III at the Battle of Bosworth. In the 50 years before Henry VII came to the throne, England had been torn apart by a civil war between two rival families, who had both claimed the right to rule. This became known as the Wars of the Roses, where House Lancaster (red rose) fought against House York (white rose). As a result of these events, by 1485 the traditional role and powers of the monarchy seemed to be under threat.

In September we will look at what happened once Henry Tudor took the crown, however, for your holiday homework you are going to complete some independent research tasks looking at the how Henry Tudor defeated the King of England, Richard III, and ended the Wars of the Roses

Reading

Henry Tudor's early life

Henry was born in 1457 to Edmund Tudor, Earl of Richmond (who had died a few months before Henry's birth) and Margaret Beaufort (who was only fourteen years old). He was born in Pembroke Castle in southeast Wales (he had Welsh ancestry). Henry VII had not been brought up to rule. In 1471, King Henry VI and his heir, Prince Edward, died, leaving Henry Tudor as the leading Lancastrian claimant. The new king, Edward VI saw Henry Tudor as a threat, so Henry fled to Brittany, where he lived most of the time as a fugitive under the safety of Francis II, Duke of Brittany. There is no evidence that Henry attempted to become king of England during this period. Many believe his time as a fugitive taught him valuable lessons and was useful training for him as a future ruler.

Henry's claim to the throne was weak in two ways. Firstly, he was descended through the female line represented by his mother, Lady Margaret Beaufort (see the family tree). Perhaps more importantly was the fact that the line (claim to the throne) came from John of Gaunt's third wife.

In 1483 the situation changed suddenly. Edward IV died. His brother, Richard, Duke of Gloucester, was supposed to become Regent, ruling on behalf of Edward's sons. But then Richard proclaimed himself King, thus denying the succession of his nephew, the young Edward V. The young princes, Edward and Richard, were put in the Tower of London and disappeared. Richard's seizure of the throne led to more disunity in the country, and his ruthless methods provoked more opposition.

Henry's mother, Lady Margaret Beaufort, opened negotiations through a priest to arrange the marriage of her son to Elizabeth of York, the eldest daughter of the late King Edward IV. Not only would this strengthen his claim, but it would also unite the House of Lancaster and York.

Year 12 Holiday Homework

The Battle of Bosworth - 1485

Richard III was so unpopular that Henry Tudor decided it was time to claim the throne for himself.

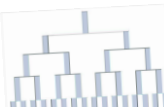
Henry set sail from France in August 1485 with a small army of English supporters and French soldiers. They landed near Pembroke in Wales and marched towards the English border, gaining support and soldiers as he went. Even then his forces did not match those of Richard III who was based in Nottingham Castle.

On the morning of 22nd August 1485, the 5,000 French soldier army of Henry Tudor, Earl of Richmond, met the royal army commanded by King Richard III in battle at Bosworth Field, near Leicester.

Richard's nobles refused to advance against Henry Tudor's army, perhaps because they lacked loyalty towards Richard. Crucially, Lord Thomas Stanley (Henry's stepfather) and his brother, Sir William Stanley, were positioned at the north of the battle site with 4,000 men. Both men were reluctant to support Richard, who had taken Thomas Stanley's son hostage to ensure their loyalty, but they were also afraid to support Henry openly in case he lost the battle and they were ruined along with him. The Earl of Northumberland was also at the battle, but he too had refused to take part until the outcome was clearer.

Sir William Stanley decided to take action. He ordered his cavalry to attack Richard. Meanwhile, the Earl of Northumberland still remained off to the side of the battlefield, choosing not to protect his king, Richard III. Richard was killed, the last English king to die in battle.

Task 1 – Family tree



Using the internet, create a family tree for the Tudor dynasty. This can be created by hand or make on a computer, however, it must be neat! This will be useful for your studies of the Tudors next year, as you will be able to understand how this dynasty fits together (i.e. who married who, what connections people have, etc.).

You should also include Henry VII's ancestry. What was Henry VII's claim to the English throne? Was it a strong or weak claim?

Task 2 – Note taking



You need to build an understanding of why Henry Tudor, a man who had lived in exile in France since he was a teenager and had a relatively weak claim to the throne, was able to challenge Richard III for the throne. Your notes should be neatly presented, with clear headings.

1) Support from France	<i>What support from France did Henry Tudor receive? What did France support Henry's challenge to the throne? Why was French support important?</i>
2) Lancastrian support	<i>What support did Henry Tudor receive from House Lancaster? Why was his mother, Margret Beaufort, important for his challenge to the throne?</i>
3) Marriage	<i>What had his mother arrange for Henry in terms of marriage? Why was this significant? How did this weaken Richard III's position?</i>

Task 3 – Video note taking



Watch the documentary on Henry VII called 'The Winter King'.

<https://www.youtube.com/watch?v=-5FsriGn300>

As you watch the documentary, answer the following questions on lined paper / flash cards. Your answers should be detailed and clear to read!

1) Why did Henry Tudor have to spend time in exile? What did he learn?	2) Why was Henry's mother an important figure in his life? What was her belief?	3) Why was Henry Tudor successful at the Battle of Hastings? What was the significance of the Stanley brothers?
4) What problems did Henry VII face as a new king?	5) Why was his marriage to Elizabeth of York significant?	6) What can we learn from his character? Why was he different to previous king?

Task 4 – Interpretation analysis



Read the interpretation on Henry VII and his character. You need to analyse the interpretation using these steps: **1)** Read the interpretation and underline any words that are unclear – then google what they mean. **2)** Read the interpretation again, this time highlight sections using two different colours – one colour for what you find to be *convincing* (believable) and one section for what you find to be *less convincing* (less believable). **3)** Then write a mini essay (at least four PEE paragraphs). E.g. You might find it convincing that he won the Battle of Bosworth due to luck – explain, using evidence, what that is the case. You will need to come to a conclusion – how far do you agree with the interpretation? Use all your notes from the previous task to help you!

Interpretation A

Guy, J. 'Henry VII' (1999), Oxford: OUP

Henry Tudor is perhaps one of the luckiest men to have ever lived. He was able to secure the thrown for himself due to a number of factors that can only be put down as sheer luck. We cannot claim that he was a great warrior, he was not. He did not lead his men in battle, his uncle did. We cannot claim he was a great strategic thinker, he was not. His uncle and mother were the two that planned for his invasion. We cannot claim he had determination, he did not. His mother was the one who was really determined for him to become king. It was through sheer coincidence that Henry was able to become king.

Useful websites and things to do:



Websites:

- BBC History: http://www.bbc.co.uk/history/people/henry_vii/
- Learning History: <http://www.historylearningsite.co.uk/tudor-england/the-battle-of-bosworth/>
- S-cool: <http://www.s-cool.co.uk/a-level/history/henry-vii/revise-it/introduction>

Things to watch:

- **Wolf Hall** (TV series) on Netflix → This is a drama about Thomas Cromwell who was one of Henry VIII's most important advisors.
- **The White Queen** (TV series) → This is a drama set before Henry Tudor become king. It tells the story of the Wars of the Roses and the weaknesses of Richard III which led to Henry Tudor's victory.



Introduction

Next year for History you will study the **Cold War**, from its beginnings in 1945 until one of its most tense moments – the Cuban Missile Crisis in 1962 – when the world seemed poised on the edge of nuclear war. Along the way, we will look at how the USSR asserted its dominance in Eastern Europe, and how the Cold War spilled into Asia with conflicts in China, Korea, and Vietnam – conflicts which continue to shape global politics today.

In September we will begin by looking at how long-standing ideological differences, as well as post-war disagreements over Germany, laid the foundations for nearly fifty years of tension. It is these topics which form the basis of this homework – alongside some source analysis – so that you can begin the course in September feeling confident.

To work, comrades!

Task 1 – Note-taking



Copy and paste this link - <http://www.youtube.com/watch?v=HpYCplyBknl> – to access the Youtube video. Using the information provided in the video, make **neat and clear notes** on the **long-term** and **ideological causes** of the **Cold War**. In other words, think about how the seeds for the Cold War were planted *before* 1945, in terms of different ideologies (communism Vs. capitalism). You may wish to use subheadings (like ‘communism’ and ‘capitalism’) then write bullet points underneath them.

Remember, your notes should not only describe the main points of capitalism and communism, but also **why these ideologies would bring the USA and USSR into conflict later on** (after 1945).

Task 2 – Timeline

This is a *depth* module, which means we study events in lots of detail. As a result, it may take us several lessons to study events which only took place over a short period of time. It is important, therefore, that you build up a good understanding of *chronology* – of *when* important events happened. With so much detail and content, it can become overwhelming and confusing when trying to understand what happened at what time, and how these events linked together.

A good way of making sure you do not get overwhelmed or confused is by making a *timeline*. Your second task, therefore, is to make a timeline of all the important events that happened between 1945 and 1948. You need to include *at least* ten events, and write some important details (a few sentences or bullet points) alongside each one. When deciding which events to put on your timeline, think about which events caused tension to increase between the USA and USSR.

You can do your own internet research for this task, but here are two websites to get you started:

<https://www.bbc.com/education/guides/z3t42p3/revision/1>

<http://www.historyguide.org/europe/lecture14.html>

Task 3 – Source analysis

This is an extract from George Kennan's 'Long Telegram', published in 1946:

"It may be expected that the Soviet Union will act as follows:

- a) To undermine the general political and strategic potential of major Western powers.***
- b) Soviet-dominated puppet governments will be undergoing preparation to take over domestic power in areas which have been under foreign occupation.***
- c) Everything will be done to set major Western powers against each other.***
- d) The Soviet regime is a police regime accustomed to think primarily in terms of police power. This should never be lost sight of in terms of gauging Soviet motives.***

In conclusion, from the Soviet standpoint, it is desirable and necessary for our traditional way of life to be destroyed and international authority of our state to be broken if Soviet power is to be secure."

In an exam, you would be presented with a source like this, and be asked a question like:
"How valuable is this source for understanding why the Cold War began?"

To do this, you need to analyse the source using these steps (answer *all* of the following questions in full sentences on a piece of lined paper, giving as much detail and examples as possible – in other words, write a short paragraph for each answer)

Stage One: Content (message)

- 1) What is the *message* of the source – what is Kennan trying to say about the origins of the Cold War? What evidence from the source can you use to support this?
- 2) Compare this to your own knowledge of how the Cold War began - is Kennan being accurate?
- 3) Does the information (message) provided by the source therefore make the source *valuable* for understanding the origins of the Cold War? *Remember, just because something is inaccurate, it can still be valuable for helping us understand an issue.*

Stage Two: Provenance

- 1) Who wrote the source? What was his job (research Kennan online)?
- 2) What *type* of source is it – public, private, official, unofficial...?
- 3) Who was the intended *audience* of this source – who was meant to read it?
- 4) What was going on in the world when this was written (the context)? *This is the most important question for this stage.*
- 5) Overall, does the provenance of the source make it *valuable* for understanding the origins of the Cold War? *Remember, just because something is unreliable or biased, it can still be valuable for helping us understand an issue.*

Stage Three: Tone

- 1) Look at the language used in the source – can you use this as evidence to support any of your answers you wrote for stage two? For example, are there any words that show Kennan is unreliable or biased, or that he was writing for a particular audience?

Stage Four: Conclusion

Overall, how valuable is this source for learning about the origins of the Cold War? State your judgements and the most important reasons for your judgement.