

# Pearson Edexcel A Level in History



## TOPIC BOOKLET

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Paper 3 Option 31: Rebellion and disorder under the Tudors,  
1485–1603

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## Option 31: Rebellion and disorder under the Tudors, 1485–1603 – introduction

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This topic booklet has been written to support teachers delivering **Paper 3 Option 31: Rebellion and disorder under the Tudors** of the 2015 A level History specification. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

We've provided an overview of the topic which helps to provide contextual background and explain why we think this is a fascinating topic to study. The overview could be used, for example, in open evening materials or be given to students at the start of the course.

You'll also find some content guidance; a student timeline, which can be given to students for them to add to and adapt; a list of resources for students and for teachers; and information about overlap between this topic and the 2008 specification.

For more detail about planning, look out for the Getting Started guide, Course planner and schemes of work.

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# Rebellion and disorder under the Tudors, 1485–1603

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## Overview

This option gives students the opportunity to explore the ways in which a turbulent period of English history was brought to an end, and rulers and ruled began a process whereby good governance and the rule of law gradually became the order of the day. However, the process was not smooth and the outcomes rarely certain.

The Plantagenets had ruled England for some 300 years before, divided against themselves, Lancastrian and Yorkist factions fought each other for the throne of England in a series of civil wars that were later called the Wars of the Roses. The mental fragility of the Lancastrian Henry VI created divisions within the nobility as they vied to control a vulnerable ruler. His breakdown in 1453 led to the protectorate of Richard, Duke of York, but despite Henry's recovery in 1455, civil war broke out between the Lancastrian and Yorkist factions resulting in the first reign of the Yorkist King Edward VI (1461–70). Rallying under the leadership of Henry's queen, Margaret of Anjou, the Lancastrians re-grouped and by 1470, Henry was back on the throne. He was back, however, for only a year. The Battle of Tewkesbury saw the death of his only son and opened the way for his own murder in the Tower of London. The second reign of Edward VI (1471–83) proceeded without challengers and was able to achieve an unprecedented level of political and societal stability. However, his sudden death in 1483 precipitated yet more turbulence, with the disappearance of his two young sons and the coronation of their uncle as Richard III.

Henry Tudor claimed the throne in August 1485 by virtue of the death of Richard III in battle on Bosworth Field. This was an accepted way, in the late medieval period, of gaining a crown and a kingdom; had Richard survived the battle and lived to fight another day, the final outcome might have been very different. As it was, nobles, clergy and people would have wondered whether Bosworth was simply another battle in the civil war that had riven England for 30 years. Yet, in less than 100 years, a potentially rebellious people had become, mostly, loyal subjects of one of the most powerful dynasties England had seen: the Tudors.

The ways in which, and the reasons why, this happened will be explored throughout this option. The breadth study has as its focus central and local government. Students will explore the ways in which central government expanded and developed in order to include powerful families in the decision-making process, and at the same time enabling talented men of humbler origins to rise and participate. This will involve an understanding, too, of the ways in which solid citizens in the localities were drawn into governance. The five main challenges to Tudor authority will be studied in depth. They reveal social, economic, political and religious grievances that troubled the powerful and the common people. That none of them was successful is a tribute to the under-pinning theme of growing good governance and Tudor confidence. When the last Tudor, Elizabeth I, died in 1603, her legacy to the Stuart James VI of Scotland was that of a peaceful and prosperous kingdom that was a force to be reckoned with in the developing world scene.

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes and give students the opportunity to develop skills in analysing and evaluating source material.

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors, and the ways in which the state gradually brought those likely to join rebellions into partnership and participation in governance and hence respectability. Despite a shaky start, the Tudors established their dynasty as one of the most powerful England has seen. They did this by providing, over time, a potentially rebellious people with what they demanded: better governance and justice.

### **Aspects in breadth: controlling a fractious nation – changes in Tudor government, 1485–1603**

- 1 Changes in governance at the centre
- 2 Gaining the cooperation of the localities

### **Aspects in depth: challenges to authority**

- 1 Challenging the succession, 1485–1499
- 2 Challenging religious changes, 1533–37
- 3 Agrarian discontent: Kett's rebellion 1549
- 4 Queen takes Queen? The revolt of the northern earls, 1569–70
- 5 Troublesome Ireland: Tyrone's rebellion, 1594–1603

## Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

### **Aspects in breadth**

The main focus of the 'Aspects in breadth' is on the way in which Tudor government changed, both at the centre and in relation to the localities.

#### **Theme 1 Changes in governance at the centre**

The key element of this theme focuses on the role of the state in initiating a range of reforms in government throughout the period, and on the extent to which government became more efficient centrally. Students will need to have an understanding of changes in the nature of government and administration, including within the royal household and in the establishment and evolution of post holders. Students will also need to have a broad understanding of the changing dynamic within the relationship between crown and church, considering how the reformation was enacted by the Tudor monarchs. Students will then need to explore how this impacted upon and changed the nature of the relationship between the crown and parliament.

Students should be able to explore key events in which Tudor government changed centrally and consider how far they represented turning points: the Acts of Supremacy 1534 and 1559, the Elizabethan religious settlement and the changes made to the function and membership of the Privy Council in 1540.

#### **Theme 2 Gaining the cooperation of the localities**

This key element focuses on the role of the state and on the extent to which government became more efficient through connection to, and control of, sources of power and influence in the localities. Students will need to have a broad understanding of the different groups within society that were variously affected by these changes at different periods of

time within the overall period and how they were involved in governance. This will include an understanding of how the regions were governed as well as the economic and social climate within which these changes were initiated. Students will also need to develop their understanding of how the crown used patronage, grants and royal progresses to increase the cooperation of the localities.

Students should, however, be able to explore key turning points in the ways in which Tudor government changed in relation to the localities, and understand the reasons why key changes were made, why they were important and what their main effects were: these include the introduction of the Tudor subsidy in 1513, the reestablishment of the Council of the North 1537, the Law in Wales Acts 1535 and 1542, the Statute of Artificers 1563 and the Act for the Relief of the Poor, 1598.

The focus of the 'Aspects in breadth' is on the process of change over a long period of time, rather than concentrating exclusively on specific acts or events. Students will not be expected to explore the reasons for the calling of different parliaments or changes in ministers of the crown.

### **Aspects in depth**

The focus of the 'Aspects in depth' is on rebellion and disorder under the Tudors, through the study of five depth topics which together range over the chronology.

Although the topics are clarified separately below, students should appreciate the linkages between them since questions, including document questions, may be set which target the content of more than one topic, for example the Pilgrimage of Grace and the revolt of the Northern Earls both contained elements of religion as a cause.

Students will be required to interpret and evaluate a documentary extract in its historical context, but the knowledge they will need to have will be central to that specified in the topics. Questions will not require them to demonstrate knowledge of references in documents to events or individuals other than those explicitly specified.

#### **Topic 1: Challenging the succession, 1485–1499**

The focus of the topic is on Henry VII's insecurity on attaining the throne, the steps he took to secure the throne initially and on the two major challenges he faced. Students should have knowledge of the nature of the claims made by Warbeck and Simnel and on the seriousness of the threat they posed because of foreign support from Burgundy, France, Scotland and Ireland. They should have knowledge of the ways in which the challenges were overcome. Coverage of Henry VII's domestic policy is not required, except where it impacts on the threat posed by Simnel and Warbeck.

#### **Topic 2: Challenging religious changes, 1533–37**

The focus of the topic is on the reasons for, and impact of, the rebellion following the changes brought about by the English Reformation. Students need to understand the seriousness of the challenge presented by the rebels in Lincolnshire and in the Pilgrimage of Grace, the importance of the role of the gentry in supporting the Lincolnshire challenge, and the nature and extent of support in the north of England for the Pilgrimage. They should understand why Henry VIII at first appeared to make concessions and then adopted the traditional response. Detailed coverage of the events and legislation bringing about the Reformation is not required.

### **Topic 3: Agrarian discontent: Kett's rebellion 1549**

The focus of the topic is on agrarian discontent and on the rebellion against enclosures in East Anglia led by Robert Kett. Students should understand the reasons for, and impact of, enclosure in the mid-sixteenth century. Students need to understand how the social policy of Somerset contributed to the anti-enclosure riots and the way in which the leadership of Kett turned the riots into rebellion. Students should understand how the demands of the rebels shed insight into the social and economic condition of England. They need knowledge of the main events of the rebellion as they challenged authority, and the strategy of that authority in ending the rebellion. Coverage of enclosures and anti-enclosure riots elsewhere is not required.



#### **Topic 4: Queen takes Queen? The revolt of the northern earls, 1569–70**

The focus of the topic is on the threat posed to Elizabeth I by the presence of Mary, Queen of Scots in England and the revolt of the northern earls. Students should be aware of the problem posed by Mary, Queen of Scots as the focus of Catholic discontent and subversive plots against Elizabeth; and the crisis caused by Mary's arrival in 1568 in the north of England. Knowledge is needed of the impact this had on the court manoeuvrings, including the significance of the attempts to arrange a marriage for Mary Queen of Scots, the role played by the Duke of Norfolk, and intrigue to overthrow William Cecil. Students need to understand the nature of the challenge to Elizabeth posed by the revolt of the northern earls. Students need to have knowledge of the main events of the revolt including the significance of the capture of Durham and the siege of Barnard Castle; the role of the Earls of Northumberland and Westmoreland, the Earl of Sussex and the Council of the North. They should understand the reasons for its failure, including the lack of support within and outside the north of England and the lack of specific aims. Knowledge of the plots against Elizabeth with which Mary was involved is not required.

#### **Topic 5: Troublesome Ireland: Tyrone's rebellion, 1594–1603**

The focus of the topic is on the Nine Years' War in Ireland, during which Hugh O'Neill, Earl of Tyrone, orchestrated a rebellion against the English crown. Students need to have knowledge of the reason for the war, including impact of English (Protestant) attempts to extend control of Ireland to beyond the Pale. They should understand the level of support for the rebellion and the consequent danger it presented to the English crown. An understanding of the reasons why the rebellion took so long to put down, including poor handling by the English and the skill of the Irish, is required. Coverage of internal Irish politics, except insofar as they relate to the rebellion, is not required.

## Student timeline

The timeline below could be given to students (and could be further edited and added to by them). Dates relating to the ‘Aspects in breadth’ are given on the left; dates relating to the ‘Aspects in depth’ are given on the right. Students may find it useful to colour-code events or themes.

Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed or that students must know them all: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

Aspects in breadth		Aspects in depth
Reign of Henry VII began	1485	Battle of Bosworth Richard III defeated by Henry Tudor
	1486	Lambert Simnel challenge began
	1487	Battle of Stoke
	1491	Perkin Warbeck challenge began
	1495	Perkin Warbeck landed in Kent
	1497	Perkin Warbeck landed in Cornwall and captured at Beaulieu Abbey
	1499	Perkin Warbeck hanged
Reign of Henry VIII began	1509	
Tudor subsidy	1513	
Reformation Parliament summoned	1529	
Henry VIII married Anne Boleyn	1533	
Act of Supremacy	1534	Act of Supremacy
Law in Wales Act	1535	Visitations of monasteries and churches ordered
Welsh local customary law replaced by English common law	1536	Act for the Dissolution of the Lesser Monasteries
	2 October	Lincolnshire Rising
	13 October	Pilgrimage of Grace breaks out, following failure of Lincolnshire Rising
Council of the North re-established-	1537 February	Rising in Cumberland and Westmorland (Bigod's rebellion)
	July	Robert Aske hanged in York
	1538	Henry VIII formally excommunicated by the Pope
	1539	Act for the Dissolution of the Greater Monasteries

Reform of the Privy Council Execution of Thomas Cromwell	1540 July	
Posts of lord lieutenant established in historic counties	1540s  1540–49	Agricultural crisis caused mainly by enclosures
Law in Wales Act  First reference in parliament for right of MPs to freedom of speech	1542	
Reign of Edward VI began under protection of Duke of Somerset	1547	
	1549 6 July  8 July  21 July  27 August  7 December	Rioting in Wymondham, Norfolk  Robert Kett set up camp on Mousehold Heath, Norfolk, and the rebellion began  Rebels took Norwich Castle  Battle of Dussindale: rebels defeated  Robert Kett hanged from the walls of Norwich castle
Reign of Mary Tudor began	1553	
Reign of Elizabeth I began	1558	
Act of Supremacy Elizabethan Religious Settlement	1559	
Statute of Artificers	1563	
	1567	Mary, Queen of Scots, forced to abdicate
	1568	Mary Queen of Scots fled to England  Plots at court to marry her to the Duke of Norfolk
	1569  November  December	Revolt of the northern earls  Durham occupied and Mass held in Durham cathedral  Barnard Castle captured  Earl of Sussex defeated rebels, who fled to Scotland

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	1570	Elizabeth excommunicated
	1587	Mary Queen of Scots executed
Defeat of Spanish Armada	1588	
	1594	Outbreak of the Nine Years' War (Tyrone's rebellion) against the English state's attempts to extend their control beyond the Pale
	1595	Battle of Clontibret: Hugh O'Neill, Earl of Tyrone, defeated English forces
Act for the Relief of the Poor provided the first complete code of poor relief	1598	Battle of Yellow Ford: English troops massacred  Destruction of the Munster Plantation
	1599	Battle of Curlew Pass: Earl of Essex's troops massacred
	1601 September	Battle of Kinsale: O'Neill's forces massacred by English cavalry led by Lords Mountjoy and Carew
	1602 5–18 June	Siege of Dunboy Castle: Irish and Spanish defeated by English troops
Death of Elizabeth I	1603	

### Mapping to 2008 specification

There is some content overlap between this option and the following options from the 2008 specification.

- Unit 1, Option A, Topic A7: The Reign of Henry VII, 1485–1509
- Unit 2, Option A, Topic A1: Henry VIII: Authority, Nation and Religion, 1509–40
- Unit 3, Option A, Topic A1: Protest, Crisis and Rebellion in England, 1536–88
- Unit 1, Option B, Topic B5: Conflict and Conquest in Ireland, 1598–1692 (includes Tyrone's rebellion)

There is also overlap with the following coursework programmes from the 2008 specification:

- CW7: Rebellion and Disorder in Tudor England, 1485–1587

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### Resources and references

The table below lists a range of resources that could be used by teachers and/or students for this topic. This list will be updated as and when new resources become available: for example, when new textbooks are published.

Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resource	Type	For students and/or teachers?
Angela Anderson and Tony Imperato, <i>An Introduction to Tudor England, 1485–1603</i> (Access to History Context, Hodder Murray, 2001)	Textbook	Written for students.
Alastair Armstrong, <i>AS Edexcel GCE History: Henry VIII: Authority, Nation and Religion, 1509–40</i> (Heinemann, 2008)	Textbook	Written for students.
Nicholas Fellows, <i>Disorder and Rebellion in Tudor England</i> (Access To History In Depth, Hodder Education, 2002)	Textbook	Written for students.
David Hudson, David Rogerson and Samantha Ellsmore, <i>The Early Tudors: England 1485–1558</i> (SHP Advanced History Core Texts, Hodder Education, 2001)	Textbook	Written for students.
Roger Lockyer and Dan O'Sullivan, <i>Tudor Britain, 1485–1603</i> (Longman Advanced History, Addison Wesley Longman, 1997)	Textbook	Written for students.
John Lotherington (editor), <i>The Tudor Years</i> (Hodder Murray, 2003)	Textbook	Written for students.
Barbara Mervyn, <i>Enquiring History: Tudor Rebellions 1485–1603</i> (Hodder Education, 2014)	Textbook	Written for students.
Derrick Murphy, Allan Keen, Michael Tillbrook and Patrick Walsh-Atkins, <i>England 1485–1603</i> (Flagship History, Collins Educational, 1999)	Textbook	Written for students.
Nigel Heard and Roger Turvey, <i>Change and Protest 1536–88: Mid-Tudor Crises?</i> (Access to History, Hodder Education, 2009)	Textbook	Written for students.
Barbara Mervyn, <i>The Reign of Elizabeth: England 1558–1603</i> (SHP Advanced History Core Texts, Hodder Education, 2001)	Textbook	Written for students.

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Derrick Murphy, Elizabeth Sparey and Irene Carrier, <i>Britain 1558–1689</i> (Flagship History, Collins, 2002)	Textbook	Written for students.
Colin Pendrill, <i>The English Reformation 1485–1558</i> (Heinemann Advanced History, Heinemann, 2000)	Textbook	Written for students.
John Warren, <i>Elizabeth I Meeting the Challenge: England 1541–1603</i> (Access to History, Hodder Education, 2008)	Textbook	Written for students.
Anthony Fletcher and Diarmaid MacCulloch, <i>Tudor Rebellions</i> (Seminar Studies in History, Pearson Education, 2008)	Academic with documents	Accessible for students.
John Guy, <i>Tudor England</i> (Oxford University Press, 1990)	Academic	For teachers but also accessible for students.
Paul Thomas, <i>Authority and Disorder in Tudor Times, 1485–1603</i> (Cambridge Perspectives in History, Cambridge University Press, 1999)	Academic with documents	Accessible for students.
Richard Rex, <i>Henry VIII and the English Reformation</i> (British History in Perspective, Palgrave Macmillan, 2006)	Academic	Accessible for students.
Penry Williams, <i>The Later Tudors: England 1547–1603</i> (The New Oxford History of England, Oxford University Press, 2002)	Academic	For teachers but also accessible for students. Provides a detailed thematic overview of the later Tudor period.
Nicholas Fellows, <i>Henry VIII</i> (Flagship Historymakers, Collins Educational, 2005)	Biography	Written for students.
Nicholas Fellows, <i>Elizabeth I</i> (Flagship Historymakers, Collins Education, 2004)	Biography	Written for students.

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<p><i>History Today and History Review</i></p> <p>Lucy Wooding, Henry VIII and Religion, <i>History Review</i>, 2008:  <a href="http://www.historytoday.com/lucy-wooding/henry-viii-and-religion">www.historytoday.com/lucy-wooding/henry-viii-and-religion</a></p> <p>John Matusiak, Mid-Tudor England: Years of Trauma and Survival, <i>History Review</i>, 2005:  <a href="http://www.historytoday.com/john-matusiak/mid-tudor-england-years-trauma-and-survival">www.historytoday.com/john-matusiak/mid-tudor-england-years-trauma-and-survival</a></p> <p>R E Foster, Majesty Through Magistracy: Maintaining Order in Tudor England, <i>History Review</i>:  <a href="http://www.historytoday.com/r-e-foster/majesty-through-magistracy-maintaining-order-tudor-england">www.historytoday.com/r-e-foster/majesty-through-magistracy-maintaining-order-tudor-england</a></p>	<p>Articles</p>	<p>Accessible for students.</p> <p>Note that a subscription is required to read the online articles (£).</p>
<p>BBC: Tudors <a href="http://www.bbc.co.uk/history/british/tudors/">www.bbc.co.uk/history/british/tudors/</a></p>	<p>Website</p>	<p>Accessible for students. A useful range of articles on the Tudor period written by academic historians.</p>
<p>History Learning Site: The Tudors <a href="http://www.historylearningsite.co.uk/tudor_england.htm">www.historylearningsite.co.uk/tudor_england.htm</a></p>	<p>Website</p>	<p>Accessible for students. A wide-ranging website on different aspects of the Tudor period.</p>
<p>Historical Association</p> <p>Historian Steven Gunn discusses Tudor rebellions: <a href="http://www.history.org.uk/podcasts/#/p/33">www.history.org.uk/podcasts/#/p/33</a></p> <p>Historian Sue Doran discusses Tudor royal authority: <a href="http://www.history.org.uk/podcasts/#/p/27">www.history.org.uk/podcasts/#/p/27</a></p>	<p>Podcasts</p>	<p>Accessible for students.</p> <p>Note that a subscription is required (£).</p>



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