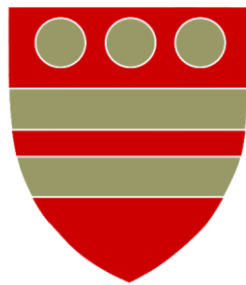


A-level  
History at  
Bourne  
Grammar  
School



Welcome to the history department at Bourne Grammar School.

Choosing to study A-level history here means you will be taught by experienced teachers, each with a passion for history in general and their specialist topic in particular.

Lessons are interesting, challenging and involve a great deal of evaluation and discussion. You will arrive at lessons having read your preparation material, allowing us as a class to interpret, discuss and debate the contentious points of the topics. This ensures you make the highest levels of progress and attainment.

You will receive support and guidance from your teachers, and all the advice you need to reach your potential at A-level. We only ask that you are prepared, hard-working and committed.

We study **OCR** A-level history;

<b>Year 12: Unit 1</b> British Period study	<b>The Early Tudors</b> (Miss Capper)
<b>Year 13: Unit 2</b> Non-British Period study	<b>The Cold War in Asia</b> (Mr Green/Mr Bainbridge)
<b>Years 12 &amp; 13: Unit 3</b> Thematic study	<b>English Government and the Church, 1066 – 1216</b> (Dr Barmby)
<b>Year 13: Unit 4</b> <b>Coursework</b>	<b>Choice of topics</b> (Miss Capper)

Details from the OCR specification are contained below. Have a read and familiarise yourself with the topics you will be studying.

## 2 The specification overview

### 2a. Overview of A Level in History A (H505)

Learners must take one unit from each of unit groups 1 to 3 as well as the mandatory non exam assessment unit Y100 Topic based essay.

Content Overview	Assessment Overview	
<b>British period study and enquiry: (unit group 1)</b> Learners study <b>one</b> of the 13 units available, each of which constitutes a substantial and coherent element of British History. The enquiry is a source-based study which immediately precedes or follows the outline period study.	British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper	<b>25%</b> of total A level
<b>Non-British period study: (unit group 2)</b> Learners study <b>one</b> of the 24 units available, each of which constitutes a coherent period of non-British History.	Non-British period study (Y201-Y224) 30 marks 1 hour paper	<b>15%</b> of total A level
<b>Thematic study and historical interpretations: (unit group 3)</b> Learners study <b>one</b> of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.	Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper	<b>40%</b> of total A level
<b>Topic based essay: (unit Y100)* **</b> Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR.	3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks	<b>20%</b> of total A level

\*Includes synoptic assessment

\*\*Learners who are retaking a qualification can choose either to retake the non exam assessment unit or to carry forward their mark for that unit. See Section 4d for further details.

# Unit 1 - Y106

2

Unit Y106: England 1485–1558: the Early Tudors	
British Period Studies: England 1485–1547	
Key Topics	Content Learners should have studied the following:
The government of Henry VII and threats to his rule	Henry's claim to the throne; Yorkist opposition, Lovel, Stafford and Suffolk, the Pretenders, Simnel and Warbeck; relations with the nobility, rewards and punishments; royal finances and their administration, opposition to taxation in Yorkshire and Cornwall; administration, the personnel, Councils, local government and parliament.
Henry VII's foreign policy	England's position in Europe in 1485, Henry VII's aims; relations with Burgundy, France, Scotland and Spain; treaties of Medina del campo, Redon, Etaples and Ayton; marriage negotiations; trade agreements, including Magnus Intercursus and Malus Intercursus.
Henry VIII and Wolsey	Henry VIII's personality; his role in government to 1529; aims and policies in foreign affairs to 1529, Wolsey's role in foreign affairs; Wolsey's administration of government, finances, law and social reforms; the Church and its condition under Wolsey; the divorce and Wolsey's fall.
The reign of Henry VIII after 1529	Religious change and opposition, religious legislation in the 1530s and 1540s, the Dissolution of the Monasteries, the Pilgrimage of Grace; the rise and fall of Thomas Cromwell; the extent of Henry VIII's role in government in the 1540s; faction in 1540s; foreign policy in the 1540s, war with France and Scotland and its impact.
Enquiry Topic: Mid Tudor Crises 1547–1558	
Key Topics	Content Learners should have studied the following:
The stability of the monarchy	Issues of Edward VI's age and Mary Tudor's gender, marriage of Mary Tudor and Philip; the Devise 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.
Religious changes	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.
Rebellion and unrest	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.

## Unit 2 – Y222

2

Unit Y222: The Cold War in Asia 1945–1993	
Key Topic	Content Learners should have studied the following:
<b>Western Policies in Post War Asia 1945–1979</b>	Decisions on Asia at Yalta and Potsdam; US policies – Kennan’s Long Telegram 1946, the creation of Model States (occupation and reconstruction of Japan; independence in the Philippines and Roxas), US involvement with Jiang Jieshi, the reasons for the fall of China to Communism in 1949 and US reactions, defensive perimeter strategy 1949 and NSC-68 1950; US policy towards China and Taiwan 1949 to 1979 (including Nixon’s visit to China 1972 and the end of recognition for Taiwan 1979), the occupation of a divided Korea and UN involvement (1945–1949); British policies in Malaysia: the Emergency 1948–1960 and independence 1963; the USSR’s influence in Southeast Asia and her attitudes to China.
<b>The Korean War 1950–1953 and its impact to 1977</b>	Causes and outbreak of the Korean War, the aims of Kim Il Sung and Syngman Rhee; US and UN involvement in the war: Russian support for Kim, the Inchon landing, the UN crossing of the 38 <sup>th</sup> parallel and advance to the Yalu river, Chinese intervention in Korea and its impact; reasons for Truman’s dismissal of MacArthur; causes of stalemate 1951–1953; US public opinion; the changing nature of the war; difficulties in reaching a settlement; the outcome for the participants, the situation in Asia in 1953; the creation of SEATO in 1954 and its failure to 1977; non alignment: the Bandung Conference 1955 and its development from 1961.
<b>Indochina 1945–1967</b>	French colonial government in Indochina; Ho Chi Minh and the rise of the Viet Minh; the battle of Dien Bien Phu (1954); the Geneva Conference 1954 and the division of Vietnam; Eisenhower’s policies towards Indochina; Diem’s government of South Vietnam (1955–1963), its relations with Hanoi; formation of the NLF (1961), its impact; Kennedy’s policies towards Indochina (1961–1963); Diem’s assassination (1963); Johnson’s policy: the Gulf of Tonkin resolution (1964), start of US escalation of forces in Vietnam (1965); start of Operation Rolling Thunder (1965).

<b>Wars in Vietnam and Cambodia 1968–1993</b>	The role of the US military in Vietnam, the Vietcong and guerrilla warfare; the Tet Offensive (1968); continuation of bombing campaigns; Nixon’s policies in Vietnam, Cambodia and Laos, his relations with China, Paris peace talks (1967–1973); victory of North Vietnam and the fall of Saigon (1975) and the reasons why the USA failed to win the war; Cambodia: Sihanouk 1955–1970, reasons for civil war and North Vietnamese intervention; US bombing and the fall of the Khmer republic 1970–1975; Pol Pot and Democratic Kampuchea (the Khmer Rouge 1975–1978, Chinese Models, evacuation to the rural areas, anti-intellectualism, the Killing Fields and ethnicity); Vietnamese invasion 1978 and its consequences (a People’s Republic); the role of the UN; Paris Peace settlement (1991–1993) and the creation of a Cambodian Kingdom.
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## Unit 3 – Y303

### Unit Y303: English Government and the Church 1066–1216

This theme focuses on changes in government and the Church. Learners should consider the main developments in government and administration and the developing relationship between the Crown and the Church. Learners should consider how far, and for what reasons, this relationship changed. The strands identified below are not to be studied in isolation to each other.

Learners will be aware of the changes and developments in the government and Church in the reigns of William I, William II, Henry I, Stephen, Henry II, Richard I and John. However, they are not expected to demonstrate a detailed understanding of the specification content, except for the named in-depth studies, but are expected to know the main developments and turning points relevant to the theme.

Thematic Study: English Government and the Church 1066–1216	
Key Topics	Content Learners should have studied the following:
Main features of central government	The role and development of: the household, exchequer, chancery, justiciar and law courts; the role and power of the Crown, the nobility, the Church and administrative officials in central government; the impact of continental possessions of the Crown on government; the reasons for rebellion and its impact on government.
The organisation and administration of local government	The links between central and local government; the development of Common Law, including the contributions of Anglo-Saxon customary law, feudal law and those of Anglo-Norman and Angevin kings; the maintenance of order in the localities.
The government of the Church in England	The role of the Archbishop of Canterbury, his relationship with bishops and with the Archbishop of York, including the primacy dispute; the administration of Church law; administrative structures; the role of monasticism.
The role of the archbishops of Canterbury	Their relationship with the Crown and the Papacy; the impact of the Papal reform movement; the significance of archbishops, including Lanfranc, Anselm, Theobald, Becket and Langton.

The reign of Henry I	The personality of Henry I; developments in finance, justice and administration, including the Exchequer, the royal household, the development of bureaucracy, the office of justiciar, 'men raised from the dust'; the idea of contractual kingship; the role of Roger of Salisbury; local justice and government; feudal obligations; the seizure of Normandy and rebellions; the role of Duke Robert; Henry I and Anselm; the issue of homage, the issue of free elections, reforms under Anselm; the primacy dispute; Henry I as guardian of the Church; Henry I and the Papacy.
The Civil War 1139–1154	Causes of rebellion and civil war, usurpation, the dismissal of Roger of Salisbury; extent of disturbances, finance of the war, administration of justice; Stephen's relationship with the barons, the power and loyalty of the barons and earls, baronial coinage; the functioning of central government, the exchequer, coinage; Stephen and the Church; election and support of Theobald; Theobald and canon law; changing relations with the Papacy; the Church and civil war; the impact of monastic orders; settlement and the legacy of Stephen's reign.
The reign of Richard I in England	Finances, taxation and royal customs, sale of offices; William Longchamp; government in the absence of Richard; the role of Hubert Walter; rebellion under John; the use of itinerant justices; Walter as Archbishop of Canterbury; local government, assizes, Forest Assize, Assize of Weights and Measures; Richard and the Church.

At A-level, you will have quite a bit of reading to do. We don't want you slavishly recording everything you read – this is unnecessary and time consuming. The trick is to condense what you've read, extracting only the key information, relating it back to the focus of your note making.

Try this process on the example below:

1. Read the entire section first. This gives you context and helps you get a full sense of the argument.
2. What is the focus of my note making? (This is called the enquiry) In this case, it is how Parliament helped Henry achieve his aims. Keep this in mind as you extract key points.
3. Relate your key points back to the enquiry.

I have included the examples of 'So what' notes that Dr Barmby and I made for Edward I in your GCSE – the principle is the same for A-level.

**Dr Barmby's version**

**Royal Authority**

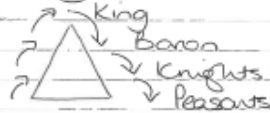

Points + Evidence	So what?
Hierarchy of power (feudal system):  King -> Barons -> Knights -> Peasants  King gives land for obligations (loyalty, promise to fight, pay taxes, + keep countryside safe)	Everyone had a role in society, different groups were dependent on each other, but ultimately the king controlled everything and was owed loyalty by everyone. The king did not have to micromanage the whole country.
Restricted power:  Land spread between followers in different locations (except Welsh Marches/ N England to protect England)	Individual followers would struggle to amass enough concentrated power to challenge the king's authority. England was still well protected from Welsh rebellions and Scottish invasions/raiding.



## Diet

<p>Life was hard for the majority:</p> <p>Most people lived on poverty line + relied on harvests for survival</p>	<p>The land provided to them by knights was key to survival – helping to ensure loyalty. Hard to think about social mobility/rebellion when time is spent just surviving. Potential to be pushed over the edge if too much struggle though.</p>
<p>Power asserted through diet:</p> <p>Meat = status symbol + severe poaching penalties</p>	<p>The king controlled many of the forests in the country where game would be found – a way of asserting royal authority. Clear signs of social aspirations/divisions through desire to eat more meat.</p>

## Miss Capper's version

<p><u>England 1272</u></p> <p>What was England like in 1272?</p> <p>How did England in 1272 affect the King?</p>	
<p><u>Power &amp; Society</u></p> <p>Feudal system = land for King = power and £</p> <p>Exchange obligations:</p> <p>King gets tax, loyalty, promise to fight</p> <p>King gives: land and protection</p>	<p><u>SO WHAT?</u></p> <p>Mutually dependent society</p> <p>King needs loyalty</p> <p>Must treat people fairly</p>
<p>Marcher Lords (Wales) = greater powers</p>	<p>Could be problem for King</p>
<p>Feudal system still in place</p>  <p>more  = need for grazing land</p>	<p>Similar to 1066 but beginnings of change</p> <p>↓</p> <p>Landowners want land for sheep = more freemen = changes in society</p>
<p><u>Diet</u></p> <p>Most on poverty line</p> <p>Couldn't grow, couldn't eat</p> <p>Poaching punished severely</p>	<p>If rich, eat better</p> <p>= power lies with the rich</p>



## Now try it yourself.....

### Act in Restraint of Appeals

The Act in Restraint of Appeals was hastily passed in February 1533, the month after Henry's secret marriage to the now-pregnant Anne Boleyn, even though in the eyes of the Church he was still married to Catherine. It made clear that Henry's divorce case was to be heard in England and that Catherine could not appeal to Rome for her case to be heard there. The Preamble to the Act was used to make bold claims to justify what Henry, his ministers and Parliament were doing.

After the passing of the Act forbidding appeals to Rome, it was possible to make quick progress over Henry's divorce. A court was convened in May 1533 under Archbishop Cranmer. The arguments used were the ones used in the late 1520s that Catherine's marriage to Arthur had been consummated, and that this was prohibited in the Book of Leviticus. Therefore, Henry's marriage to Catherine was invalid, giving a respectable explanation to the fact that Henry had married Anne Boleyn four months earlier. In June 1533 the six months pregnant Anne was crowned as Queen, giving birth to Elizabeth in September.

How did Parliament help Henry VIII achieve his aims after the Break with Rome?

Points	'So what' s

## Source Analysis

Another skill you learnt at GCSE which you will develop at A-level, is source analysis. Below are three questions. Use the source to answer them. There are no 'right' answers, and we will discuss your thought in your first lesson in September.

1. What can you infer about the type of king Henry was?
2. What can you infer about the problems facing Henry at the start of his reign?
3. How valuable is this source for an understanding of how Henry II was able to restore royal authority in England?

**In his *History of English Affairs*, William, canon of Newburgh, sets the scene for Henry II's reign. He gained his information from those who visited the abbey at Newburgh.**

In 1154, after the death of King Stephen, Henry, grandson of King Henry I by his daughter the late empress, came over from Normandy and took possession of his hereditary kingdom to the acclaim of all, and was consecrated and anointed king, while throughout England the people shouted 'Long live the king'. Indeed, so many evils had sprung up in the previous reign that after their unhappy experiences the people hoped for better things from the new monarch, especially when they saw he possessed remarkable prudence, constancy and zeal for justice, and at the very outset already manifested the likeness of a great prince. First he issued an edict against the mercenaries who under King Stephen had streamed into England from foreign parts, as much for the sake of booty as for the profession of arms, especially among the Flemings, of whom a great host then infested the land. These he ordered to return to their own country ... Terror-stricken by this edict, they slipped away in so short a time that ... many marvelled at the haste of their departure. Next he ordered the newly erected castles, which had not been standing in the days of his grandfather, to be razed to the ground, with the exception of a few sited in advantageous places, which he desired either to retain for himself or to be maintained in the hands of peaceful men for the defence of the realm.

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Below are some introductory books that Dr Barmby and I recommend. These will give you excellent context for both time periods you will study in year 12. They are inexpensive, though you could make contact with others who you know are taking history A-level, decide who gets which book, and find a socially distant way to swap them around ☺

The penguin monarch books are great – easy reads, yet written by serious historian. You might think you can't get Henry I, but keep looking, his book cover is in a different colour!

(You can find Winter King as a documentary on Youtube !)



## Normans and Angevins (Paper 3)

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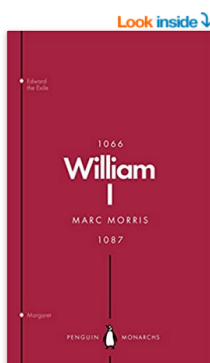


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## Tudors (Paper 1)



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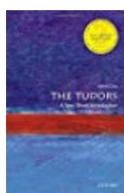
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**There is no need to read every book I've suggested. Cherry pick the ones you like the look of!**

Enjoy, and we'll see you in September!

Miss Capper