TIP – You must revise The Black Death topic for the Evidence section and choose ONE other topic for the Essay section.

1. **KING VS. CHURCH** – King Henry II and Archbishop Thomas Becket, 1170
   - The argument
   - Becket’s murder
   - Consequences

2. **KING VS. BARONS** - King John and the Magna Carta, 1215
   - John’s problems
   - John’s actions
   - Consequences of John’s actions
   - Magna Carta – short and long-term importance
   - Interpretation – was John the ‘worst king ever’?

3. **RATS** - The Black Death, 1348 – Focus topic for Section 1: Evidence/sources section. Therefore, you will NOT answer a question on this topic in Section 2: Essay section
   - How the Black Death spread
   - Medieval beliefs on the causes
   - Medieval cures
   - Positive and negative impacts of the Black Death on England

4. **REBELS** - The Peasants’ Revolt, 1381
   - Causes
   - The revolt – what key events happened?
   - Impact of the Peasants’ Revolt on England – short and long-term importance

5. **The Hundred Years War overview, 1337-1453**
   - Causes/roots of war
   - Battle of Agincourt, 1415 – key events and outcome – why did Henry V win this battle?
Please read this information before the examination starts.

- This examination is 60 minutes long, 50 marks in total
- The time period focus is ‘Medieval Realms: Britain 1066-1453’
- The paper is divided into two sections:
  
  **Section 1: Evidence question—20 marks (40%), The 3 sources are on the Black Death.**
  
  **Section 2: Essay question—30 marks (60%). You must answer ONE essay question from a choice of FIVE. You must not focus on the Black Death.**

- Section 1: Evidence—you should spend 5 minutes planning and then 20 minutes writing
- Section 2: Essay—you should spend 5 minutes planning and then 30 minutes writing
- Handwriting and presentation are important
INTRODUCTION

In 1348, a deadly disease arrived in England. It was called ‘The Black Death’ or ‘plague’. Despite the devastating wide-scale death and destruction, of up to 50% of England's population, it had both negative and positive impacts on English people's lives.

Source A – A survivor of the plague describes the disease in 1350.

‘By God’s will, this evil led to a strange and unwanted kind of death. The flesh was puffed and swollen.’

Source B – The Italian writer Boccaccio described the symptoms of the plague in 1348.

‘Both men and women were affected by a sort of swelling in the groin or under the armpits which reached the size of a common apple or egg. These boils began in a little while to spread all over the body. Later, the appearance of the disease changed to black or red patches on the arms or thighs. These blotches quickly led to death.’

Source C – A medieval painting entitled, ‘The Dance of Death’.
Using ALL the sources and your own knowledge, do you agree that the Black Death only worsened all English people’s lives? (20 marks)

CONSIDER:
- What **message** does each source tell us?
- Which **sources agree** with the question statement?
- Which **sources disagree** with the question statement?
- How much can we **trust** each of the sources? (E.g. who, where, when, what, why was it made?)
- **Your opinion** – do you agree that the Black Death only worsened all English people’s lives? Or were there some positive effects?

POSSIBLE STARTER SENTENCES:
- Source A tells us the message that…. Source B suggests….. Source C highlights….
- Source A is more/less trustworthy because……. Similarly/in contrast Source B is more/less trustworthy because…. Source C is more/less trustworthy as……
- The sources which agree with the question are….. In contrast, the sources which disagree are….. OR All the sources agree/disagree with the question that…..
- In my opinion I agree/disagree with the question because…..
SECTION 2 ESSAY QUESTIONS:

Answer ONE question from this section. You must not focus on the Black Death.
Each question is worth 30 marks.

1. Choose one monarch. How successful was this monarch? (E.g. Henry II, John, Richard II).
2. Explain EITHER the key causes OR consequences of the Peasants’ Revolt of 1381.
3. Is it fair to label King John as ‘the worst king ever’?
4. Explain EITHER the argument between King Henry II and Thomas Becket OR the consequences of Becket’s murder for King Henry II.
5. Explain the key events of the Battle of Agincourt in 1415 and why Henry V won.
<table>
<thead>
<tr>
<th>MARK</th>
<th>SOURCE ANALYSIS – key details from sources &amp; own knowledge</th>
<th>SOURCE EVALUATION – how far can you trust each of the sources? 5W test</th>
<th>JUDGEMENT (opinion/arguments)</th>
<th>STRUCTURE (how ideas are organised and expressed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE ANSWER 1-10 marks</td>
<td>Offers valid but undeveloped comments without direct support from the sources – i.e. does not extract details/quotations from the sources or include own knowledge</td>
<td>Not included or undeveloped</td>
<td>Not included or undeveloped</td>
<td>Shows limited selection and organisation of material. Undeveloped structure and limited explanation</td>
</tr>
<tr>
<td>GOOD ANSWER 11-15 marks</td>
<td>Makes links between the sources, own knowledge and the question</td>
<td>Not included or undeveloped</td>
<td>Not included or undeveloped</td>
<td>Shows SOME selection and organisation of material May lack structure and development of explanation A source-by-source answer could achieve the top of this level</td>
</tr>
<tr>
<td>DEVELOPED &amp; FOCUSED ANSWER 16-20 marks</td>
<td>Developed use of the source details/quotations explained using own knowledge and focused on the question</td>
<td>Valid statements upon the reliability or usefulness of the sources – i.e. origin and purpose – who, where, when, what, why? Source strengths and limitations</td>
<td>Reaches a convincing judgement</td>
<td>Well-structured Links sources to their own knowledge and the question Attempts to make links between sources (e.g. similarities and differences)</td>
</tr>
</tbody>
</table>
## EXAM MARK SCHEME - Section 2: Essay

<table>
<thead>
<tr>
<th>MARK</th>
<th>EVIDENCE (facts/figures/knowledge)</th>
<th>EXPLANATION (reasons)</th>
<th>JUDGEMENT (opinion/argument)</th>
<th>STRUCTURE (how ideas are organised and expressed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE ANSWER</td>
<td>Offers some evidence</td>
<td>Offers basic points</td>
<td>Little judgement</td>
<td>Lacks structure and coherence (does not always make sense)</td>
</tr>
<tr>
<td>1-10 marks</td>
<td>It may be inaccurate or irrelevant</td>
<td>and ideas</td>
<td>given</td>
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</tr>
<tr>
<td>GOOD ANSWER</td>
<td>Gives more relevant evidence</td>
<td>Gives reasons</td>
<td>Attempts to</td>
<td>May have an uncertain overall structure</td>
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<tr>
<td>11-20 marks</td>
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<td>supported by more</td>
<td>offer reasoned</td>
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<tr>
<td></td>
<td></td>
<td>relevant evidence</td>
<td>judgement in</td>
<td></td>
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<td></td>
<td></td>
<td>along with more</td>
<td>places</td>
<td></td>
</tr>
<tr>
<td>DEVELOPED &amp; FOCUSED</td>
<td>Precisely-selected</td>
<td>Strong and developed</td>
<td>Balanced</td>
<td>Clear overall structure/framework of argument</td>
</tr>
<tr>
<td>ANSWER</td>
<td>evidence</td>
<td>analysis</td>
<td>judgements</td>
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<tr>
<td>21-30 marks</td>
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<td>For the top mark,</td>
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<td>coherent and</td>
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<td>convincing, clear</td>
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<td>and logical</td>
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<td>argument is</td>
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<td>present throughout</td>
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</tbody>
</table>
1. KING VS. CHURCH – King Henry II and Archbishop Thomas Becket, 1170

The argument

Background

- **Henry II was a strong King**
- E.g. conquered Ireland, reformed law – set up the jury system (group of people who make a verdict of guilty or innocent) and ordered that only royal judges could try criminal cases
- **Henry II is sometimes called ‘the Father of the Common Law’**
- **He wanted to reduce the power of the Church**
- Henry II appointed Becket as his new Chancellor (leader) in 1155 – they soon became close friends and would drink together

Control of the Church

- In 1162 Henry needed a new Archbishop of Canterbury (the most important bishop in England) as the previous one, Theobald, died
- He wanted Becket so that he would have greater control of the Church
- In particular, he would be able to get all the churchmen to swear an oath of allegiance (loyalty) to him rather than the Pope
- However, as soon as Becket was appointed, it became clear that he was not going to do what Henry wanted
- As Archbishop, Becket became very religious

Constitutions of Clarendon, 1164

- Henry introduced this agreement - a code of 16 rules to increase the king’s power over the bishops and the Church courts
- Henry demanded that, if the Church courts found a priest guilty, they had to hand him over to the king’s court to be punished properly
- **Royal justice should rule not church justice**
- It also gave the King the right to appoint archbishops and bishops
- BUT – although Becket initially agreed he refused to add his seal to the agreement

Becket flees

- Henry was now out to get Becket. In 1164, he put Becket on trial and he was found guilty of treason (going against the King/country)
- Becket fled into exile in France
- The Pope threatened to excommunicate (expel Henry from the Church) so Henry let Becket return to England in December 1170

Becket excommunicated three bishops

- Becket excommunicated three bishops who supported Henry
- In a rage, Henry is said to have shouted: ‘Will no one rid me of this troublesome priest?’
Becket’s murder

Four knights

- Four knights overheard Henry’s rant and rode to Canterbury, and murdered Becket at the altar of the Cathedral on 29 at December 1170
- It is unclear if Henry had clearly instructed them to kill Becket or if they took it upon themselves to teach Becket a lesson

Consequences

Becket the Martyr & Saint (view/interpretation 1)

- Becket was viewed by some as a martyr – dying for his beliefs to defend the power of the Church
- Immediately, stories arose that miracles happened at Becket’s tomb at Canterbury Cathedral
- In 1173, the Pope made Becket a saint
- The Pope excommunicated the knights who killed Becket (to earn forgiveness they had to go on Crusade, the Holy Wars, for 14 years).
- Pilgrims to the shrine of St Thomas Becket could also go and spit at the statues of the knights who killed him

Henry’s penance

- In 1174, to show he was sorry, Henry did penance – self-punishment for his link to Becket’s murder
- He walked barefoot to Canterbury Cathedral, lay on the floor of Becket’s tomb, and allowed the monks to whip him
- Henry had to give up on the Constitutions of Clarendon – he had failed to reduce the power of the Church
- The next king to attempt to gain power over the Church was Henry VIII in 1534 – however, he was successful!

Becket the troublemaker (view interpretation 2)

- Some people argue Becket was power-hungry and was to blame for his own murder as he should have respected the King’s power
- Divine Right of Kings – belief that the King was chosen by God and his power should be respected

For more interpretations on Becket see BBC BITESIZE ‘INTERPRETATIONS BECKET’

http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/thomas_becket_henry_ii/revision/6/
2. KING VS. BARONS - King John and the Magna Carta, 1215

John's problems and his actions/solutions and the consequences

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Powerful Church</td>
<td>John tried to tell the Church what to do.</td>
<td>John was excommunicated.</td>
</tr>
<tr>
<td>No money left</td>
<td>A new land tax</td>
<td>Barons and knights were angry.</td>
</tr>
<tr>
<td>Disobedient barons</td>
<td>Increased control</td>
<td>Neighbours and barons unhappy.</td>
</tr>
</tbody>
</table>

+ Powerful Church
- John tried to force the Church to accept his candidate for Archbishop of Canterbury
- The Church did not want to be told what to do
- Pope Innocent stopped English priests from holding religious services, known as ‘the interdict’
- Pope also excommunicated King John between 1209 and 1213

$ No money left
- John inherited money problems – his brother Richard I had spent the money in the royal treasury to pay for his Crusades
<table>
<thead>
<tr>
<th>Power - Disobedient barons</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The barons got used to doing as they pleased as during Richard I’s reign, he only spent six months of his 10-year reign in England – the rest of the time the kingdom was ruled by officials</td>
</tr>
<tr>
<td>- John collected a new land tax from the barons – they got angry at John making the pay taxes for wars he had lost – e.g. 1214 John defeated at the Battle of Bouvines – failed to recapture Normandy</td>
</tr>
<tr>
<td>- Barons hated John taking away their power – saw it as an attack on their freedom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Magna Carta – short and long-term importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rebel barons forced John to agree to Magna Carta, 15 June 1215 at Runnymede near London</td>
</tr>
<tr>
<td>- Magna Carta, Latin for ‘Great Charter’ contain 63 rules about what the king could and could not do to the barons:</td>
</tr>
<tr>
<td><strong>Example of Magna Carta clauses:</strong></td>
</tr>
<tr>
<td>- Cannot arrest or imprison a freeman without a fair trial</td>
</tr>
<tr>
<td>- The monarch should not interfere with the Church</td>
</tr>
<tr>
<td>- Could not impose unfair taxes</td>
</tr>
<tr>
<td>- It also set up a Council of 25 barons to make sure John kept his promises</td>
</tr>
</tbody>
</table>

**Short-term impact**

- John asked the Pope for permission to ignore Magna Carta – argued he had been forced to sign it
- Barons rebelled again
- May 1216 - French invaded England with support from Scotland and the barons
- October 1216 – King John died

**Long-term importance**

- First time a set of rules had been written down for the king
- Ideas in Magna Carta seen as the foundation of our freedom
- BUT focused on barons’ rights and ignores peasants
- After John's death, his son, Henry III, was forced to reissue Magna Carta three times, and in 1297 Edward I renewed it again.
- In 1305, the Pope annulled (ended) Magna Carta
- Only three of the promises remain in force today (over Church, justice system and respecting rights of the City of London and other towns and ports).
- However, the power of the king had been permanently damaged, and no king of England was ever again unrestricted or ‘absolute’ power again
- Within half a century, England had a parliament to represent the wishes of the barons to the king
- Became a symbol of freedom – e.g. influenced America’s Bill of Rights (1689)
<table>
<thead>
<tr>
<th>Interpretation – was John the ‘worst king ever’?</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Medieval monks portrayed King John as an evil monster</td>
</tr>
<tr>
<td></td>
<td>• Shakespeare wrote a play about King John in the 1590s portraying him as a weak and murderous man</td>
</tr>
<tr>
<td></td>
<td>• Hollywood films, e.g. Robin Hood (2010) have portrayed him as a tyrant against the English people who struggled bravely for their rights and freedoms</td>
</tr>
<tr>
<td></td>
<td>• Main job of a good medieval king was to win wars – and he lost wars and land – nicknamed ‘SWOFT-SWORD’ and ‘LACK-LAND’</td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>• Perhaps he has been misrepresented</td>
<td></td>
</tr>
<tr>
<td>• Modern historians portray him as an energetic king who tried to increase his power in difficult circumstances, faced with bullying barons who had too much power</td>
<td></td>
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</tbody>
</table>
### 3.RATS - The Black Death, 1348

#### How the Black Death spread

- Three types of the Black Death/plague: Bubonic (bacteria), Pneumonic (lungs) and septicemic (blood)
- Started in **Asia** sometime in the early 1340s.
- Spread rapidly westwards to Britain from Italy (Florence) and France due to **European trading ships**
- In June 1348, the bubonic plague reached the port town of Melcombe in **Dorset** when two ships arrived carrying rats with the infected fleas.
- Very shortly afterwards, Southampton and Bristol became infected and the disease began to spread rapidly.
- Medieval writers called it 'the pestilence' (deadly disease).
- **Bubonic plague**, was caused by a plague **bacteria** (called *pasteurella*) which **fleas contracted from** feeding on the black **rat**. If one of these infected fleas jumped onto and bite a human, it spread the bacteria
- **Pneumonic plague**, on the other hand, was spread through **bacteria** in the **air** by infected people in the same way as the common cold, and attacked the **lungs**. This version of the disease was not as common and seemed to appear largely in the winter.

#### Medieval beliefs on the causes

**Medieval cures**

- As in the rest of Europe, no one actually understood what was causing the plague.
- With the development of medicine and technology, the idea that **germs** caused disease was not understood until 1860
- Medieval people were superstitious and believed that the plague was **God’s punishment** for human sins
- Others believed it was caused by **bad air**
- Some even blamed it on Jewish people living in England – they were made a scapegoat
- Some villagers accused women of witchcraft and killed them.

### What did medieval people believe caused the plague?

- **Cleaning** the streets, lighting **fires** to clear the air, using **flowers** to purify the air, avoiding the sick
- Plague doctors protected themselves from the disease with a ‘uniform’ and wore beak masks filled with **sweet herbs**
- All sorts of strange and wonderful cures were tried, such as bursting buboes, cutting onions, arsenic
(poison), applying 10-year old treacle (syrup), sitting in sewers
- In spite of constant prayer, the disease did not stop, leading to a group called flagellants appearing in England
- They believed that by whipping themselves and drawing blood they would pay penance for human sins so that the disease would stop
- As with everything else, this failed and, because of it many people lost respect for the Church.

What were the symptoms?

**Bubonic:**
- The symptoms of the bubonic plague began with the appearance of a black bubo, a swelling of the lymph glands in the armpit or groin that could reach the size of an egg or small apple
- Next, the victim would feel very sick and vomit, and develop dark blotches all over the body
- The disease would then attack the nervous system, causing great pain and fatigue (tiredness)
- Five days after the buboes appeared, the victim usually died. For a very lucky few their buboes would burst and foul-smelling pus would discharge, showing that their bodies had successfully fought off the plague

**Pneumonic:**
- The symptoms of the deadlier pneumonic plague were like a severe cold – fever and spitting of blood that killed a person in two days.
## Positive and negative impacts/effects/consequences/outcomes of the Black Death on England

<table>
<thead>
<tr>
<th>Category</th>
<th>Impact/Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Church</strong></td>
<td>Special survivors - Peasants' attitude towards authority changed. They believed they could stand up to authority as God had spared them.</td>
</tr>
<tr>
<td></td>
<td>New religious groups were set up – e.g. the Lollards who criticised the Catholic Church</td>
</tr>
<tr>
<td><strong>People</strong></td>
<td>Just over half the population had survived - some people were in a state of shock and went mad due to fear, panic (e.g. flagellants) and grief of death around them</td>
</tr>
<tr>
<td></td>
<td>There was always the smell of dead bodies – mass burials in plague pits. Whole villages wiped out – e.g. Wharram Percy</td>
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<tr>
<td></td>
<td>Normal standards of respect for other people broke down during the chaos</td>
</tr>
<tr>
<td></td>
<td>Women had new job opportunities – a ‘Golden Age’</td>
</tr>
<tr>
<td></td>
<td>Dissections were allowed on human bodies (before forbidden by the Church) and so new medical understanding gained</td>
</tr>
<tr>
<td><strong>Power</strong></td>
<td>The feudal system was shaken - peasants now had freedom to leave their lord’s land and move around freely</td>
</tr>
<tr>
<td><strong>Money</strong></td>
<td>Lord had to pay higher wages of 400% if he wanted peasant workers as they were in short supply and more valuable. Some peasants became wealthier</td>
</tr>
<tr>
<td></td>
<td>Trade was quiet and restricted for a long time</td>
</tr>
<tr>
<td></td>
<td>Crops rotted in the fields and weeds flourished as fields were left untended</td>
</tr>
</tbody>
</table>
# 4.REBELS - The Peasants’ Revolt, 1381

<table>
<thead>
<tr>
<th>Causes</th>
<th>POLITICAL PEASANT POWER REBELLION - MONEY – WAGES/POLL TAX, NEW IDEAS – EQUALITY &amp; FREEDOM, WEAK BOY KING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statute of Labourers 1351 – wage decreased</td>
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<tr>
<td></td>
<td>‘Boy King’ Richard II advised</td>
</tr>
<tr>
<td></td>
<td>Church tax – tithe 10%</td>
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<tr>
<td></td>
<td>Peasants’ Revolt 1381</td>
</tr>
</tbody>
</table>

1) After the **Black Death** of 1348-50, poor people became rebellious, bitter and angry. They would not take orders from anybody.

2) The **villeins** were peasants who paid duties (money) to their lords to rent the land they worked on. Villeins hated being villeins. Some had taken their lords to court to get their duties reduced. Others joined together and refused to work for their lords. This had been going on since 1300. Parliament had recently passed a law to stop this, and to imprison ‘all such rebels’.

3) In 1351, Parliament had passed a law called the **Statute of Labourers** saying that no peasant could ever be paid more than he was before the Black Death. Peasants lost their 400% pay rise they had gained after the Black Death. If a workman asked for a wage rise, he could be outlawed or branded. This made the workers angry.

4) Since 1360, **Priest John Ball** had criticised wealthy priests and lords. He told the rebels: God created all men equal. It is time for freedom. The rulers are the weeds of England, and you must pick out and throw away the evil lords. The peasants liked him. He inspired and encouraged the peasants to rebel with his ideas that peasants should be equal to their lords. Peasants therefore demanded more freedom and equal rights. Priest John Ball was imprisoned.

5) Since 1369, England had been fighting — and losing — the **Hundred Years War** against France (1337 to 1453). People were angry and blamed the government.

6) Since 1377, England had been ruled by a **boy-king, Richard II**. At the time of the Peasants’ Revolt, Richard II was only 14 years old. This meant that the government was weak, and the peasants felt they had more chance of success.
7) In March 1381 Parliament sent Commissioners to every village to make everybody pay a Poll Tax. It was the third Poll Tax in four years. The tax was hard on the poor people, who became very angry. King Richard II was advised by his uncle, John of Gaunt, to increase the Poll Tax. The Poll Tax increase triggered the Peasants’ Revolt as every person, rich or poor, over 15 had to pay 4d and most peasants could not afford this. Furthermore, the peasants believed it was unfair for both rich and poor to pay the same amount of tax. They believed poorer people should pay less or none at all whereas wealthier people could afford to pay more tax.

8) On Thursday, 30 May 1381, Thomas Bampton tried to collect the Poll Tax from the villagers of Fobbing in Essex. He threatened the men. He lifted the females’ skirts to see if they were women (who had to pay) or girls (who did not). Oppressive Commissioners made the villagers angry and they rioted.

9) On Friday, 7 June 1381, the rebels asked Wat Tyler to be their leader. He was an ex-soldier and a good leader.

10) The merchants and traders of London hated each other. They supported the rebellion because they hoped that the peasants would kill their enemies. On Thursday, 13 June 1381, three of them opened the gates of London for the rebels.

The revolt – what key events happened?
1. The rebels marched on London. The leader of the men of Essex was called Jack Straw.
2. On 7 June 1381, the Kentish rebels asked an ex-soldier named Wat Tyler to be their leader.
3. The priest John Ball had been imprisoned by the Archbishop of Canterbury for heresy [A belief or opinion which disagrees with the teachings of the Church.]. The rebels freed him and he preached to them, saying that God intended people to be equal.
4. The rebels were joined by many other people – e.g. the poor people of London. They were led by people who would have been important in their villages – priests and even local landowners. They sent letters round the countryside calling people to join them.
5. On 13 June, someone opened the gates of London to the rebels.
6. The rebels entered the city and attacked the houses of King Richard II's advisers, including John of Gaunt (Richard's uncle) and Simon Sudbury (the Archbishop of Canterbury).
7. On 14 June, Richard (who was only 14 years old) bravely went to Mile End and met a group of rebels.
8. They demanded that he dismiss some of his advisors and abolish [end or stop] serfdom (peasants being owned by their Lord). Richard agreed. Some of the rebels went home. While this was happening, a group of rebels broke into the Tower of London and beheaded Archbishop Sudbury.
9. On 15 June, Richard went to Smithfield to meet Wat Tyler. Tyler demanded that the law should be less harsh, the Church's wealth be given to the poor, there should be no lords and all men should be free and equal.
10. William Walworth, the Lord Mayor of London, attacked Tyler.
11. As he died, Tyler ordered his army to attack, but Richard stepped forward and said: 'I will be your king and leader'. He promised to abolish serfdom. The peasants trusted him and went home.
Impact of the Peasants’ Revolt on England – short and long-term importance

How important was the Peasants’ Revolt of 1381?

Important
- Peasant power vs. King – start of democracy
- More freedom/equality – no Poll Tax
- Peasants demands – e.g. no Poll Tax until 1990
- Peasants’ demands eventually met

How important was the Peasants’ Revolt of 1381?

Not important
- Peasants defeated in 1381
- King Richard II lied – the peasants did not get their demands
- ‘Mad mob’

- Richard II did not keep his promises. Serfdom was not abolished
- Royal armies put down the revolts.
- Hundreds of rebels were hanged, including John Ball.
- Some historians believe that the revolt made Richard proud and over-confident, and that it made him rule in a way which led to his fall in 1399.
- Peasants lost the revolt/were defeated – Peasant leaders hanged - e.g. Wat Tyler, priest John Ball
- The rebellion had frightened the rich, and made them realise that they could not push the poor too far. No government collected a Poll Tax until 1990.
- The government was angry at the role of John Ball, the priest who belonged to a group of Christians called the Lollards [A follower of John Wycliff. Wycliff believed that churchmen should lead simple lives and that the Bible should be translated into English], who challenged the power of the Church. For the next century the government persecuted the Lollards because they were seen as linked to rebellion.
• Peasants demanded more freedom and equal rights from the lords – e.g. no Poll Tax
• In the long term, the peasants’ demands were eventually met – freedom, equality, more money for poor (wealth distribution/sharing), less harsh laws – no Poll Tax until 1990
• Some people argue the peasants should be presented in a positive light - disciplined and organised
• Some people argue the peasants were unfairly presented in a negative light as a mad mob by the wealthy medieval people who wrote about what happened
• For the first time the peasants showed their peasant power against the King and Parliament in the Middle Ages. Some historians argue the peasants were heroes standing up for ordinary people’s rights. This was the start of democracy/people power
• Some people argue that the Peasants' Revolt should be called the ‘English Rising’ as not only peasants rebelled – other slightly wealthier people helped

For interpretations of the Peasants’ Revolt importance – see ‘BBC Bitesize Interpretation Peasants’ Revolt’

http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/peasants_revolt/revision/6/
### Causes/roots of war

**ROOTS OF WAR = LAND, POWER, TRADE**
- 1337-1453 (actually 116 years)
- Edward III aimed to protect English land in France (Gascony & Guienne) as the French King (Philip VI) wanted to take it.
- Edward also wanted to take more French land
- Before English King John lost Normandy and Anjou to France in 1204.
- Edward III half French – claimed French throne
- Protect English trade with France – Bordeaux wine
- Reputation strong King

### Battle of Agincourt, 1415 – key events and outcome – why did Henry V win this battle?

**Key reasons:**
- Henry V was a good leader
- English were good fighters
- French made mistakes
- English were lucky, French were unlucky

**Initially, French were favourites to win, English underdogs**

- England and France had been bitter enemies for years. When they met on the battlefield – 600 years ago – on 25 October 1415, the odds were stacked against English King Henry V.
- He had fought a hard-won siege at the port town of Harfleur in Northern France, losing many men.
- He then led his army through the French countryside to the English-held territory of Calais.
- They were exhausted, their numbers depleted by dysentery (severe stomach infection) and demoralised, and now the French stood in their path near the French village of Azincourt.
- English army – 8,500 (100 died) VERSUS French army – 12,000 (2,000 died)
- Yet just three hours later, Henry won a battle which is still celebrated as one of England’s most stunning military successes.
Henry V – good leader

- Henry had experienced military failures but he was a strong and charismatic leader
- Despite his army's exhaustion, his presence boosted morale
- Shakespeare's play Henry V, written nearly 200 years later, Henry makes a speech to his troops on the evening before the battle – lifting their spirits and showing good leadership qualities
- Henry employed knowledgeable military commanders. His cousin, the Duke of York, was a trusted councillor and raised a retinue of 400 to support the king.
- Henry's strategy - did not choose to fight at Agincourt but secured a strong defensive position. He placed archers on the flanks and in nearby woods, ready to attack the French advance. He also ordered archers to put sharpened wooden stakes along their front line.

English were good fighters – e.g. English Longbow archers

- English longbow – deadly at up to 350 metres – could shoot twelve arrows in the time it took to fire one French crossbow bolt

French made mistakes

- King Charles VI of France - Charles's frequent bouts of insanity had plunged France into turmoil (problems)
- He was not present at the battle, so the French lacked a clear line of command.
- Duke of Orleans – A lack of clear leadership from inexperienced noblemen, like this 21-year-old-Duke
Henry V – Battle of Agincourt win

- Henry had won one of the great victories of military history. After further conquests in France, Henry V was recognised in 1420 as heir to the French throne and the regent of France.
- He was at the height of his powers but died just two years later of camp fever near Paris.

War over by 1453 – French overall victory

- England had lost all its land in France apart from Calais
**REVISION AND EXAM TIPS**

1. **BE CLEAR ON THE EXAM**

You must read through this revision booklet carefully and be clear on: the exam format, key content to revise, the exam mark scheme for the evidence and essay sections, and the practice exam questions.

2. **PRACTICE EXAM QUESTIONS**

You must complete practice exam questions, ideally in exam conditions which means without notes and with a timer (e.g. place your watch beside your paper as you are writing).

3. **HIGHLIGHT & PLAN EXAM ANSWERS**

Always highlight/circle key words in the question and sources. You must spend 3-5 minutes doing a quick bullet-point plan for each exam question answer. NOTE: Show your plan on your answer paper – the examiner wants to see your thinking and this will lead to a better structured answer and ultimately a higher mark.

4. **PEEL PARAGRAPHS:**

- **P** - Key argument POINTS supported
- **E** - with relevant EVIDENCE (facts/figures)
- **E** - EXPLAINED in detail using the words of the question and connectives such as BECAUSE…to give strong reasons why
- **L** – LINK back to the question using words of the question

5. **SUMMARISE NOTES INTO KEY WORDS/BITESIZE CHUNKS**

You must summarise/condense your notes into bitesize chunks of key points. Write them as bullet-points on, e.g. revision cards, Power Point slides, mind-maps, spider diagrams. REMEMBER – you are not expected to know and remember everything. Use the key content below to help you select the key points.

6. **MEMORY TECHNIQUES**

You could use memory techniques to help you remember the key points – e.g. visuals/images and mnemonics (e.g. **Key causes of the Peasants' Revolt = BBS PN = Black Death, Boy King, Statute of Labourers, Poll Tax, New ideas of equality – John Ball**)

7. **CREATIVE REVISION**

You could create bitesize chunk summary voice recordings, videos, songs, raps, poems, posters, ‘living’ timelines (on wallpaper rolls, toilet paper!!), laminate notes and put them in the shower - or other creative revision techniques.

8. **REVISION TIMETABLE**

Create a revision timetable to help you organise the subjects and topics you need to cover (there are lots of templates online). Also include breaks and fun time. It is normally advised to have breaks after every 30-40 minute revision session. Keep hydrated.

Dulwich Prep London
42 Alleyn Park | London SE21 7AA | Telephone 020 8766 5500 | Fax 020 8766 7586 | www.dulwichpreplondon.org