



# HISTORY

## Bridging Work 2023/2024

### Members of the History Department:

Mrs. E Currie

Mr. R. Oxby

Mr. S. Taylor

Mrs. J. Lawrence

Miss A. Briggs



### HGS Edexcel A-level history course:

Paper	Content	How it is assessed
Paper 1	Britain, 1625–1701: conflict, revolution and settlement	<ul style="list-style-type: none"><li>- Breadth Study &amp; Interpretations</li><li>- 30% of A level</li><li>- 2 hours 15 minutes exam</li></ul>
Paper 2	Russia in Revolution 1894-1924	<ul style="list-style-type: none"><li>- Depth Study</li><li>- 20% A level</li><li>- 1 hour 30 minutes exam</li></ul>
Coursework option	To be drawn from material covered in paper 2, Russia in Revolution 1894-1924	<ul style="list-style-type: none"><li>- Historical enquiry</li><li>- 20% A level</li><li>- 3000-4000 word essay</li></ul>
Paper 3*	Civil Rights and race relations in the USA 1850-2009	<ul style="list-style-type: none"><li>- Themes in breadth with aspects in depth</li><li>- 30% A level</li><li>- 2 hours 15 minutes exam</li></ul>

\*Studied and completed in year 13.

This course allows students to develop a deep and broad understanding of different periods of history by pursuing different types of historical enquiry and studying the past through key concepts such as interpretations, causation and significance. The papers also touch upon common themes and questions – notably the nature and extent of change, concepts of and challenges to power and authority, and the causes and significance of revolutions across chronological time periods and geographic location – thus enabling students to draw parallels, connections and contrasts between across the entire A-level.

## Paper 1: Britain, 1625–1701: conflict, revolution and settlement

### Course content:

- The quest for political stability 1625-1688
- Religion, conflict and dissent 1625-1688
- Social and intellectual change 1625-1688
- Economy, trade and empire 1625-1688

### Historical interpretations:

How revolutionary in the years to 1701 was the Glorious Revolution of 1688-89?



### Sample Questions:

- To what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1629–46?
- To what extent was military involvement in politics responsible for political instability in the years 1646–60?
- How far do you agree that the British economy was transformed in the years 1625–85?
- How accurate is it to say that fear of Catholicism was fundamental to the discontent faced by the restored monarchy in the years 1660–88?

## Paper 1, Option 1C Britain, 1625–1701: conflict, revolution and settlement

---

### Overview

Paper 1 is a study in breadth of monarchical and republican rule in England during the troubled period of Stuart rule between 1625 and 1688. The interpretation considers the nature and effects of the Glorious Revolution of 1688–69, which removed James II from the throne.

The Tudor dynasty ended with the death of the childless Elizabeth I in 1603. She was succeeded by another of Henry VII's descendants, James VI of Scotland. James had reigned in Scotland for 36 years, and would rule both kingdoms for a further 22 years until his death in 1625. James firmly believed in the religious dimension of monarchy, though he had to temper his divine right views by ruling through parliament. His successors were less skilful. Charles I argued constantly with parliament, ruled alone for 11 years, and when parliament met in 1640, divisions ran so deep that civil war was the only solution. Between 1649 and 1660, England experimented with republican forms of government influenced by radical Protestant beliefs, before this expedient was abandoned with the Stuart restoration in 1660. Charles II and his brother James II proved unable to rule with parliament, and so a further solution was attempted in 1688–89. William of Orange and his Stuart queen Mary both ruled with the support of parliament; and this limited monarchy finally established a stable system of government.

Disputes over religion were an important feature of seventeenth-century life. Elizabeth had devised a successful religious formula of the 'middle road' between Catholicism and Protestantism, but the Stuarts sought to position the Church of England more closely with Catholic practices. This policy, promoted at a time of growing Puritan sentiment and religious radicalism, was an important reason for the outbreak of the civil war in 1642. The later Stuart kings continued to sympathise with Catholicism, and bitter divisions over religion were not settled until long after 1689.

The term 'revolution' in the title of this paper also refers to the extraordinary flowering of ideas in the seventeenth century. Political thinkers such as Hobbes and Locke promoted radical ideas which included the equality of all people and the rights of the individual. Both believed that political power should be based on the consent of the governed, which challenged Stuart beliefs in divine right. There were also advances in scientific ideas, fostered by the Royal Society, including the promotion of the experimental method.

This was also an age which saw a changing identity for the English state as it began to expand beyond its territorial boundaries. Colonies were first established in America in 1607, and these grew in size and importance throughout the century. Catherine of Braganza brought Bombay to England as part of her marriage dowry for Charles II. Combined with the growth of the navy begun by Cromwell, and of commercial institutions under William, these developments were to lead to the creation of the first British Empire.

The option is divided into the following four themes, though students need to appreciate the linkages between themes, as questions may target the content of more than one.

- |         |  |
|---------|--|
| Theme 1 | The quest for political stability, 1625–88 |
| Theme 2 | Religion: conflict and dissent, 1625–88    |
| Theme 3 | Social and intellectual challenge, 1625–88 |
| Theme 4 | Economy, trade and empire, 1625–88         |

The historical interpretations focus is: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?



The frontispiece to the *Eikon Basilike*, a bestselling book of Charles I's religious meditations, published after his execution in 1649. The image shows Charles as a divine, Christ-like figure and highlights fundamental divisions over religion and the power and authority of the monarch, questions which dominate this course.

## Induction activities:

Read the following 4 sections to gain some background information to inform your verdict about the position of Britain by 1625. Then complete the table (A)

### Theme 1 The quest for political stability by 1625

The quest for **political** stability is a key theme when examining reasons threats by 1625. Successful governance relied on a positive partnership between the Monarch and Parliament. Angela Anderson asserts that when King James I (pictured) came to the throne in 1603, he inherited a strong monarchy, a stable society, political and religious loyalty. However, James also inherited an expensive war, financial problems and political and religious tensions.



D. Smith judged, "James's sound judgement and political skill proved eminently well suited to preserve the delicate balance in Church and State that he inherited from Elizabeth..."

James faced 4 main problems 1603 – 1625:

- The conflict of where power should lie
- The relationship of the 3 separate kingdoms, with one King.
- The monarch's need for money and taxation

## D. Religion (dealt with largely in Theme 2)

### A. The conflict of where power should lie.

The King – Had a strong belief in the Divine Right of Kings, and perhaps had an inflated, quite out dated, view of the King's power. Specifically he had personal power, prerogative power, and could take decisions without calling a Parliament or with reference to law.

The Parliament - Were steadily becoming more assertive, and believed they should have more influence, particularly following the precedent during the Reformation when they were given a role in passing laws for change. They were not a permanent or necessary part of government, and were only called when the King chose. They existed in part to represent the communities who elected them, but also to serve the King – to enhance and support Royal power: They were called to advise the King, to grant taxation and to make the King's decisions into law. – By the 1600's there was a significant contradiction in this role.

The Church (Protestant / Anglican Church) – Underpinned the system of hierarchy, and were important in spreading the King's word to the people via the pulpit. The King was the Head of the Church, and he appointed the Bishops.

James's rule, certainly until 1621, has been viewed fairly positively, with stability from Elizabethan times. There was a generally a positive relationship between the King and Parliament, with a degree of religious toleration and cooperation. However, by 1621 – 1625 a rift was developing (also see section on the 30 Years War). There was increasing trouble over the King's relationships with advisors (Buckingham), and the increasing role of Charles. This was demonstrated by various impeachments of the King's advisors by Parliament – eg Bacon and Cranfield, and the row in 1621 concerning the foreign policy debate.

Relations also deteriorated as James's health began to fail, and power gradually passed to Charles. Charles had a very different character – more on this later, but trouble and tension soon escalated after ambitious marriage plans. Charles and Buckingham travelled secretly to Spain to secure marriage for Charles. However, this thwarted James's diplomacy as he had to make sacrifices to ensure the safe return of his son. In any case, the Spanish now publically refused the option of marriage, and Charles returned home embarrassed!

Intent on revenge, James, Buckingham and Parliament united and financed a naval mission. Unknown to Parliament, Charles and Buckingham also sent a land army to Europe!

In March 1625 James died, and Parliament refused to grant Charles the usual Tonnage and Poundage Act for the rest of his life. They demanded that it be renewed annually. Parliament was further infuriated by Buckingham's foreign policy campaigns, particularly unsuccessful in Cadiz.

Charles then made a very unpopular marriage with Henrietta Maria, a French Catholic princess. As part of the deal, she would be allowed to practice her religion in England (she brought many religious advisors and priests with her), and English ships would be sent to La Rochelle to suppress a **Protestant** uprising in Catholic France. Again there was Parliamentary outrage at this new rather rash development and Charles's adventure into the realms of Foreign Policy.



Following fairly stable relations from 1603 to 1621, they certainly seem to have taken a dramatic turn for the worse from 1621 onwards.

### **B. The relationship of the 3 separate kingdoms, with one King.**

James desired a closer unity between England, Scotland, Ireland, and Wales (but less so Wales!) There were significant disparities between them: Language, governing structures, and religion. (England was largely Anglican, Scotland Presbyterian, and Ireland Catholic.)

James wanted to create unity between Scotland and England by taking the best bits in terms of legal systems and governance from each nation. This was VERY unpopular in parliament, with some members refusing to accept that there were any positives north of the border!

To many English peers and they believed that James tended to favour the Scots with money, titles and patronage – This again was very unpopular, and increased tensions between parliament and the King.

### **C. The Monarch's need for money and taxation**

The King's need for money stemmed from the Elizabethan legacy – he lacked resources and also the means to manage them. The royal finances, or lack of them, were a crucial reason for rising tensions contributing to a lack of stability by 1625.

Why was the financial situation so difficult?

- There was high inflation, and rents from crown lands did not keep pace with inflation.
- Many of the crown lands had been sold by Henry VIII and Elizabeth, so there was less revenue to the crown.
- The tax collection system and records were out of date and inefficient, again reducing revenue.
- James inherited a war v Spain (he made peace in 1604) and significant debts.
- James was fundamentally poor with handling money, he had huge outgoings and a large family in several households to support.
- Many in Parliament perceived that James's court lived to excess – parties, corruption, drunkenness, murder, and sexual impropriety. All this contributed to tension.

Despite the regular duties which Parliament granted James, there was a massive shortfall. How did James attempt to address the financial issues and his shortfall?

Cranfield was appointed to look into the situation, and had considerable success by 1620 in reducing the cost of the court and the King's expenditure by more than 50%. This of course was a double edged sword, and the limits to patronage were resented by those who sought to gain from it.

Cranfield also increased:

- Impositions – new or higher taxes on some goods
- The sale of Monopolies – both of these measures were very unpopular, increasing prices and reducing competition.

Due to James's fragile financial position he had to call Parliament to request more money be granted. Usually Parliament would be found compliant, however, in the context of the waste of court and the difficult economic times, Parliament was reluctant. The King was also still pursuing his own avenues (outside the remit of Parliament) to obtain funds through Impositions and Monopolies. This was particularly resented as Parliament felt their *right* to control taxation was being eroded. (Was it a right? Discuss)

In short, the period to 1625 demonstrated three main issues.

- a) There were issues with the structure of government and its ability to face the challenges. There was no formal system by which the King could pay advisers. They were rewarded through gifts, titles and patronage. Families were promoted at the expense of others, and rival scores needed to be settled in what appears to be a life size game of chess. In this context, corruption, bribery and impeachment were common – the eventual fate of Cranfield, despite his success with the King's finances.
- b) There was a deterioration in relations between the King and the Political nation, and a lack of cooperation by 1625.
- c) Significant constitutional issues were raised concerning the rights and prerogatives of the King and Parliament.

By 1625 there was significant tension and potential rising political instability.

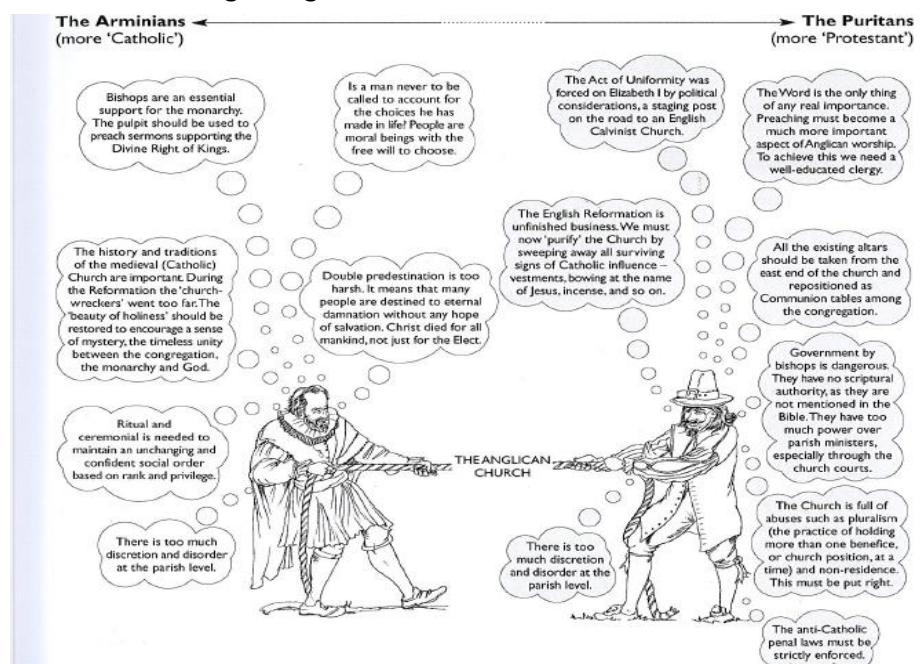
## Theme 2 Religion: conflict and dissent by 1625

James largely seems to have followed a pragmatic approach over religion, successfully negotiating a middle course between the demands on those on the 'extremes' of Christian religion – Catholics and the Puritans (see the diagram below, highlighting key differences within the church).

Initially, in part due to the failed Gunpowder Plot, he was forced to increase sanctions on Catholics, however by 1611 was showing a far more conciliatory approach. The moderate George Abbot was appointed Arch Bishop of Canterbury, and policies allowed Puritans to co-exist with the Anglican Church as a faction within it – they had to participate in some ceremonies, but rather just for appearances sake. On the other hand, fines were occasionally imposed on Catholics for not attending Anglican Services, but these were only gently imposed. It was fairly easy to continue to operate as a Catholic and to satisfy the Anglican rules. James, despite his Presbyterian background viewed the church as an instrument of his own authority, and therefore imposed the rules to assert his own authority, rather than to push his own ideological agenda.

In Scotland there was an overlap with the desire to unite the 3 kingdoms, and James hoped to bring the Anglicans in line with the Presbyterians. A Prayer Book was sent North of the border, then hastily withdrawn due to opposition. Again, this shows tact and understanding of the situation.

Until 1618 there was relative calm in religious matters, and this was reflected in Parliament, as few complaints and grievances were recorded. From 1618 the complex European Thirty Years War led to greater religious divisions, which impacted significantly on the relations between the King and Parliament in England, triggering a constitutional crisis by 1621.



James's son in law (a Protestant German Prince) was involved in a conflict with Bohemian Emperor Ferdinand Hapsburg (the Hapsburgs were a very powerful Catholic family across Spain, Belgium and Austria). The conflict quickly escalated across Europe. James was unwilling to become involved, and generally avoided expensive foreign exploits. However, he felt compelled to support his son in law, and also to be seen to act against Catholic aggression. He called Parliament who granted 2 subsidies. However, many in Parliament were struggling due to the fall in trade as a result of the war and were unwilling to grant more financial resources. James thus had to redouble his attempts to find a diplomatic solution.

In the following Parliament there was more discussion of war, and the members considered the possibilities of a land war involving troops or a naval war. This discussion provoked a huge row!

Did Parliament have the right to discuss this?

Surely formulation of policy was the King's job?

Did the rights of Parliament exist by right or by gift of the monarch?

Parliament stated that their rights are 'the ancient and undoubted birth right and inheritance of the subjects of England...'

It was King's prerogative to decide on policy, and Parliament appeared to be encroaching on it by claiming the right to debate royal policy on foreign affairs and religion.

But Parliament **did** have a role to advise the King - thus the lines were unclear.

Once this rift occurred it was clear no further money would be granted, so James dissolved Parliament and continued diplomacy.

Parliament was worried that this long term situation would force the King into a closer relationship with Catholic Spain, and perhaps even religious concessions be made.

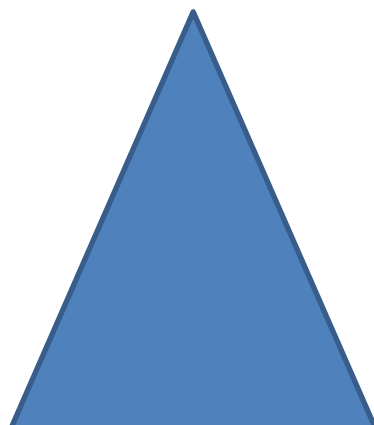
Indeed, James was now seeking a Catholic Spanish princess as a bride for his son!

### Theme 3 Social and intellectual change by 1625

There are some interesting factors here which help to set the scene for 1625, but do not necessarily add to instability in Britain. Inferences can certainly be made in terms of the changing populations, the personal and national impact of disease, and the impact of that on the stability, and the subtle changes in the structure of the hierarchy.

The structure of society

KING



**Gentry** – These made up 5% of households. They are considered to be people able to live comfortably without manual labour. They got involved in minor roles in the government e.g. as JP's. There was a MASSIVE growth in the gentry.

**Husbandmen** owned less than 50 acres

**55 peers** in the House of Lords

**Yeomen** – they worked manually for a living, could have up to 100 acres of land, and some were as wealthy as the gentry.

**Cottagers and labourers**



A growing gulf between the rich and poor was developing further. New wealth developed often from success in farming, trade or law and enabled social mobility.

Population changes had profound social effects in this period. The long term trend was that population was rising from 1500 to the mid 1600's. The following are estimates:

1520 – 2.5 million

1600 – 4.1 million

1650 – 5.2 million

There were also regional variations; the increase was not uniform across the country.

There was high child mortality up to and beyond 1625. There were virulent strains of common childhood diseases such as typhus and measles, and frequent bouts of plague until 1665, which reduced average life expectancy. There was a young population, with 40% below the age of 21, and in England a life expectancy of 35, in Scotland, 30. Note that this appears unduly low due child mortality. Some did live into their 50's / 60's, and 40 + was not unusual for a cottager / labourer who survived to 30.

There is traditionally seen to be a male dominance and subservience of women in society in the period. However, there were significant examples of women becoming very influential, and also of many marriages which were not simply for status and advancement.

There was an increase in literacy, in part due to the reformation, which made many in the enlarged gentry more articulate, politically aware and more confident about asserting what they perceived as their rights.

There were significant economic difficulties – see also Theme 4, and those that did not grow their own food found subsistence increasingly difficult. By 1625 food had increased in price x7, wages only increased x3, (compared to 1520) so in many cases there was a short fall, there was hunger, starvation and for some a significant drop in living standards. Scotland was particularly badly hit in 1623 due to poor harvest and dependency on cereal crops.

Vagrancy continued to be a problem due to the poverty, but some problems had been addressed by the poor laws.

#### **Theme 4 Economy, Trade and Empire by 1625**

A rise in population on this scale (see Theme 3) leads to an inflation in prices, as this produces more demand for goods, and often lower wages, as there is more labour available. Those on a fixed income were also hit, causing hardship and poverty. Those higher up the social structure were also affected by this. Many rents were fixed, so their rent income did not rise with inflation. In this way, wage labourers, cottagers, great landlords and aristocrats all suffered.

However, the picture of the economy was mixed: For some who already owned and worked their own land (freeholders) it was an opportunity to purchase more land (capitalising on the misfortunes of others). There was potential to become a larger land owner, and enter the minor gentry. These freeholders were able to increase their wealth and status within the governing class.

Agriculture was still the key industry across the 3 kingdoms, with other industries developing largely on a domestic basis. Locally people aimed to subsist and produce everything they needed themselves. The emphasis on substance is clear in that Hull and Bristol (2<sup>nd</sup> and 3<sup>rd</sup> largest towns) they had significant space allocated for allotments, with

craftsmen also aiming to grow their own! Trade was also limited by poor transport and infrastructure.

Remember, the economy, income, social mobility had huge regional variations.

England, Wales and Scotland were, by 1625, considered to be small and relatively poor European neighbours. England had few overseas colonies, and Italy, Netherlands and Belgium dominated overseas trade. However, certainly by 1625 London was emerging as a trading centre, with massive expansion, helping the regional economy as the demand for fuel, food and consumer goods rose.

**Table (A) How Stable was Britain by 1625? (what criteria will you use?)**

<b>Evidence that Britain was Stable by 1625:</b>	<b>Evidence that Britain lacked Stability by 1625:</b>

## Historical interpretations exercise

In this paper, you will be expected to engage with historical interpretations of the events covered.

Study the two extracts below and answer the questions which follow.

**Extract 1** – From John Morrill, *Stuart Britain: A Very Short Introduction*, published in 2000

Throughout Elizabeth I's reign [1558-1603], there was a triple threat of civil war: over the wholly uncertain succession; over the passions of rival religious groups; and over threats from other European powers. All these extreme hazards had disappeared or receded by the 1620s and 1630s. The Stuarts were securely on the throne with undisputed heirs; the English Catholic community had settled for a deprived status but minimal persecution, while the Puritan attempt to take over the Church by developing their own organizations and structures within it had been defeated...Finally, the decline of internal tensions and the scale of conflicts in Europe removed the incentive for other kings to interfere in England's domestic affairs. In all these ways, England was moving away from civil war in the early seventeenth century.

**Extract 2** – From David L Smith, 'Politics in early Stuart Britain' in Barry Coward ed. *A Companion to Stuart Britain*, published in 2003.

Because the middle of the seventeenth century saw the complete collapse of a monarchical system...historians have naturally asked whether the British polity was at all stable during the decades that preceded this crisis. For centuries...the answer seemed clear enough: that the English Civil War was a struggle between royal tyranny and parliamentary liberties, the origins of which could be traced back at least to 1603, and probably earlier. The first two Stuart kings of Great Britain, James I, and especially Charles I, harboured aggressively authoritarian ideas of kingship which they were determined to impose on their three kingdoms. These ambitions generated political and religious instability and brought them into conflict with...parliaments. Tensions mounted which culminated in civil wars in all three kingdoms. It was the story, in Geoffrey Elton's famous phrase, of a 'high road to civil war'.

1. Historians disagree about how stable Britain was in 1625. Summarise in no more than 3 lines the views expressed in:

a) Extract 1

-----  
-----  
-----

b) Extract 2

---

---

---

2. What are the key differences between extracts 1 and 2?

3. Are there any similarities between the two views?

4. Can you suggest any reasons why the extracts might differ?

5. Use your existing knowledge of Britain in 1625. With which interpretation do you most agree? Explain your answer by using your own knowledge to agree and/or disagree with the key points made in each extract.

### Bibliography and further study exercise

Source	Type	Details
<a href="#">The British Civil Wars project</a>	Website	Articles on the <u>church and religion</u> and biographies on key figures such as <u>Charles I</u> may provide some useful background.  An excellent website for use throughout the course.
<a href="#">BBC History</a>	Website	A good, brief overview of the period 1603-1714. The headings ' <u>A Single Monarch</u> ' and ' <u>Charles I</u> ' will provide good background for the course.
Blair Worden, <i>The English Civil Wars 1640-60</i> (Orion, 2009)	Book	A very short study of the Civil War period.  Chapter 1 will offer a useful introduction to the course.
John Morrill, <i>Stuart Britain: A Very Short Introduction</i> (Oxford, 2000)	Book	A very brief overview of the whole period by a leading academic historian.  Chapters 1-3 (32 pages) will provide a very solid introduction to the course.
<i>Monarchy</i> presented by David Starkey	TV series Available via <a href="#">4OD</a>	Episode 10 – <i>Stuart Succession</i> – offers an engaging overview of political and religious developments, 1603-1642.  Episodes 11-12 also cover later periods of our course.
HA Podcast Series: James VI and I to Anne	Podcasts	Podcasts written and delivered by leading historians of the period.  Subscription required, but students with access to the school ICT systems can access them all via <a href="#">shared areas&gt;history&gt;read history&gt;NEW A-LEVEL&gt;UNIT 1C REVISION AND INDEPENDENT LEARNING</a> .  'The Early Stuart Parliaments' and 'The Road to the English Civil War' will be particularly useful.
<i>In Our Time</i>	Radio series and podcasts	Academics discuss key themes in the history of ideas. Lots are relevant to our course, including 'Republicanism', 'the Restoration' and the 'Glorious Revolution',  Especially useful before starting the course would be ' <a href="#">the Divine Right of Kings</a> ' and ' <a href="#">the British Monarchy</a> '



There is no expectation that you try to engage with the entire list above, but we would like you access try at least one in preparation for the course. This will help deepen your understanding of Britain in 1625 and introduce to some of the wide range of independent learning material available.

Please complete the following table based on your independent learning.

<b>What I read, watched or listened to</b>	
<b>How I found it</b>	
<b>How far, and in what ways, it added to my understanding of the key question: <i>How stable was Britain in 1625?</i></b>	

Be prepared to share some of your ideas during the first lessons of the course.