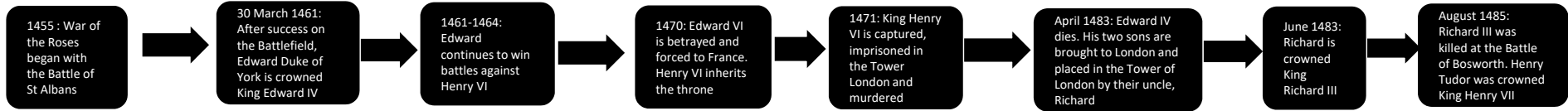




The War of the Roses: How did a family feud shape the direction of a nation?



	Key Word	Definition
	War of the Roses	A series of battles between the English House of York and House of Lancaster
	Illegitimate	A child who's born to parents who are not legally married
	Heir	A person who is next in line to the throne.
	Lord Protector	An Adult who rules in the name of a young monarch until that monarch is old enough to rule
	Coronation	The ceremony of crowning a King and Queen
	Proclamation	An announcement given by the king.
	Lancaster	The House of Lancaster, a branch of the Plantagenet family, descended from John of Gaunt, it was represented by a Red rose.
	York	The House of York, younger branch of the house of Plantagenet of England. it was represented by a White rose.
	Coat of arms	A distinctive design belonging to a knight or family, often used as Shields, Flags and Clothing.
	Princes in the Tower	Sons and heirs of King Edward IV. Imprisoned by their uncle in the Tower of London
	Tudor	The family of Henry VII and Henry VIII, ruled England from 1485-1603
	Plantagenet	The family that ruled England before the Tudors, from 1154-1485.

"I do not doubt for any moment that the princes were alive when Henry Tudor came to London in August 1485. He issued a proclamation giving out all Richard III's supposed crimes and this list does not include the killing of the princes. That to my mind is proof that the princes were not even missing. They must still have been in the tower. Richard had no reason to kill them: Henry had every reason. If they lived, all he had fought for would have been useless. Prince Edward had more right to be king than Henry Tudor. Henry was capable of such a crime and spread the word that Richard had done the killing."

Philip Lindsay, an article written in Argosy in 1972

	Knowledge Milestones	Extra Knowledge	Expert Knowledge
1455 	King Henry VI was part of the House of Lancaster.	Henry VI was not very decisive and was seen as a weak king. Powerful Barons had a lot of control over him.	During his reign France attacked English territory, as a result Henry VI lost almost all England's land in France.
1455 	A powerful rival family called the York's, seized the opportunity to increase their power.	Led by Edward York, they decided to fight King Henry VI and take over England	The Lancaster's and York's chose different colour roses to put on their shields, badges and banners. A red rose for Lancaster and white for York.
1455 	The opening battle of the War of the Roses was the Battle of St Albans.	Richard, Duke of York lead an army of 3,000 men on London. The King's army set up a defensive position in the town of St Albans to stop them getting to London.	A surprise attack from the Earl of Warwick overran the king's defences. Henry VI was captured and taken to London.
1483 	Richard III (House of York) was fiercely loyal to his elder brother, King Edward IV and fought on his behalf throughout his brother's reign.	Richard III was next in line to the throne after his two young nephews, Prince Edward and Prince Richard. When King Edward IV died, Richard III was made Lord Protector of his 12 year old nephew, Edward.	The two princes were sent to London for Edward V's coronation. On their way there they were taken to the Tower of London by their uncle, Richard III. The two boys were soon declared illegitimate. They were never seen again.
1485 	After 30 years of fighting, Henry Tudor (House of Lancaster) defeated Richard III at the Battle of Bosworth Field.	Henry Tudor became King Henry VII. He married Elizabeth of York which helped keep the pace between the two families.	Henry joined the two roses together, creating a new Tudor rose.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



LISTEN

[Gone Medieval: Shakespeare's Richard III: History or Prophecy? on Apple Podcasts](#)



WATCH

[British History's Biggest Fibs With Lucy Worsley Episode 1 War of the Roses Full Documentary - YouTube](#)



WATCH

[BBC iPlayer - Lucy Worsley Investigates - Series 1: 3. Princes in the Tower](#)

Writing good History: Key skills

Chronology
The order in which events happen. The big "story".

Change/ Continuity
Whether things have changed or remained the same over time.

Similarity/Difference
What events or situations have in common, and how they are different.






Cause
The reasons that something happens- long term or trigger cause.






Consequence
Things that happen as a result of an event. Can be good or bad.

Significance
Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources
Information that comes from the time studied, or that was produced by someone who was there at the time.






Interpretations
The views of people who were not there at the time but have researched the event.

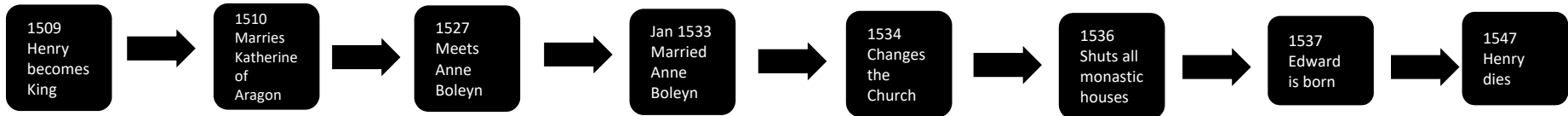
EXTENDED WRITING: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

USING SOURCES: What do I need to know?	
	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?



	Key word	Definition
	Annulment	Like a divorce- says that people are no longer married.
	Advisor	Someone who helps, gives advice.
	Catholic	Religion with the Pope as head of the church
	Communion	Part of the service that involves the bread & wine
	Dissolution	To end something
	Heresy	To speak against the official faith
	Heir	The next person in line to the throne
	Latin	Ancient Roman language used by Catholics
	Monarch	A King or Queen
	Monastery	A religious building where monks live
	Pope	Head of the Roman Catholic church
	Protestant	Belief that the King should be head of the church
	Reformation	Changing of the church from Catholic to Protestant
	Reformer	Someone who wants to change the church.

Why Anne Boleyn? Truth to tell, I was more fascinated by her than by any other historical figure, I can't explain this, any more than I can explain the feeling of recognition I had had at age seven when I first heard of her. Of course, there is much in Anne Boleyn's story to fascinate anyone, so I would not wish to be too fanciful about this. Later, when I came to research her life in depth and from a more mature viewpoint, I realised that I did not particularly like Anne Boleyn as a character. Yet the fascination remains. She is a romantic heroine in the truest sense.
Alison Weir



	Knowledge milestones	Extra knowledge	Expert knowledge
	The Protestant strand of Christianity developed in 1500s as people "protested" against the Catholic church.	Martin Luther was a German monk who started the Reformation by criticising the Catholic church.	Luther said that the church was too rich, he did not want to start a new church, just make the existing one better.
	Henry VIII made himself head of the Church of England in 1534	The law that made Henry head of the church was called "The Act of Supremacy".	Henry also had a bible published in English with a picture of himself on the front.
	Henry changed the church because he wanted to divorce his wife Catherine of Aragon and marry Anne Boleyn.	The Pope would not allow Henry to have a divorce, but by changing the church he could grant the divorce himself.	The Pope was being controlled by Catherine of Aragon's nephew, Charles V, who was unhappy at how Henry was treating his aunt.
	Henry needed a male heir and Catherine was too old for any more babies. He needed a new wife.	Catherine had only had one living child- Mary- Henry wanted a son to be king after him.	Henry saw Catherine's lack of living sons as a sign he should marry someone else.
	By changing the church he could shut down the monasteries and take their money.	The monasteries owned 1/4 of all the land in England, by shutting them down Henry took this money.	Henry wanted the money so that he could go to war with France and try to gain land and glory for himself.
	The Pope had a huge amount of power. By becoming head of the church Henry could gain more power.	Many people saw being loyal to the pope as more important than being loyal to the king.	Henry wanted power to rival the kings of Spain (Charles V) and France (Francis I).
	Some people in England were Protestant. This included some of Henry's advisors.	Cromwell was Henry's main advisor and was a reformer.	Cromwell and Arch Bishop Cranmer worked to make protestant changes to the church.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

READ
<https://www.historyextra.com/period/tudor/starkey-on-the-reformation-2/>

SCAN ME

WATCH
<https://m.youtube.com/watch?v=QIHWZw36FAM>

SCAN ME

LISTEN
<http://www.versushistory.com/podcasts.html>
 Episode #51

SCAN ME

Writing good History: Key skills

Chronology
The order in which events happen. The big "story".

Change/ Continuity
Whether things have changed or remained the same over time.

Similarity/Difference
What events or situations have in common, and how they are different.











Cause
The reasons that something happens- long term or trigger cause.

Consequence
Things that happen as a result of an event. Can be good or bad.

Significance
Whether an event is important or not. The impact it has had on people. How it has changed the world.






Sources
Information that comes from the time studied, or that was produced by someone who was there at the time.

Interpretations
The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?		USING SOURCES: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.		Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.		Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.		Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?		If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.		Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?