

Additional questions

To test your chronological skills further, try these additional questions.

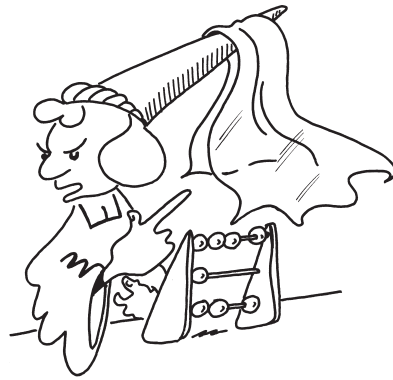


1 English kings from 1066 to 1272

When did the following kings reign over England?

From the list below, consider each king and place him in his correct position in the family tree opposite:

- Stephen (1135-1154)
- Henry II (1154-1189)
- William II 'Rufus' (1087-1100)
- John (1199-1216)
- Richard I (1189-1199)
- William I (1066-1087)
- Henry I (1100-1135)
- Henry III (1216-1272)



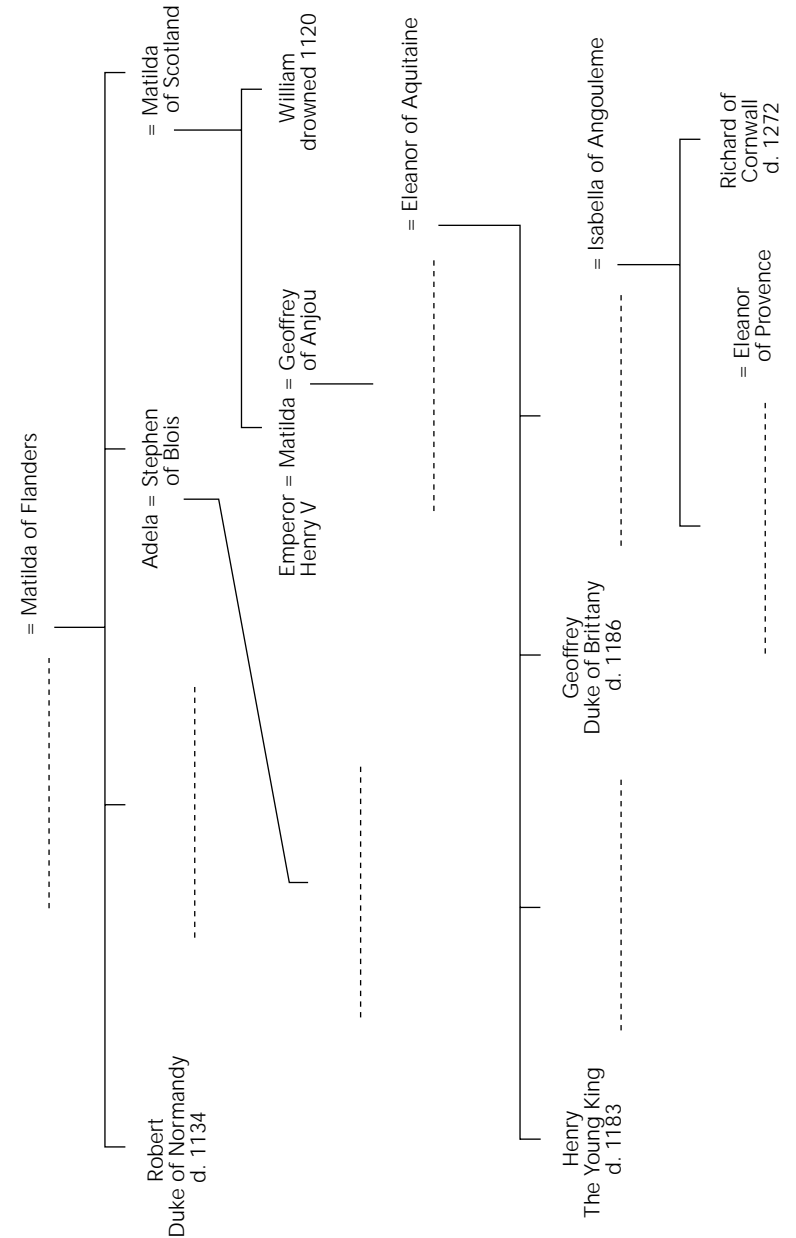
Stand still, while I count you...

Test your knowledge

- 1 How many children did William I and his wife Matilda have?
- 2 Henry I was king after William II. The two men were related. What was their relationship?
- 3 Who was Henry II's eldest son and why did he not become king?
- 4 Name the two sons of Henry II who did become king.

Research question

Why did Robert, the eldest son of William I, never become King?



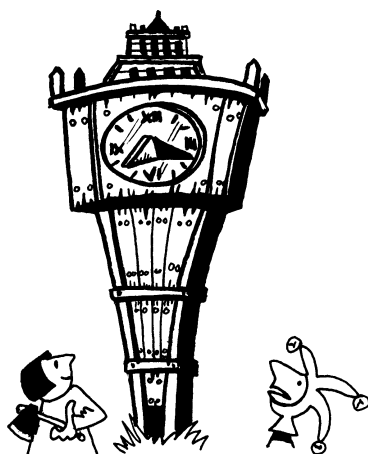
2 Knowledge and understanding

CROWNS, PARLIAMENTS AND PEOPLES

This chapter aims to extend your knowledge and understanding of some of the political, economic, social and religious changes that shaped Britain under the Tudors and Stuarts (1500-1750). As you analyse the examples provided, you will develop your understanding of the different causes and reasons which shaped historical events during the period. You will continue to use your knowledge of chronology to understand changes in the context of time and place.

To demonstrate knowledge and understanding you:

- describe historical events and changes (Level 1)
- explain the reasons for, and results of, particular events and changes (Level 2)
- understand how political, economic, social and religious causes shape the past and have a range of consequences (Level 3)
- understand how a variety of causes are connected through different times and places, and that some causes are more important than others (Level 4)
- assess the relative significance of events, people and changes (Level 5)
- analyse and explain how people's ideas, beliefs and attitudes are related to the circumstances in which they find themselves. (Level 6)



Don't get me wrong... it's a very nice sundial but, it's a bit big, Ben...

Historians usually group causes and changes as follows:

	Cause or change	Typical event, person or situation	Example
	Political Actions by political leaders have lasting consequences	Change in government/law King, Political Leader Public protests; elections	English Civil War French Revolution Parliamentary Reform
	Economic Natural change or human invention creates or alters patterns of jobs, wealth or poverty	Disease, famine Inventor, business man Unemployment, new social groups	Black Death, Cholera Royal grant of monopolies Invention of fulling mill; spinning-jenny, three field system
	Social Groups of people, influenced by other changes, begin to live in different ways	War, persecution or economic change Men, women, particular social groups Growth of trade and towns	Norman conquest and feudalism Cotton mills and urban life in industrial England
	Religious People's beliefs and attitudes shape their actions in society and politics	Religious leader or rebel preaches and publishes new ideas	Martin Luther and the Protestant Reformation

To test your understanding, tick one box for each event/change:

Political	Economic	Social	Religious	Event/Change
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	London's population increases from 50,000 to 500,000 between 1500 and 1750.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Charles I decides to rule without parliament.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Landowners put hedges round open fields and pasture, forcing tenants and labourers to leave their villages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Martin Luther publishes <i>The Liberty of a Christian Man</i> in 1520 criticising the church.