

# History

FOR 11–14 YEARS

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### A Curriculum for Wales

The Curriculum for Wales has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence. Our resources are designed to reflect the Welsh context and to help develop your identity as a citizen of Wales and the world.

We have worked in collaboration with University of Wales Press to produce this resource. They have reviewed it to make sure it is tailored to the new curriculum and explores Welsh culture and heritage in an authentic way. Find out more about University of Wales Press by visiting their websites [www.uwp.co.uk](http://www.uwp.co.uk) and [www.gwasgprifysgolcymru.org](http://www.gwasgprifysgolcymru.org)

Our authors are experienced teachers and historians:

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We would also like to thank the experts who have reviewed this title. Including:

- **Dr Victoria Anderson:** Dr Anderson has taught Cultural Studies at various universities, including Goldsmiths, Kingston and Cardiff University. Currently studying for her PGCE in Wales, she has also worked in educational research and taught in prisons. She has published articles in *The Guardian*, *The Independent* and *The Big Issue* and recently completed the manuscript of her third book. She is a Race Equality consultant working with Welsh Government to diversify both the teacher workforce and the curriculum in Wales.
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## About this book

### A note for teachers

The content can be used by teachers to create lessons, as well as providing resources and activities for students to complete activities or research topics independently.

Teachers will design their own curriculum for their own school, making sure it meets the needs of their students, as well as reflecting their own local area. They may decide to teach History as its own subject, or they may teach it within a Humanities context alongside, or integrated with Geography, RVE (Religion, Values and Ethics), Social Studies and Business Studies.

Whether you study History as its own subject, or within a Humanities context, it is important for everyone to gain the knowledge, understanding and skills to help you to develop as ethical, informed citizens of Wales and the wider world.

This book reflects the changing history of the people of Wales over approximately the last 1000 years. It allows you to explore the important changes that

have resulted in the Wales we live in today. It helps you to see how Welsh history, language, culture, and cynefin are connected, both in the past and today. The skills honed through this enquiry, exploration and investigation help us to develop as ambitious and capable learners.

The book covers the development of Wales as a multicultural society, so that we understand how Wales has developed and continues to develop. It explores the lives of the people born in Wales, as well as those who have made Wales their home. We can see the contribution being made by all those who live here, and can begin to think about ourselves as enterprising, creative contributors in our own right.

The book links events studied to the history of Wales, as well as their global context. It will challenge students to form their own opinions on enquiries and the topics within them, and to begin to see them as complex issues. Giving you the skills to analyse and evaluate issues, situations and dilemmas will help you on the path to becoming healthy, confident individuals able to make your voice heard as a valuable member of society.

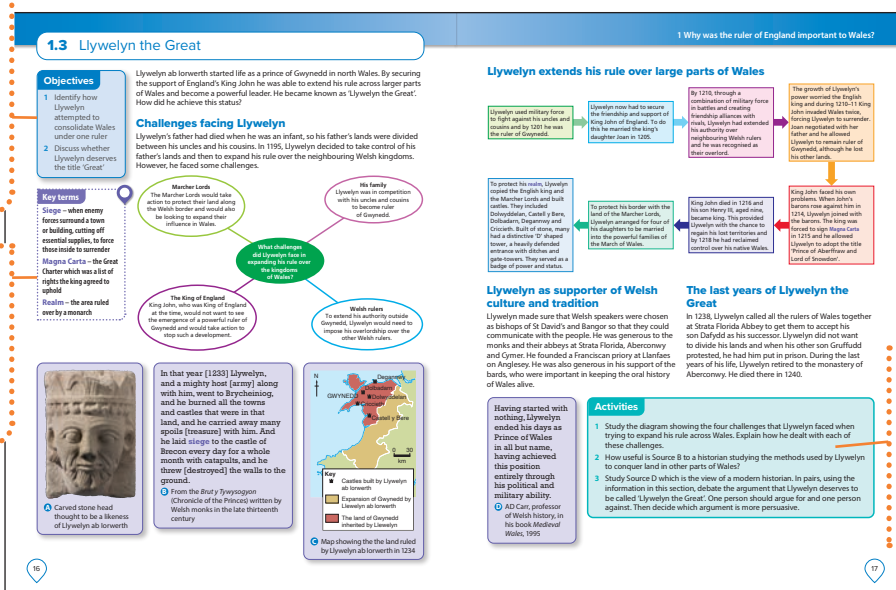
## Features of the book

Each enquiry begins with a single page of introduction and ends with a Review page to encourage you to reflect on what you have learned during the enquiry.

Learning objectives tell you the intended learning of the topic, so you know what to expect from it.

Key terms are highlighted to provide an easy reference for the topic.

Activities test your learning on the topic and include simple to complex questions.



## Progression in History

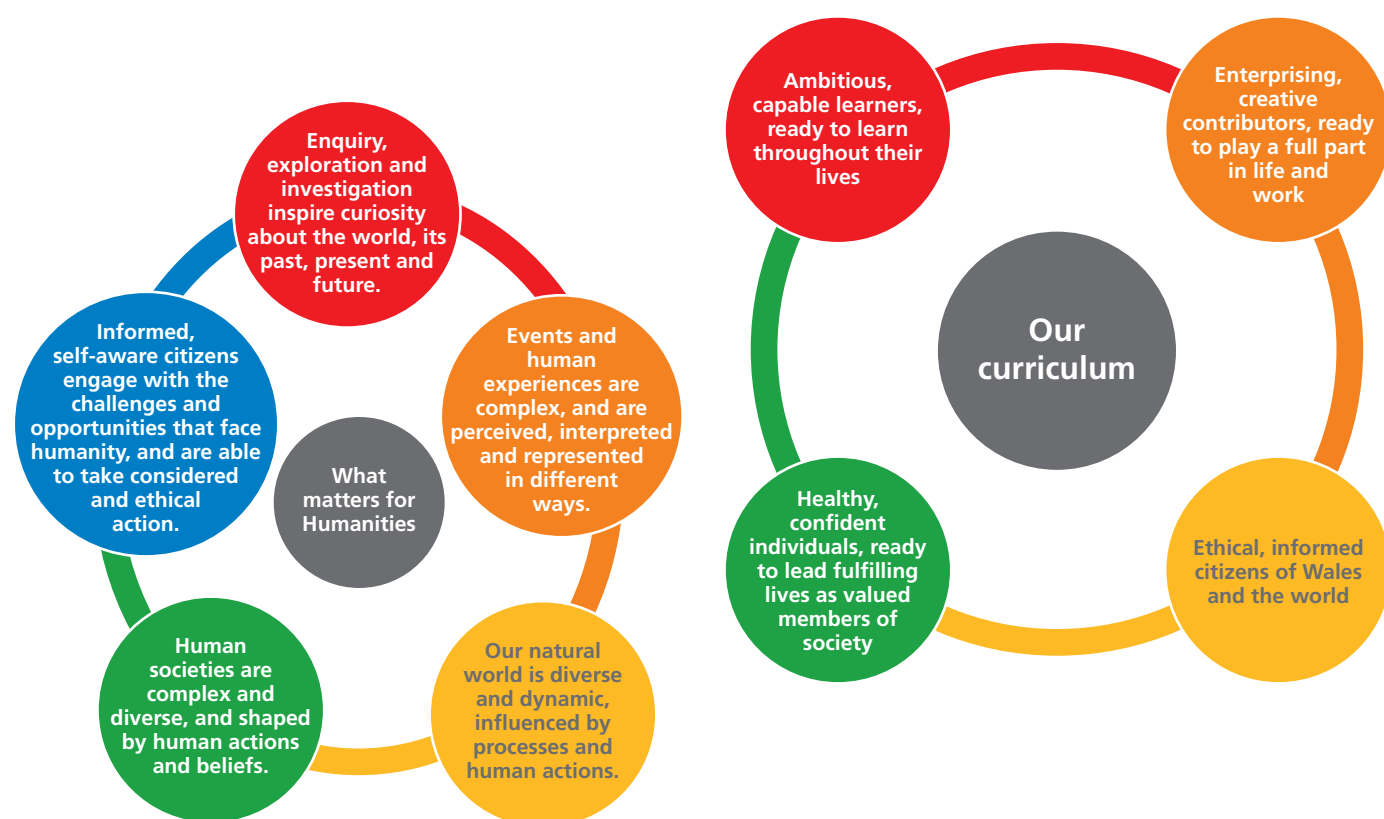
As you study different topics, your knowledge and understanding of History in Wales will grow. We all need to be able to comprehend the world around us, to be able to analyse ideas and situations, to be able to synthesise different aspects and attitudes, and to evaluate the options we face in any dilemma. Each topic gives you the opportunity to practise these skills which are important for future life.

## About this Curriculum for Wales

### ‘What matters’ statements and the four purposes

The content of this book will help you to gain an understanding of the five ‘what matters’ statements within the Humanities area of learning and experiences.

Together, these ‘what matters’ statements contribute to the four purposes of the curriculum:



## Cross-curricular skills

The resources and activities in this book will help you to develop your cross-curricular skills.

<b>Literacy</b>	<ul style="list-style-type: none"><li>● Taking part in class discussions and debates.</li><li>● Describing, explaining, discussing, evaluating and writing creatively.</li><li>● Using critical thinking skills when analysing statements and ideas.</li><li>● Evaluating interpretations and viewpoints.</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>● Analysing and representing data in various ways.</li><li>● Using statistics to inform ideas and attitudes.</li></ul>
<b>Spiritual, moral, ethical and cultural</b>	<ul style="list-style-type: none"><li>● Learning about the religious and spiritual make-up of Wales.</li><li>● Exploring how religious and non-religious worldviews have contributed to Welsh spirituality, morality and culture.</li><li>● Exploring a range of ethical viewpoints on issues important to Welsh society today.</li><li>● Being part of a tolerant, harmonious society which welcomes all, by becoming informed about its diversity.</li></ul>
<b>Digital competence</b>	<ul style="list-style-type: none"><li>● Using the internet to carry out research.</li><li>● Presenting data and text.</li></ul>
<b>Creativity and innovation</b>	<ul style="list-style-type: none"><li>● Presenting information in creative ways.</li><li>● Imagining possible futures.</li><li>● Expressing opinions about different viewpoints and ideas.</li></ul>
<b>Critical thinking and problem-solving</b>	<ul style="list-style-type: none"><li>● Critically evaluating ideas, teachings and evidence.</li><li>● Thinking analytically to understand the past and present and to imagine possible futures.</li></ul>

<b>Personal effectiveness</b>	<ul style="list-style-type: none"><li>● Working with others to explore Big Questions and ideas.</li><li>● Working as a team to organise and carry out enquiries.</li><li>● Evaluating, justifying and expressing your responses.</li></ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"><li>● Planning and organising your own learning, including work done outside school as research, homework or presentation.</li></ul>

## About the course planner

Our History course planner provides detailed information on how the content and activities of each lesson link to the elements in the Curriculum for Wales and the Humanities Area of Learning and Experience.

It includes:

- Topic title – giving the theme of each topic
- Learning objectives – as met in the topic pages of the book
- What matters – the statements that relate to the content on the pages
- Progression steps – the progression steps that you should be able to make through the activities on the pages. These will be either Progression step 3 or Progression step 4, or a mixture of steps 3 and 4.
- Skills – the cross-curricular skills that will be used in the activities
- Humanities AoLE links – where the content is relevant to specific subjects of Geography, RVE, Business Studies or Social Studies
- Cross-curricular links – where the content is relevant to other AoLEs, including Science and Technology, Mathematics and Numeracy and Health and Well-being.

## History skills

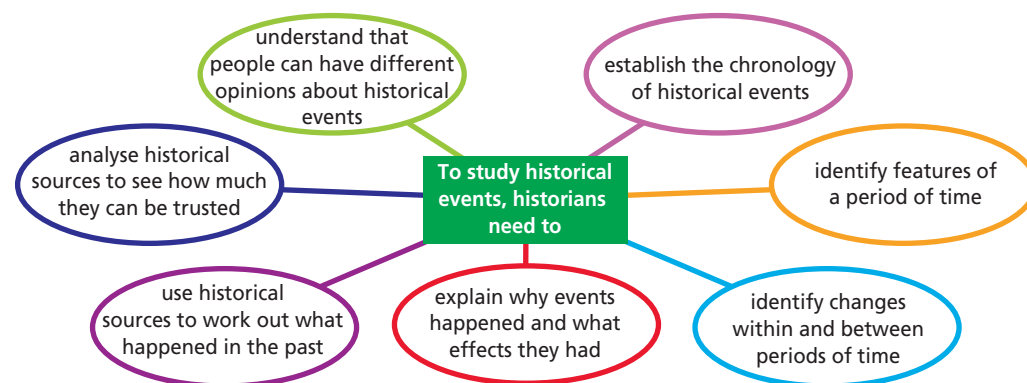
The tasks in this textbook help you to develop your historical skills. If you are not sure how to answer a question in this book, then the ideas and hints in this section should help you. It is these historical skills that the Curriculum for Wales is aimed at improving as they can be used in other AoLEs as well as in life after education.



## What is History?

History is the study of what has happened in the past. This is not easy as:

- there are lots of different things for historians to find out
- the sources of information available to historians are not complete
- the sources of information available to historians are not always accurate
- the sources can have different perspectives on historical events.

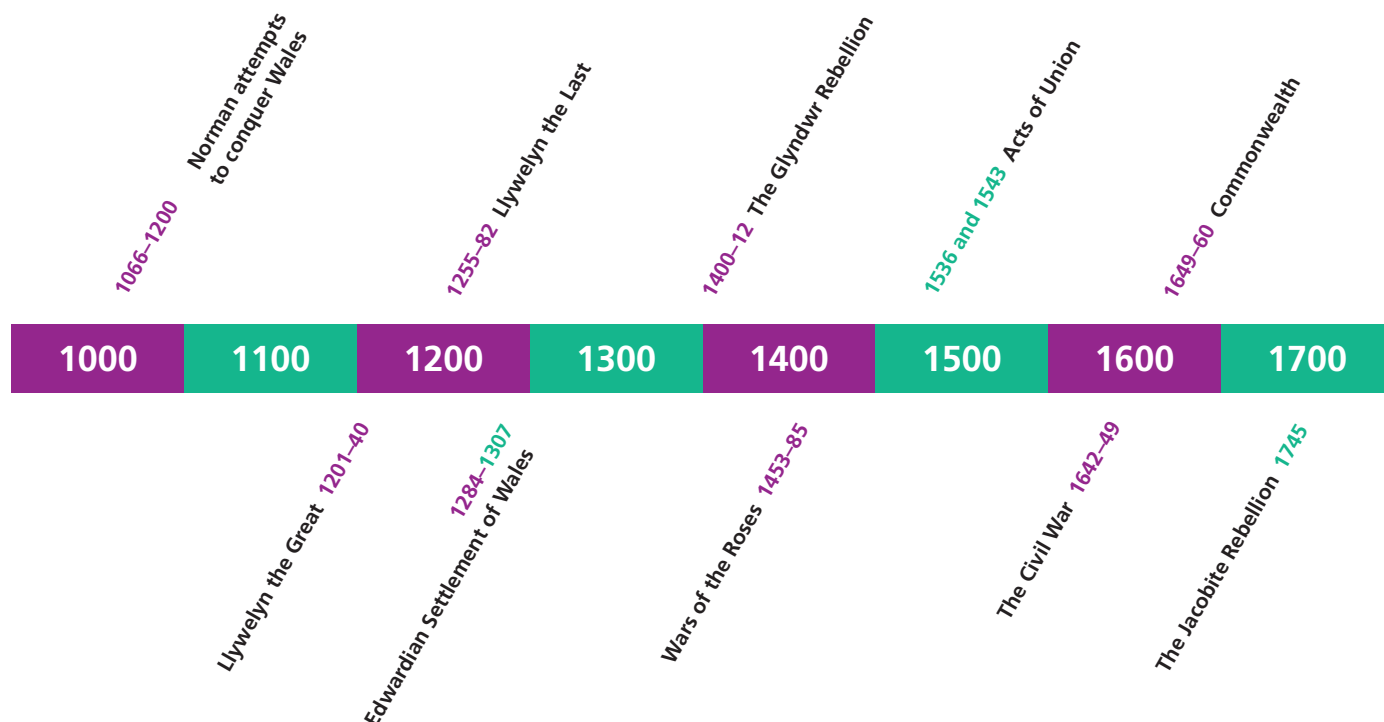


- ▲ Historians need to be like detectives – asking lots of questions and using evidence to work out what happened

## Understanding chronology

Chronology is putting historical events into the order that they happened.

This timeline shows the events covered in the first chapter of this book.



Historians sometimes give a name to a period of time, or refer to a period of time as a particular century as a way of helping people to understand when events are happening.

## Centuries

A century is a period of 100 years. Historians sometimes use the name of a century rather than talking about specific dates. For example, the sixteenth century is the 100 years between the start of the year 1501 and the end of the year 1600. Events covered by this textbook cover the fifth to the twenty-first centuries.

Sometimes if a historian means approximately around a particular year they will use the letter 'c' (short for circa in Latin). For example, around the year 1600 can be written as c.1600. The earliest events in this textbook happen c.500 – around the year 500.

## Periods of history

As well as using centuries, there are lots of other ways that historians can describe periods of history. Sometimes historians refer to a particular era of history. In Wales today, these historical eras are:

- the medieval era – from c.500 to c.1500
- the early modern era – from c.1500 to c.1800
- the modern era – from c.1800 to the present day.

In the history of Wales, periods of time can also be referred to by the name of the monarch ruling at that time. For example, they might refer to the Victorian period, during the reign of Queen Victoria.

Historians sometimes use a name for a period of time that was dominated by a particular event. For example, the Reformation is the name used to describe the period of time in which the Christian Church in Europe split into Protestant and Catholic churches (see Chapter 3). The Industrial Revolution is used to describe the period of time when goods began to be made in factories rather than in people's homes (see Chapter 5).

You could make a timeline of the main events of your life so far, starting with when you were born and going up to the present day. Think carefully about what scale you will use to try and show exactly when these events occurred.

## Analysing evidence

Historians find out about events in the past by using sources of evidence from those events, as well as looking at the research and opinions of other historians who have studied those events.

### Historical sources

A historical source is any kind of information from the past, including words, images or objects from the period of time being studied.

Content – what a source tells or shows us about the past.

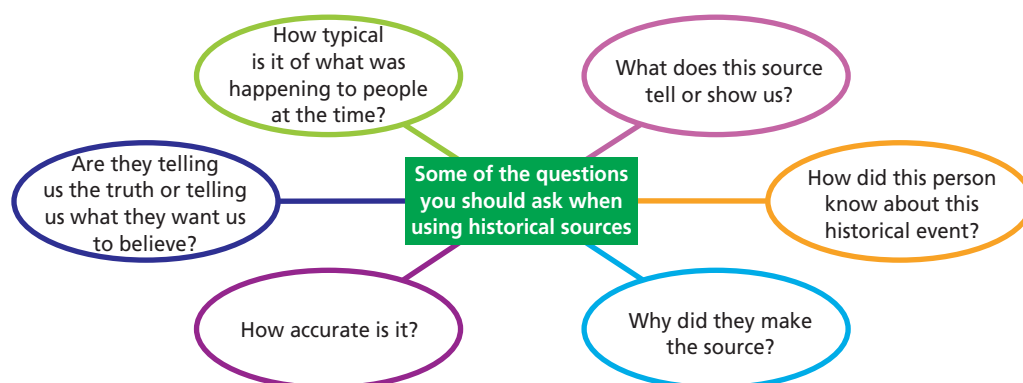
### Source

I do wish that some of you parents of evacuated children could see the effects on your children of only a few days in the country. If you are feeling anxious about them, I think it would reassure you.

**A** Herbrand Sackville, government minister in charge of education, speaking in a radio broadcast on 14 September 1939

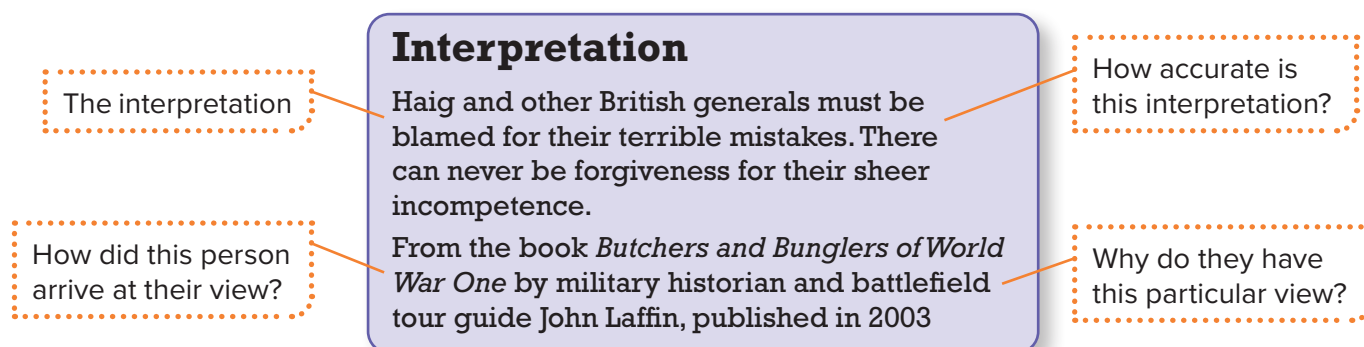
Attribution – where a source comes from, often including who made it, what kind of source it is, and when it was made

One of the main problems with historical sources that historians have to deal with is that you cannot always trust what they tell us or show us. Sometimes people look at a picture or read a text and believe everything they see. Unfortunately, not everyone knows everything you need to know about an event and not everyone is telling the truth. Sometimes people can have a particular point of view about an event that can be very one-sided. Historians call this bias, and it is important to try and identify it in any historical sources that you are going to use. Just because a source is biased does not mean it is of no use to an historian as it still tells us that person's views about an event. To completely understand an historical event it is important to get information from as many different points of views as possible.



## Historical interpretations

An interpretation is someone's opinion about an event. Interpretations are made when people think back on events that have happened, or when someone researches events that happened in the past.



Common mistakes about historical interpretations:

The person who made this interpretation was not there at the time so they can't really know what happened.

This is not true as being present at an event does not give you a special understanding of what is happening, as you are restricted to what you can see or hear. Historical interpretations are often based on research, where people have gathered together information from many sources and will often show a greater understanding of events than people who were there would show.

If there are different interpretations about an historical event then one of them must be wrong.

This is also not true as it is possible for different people to arrive at different conclusions about an event and none of them be wrong – they are just different. This can happen because one person making an interpretation can be using different evidence to someone else, or because they are making their interpretation for a different purpose than someone else.



## Making judgements

A historian is like a detective, using evidence to try and work out what has happened. However, a historian is also like a judge, making decisions about what historical events mean, about the importance of what happened about who or what is responsible for what happened. Two of the most common areas of history that historians have to make judgements about are to do with change and continuity, as well as causes and consequences.

### Change and continuity

Change is about the differences between periods of time, while continuity is about the things that stay the same across periods of time.

Example: The changing lives of the rich and poor in the medieval and Tudor periods (see Chapter 2).

### Change

The rich stopped living in castles to defend themselves from attack and built themselves more comfortable manor houses and mansions.

### Continuity

The poorest people in the countryside continued to live in simple cottages, often in a single room shared with their animals.

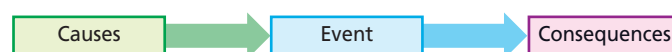
There are two judgements that historians make about changes during a period of time:

- 1 Which was the most important change? To make this judgement, you should consider a number of different changes, rather than just looking at one. It is important to be able to give reasons for your choice about which is the most important change rather than just saying what you think it is.

- 2 How much did things change? To make this judgement you should make a list of the things that changed, identifying those things that changed more than others. You should also consider how much continuity there was when making your final judgement.

### Causes and consequences

Causes are the reasons why events happen, and consequences are the impact of events.



It is important to remember that there is always more than one cause or consequence of an event

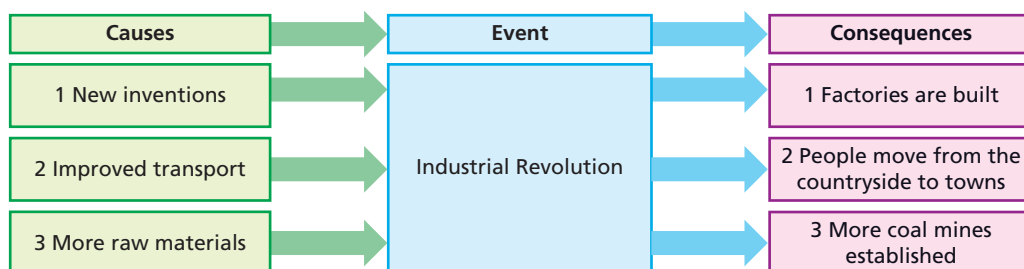
Example: the Industrial Revolution (see Chapter 5).

There are different causes and consequences of events:

- 1 Some causes and consequences happen over a shorter period of time, others happen over a longer period of time.
- 2 Some causes and consequences are deliberate, while some are accidental.
- 3 Some causes and consequences can be put into different categories. For example, they could be political if they involved the government making decisions, or they could be economic if they are about money.

The judgement that historians make about causes or consequences is which was the most important of all the causes, which was the most important of all the consequences of that event.

To work this out they balance out the arguments for and against the importance of each cause or consequence.





# Why was the ruler of England important to Wales?

Throughout the period 1000 to 1536 the kings of England attempted to extend their control over large parts of Wales. They met with mixed success. It was not until the reign of King Henry VIII in 1536 that there was a union between England and Wales. After that date the Welsh tended to support the monarch during the troubled times of the seventeenth century.

## **Wales in 1000**

Wales was not a single country ruled over by one person. Instead, Wales was made up of a patchwork of small kingdoms, each with its own ruler.

## **Norman attempts to conquer Wales, 1066–1200**

William the Conqueror used the Norman Marcher Lords to invade Wales, conquering lands from the native Welsh rulers. They built castles to help keep control.

## **Llywelyn the Great (1201–40)**

As the ruler of Gwynedd, Llywelyn ab Iorwerth was successful in extending his authority over most of Wales. He became known as Llywelyn the Great.

## **Edwardian Settlement of Wales (1284–1307)**

Following his conquest, English King Edward I built castles around the lands of Gwynedd to keep control. Towns containing English merchants were set up next to the castles.

## **Llywelyn the Last (1255–82)**

Llywelyn ap Gruffudd, ruler of Gwynedd, was largely successful in his conflict with King Henry III but was finally defeated when King Edward I invaded Wales during the 1270s. He was the last Welsh-born Prince of Wales.

## **The Glyndŵr Rebellion (1400–12)**

A Welsh lord called Owain Glyndŵr led a rebellion against English rule. During this time King Henry IV lost control over Wales.

## **Wars of the Roses (1453–85)**

In the last battle of the Wars of Roses, most Welsh people supported Henry Tudor who was part-Welsh. He defeated King Richard III and became King Henry VII, the first Tudor monarch of England.

## **Acts of Union (1536 and 1543)**

Two Acts of Union passed by King Henry VIII brought about the union between England and Wales.

## **The Civil War (1642–49) and the Commonwealth (1649–60)**

During the Civil War, the Welsh supported King Charles I against Parliament. After Charles lost the war, Parliament, led by Oliver Cromwell, imposed strict Puritan rule over Wales.

## **The Jacobite Rebellion of 1745**

When Charles Edward Stuart (grandson of King James II) landed in Scotland and led a rebellion to force the English king, George II, off the throne, he was supported in his claim by some members of the Welsh gentry. The rising was defeated.

Your challenge in this chapter will be to consider how important the ruler of England was to how Wales was governed, investigating the key turning points in the relationship between the rulers of England and Wales, and to decide which English monarch had the greatest impact on how Wales was governed in this period.

# 1.1 What was Wales like in early medieval times?

## Objectives

- 1 Describe the social and political structure of Wales before 1066
- 2 Explain how the situation in Wales before 1066 differed from that in England

## Key terms

**Llys** – the royal court of a Welsh ruler

**Bard** – a professional Welsh poet and minstrel

**Diocese** – a Church district that is the responsibility of a bishop

[Wales] is two hundred miles long and about one hundred miles wide. It takes some eight days to travel the whole length from the mouth of the River Gwygir in Anglesey to Portskewett in Gwent ... Its high mountains, deep valleys and large forests, its rivers and marshes, make travelling across Wales very difficult.

- B** From *A Description of Wales* by the monk Gerald of Wales, 1194

**A**

## Food

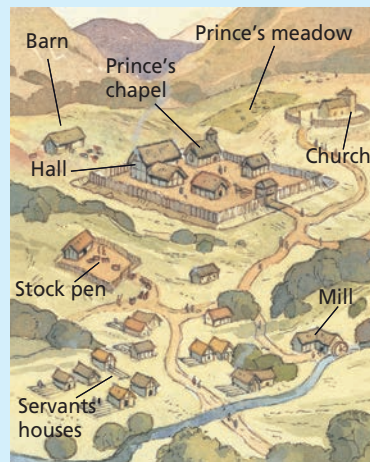
Welsh people lived simply. Their food was meat, milk, cheese, butter and bread. They ate more meat than bread because they were cattle farmers rather than crop growers. The English grew crops, such as wheat and oats, so frequently ate bread and porridge, as well as vegetables, meat, fish and dairy products.

## Inheritance

Under Welsh law every male had a right to inherit land from his father. This was different from England where only the oldest son would inherit all the estate. This meant that over time Welsh estates got smaller and smaller while a small number of English landowners owned more and more land.

## Royal court

Each ruler lived in his own palace, called a **Llys**, which was most often made of wood with a thatched roof, although sometimes built of stone. The Llys was made up of a central hall, a chapel, stables and storehouses and was surrounded by a timber wall and sometimes a ditch. Here the ruler feasted with his officers and was entertained by his chief **bard** who composed poems in his honour. The ruler of England would reside in more substantial buildings and would be surrounded by a larger court. They would spend their time journeying around the country, from one royal palace to another.



An artist's impression of the Llys of a Welsh ruler

## Landscape

Wales was a land of high mountains and deep valleys. Travel was difficult and slow, especially in the mountains of Gwynedd. This made it hard for any one ruler to gain control over the whole of Wales, but it also made it very difficult for invaders from outside Wales to conquer Welsh lands. The Welsh could always retreat to the mountains and aim to ambush the invading forces in the narrow mountain passes or in the dense forests which filled the valley bottoms. The flatter land of England made travel and movement of armies much easier.

## What was Wales like in later medieval times?

## Settlements

There were few towns in Wales. Most of the dwelling places were scattered farms which were not clustered around the local church as in English villages and towns.



## Kingdoms

Wales was divided into a number of kingdoms, the most important being:

- Gwynedd in the north
- Powys in mid-Wales
- Deheubarth in the south.

There were also the smaller kingdoms of Gwent, Morgannwg and Brycheiniog. On the other side of the border was the English kingdom of Mercia and the border was marked by a large bank of earth called a dyke built by Offa, King of Mercia, in the eighth century to stop the Welsh attacking his lands.



## Rulers

Each kingdom had its own ruler. The kingdoms were often at war with each other. Between 949AD and the Norman attacks on Wales in the 1070s, over 25 kings were killed in battle. Since 927 England had been ruled over by one monarch but before this time it was divided into smaller kingdoms. In 1066 the ruler was Harold II, who became king after the death of Edward the Confessor in January 1066. The illustration shows Hywel Dda (Hywel the Good), King of Deheubarth, who died in 949. He managed to spread his rule over large parts of Wales.



Hywel the Good shown in his role as lawmaker and judge

## Religion

Before the arrival of the Normans, Christianity had been spread by missionaries such as St David, St Beuno and St Teilo. This led to the development of the Welsh Church from the Celtic religion. There were churches in every settlement. These churches were led by priests. Bishops had no cathedrals. They controlled **dioceses** which mirrored the lands of the various kingdoms and so changed as they did.



Carew Cross in Pembrokeshire with its Celtic design. It commemorates Maredudd ab Ebwin, the king of Deheubarth who died in 1035

## Activities

- 1 Using Diagram A, describe what Wales was like before 1066. In your answer you should refer to:
  - a how it was ruled
  - b how the people lived
  - c why it was difficult to conquer.
- 2 What does Source B tell you about the problems facing any invasion force planning to attack Wales?
- 3 Work together in pairs to copy and complete the table below.

What were the differences between Wales and England before 1066?

Wales	England

- 4 Use what you have found out about what Wales was like in early medieval times to explain how far you agree with this statement: 'Life in Wales in early medieval times was very different from our lives today.'

## 1.2 Norman attempts to conquer Wales

### Objectives

- 1 Understand the political situation in Wales in 1063 on the death of Gruffudd ap Llywelyn
- 2 Explore how the Normans attempted to move into Wales

### Key terms

**Earldom** – land held by an earl

**Baron** – a very important Norman nobleman

**Motte and Bailey** – a castle on a mound (motte) and with a courtyard (bailey)

### Wales on the eve of the death of Gruffudd ap Llywelyn

During the later medieval period (1066–1500), Wales was divided into a number of kingdoms, each with its own ruler. The largest of these kingdoms were Gwynedd in the north, Powys in mid-Wales, and Deheubarth, Morgannwg and Gwent in the south. Occasionally one ruler would gain control over neighbouring regions, and this happened with Gruffudd ap Llywelyn, prince of Gwynedd, who extended his control over Powys and Deheubarth. He also challenged the power of the King of England, Edward the Confessor. In 1063, however, he was betrayed and killed by his own soldiers. His empire fell apart and Wales once again split into small kingdoms which were more vulnerable to attack by English aggressors.

Gruffydd, King of the Welsh, was killed by his own subjects on 5th August, 1063, and his head and his ship's beak with its ornaments were sent to Earl Harold, who sent them on to King Edward.

**A** An extract from the *Anglo-Saxon Chronicle* for 1063

### Meanwhile in England

The year 1066 was a turning point in the history of England. In October, the Saxon, King Harold II was defeated and killed at the Battle of Hastings by Duke William of Normandy, France. William took control of England and became its first Norman ruler, King William I, or the Conqueror. One battle had changed the course of English history and it also had a significant impact on the history of Wales.

### The Norman barons begin to push into Wales

In the years immediately after 1066, William the Conqueror was too busy putting down rebellions across England to try to extend Norman rule into Wales. Instead, he allowed the **earldoms** he had created, with land on the border, to expand into Wales themselves. He appointed three of his most trusted Norman **barons** to rule there in his name:



▲ Hugh of Avranches was made Earl of Chester



▲ Roger of Montgomery was made Earl of Shrewsbury



▲ William Fitzosbern (William's cousin) was made Earl of Hereford

### The Normans push into north Wales

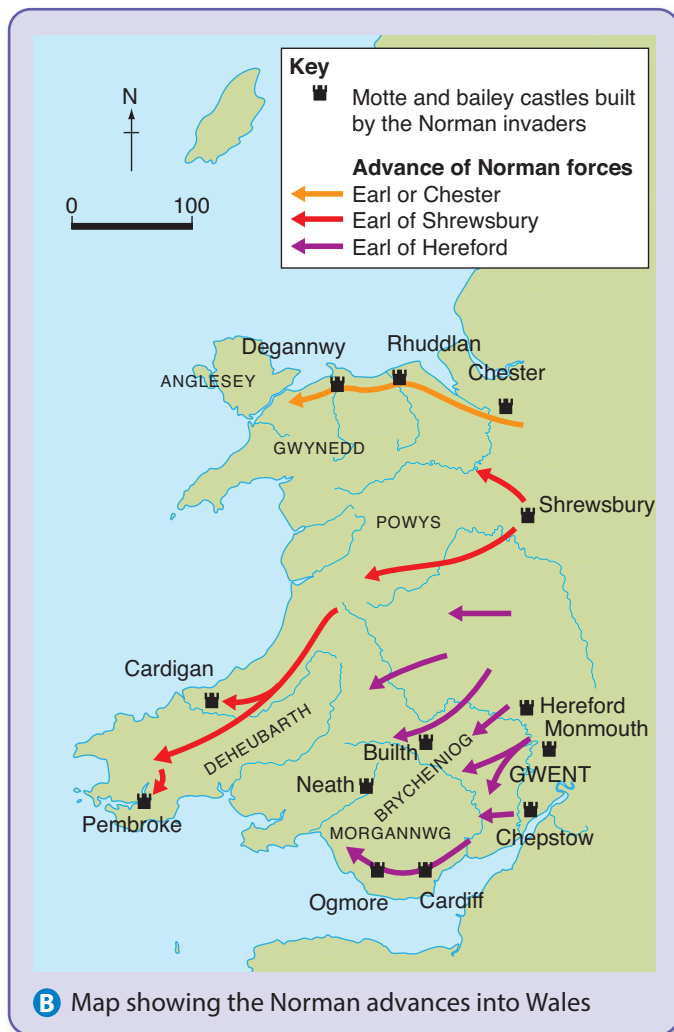
In 1070, Hugh, Earl of Chester, with his cousin, Robert of Rhuddlan, began their invasion along the coast of north Wales from their fortress at Chester. In 1073, Robert built a **motte and bailey** castle at Rhuddlan to guard the crossing of the River Clwyd and later he pushed into Gwynedd, building another castle at Degannwy to mark the edge of his territory at the River Conwy. Castles came to play a very important role in imposing Norman rule over Wales.

### The Normans push into mid-Wales

In 1071, Roger, Earl of Shrewsbury, marched along the Severn Valley and crossed the mountain ranges of mid-Wales to the coast of Ceredigion, securing his conquests by building a castle at Cardigan. During the 1090s, Hugh the Proud, the son of Earl Roger of Shrewsbury, advanced south as far as Pembroke where he built another castle.

### The Normans push into south Wales

In 1067, the Earl of Hereford, crossed the Welsh border and captured lands in the kingdoms of Gwent and Brycheiniog. To protect his new lands, he built castles at Monmouth and Chepstow but the surrounding hills remained in Welsh hands. Resistance by Rhys ap Tewdwr, Prince of Deheubarth, blocked their advances but after his death the Normans progressed quickly into the rest of south Wales.



Despite having superior military power and the building of many castles, few of the territorial gains made by the Norman barons in Wales before 1100 were permanent. Even where they were, the Norman barons were often incapable of imposing direct and consistent control over the Welsh. The first two Norman Kings, William I and William II, increased royal influence in Wales only slightly.

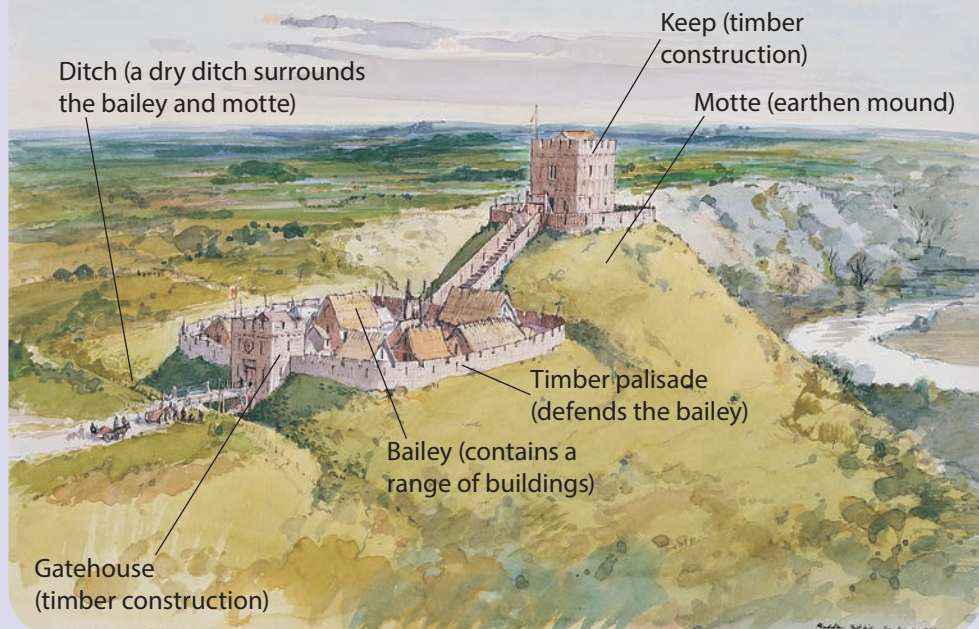
**C** David Moore, a historian, writing in his book *The Welsh Wars of Independence*, 2005



### Key terms

**March of Wales** – the area of Wales conquered by individual Norman Marcher lords and held by them from the eleventh to the sixteenth century

**Marcher Lords** – Norman lords who settled on the border between England and Wales, obtaining land by pushing into Wales by conquest



**D** The motte and bailey castle built at Rhuddlan by Robert in 1073

## The creation of the March of Wales

By 1100 the Normans had been only partially successful in advancing into Wales and for the next 200 years fought over the border between Wales and England. This border region became known as the **March of Wales** and the Norman barons who had been granted lordships to expand and protect this region were known as the **Marcher Lords**. Their rule lasted from the end of the eleventh century until the Act of Union between England and Wales in 1536.

## The relationship between the Welsh rulers and the English Crown

Some Welsh rulers tried to stop the advances of the Norman Marcher Lords into Wales, which angered the King of England. However, some Welsh rulers won the friendship of the King of England and the Marcher Lords to help defeat other rival Welsh rulers. One such Welsh ruler was Rhys ap Tewdwr.

▲ William I met Rhys ap Tewdwr in 1081

### Rhys ap Tewdwr, Prince of Deheubarth

Rhys became ruler of Deheubarth in 1078. However, in 1081 a rival Welsh prince wanted his throne. Rhys was forced to join forces with Gruffudd ap Cynan, ruler of Gwynedd, to defend his throne and defeat the rival prince.

Later that year, King William I came to Wales from England; it was his only visit. He came along the south coast to St David's, where he met with Rhys. The agreement they made brought peace to Rhys' region for the next six years.

When William died in 1087, the new King of England, William Rufus II, encouraged the Norman barons to

push further into Wales, to attack and conquer land still under Welsh control. Rhys again had to defend his lands: he joined forces with the prince of the neighbouring kingdom, Brycheiniog.

In April 1093, Rhys was in Brycheiniog, attempting to resist the Normans invading his kingdom near the new Norman castle at Brecon. He was killed during the battle.

Rhys ap Tewdwr did much to bring peace to south-west Wales. However, after he died, there were many more attacks on this region. By 1136, the Normans were firmly in control of south-west Wales.

### Princess Gwenllïan, ferch Gruffudd ap Cynan (d.1137)



Gwenllïan was the daughter of Gruffydd ap Cynan, ruler of Gwynedd. Around 1116, at the age of 18,

she married Gruffudd ap Rhys, Prince of Deheubarth in south Wales. They had four sons. In 1137, to try to raise extra troops to help stop the attempts of the Norman lord, Maurice de Londes of Cydweli castle, from pushing into Deheubarth, Gruffydd ap Rhys went to visit Gwenllïan's father in the north, taking his eldest and youngest sons, Maredudd and Rhys, with him. The other two sons, Maelgwyn and Morgan, stayed with their mother. When Maurice heard that Gruffydd had moved north he decided to try to capture the lands of Deheubarth. Gwenllïan responded by gathering together her forces and she met the advancing Norman army on the banks of the River Gwendraeth. During the battle, Morgan was killed and both Gwenllïan and Maelgwyn were captured. Maurice ordered the execution of Gwenllïan. Over 500 Welsh and Norman bodies lay across the battlefield which has been known ever since as Maes Gwenllïan (Gwenllïan's field). History remembers her as 'the Welsh warrior princess'.

### Activities

- 1 Using Map B, as well as other information from this unit, describe how the Normans attempted to spread their power in Wales.
- 2 Study Source C. Using the source and your own knowledge, explain why the Norman Marcher Lords found it difficult to extend their rule over all regions of Wales.
- 3 'Relations between the ruler of England and the rulers of Wales were always unfriendly and

hostile.' Copy and complete the following table to test the accuracy of this statement.

Examples of unfriendly relations	Examples of friendly relations

- 4 How successful was Rhys ap Tewdwr, Prince of Deheubarth, in resisting Norman rule?

## 1.3 Llywelyn the Great

### Objectives

- 1 Identify how Llywelyn attempted to consolidate Wales under one ruler
- 2 Discuss whether Llywelyn deserves the title 'Great'

Llywelyn ab Iorwerth started life as a prince of Gwynedd in north Wales. By securing the support of England's King John he was able to extend his rule across larger parts of Wales and become a powerful leader. He became known as 'Llywelyn the Great'. How did he achieve this status?

### Challenges facing Llywelyn

Llywelyn's father had died when he was an infant, so his father's lands were divided between his uncles and his cousins. In 1195, Llywelyn decided to take control of his father's lands and then to expand his rule over the neighbouring Welsh kingdoms. However, he faced some challenges.

### Key terms

**Siege** – when enemy forces surround a town or building, cutting off essential supplies, to force those inside to surrender

**Magna Carta** – the Great Charter which was a list of rights the king agreed to uphold

**Realm** – the area ruled over by a monarch

#### Marcher Lords

The Marcher Lords would take action to protect their land along the Welsh border and would also be looking to expand their influence in Wales.

#### His family

Llywelyn was in competition with his uncles and cousins to become ruler of Gwynedd.

What challenges did Llywelyn face in expanding his rule over the kingdoms of Wales?

#### The King of England

King John, who was King of England at the time, would not want to see the emergence of a powerful ruler of Gwynedd and would take action to stop such a development.

#### Welsh rulers

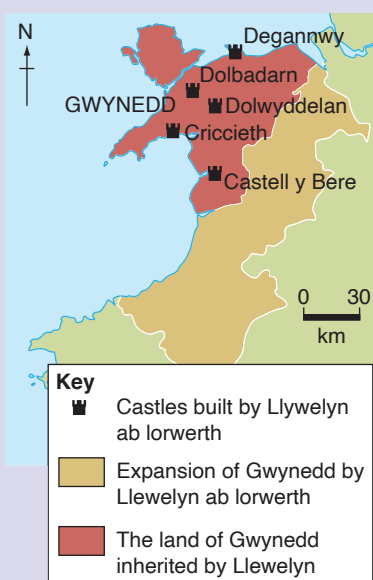
To extend his authority outside Gwynedd, Llywelyn would need to impose his overlordship over the other Welsh rulers.



**A** Carved stone head thought to be a likeness of Llywelyn ab Iorwerth

In that year [1233] Llywelyn, and a mighty host [army] along with him, went to Brycheiniog, and he burned all the towns and castles that were in that land, and he carried away many spoils [treasure] with him. And he laid **siege** to the castle of Brecon every day for a whole month with catapults, and he threw [destroyed] the walls to the ground.

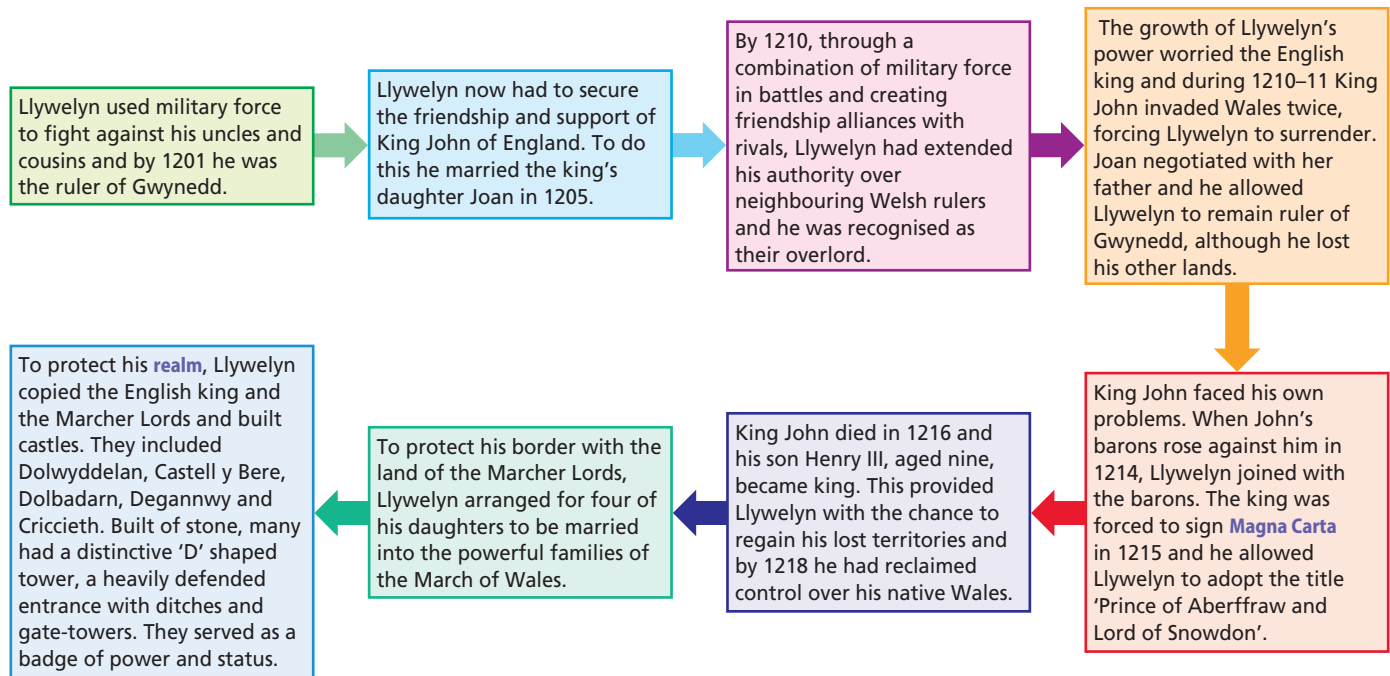
**B** From the *Brut y Tywysogion* (Chronicle of the Princes) written by Welsh monks in the late thirteenth century



**C** Map showing the land ruled by Llywelyn ab Iorwerth in 1234



## Llywelyn extends his rule over large parts of Wales



## Llywelyn as supporter of Welsh culture and tradition

Llywelyn made sure that Welsh speakers were chosen as bishops of St David's and Bangor so that they could communicate with the people. He was generous to the monks and their abbeys at Strata Florida, Aberconwy and Cymer. He founded a Franciscan priory at Llanfaes on Anglesey. He was also generous in his support of the bards, who were important in keeping the oral history of Wales alive.

## The last years of Llywelyn the Great

In 1238, Llywelyn called all the rulers of Wales together at Strata Florida Abbey to get them to accept his son Dafydd as his successor. Llywelyn did not want to divide his lands and when his other son Gruffudd protested, he had him put in prison. During the last years of his life, Llywelyn retired to the monastery of Aberconwy. He died there in 1240.

Having started with nothing, Llywelyn ended his days as Prince of Wales in all but name, having achieved this position entirely through his political and military ability.

**D** AD Carr, professor of Welsh history, in his book *Medieval Wales*, 1995

### Activities

- 1 Study the diagram showing the four challenges that Llywelyn faced when trying to expand his rule across Wales. Explain how he dealt with each of these challenges.
- 2 How useful is Source B to a historian studying the methods used by Llywelyn to conquer land in other parts of Wales?
- 3 Study Source D which is the view of a modern historian. In pairs, using the information in this section, debate the argument that Llywelyn deserves to be called 'Llywelyn the Great'. One person should argue for and one person against. Then decide which argument is more persuasive.



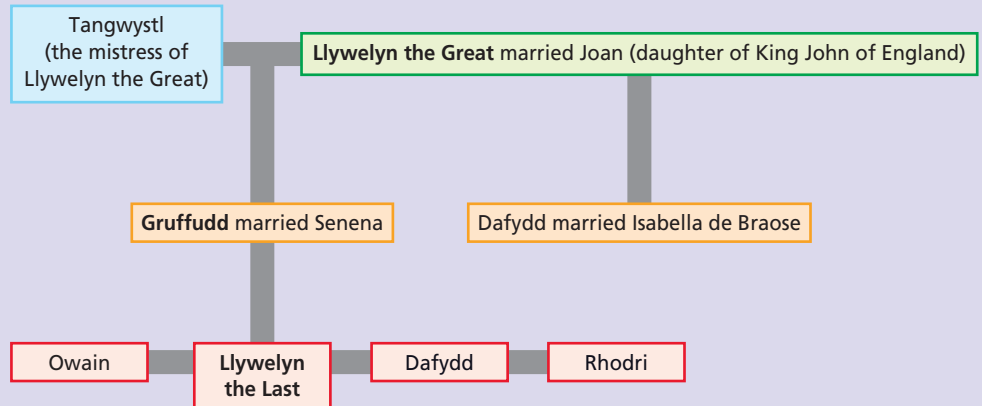
## 1.4 Llywelyn the Last

### Objectives

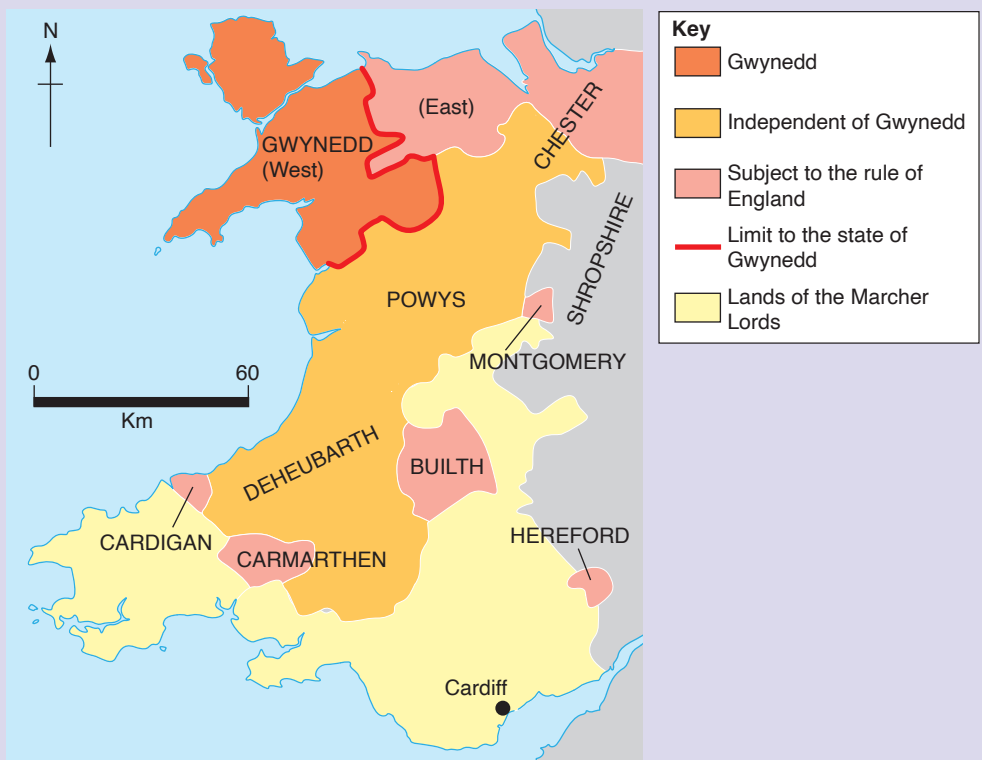
- 1 Explain why Llywelyn ap Gruffudd was able to declare himself Prince of Wales
- 2 Investigate how Edward I was able to defeat Llywelyn the Last and explore the consequences this had on Wales

### Llywelyn ap Gruffudd becomes ruler of Gwynedd

When Dafydd ap Llywelyn, the son of Llywelyn the Great, died in 1246, the throne of Gwynedd was fought over by the sons of his half-brother, Gruffudd (see Picture A). The fighting between the brothers caused King Henry III to invade Gwynedd and in the peace settlement he took away much of their land (see Map B). Their fighting continued until 1255 when Llywelyn finally defeated his brothers at the battle of Bryn Derwin. He was now sole ruler of Gwynedd and could plan to expand his lands.



A Family tree of Llywelyn the Last



B The kingdoms of Wales following the peace settlement imposed by Henry III

## Llywelyn ap Gruffudd and his conflict with Henry III



VS



▲ Llywelyn ap Gruffudd

▲ Henry III

- 1 After 1255, Llywelyn started moving into other parts of Wales. By 1257 he ruled the north Wales coast as far as Chester, and had pushed into Powys in the east and Deheubarth in the south.
- 2 In 1258, Llywelyn used the title 'Prince of Wales', forcing the other Welsh rulers to swear loyalty to him rather than to Henry III.
- 3 In 1264, Henry III faced a rebellion by his barons, led by Simon de Montfort. Llywelyn sided with de Montfort and also married his daughter, Eleanor. De Montfort was killed in battle in 1265.
- 4 Problems with his barons meant that Henry III had to make peace with Llywelyn. By the 1267 Treaty of Montgomery, Henry recognised Llywelyn as Prince of Wales and gave back all the land he had taken away in 1247.
- 5 The other Welsh rulers now recognised Llywelyn as their overlord and allowed him to speak on their behalf with the king. Llywelyn was the first ruler to use the title 'Prince of Wales'.



## Key terms

**Coronation** – the crowning of a monarch

**Homage** – showing respect to and promising to obey an overlord

**Rebel** – a person who tries to overthrow a ruler by force, ignoring the law

**Principality** – the part of Wales that was ruled by England

**Sheriff** – a local official who kept law and order

**Chamberlain** – an official in charge of the finances

**Justiciar** – the person responsible for the justice system

## Llywelyn ap Gruffudd and his conflict with Edward I

Edward I was very different from his father, Henry III. Determined to make himself ruler of the whole of Britain, with authority over both Wales and Scotland, he invaded Wales twice before finally securing victory.



▲ Llywelyn ap Gruffudd

VS



▲ Edward I

- 1 In 1272, Henry III died. Llywelyn refused to attend Edward I's **coronation**, claiming he could not trust his safety to the new King.
- 2 Relations between Llywelyn and Edward quickly grew worse. Llywelyn refused to renew his **homage** to Edward on five occasions between 1274 and 1276, even when Edward took his entire court to Chester in 1275.
- 3 Edward was furious with Llywelyn. He captured Eleanor, Simon de Montfort's daughter, when she was sailing from France to marry Llywelyn and refused to release her. Even this did not make Llywelyn give in.
- 4 Edward now won the support of Llywelyn's brother, Dafydd, and the Marcher Lords, who were concerned over the growth of Llywelyn's power. In November 1276, Edward invaded Wales to deal with 'the **rebel** and disturber of the peace'.
- 5 Edward sent three armies from Chester, Montgomery and Carmarthen. Edward's fleet captured Anglesey which meant his soldiers could cut off the food supplies to Gwynedd. Llywelyn was forced to submit.
- 6 By the Treaty of Aberconwy in 1277, Llywelyn has lost all his lands except Gwynedd. He had to pay homage to the king in London. Edward built castles at Flint, Rhuddlan, Aberystwyth and Builth to surround Gwynedd.
- 7 In 1278, Edward allowed Llywelyn to marry Eleanor in Worcester Cathedral.
- 8 On Palm Sunday 1282, Dafydd, who had been rewarded with lands east of the River Conwy for helping Edward, rose up in rebellion against the English forces. Llywelyn had little choice but to join the rebellion to defend his lands.
- 9 Edward was now forced to invade Wales for a second time. His armies attacked Gwynedd from three different directions. Not wanting to be encircled in Snowdonia, Llywelyn led his army south towards Builth Wells in mid-Wales.
- 10 At Cilmeri on 11 December 1282, Llywelyn, on a mission away from his main army, was spotted by a group of English knights. Llywelyn was attacked and killed, possibly speared through the chest by Stephen de Frankton.



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