

HODDER **GCSE** HISTORY FOR **EDEXCEL**



THE REIGNS OF KING RICHARD I AND KING JOHN 1189–1216

Dale Banham

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2 Life in England 1189–1216

You need to be careful not to judge Richard and John by modern-day standards. To judge Richard and John fairly you need to reach judgements based on the standards of the time. This means building up a good understanding of medieval society.

- Chapter 2 will help you build a good knowledge and understanding of English society at the time and potential threats to the king's position.
- Chapter 3 will explore the main duties and responsibilities of a medieval monarch before going on to explore how Richard and John secured power and governed the country.

2.1 English society in 1189: The feudal hierarchy

England's population in 1189 was around 3.5 million. Wealth and power was not shared out equally among the population. There was a very rigid **feudal hierarchy**. The ladder on page 13 shows the different groups within society and their place in the feudal hierarchy. The higher up the ladder you were, the more wealth, power and freedom you had. It was very hard to move up the ladder and become wealthier and more powerful. If you were born a **peasant** it was highly likely that you would spend your whole life as a peasant. Each group had its own price, known as a 'wergild' (which translates as 'man-price'). If you killed a lord (a noble or a knight), you paid his family 1,200 shillings. If you killed a villein, you paid 200.

Visible learning

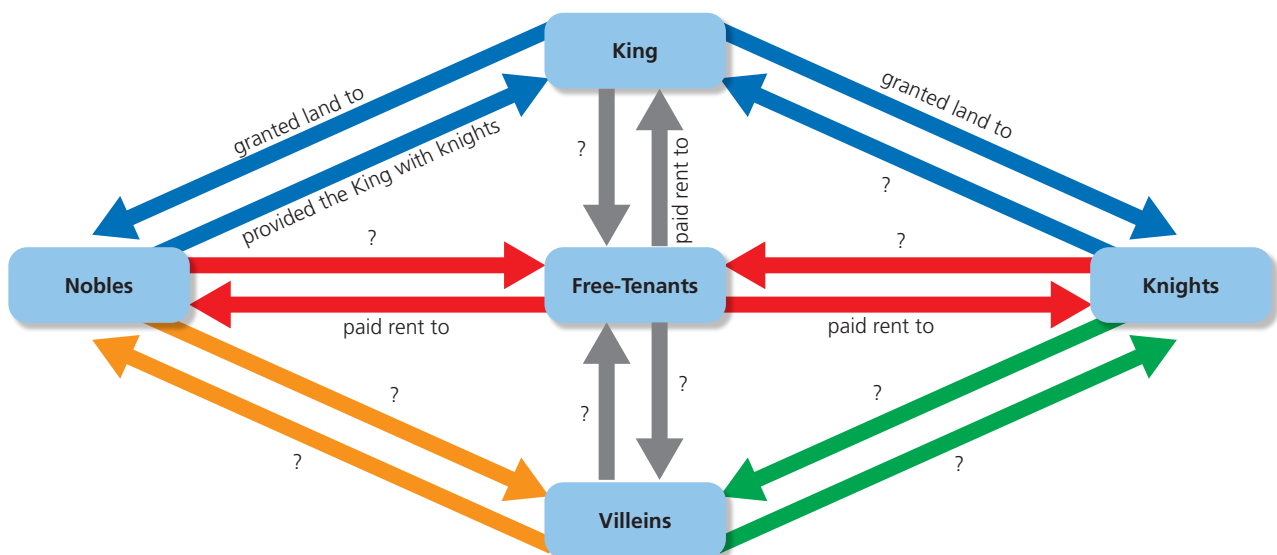
Using a concept map to help you understand key features of society

As you work through Chapters 2 and 3 you will need to build an understanding of the different types of people that existed at the time and the relationships they had with each other. Concept maps can help you understand and remember these relationships.

EXPLAINING LINKS BETWEEN DIFFERENT TYPES OF PEOPLE

Use an A3 piece of paper or a double page in your book to explain the links shown in the concept map below.

- Step 1: Start by using page 13 to explain the links labelled with a question mark.
- Step 2: Then use pages 14–16 to add extra detail to your diagram. Aim to add additional links that explain how different types of people were connected.



The feudal hierarchy

King

At the top of medieval society was the king. Richard and John were far more powerful than a modern-day monarch. A medieval monarch was tremendously rich and powerful. He owned huge areas of England and could reward his followers with positions of power. Kings decided how the country would be governed and made all the key decisions. The king's income per year depended on the taxes he raised, but it averaged around £22,000.

Nobles

Nobles varied greatly in wealth and the amount of land they held. Nobles would never do any physical work on the land. In 1066, William the Conqueror had won control of England with the help of his nobles and knights from Normandy. The first thing William did was give roughly 50 per cent of the land to the 150 leading nobles who had fought for him. In return they had to promise to help him rule the country and supply an agreed number of knights to fight for him. These leading nobles were known as tenants-in-chief or, more commonly, as **barons**. These barons were closest to the king in terms of rank and status. To use a modern term – they were the 'A list' nobles. They owned the land for life. The average income for a baron was £200 per year.

Knights

Usually knights were the younger sons of nobles who had not inherited their family title. They were sent to other noble families to train as knights. The title 'knight' was awarded only to those with noble blood in their veins who had shown themselves to be worthy of the title. It had to be earned by showing military skill and prowess. There were about 4,500 knights in the country, varying greatly in wealth and power. A few hundred of these were granted land by the king. The majority would have been given land by the barons. Knights played an important role in local communities and served on juries in the counties. The king employed knights in a variety of roles in local government. For example, they were employed as sheriffs, coroners and forest officials.

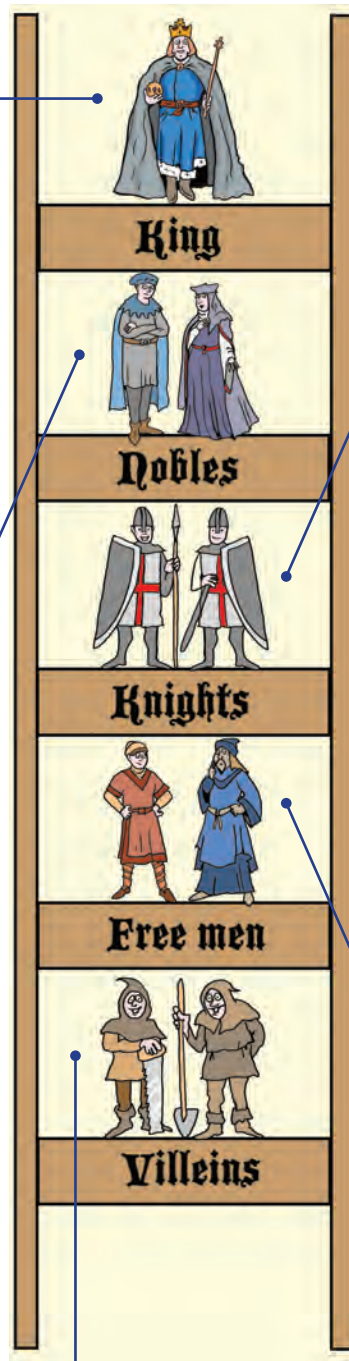
Free men

A free man could be a merchant, a professional soldier, a craftsman or a farmer who was a free tenant. Free men were free to travel and work for whomever they chose. Merchants tended to live in the towns. A well-off merchant would earn around £20 per year.

Free men who lived in the countryside were known as free tenants. They paid rent to the lord to farm their land. Many held between 30 and 100 acres of land from the local lord. Both free tenants and merchants served on juries.

Villeins

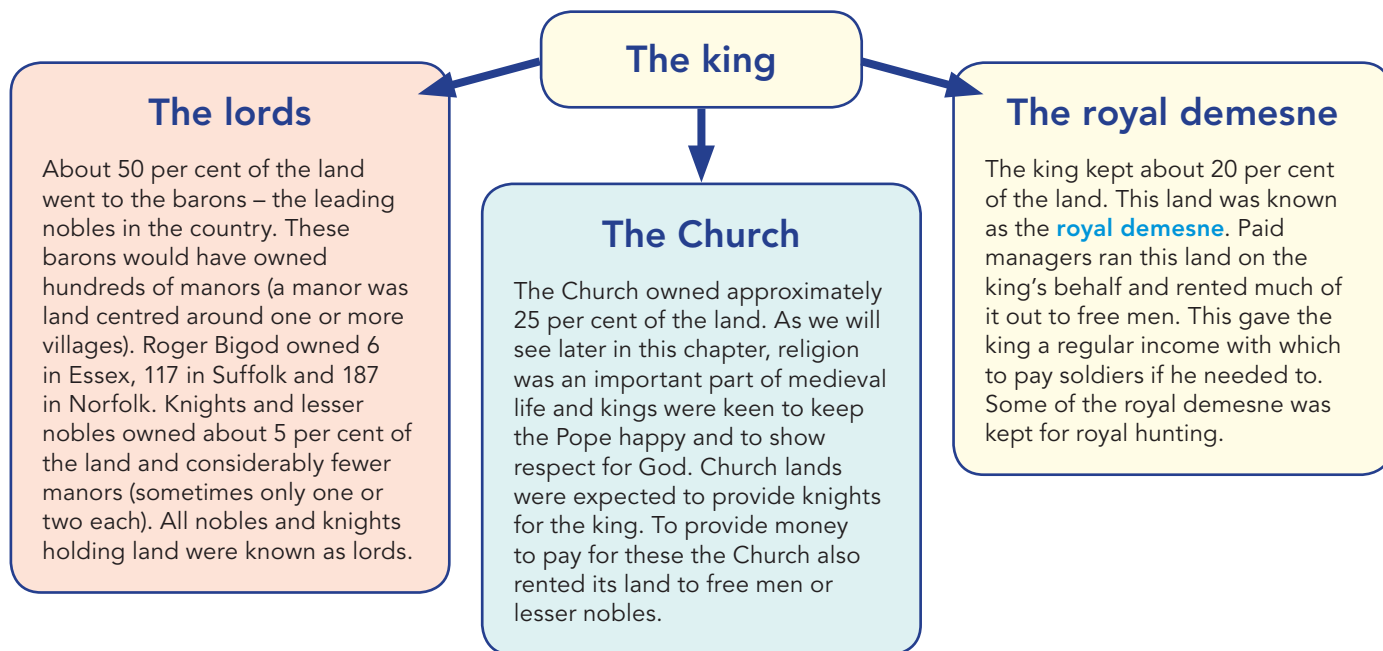
It is estimated that half of England's population were unfree peasants (also called villeins). They worked on their lord's land or for a free tenant. In return for this they were allowed to work a tiny piece of land for themselves, living off the crops they produced. They had no rights whatsoever and even had to ask permission for their daughters to marry. Villeins could not leave their manor (village) without permission and they could be bought and sold by their lord.



2.2 The nature of feudalism

English society in 1189 was organised around a set of relationships known as the feudal system. The feudal system centred on **landholding**. All land in England belonged to the king, and everyone from the richest to the poorest held his land from the king, either directly as a tenant-in-chief or indirectly as a tenant of one of the king's tenants-in-chief. In return for land, tenants made important promises to the king or their tenant-in-chief. Land would revert to the lord if the tenant was convicted of any crime. This was known as **forfeiture**. Tenants would forfeit their right to land if the king thought they were guilty of any wrong doing.

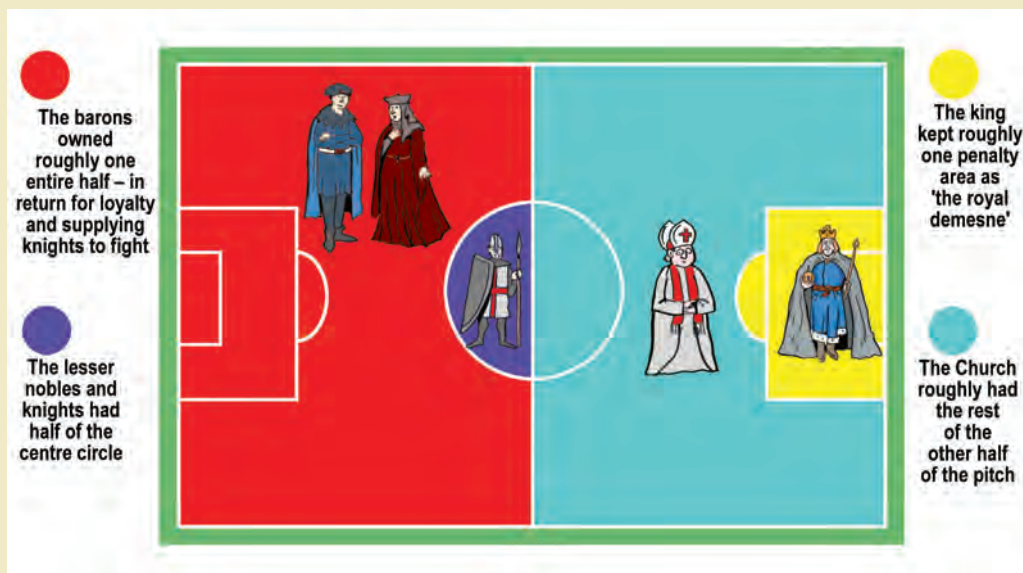
The feudal system part 1: How was land distributed?



Visible learning

Using analogies to help you remember key features

To help you remember how land was divided up in England – think of the country as a football pitch.



The feudal system part 2: What was given in return for land?

Barons held their land directly from the king. The land held by a baron as a tenant-in-chief from the king was called a fief or fee. In return for this land they had to make important promises.

1 HOMAGE

The act of **homage** came at the start of the relationship between the king and a tenant-in-chief. When a new tenant succeeded to land they would kneel down, place their hands between the hands of the king and declare loyalty in return for the land. It created a bond between the king and his tenant-in-chief.

2 MILITARY SERVICE

The tenant-in-chief provided knights when a king raised an army. Some barons were allowed to pay money to the king instead of providing knights. This was known as '**scutage**' or shield money. Scutage was paid at a fixed rate according to the number of fiefs held by the tenant-in-chief. The more land you held, the more you paid.



What happened when a baron died?

When a baron died their land could only be passed on by royal approval. This was usually given in return for homage and a considerable sum of money. A new tenant-in-chief was expected to pay the king a relief when they inherited or gained an estate.

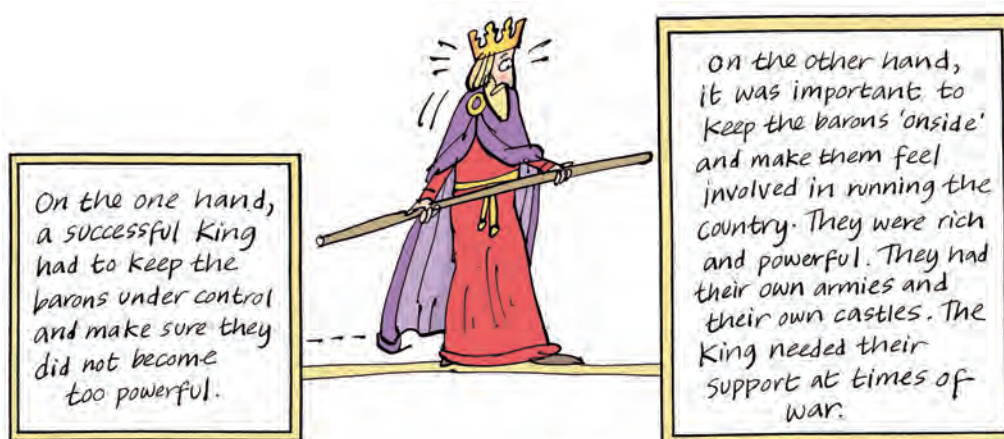
The king also had the rights of wardship over an heir who was under age. These rights meant that the king held the lands of the heir until they came of age. Alternatively, he could give or sell these rights to someone else.

Managing the barons

Barons could gain a great deal from showing loyalty to their king, but this did not make managing them easy. As you will see, many kings had problems controlling the barons.

It was believed that kings were chosen by God to protect and govern their people. Everyone had a duty to obey the king. However, it was also believed that kings had to govern well and some barons believed that they had the right to rebel if the king did not govern fairly.

Managing the barons was a balancing act.



ADDING TO YOUR CONCEPT MAP?

Use the information on pages 14–15 to add extra details to your concept map from page 12 showing the relationship between the king and his barons. Make sure you use the following key terms:

- homage
- scutage
- a fief
- rights of wardship
- a relief
- forfeiture.



COMPLETING YOUR CONCEPT MAP

- Use the information boxes below to complete your concept map from page 12 showing the links between the different types of people in feudal society. Make sure you add and explain links between:
 - barons and knights
 - the lords (barons and knights) and those whom they granted land to (free tenants and villeins).
- Design an analogy or draw a cartoon that explains:
 - knight service
 - land service.

KEY FEATURE 1: KNIGHT SERVICE

A key feature of the feudal system was **knight service**. Under the feudal system, the relationship a knight had with his baronial lord mirrored that between the king and his barons. In return for land the knights provided military service. Barons granted sections of their land to lesser nobles and knights in return for homage and military service.

The knight had to do homage to his lord (usually a baron but sometimes the king) for the land that he held from him. The lord also expected money payments in the form of a relief when the knight inherited land. When a knight died, his lord had rights of wardship over his estate until his heir came of age. Knights would also be expected to contribute to the payment of any ransom demanded if their lord was captured and imprisoned.

KEY FEATURE 2: LABOUR SERVICE

Nobles and knights would often rent land to free men who farmed it and paid a sum of money for doing so. Free men also had to help the lord at harvest time and with ploughing. This was known as **labour service**. A free man had to pay the lord to use his mill to grind his corn into flour. They could not even bake their own bread – they had to use the lord's ovens or pay his bakers. Sons of free men had to pay the lord a sum of money to take over their father's lands.

Working on the land of all lords and free men were the unfree labourers known as villeins. Villeins also had to perform labour service. They worked for the lord throughout the year, doing jobs such as ploughing, weeding and mending fences. In return for this they were given a small piece of land, on which they could grow their own crops.

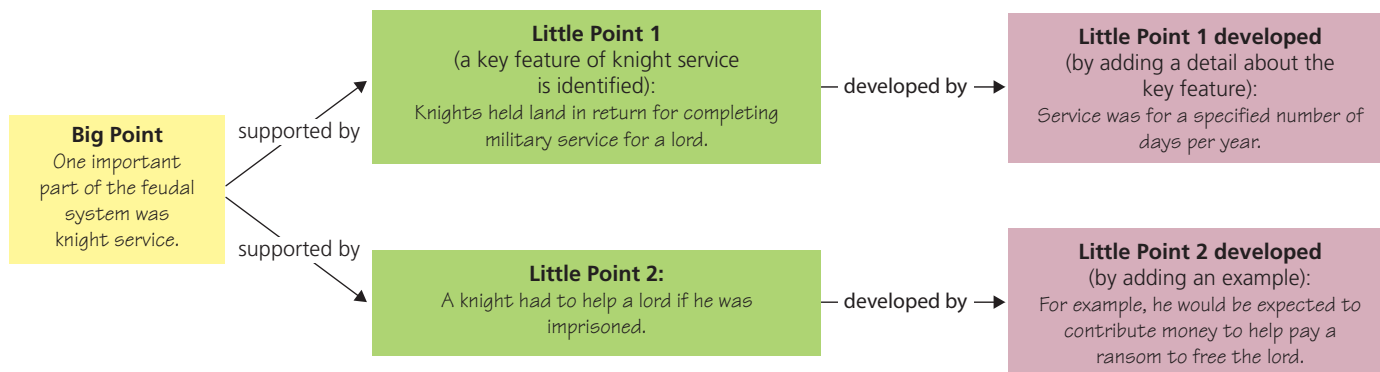
Practice question

Describing the key features of a period

Use the advice below to answer the following practice questions:

- Describe two features of knight service between 1189 and 1216.
- Describe two features of labour service between 1189 and 1216.

For 'describe' questions you need to do more than simply list points. Look at the example below – you need to develop the points you make – aim to support your 'big points' about life in medieval England with 'little points' that **describe the key features** of life in 1189.



2.3 What was life like in the countryside?

Nearly everyone in the Middle Ages lived in villages in the countryside. These villages, with land around them, were called manors. The land was held and controlled by the lord of the manor (usually a baron, but sometimes a knight). Most people spent their time working hard on the land and rarely left their village. News travelled slowly. For most peasants the lord of the manor was more important than the king.

What does the evidence reveal about the nature of agricultural life?

In order to find out about life in the countryside we are going to explore two types of evidence:

- An artist's reconstruction of what a typical medieval village looked like (see pages 18–19). The village, Wharram Percy, no longer exists but the reconstruction is based on archaeological evidence.
- The Luttrell Psalter. These illustrations were part of a manuscript that was paid for by Sir Geoffrey Luttrell to show life in the manor of Irnham in Lincolnshire. The Psalter was produced in the first half of the fourteenth century. Agricultural life in the early thirteenth century would have been very similar to this and the detailed illustrations give us a good insight into peasant life in particular.

The Luttrell Psalter



▲ A Ploughing – land was ploughed before seed was planted. The plough was pulled by oxen.



▲ B Clod-breaking – to stop the plough getting stuck, clumps of soil had to be broken up with large mallets.



▲ C Sowing – The seed was scattered by hand.



▲ D Harvest time – harvesting was done by men, women and children. The corn was cut with a scythe and then taken away in bundles. Children picked up every little piece so nothing was wasted.

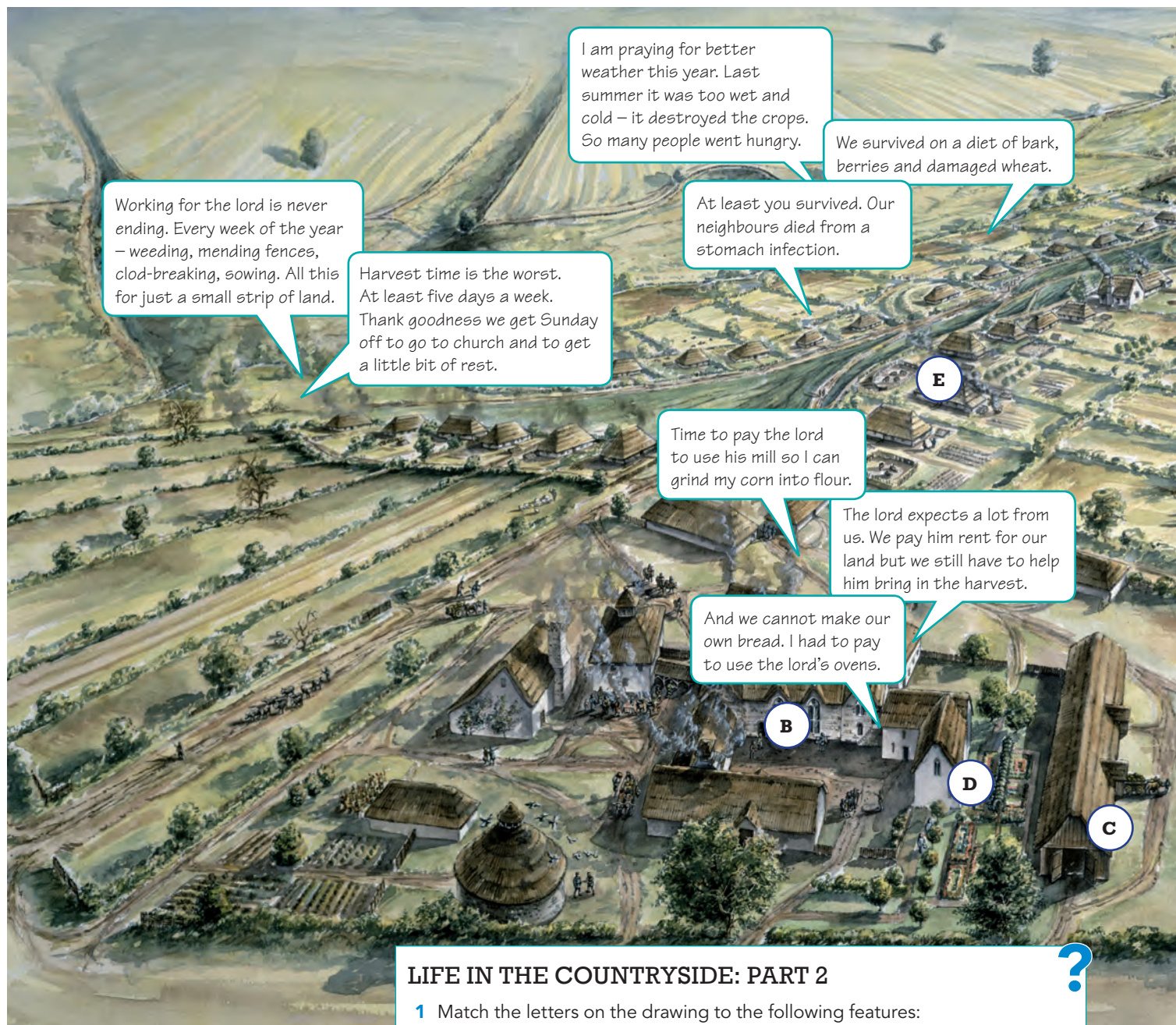


▲ E Spinning – the wool from sheep was spun into thread and then used to make clothes or blankets.

LIFE IN THE COUNTRYSIDE: PART 1

Use the information on pages 18–19 to work out the time of year when activities A–D from the Luttrell Psalter would have taken place.

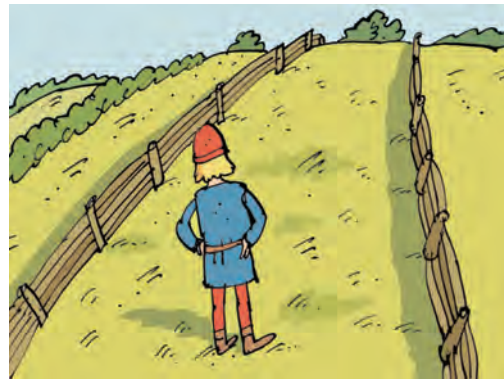
A moment in time: Life in Wharram Percy c.1200



Why was life expectancy low?

It is estimated that 20–30 per cent of children died before the age of seven – they were particularly vulnerable to starvation and diseases such as smallpox, whooping cough, measles, tuberculosis, influenza and stomach infections.

- Match the letters on the drawing to the following features:
 - Manor house
 - Church
 - Barn
 - Villager's house
 - Kitchen garden for the manor house
- Look at the conversations that are happening in the village. Which groups of people would have been talking like this? Choose an option from the bullet points below. You may want to look back at page 13 to remind yourself of the different groups of people.
 - ☐ A conversation between villeins
 - ☐ A conversation between free men
 - ☐ This conversation could have been had by villeins or free men.
- Use the information on pages 17–19 and the writing advice on page 16 and page 115 at the end of the book to describe the key features of agricultural life. Make sure you describe at least two features.



January–February. Land is given out by the lord



May–July. Growing the crops



March. Preparing the land



August–September. Harvesting the crops



April–May. Sowing the seeds



October–November. Storing the crops

Why was the king important to people living in the countryside?

The way that a king governed affected the lives of everyone in the countryside – even the peasants. The king had responsibility to provide peace and stability. A king who failed to control the country could cause problems – civil war and rebellion often meant that lives were disrupted as crops could be destroyed and food taken to provide for soldiers. Wars and rebellions also brought violence, chaos and disorder to people's lives.

A king could cause hardship to free tenants by raising taxes. If the king expected more money from his barons and **sheriffs** they expected more money from the people who worked the land.

2.4 A moment in time: What was life like in the towns?

Although most people lived in villages there were some small towns. This is an artist's reconstruction of the town of Ludlow in the thirteenth century. It gives you an idea of what towns were like in the medieval period. As you will see, towns played an important role in the economy because they were the main centres of trade and held markets where goods could be bought and sold.

LIFE IN TOWNS



- 1 Use the information around the image to describe the key features of life in towns. Remember to use the advice on pages 16 and 115 to help you write an effective description.
- 2 Compare life in towns to life in the countryside. Can you spot any similarities? Aim to identify and describe three similarities.

The economy was expanding and towns were growing in size. The wealth of towns was growing from trade and manufacture. England's main imports were wine and high-quality cloth that was imported from Flanders. The main export was wool.

Some people living in towns were merchants – they could become rich by selling food, clothes or luxuries at markets and fairs. Many people living in towns were poor and did very ordinary jobs such as working as servants or raking the streets clean of muck.

People from nearby villages would visit the town to buy and sell goods in the market. Local villagers would send their surplus goods such as eggs, cheese or vegetables. At the market the villagers would buy things that they could not make at home – such as shoes or cooking pots.

Towns were dirty places. Many people kept animals, just as they did in the countryside. There were no sewers so rubbish and excrement sometimes littered the streets. Life expectancy was low and diseases spread rapidly in cramped and dirty conditions.

▼ London's population was around 40,000 – many times larger than the other major towns on this map.



Churches were an important feature of life in towns. Merchants would pray to God for protection on their travels.

Why was the king important to people living in the towns?

The number of towns was growing during the twelfth century. A village had to apply to the king for the right to become a town. Being a town gave the people who lived there special **privileges** – for example, the right to hold markets, which made the townspeople a lot of money. Townspeople had to pay taxes to the king; he made money from allowing towns to hold markets.

2.5 What was the role of the Church in people's lives?

How many similarities did you find between life in the countryside and life in towns? In both places disease was common and life expectancy was low. Inequality was also a major feature of life in towns and villages. In towns, rich merchants could earn large sums of money, while labourers struggled to survive. In the countryside, peasants faced a life of hardship, while barons and earls had land, wealth and power.

The one major similarity was the importance of the Church in people's lives. People believed that God controlled every part of their lives. God made them healthy or ill, and determined whether there would be a good harvest. God also decided whether a person went to heaven or hell – so pleasing God in your daily life was very important. Everyone was expected to go to church on Sundays and holy days.

The role of the priest

In nearly every village there was a church and a priest. The priest was one of the most important people in the village. He helped the poor and elderly and taught some children to read and write. In return the villagers paid him a tithe (a tenth of all their crops every year). Priests were meant to help people live good lives so that they would go to Heaven. It was believed that the most important thing to do to get to Heaven was to attend a church service, called mass, delivered by the priest every Sunday. Priests were not allowed to marry as they had to devote themselves to God.

THE IMPORTANCE OF RELIGION

- 1 Describe two features of the role of a priest. Use the guidance on pages 16 and 115 to help you write an effective description.
- 2 Explain why religion was so important to people living at the time. Make sure that you mention the following key terms in your explanation:
 - ☐ God
 - ☐ Church
 - ☐ Heaven
 - ☐ Hell
 - ☐ Purgatory.

Monasteries

There were around 900 monasteries in England where monks held prayer services. They also looked after the poor and the sick.

The influence of the Church

The Church had a great deal of wealth and power. Some bishops had incomes that equalled those of the greatest barons. Over a quarter of the land in England was controlled by the Church. Much of this land was held directly from the king in return for the same services that were provided by the barons and earls.

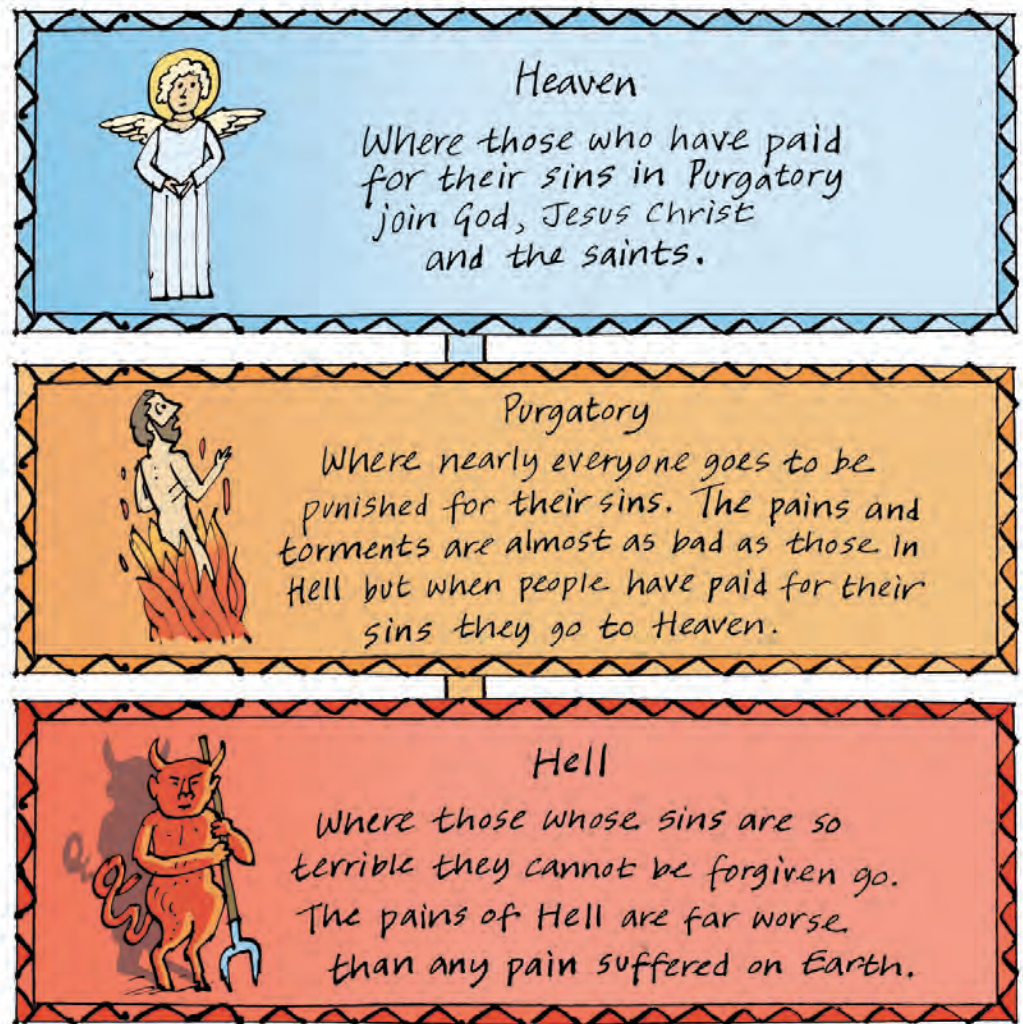
The English Church was part of a much bigger religious organisation – the Roman Catholic Church. The head of the Church was the Pope who lived in Rome. The Pope was very powerful and often got involved in the politics of countries in western Europe. Sometimes this led to disputes between kings and the Pope.

The Pope could call for Christians to join a **crusade** against non-Christian countries to protect the Church or the **Holy Land** in Jerusalem. The Pope was a powerful ally and his support could help motivate troops going into battle, as they felt that they had God on their side. All of this meant that it was very important for medieval monarchs to build good relations with the Church.



How far did Christianity rule peoples' lives?

People believed that life after death was more important than their life on Earth and that Heaven, Hell and **Purgatory** were real places. They were desperate to keep out of Hell where they would remain in agony for eternity (for the rest of time). People believed that nearly everyone went to Purgatory when they died. How long anyone spent there depended on how sinful they had been and how much good they had done when they were alive. The more you pleased God through your actions, the less time you spent in Purgatory before going to Heaven. The box below shows the actions you could take to please God.



HOW COULD YOU SPEND LESS TIME IN PURGATORY?

- 1 Go to church every week and pray for forgiveness.
- 2 Donate money to have prayers said for your soul. The richer you are the more prayers you can pay for. Some wealthy people were able to pay for a special chapel to be built where priests could be employed to say prayers for their soul.
- 3 Help improve the lives of the poor – by giving them food, money or clothes.
- 4 Go on a pilgrimage to Canterbury, Rome or Jerusalem. It was thought that the further you travelled, the more sins would be forgiven.
- 5 Go on a crusade to fight and reclaim Jerusalem – the most important holy city for all Christians (as it was the place where it was believed that Jesus was buried – in the church of the Holy Sepulchre – before he ascended to Heaven).

Look at the box on the left.

- 1 Which actions could only be chosen by the rich?
- 2 Which actions could be chosen by everyone?

Visible learning

Making connections

It is important to make connections between different parts of your GCSE course. The role and influence of the Church helps to explain peoples' attitudes and actions in later chapters.

THINK FORWARD AND CONNECT

→ The Crusades are a key part of Chapter 4. How does this section help to explain why men risked their lives on crusades?

2.6 What was the role of Jews in medieval England?



In the middle ages, Jews began to settle in towns around England. By 1189 there were about 5,000 Jews living in England's towns. Jews were an important feature of economic life and they were protected by the king. Why was this?

I make a lot of profit from the business activities of Jews. When a Jew dies, all the people who owe me money still have to pay it back. The money they owe and all the interest has to be paid into my treasury. This brings me in a lot of money every year. I can also raise money by taxing the Jews. I do not have to ask permission for this.

Royal exploitation

As you can see, medieval kings could make a lot of money from Jews. The main way that Jews were exploited was through taxation. At any time, the king had the right to force Jews to pay special taxes (known as tallages).

Legal status

All the possessions owned by Jews were the king's property. However, Jews did benefit from certain privileges granted by the king. They had the right to travel freely and to buy and sell goods. They could move wherever they wanted and they could charge interest for lending money.

Role in moneylending

The Church banned Christians from lending money. If barons or knights needed money to buy or inherit land, they borrowed it from Jewish moneylenders. In return for lending money, people had to pay the moneylenders interest on the money they borrowed, which meant that they paid back a lot more than they borrowed. Interest rates could be as high as 40 per cent per year, which meant that if you borrowed £100 for a year you paid back £140. As a result, some Jews, like Aaron of Lincoln, became rich and powerful people within their local area. Some barons ran up large debts, borrowing money to buy the rights to land from the king and to buy important positions (**offices**) within the government.

THE ROLE OF JEWS

Read the story on page 25. What could explain this vicious attack on the Jews of York in 1190? Use the information on this page, including the case study of Aaron of Lincoln, to help you.



AARON OF LINCOLN

- Born in Lincoln (about 1125).
- Believed to have been the wealthiest man in England.
- Had **agents** working for him who lent people money (and in return charged interest).
- Lent a lot of money to people who wanted to build abbeys and monasteries. The abbey at St Albans, Peterborough Cathedral and Lincoln Minster were all built with money lent by Aaron of Lincoln.
- Died in 1186 – the money that people owed Aaron now had to be paid to the king (Henry II).
- It is estimated that, at the time of his death, about 430 barons and knights owed Aaron of Lincoln a total of £15,000.
- Henry also took over everything that Aaron of Lincoln owned (this included land and money). The money was sent over to France to help Henry in his war against Philip II but the ship carrying the money sank.

Case study: York 1190

By the time that Richard I came to the throne the Jewish community in York was well established. York was the one city north of Lincoln where Jews settled in significant numbers.

The attacks on Jews living in York started in March. One stormy night, a band of armed men broke into the home of Benedict, a Jew who had recently died. The men killed all the Jews living in the house, including Benedict's widow and children. They set the roof on fire and stole any valuables they found. The next day 150 Jews asked for protection from the royal constable of York castle.

The constable agreed to protect them. After his coronation as king in 1189, Richard I had ordered that no Jews should be attacked and that they were under his protection. The Jews that moved to the castle seemed safe. However, outside of the castle walls, Jews still living in the city found themselves under attack as rioting, arson and the theft of Jewish property continued.

As the rioting continued, the Jews sheltering in the keep of the castle grew increasingly worried. They thought that the constable might let in the mob rioting outside. The constable left the castle and when he returned the Jews refused to let him in. The constable asked John Marshall, the Sheriff of Yorkshire, to help him. Marshall had a number of armed men with him and decided to remove the Jews from the castle by force. The sheriff's order to besiege the castle was a fatal decision. The rioting crowd took this as a sign that an attack on the Jews in the castle would have royal approval. They attacked the castle.

Remarkably the Jews were able to defend themselves for several days, helped by the strength of the castle's defences. On 16 March siege machines were moved into position. It

now became obvious to the Jews that they could not hold out any longer. The Jews felt that they faced almost certain death. Many Jews committed suicide. Josce, the leader of the Jewish community, cut the throats of his wife, Anna, and his sons. It is thought that other Jewish fathers killed their wives and children, rather than face the rioters. At daybreak on the following morning those Jews that were still alive appealed for mercy. Their attackers said that they could leave the castle but that, in return for their safety, they must agree to be baptised as Christians. However, as they left the castle they were massacred. Their attackers had no intentions of keeping their promises.

Immediately after the massacre, many of the leaders of the riot made their way to York Minster where they seized Jewish documents relating to debts that were owed to Jewish moneylenders. These Jewish bonds were burned in the middle of the church.

When Richard heard news of the massacre he was angry and sent his chancellor, William de Longchamp, to England with orders to punish the rebels. William arrived in York on 3 May with a large number of troops. However, by the time he reached the city, many of the leaders of the massacre had fled. William dismissed the Sheriff of Yorkshire and the constable of York castle. He found it almost impossible to punish anyone else.

William imposed a series of heavy fines on the citizens of York. The amount that individuals had to pay was based on their wealth rather than their involvement in the riot. However, the general prejudice towards Jews made it difficult to bring anyone to trial. Some leaders of the massacre had their land confiscated. They had to pay the Crown a fine to get their land returned. Fines totalled £430.



2.7 Communicating your answer: Thinking about causation (part 1)

In your exam you will be asked to explain why events occurred. At the same time, we also want you to think about how to plan and write an effective answer to exam questions that focus on the key historical concept of **causation**.

Why did anti-Jewish pogroms occur in England in 1189–90?

The attack on Jews in York was not a one-off event. In 1189–90 anti-Jewish **pogroms** took place in towns and cities across England. You are now going to look at why these pogroms took place.

Look at the practice question below:

Explain why there were anti-Jewish pogroms in 1189–90. (12 marks)

There are two dangers with this type of question:

- 1 You only cover one cause of the event. The examiner will expect to see you cover a range of reasons.
- 2 You tell the story of *what* happened rather than explaining *why* the event happened.

Step 1: Using categories to help you think about causation

Careful planning is crucial for exam questions that ask you to explain why something happened. There are usually a range of reasons why events occur. One way to help you plan effectively is to sort the causes of an event into categories. Think about the history you have studied so far at school. What big factors are usually at work causing change?

We have provided four big factors below:

| | | | |
|---|---|-------------------------------|---|
| | | | |
| <i>The attitudes and beliefs of people living at the time (in this case religious beliefs)</i> | <i>Government action (in this case the actions of the king and his royal government)</i> | <i>Economic causes</i> | <i>Short-term triggers (other events that happened in the lead up to event you are studying)</i> |
| | | | |
| | | | |

Some of your exam questions (such as questions 5(b), 5(c) (i) and 5(c) (ii) in the exam paper) will suggest two topics you could use in your answer. You can see examples on page 112. We have not included topics in the practice questions in this book to give teachers the opportunity to change these from year to year.

Create a **Knowledge Organiser** by writing down each of these factors on a different sheet of paper. As you read through the information on page 27, record reasons why the anti-Jewish pogroms took place under the relevant heading. The great news is that you will be sorting the causes into categories as you go. You will use a range of Knowledge Organisers as you work through this book. They will help you focus on the key points and organise your notes.

Step 2: Deciding which causes are most important

When you finish you should find that you have identified three factors that played a major role in causing the anti-Jewish pogroms that took place. Each of these factors can form a paragraph in your answer. In your conclusion you need to decide which factor was the most important. Was it religious beliefs or are you going to argue that another factor was more important? It will help you if you discuss this with someone else – especially if they disagree with you and you have to debate what the main cause of the pogroms was.

Reasons for the pogroms

Growing anti-Semitism

Jews suffered from attacks and persecution in other European countries. They were often persecuted by Christians and blamed for the death of Jesus. This type of prejudice, hatred and discrimination against Jews, as a religious or racial group, is known as **anti-Semitism**. In England, anti-Semitism had been growing during the later years of Henry II's reign. As Jews became more involved in the economy, and some individual Jews grew rich, it provoked strong criticism, jealousy and anger.

Events at Richard I's coronation

Anti-Jewish feeling was increased by events at Richard I's coronation. On 3 September 1189, leading Jews joined Christians gathered at Westminster for the King's coronation. Several Jews tried to make their way into Westminster Palace during the coronation banquet as they had gifts for the King. This angered the crowd at the gate of the palace, and this anger turned into a full-scale anti-Jewish riot. Jewish homes were burned and it is estimated that at least 30 Jews lost their lives. Richard I was worried that anti-Jewish riots would spread from London to other cities. Richard regarded the Jews as an important source of royal revenue (see page 24). He sent messengers and letters throughout his kingdom ordering that they should be left in peace. Richard had some of the rioters arrested and three of them hanged.

The Crusades

Richard left England in December 1189, travelling to northern France where he stayed for six months. While he was on the **Continent**, knights and soldiers were coming together to prepare to set off on crusade. Propaganda encouraging Christians to join the crusade to recapture Jerusalem criticised Jews as well as Muslims. Saladin's conquest of Jerusalem shocked and angered Christians. Emotions were high and the Jews found themselves as scapegoats for attacks. There were outbreaks of violence in East Anglia during February 1190. Anti-Jewish riots took place in King's Lynn and Norwich. These spread to Stamford, Bury St Edmunds and Lincoln in March. The massacre of Jews in York (page 25) was therefore part of a pattern of vicious anti-Jewish riots that resulted in Jewish property being burned and Jewish people being murdered.

Other causes

The massacre of Jews in York seems to have had other causes as well. The rioters included a large number of men from the countryside as well as men from the city. Historians believe that many of the leaders of the riot were landlords who owed money to Jewish moneylenders. The Yorkshire knights who were involved in the attacks belonged to the middle rather than the higher levels of society. It seems as if some landlords were making a deliberate attempt to get rid of the evidence of their debts. During the pogrom they burned the books that kept records of debts owed to Jews. This prevented them being turned into debts for the Crown. The Yorkshire barons involved in the attack at York may therefore have had different motives to the labourers and young men who formed the mob.

Richard appears to have been angered by the massacre at York. He saw it as a challenge to his authority and he knew that this would lose money for the **royal exchequer**. The Jews of York were one of the richest Jewish communities in the country.

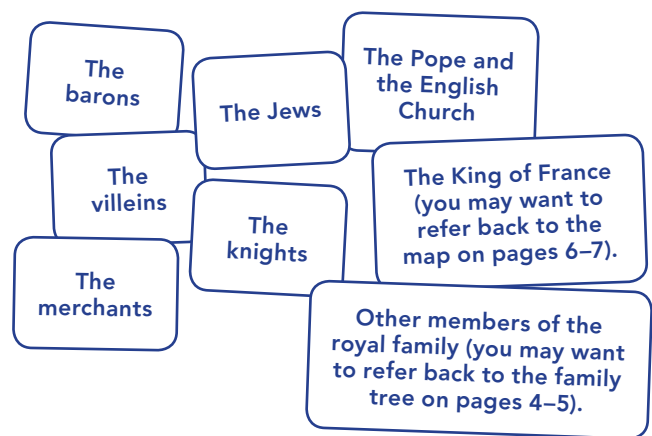
2.8 Visible learning: Review and revise

WHO REPRESENTED THE BIGGEST THREAT TO THE KING'S POSITION?



Having looked at English society in 1189, which group of people do you think represented the biggest threat to the king? Who did he really need to keep onside if he was going to govern the country effectively?

- 1 Form a hypothesis based on what you have found out in Chapters 1 and 2.
- 2 What words would you use to describe the threat posed by each of the groups listed in the cards below? Use the phrases and sentence starters from the word wall to help you form arguments and support them.



Practice questions

Use the advice in the 'Writing better history' section of the book (see pages 112–122) to help you.

- 1 Describe two key features of knight service between 1189 and 1216.
- 2 Describe two key features of labour service between 1189 and 1216.
- 3 Describe two key features of agricultural life between 1189 and 1216.
- 4 Describe two key features of life in towns between 1189 and 1216.
- 5 Describe two key features of the role of a priest between 1189 and 1216.
- 6 Explain why religion was so important to people living between 1189 and 1216.
- 7 Explain why there were anti-Jewish pogroms in 1189–90.
- 8 'The Crusades were the main reason for the anti-Jewish pogroms in 1189–90.' How far do you agree? Explain your answer.

The word wall

In history it is important to vary your language to show how important you think a person, group, event (or a cause or consequence of an event) is. Use the word wall to help you find the right language to communicate your argument.

- The phrases in green help you to form a clear argument.
- Those in red help you support that argument.

Forming an argument:

... was the most important/significant threat to your position.

... was a major/highly significant danger.

... was an important/considerable threat.

... was of some threat to you.

... only posed a limited/partial/slight threat.

Supporting an argument

For example ...

This can be seen when ...

This is clearly shown by ...

This is supported by ...

This is proven by ...

What can we learn from medieval monarchs before Richard and John?

People expected many things from their king and being a medieval monarch was not an easy job. This can be seen from the problems faced by Richard and John's predecessors. The kings who ruled England before Richard and John were all very different but they faced similar problems.

REVIEWING YOUR HYPOTHESIS



- 1 Use the information below to list the main problems that medieval monarchs faced between 1066 and 1189.
- 2 Review your hypothesis about who represented the biggest threat to Richard and John. Use the word wall on page 28 to help you find the right words and phrases to complete your argument.

1066 – WILLIAM I



William, Duke of Normandy faced a powerful rival for the throne. After the death of Edward the Confessor in 1066, Harold Godwinson, the most powerful man in England, claimed the throne. William invaded England and defeated Harold at the Battle of Hastings. He faced rebellions in different parts of the country but he gradually brought the whole country under his control. William's position as Duke of Normandy, as well as King of England, meant that England became closely connected with Europe. William fought against the King of France and also faced the threat of a Danish invasion. William died fighting in France.

1135 – STEPHEN



The grandson of William I (the son of William's daughter). Stephen seized the throne when Henry I died in 1135. The throne had been promised to Matilda (Henry I's daughter). She was supported by some barons and invaded England. This caused a civil war that lasted for many years. Finally, it was agreed that Matilda's son (Henry) would become the next king when Stephen died.

1087 – WILLIAM II



The third son of William I was left the throne by his father and arrived in England before his brother could claim the throne. The barons rebelled during his reign. William II fought against Scotland and Wales, as well as France. He died after being shot by an arrow while out hunting. Some historians believe that this was no accident and that he may have been murdered by his younger brother, Henry, who was part of the hunting party and had a great deal to gain from his brother's death.

1154 – HENRY II



Henry quarrelled with Thomas Becket, the Archbishop of Canterbury. Henry wanted to reduce the power of the Church courts but Becket opposed him. In 1170 Henry's anger spilled over and he shouted out 'Will no one rid me of this troublesome priest?' Four knights heard this. They burst into Canterbury Cathedral and murdered Becket. Henry was blamed for Becket's death and it damaged his reputation.

1100 – HENRY I



The youngest son of William I quickly claimed the throne after William II's death. Henry faced the threat of invasion from his elder brother, Robert, who also claimed the throne. Robert invaded in 1101, but Henry defeated him. Henry also fought against France. His only son, William, drowned in 1120 and Henry declared that his daughter, Matilda, should succeed him.

Some leading barons joined with the King of Scotland and rebelled against Henry in 1173. Henry kept strong control over the barons. He destroyed many of their castles and built royal castles in places where they were a major threat. However, Henry's main problem was the difficulty he faced in keeping control of his own family. His sons rebelled against him in 1173, 1183 and 1189.