Core section 1: The changing nature of warfare c1350–c1700

Section overview
(Student Book pages 3–19)
For the c1350–c1700 section, you need to ensure coverage of:
• the nature of warfare, exemplified by the Agincourt campaign and the Battle of Naseby
• combatants – their recruitment, provisioning, movement and care
• influence of changes in technology and society on warfare.

The specification provides the following amplification of this content:
• Developments in weaponry: the longbow; new firearms; their impact on strategy, tactics and combat
• The problems of and approaches to recruitment, organisation and daily routine from the perspective of both the commanders and the commanded
• The importance of leadership, strategy, tactics, training and attitudes in the Agincourt campaign and the Battle of Naseby
• The significance of key individuals: King Henry V and Oliver Cromwell.

Setting the scene: Introduction to key concepts and principles
(Student Book pages 3–19)
This section in the Student Book opens with an overview of warfare between c1350–c1450, identifying key features of the warfare of the period. This forms the baseline from which the journey through time begins. The section then examines the period from c1450–c1700, during which some significant changes in aspects of warfare occurred – the introduction of the longbow, the development of gunpowder weapons and the transition from small, feudal armies towards larger, standing armies by the end of the period. The activities in this Teacher Guide that accompany this section are designed to support students in the process of accessing key information from the Student Book and starting the process of tracking developments through the whole period of the core unit (that is, c1350 until the present day) for the purposes of making comparisons and recognising and explaining change. In this respect, they extend and further develop those activities suggested in the Student Book.

The following activities have been designed to help introduce students to key concepts and principles of the whole development study. They support the opening pages of the Student Book, which set out key themes and skills for the unit.

Activity: An Introduction to Change Through Time
(Resource sheets 1.1a and 1.1b)
This activity can be undertaken individually, in pairs or in groups and is described on the first sheet.

By studying change in a familiar context, students are able to demonstrate an understanding of:
• how their city/town/village has changed or remained the same over time
• why change has taken place and the factors that have brought this about
• why change has taken place at a particular point in time
• the speed of change and the factors affecting this
• their ability to recognise a turning point.

Teachers may prefer to provide a range of pictures (at least three or four to give a sense of change/continuity over time) either in hard copy or presented as a slide show. It is important to ensure that the pictures chosen will enable the fundamental principles of change, continuity and development/progress to be communicated. At least three or four pictures will be needed, or more, depending on the ability of students.

Modification for lower-ability students
Prompt sheets may be needed to help these students access the detail needed in the pictures. If this exercise is undertaken as a paired or group activity, these students could also be supported by being partnered with more-able students.
Activity: Trends and Turning Points – Janet’s Story  
(Resource sheet 1.1c)  
This is a simple activity set in a contemporary context to begin the process of helping students establish a basis for understanding the difference between a trend and a turning point, which they can then apply to situations in the past.

Activity: 21st-century Warfare  
(Resource sheet 1.2)  
This activity is intended to introduce students to the aspects of warfare that will form the basis for their studies of warfare through time and the structure that will recur in each of the three sections of the core unit. By the end of the activity students should be able to show that they have some knowledge and understanding of key features of contemporary warfare. This does not need to be a time-consuming activity but teachers may wish to develop it by providing newspaper cuttings or visual images to stimulate discussion or to set parameters in contexts where these might be sensitivity or controversy associated with current conflicts.

Activity: Factors and Change Agents  
(Resource sheet 1.3)  
This activity extends the previous one by introducing the factors that are responsible at different times and in a range of circumstances for bringing about change. Students have to consider the information that they have put onto the spider diagram (Resource sheet 1.2) and decide which factor or factors have been responsible for bringing about change. This can be done as a teacher-led class activity with contributions by students, but allow key principles to be explained and developed by the teacher. Students need to be aware that these are critical factors that will be returned to as the course progresses.

Activity: Overview of Medieval Warfare c1350–c1450  
(Resource sheet 1.4)  
This is the first of a series of simple overview sheets to enable students to sort and deploy information from the Student Book. In particular these sheets underpin the formulaic approach to addressing the key features of warfare required by the examination specification. Students are guided to do this by the headings on the diagram, which will be repeated on subsequent overview sheets. In addition, they provide a quick visual overview that can be used at this stage to encourage understanding and subsequently for revision to aid recall. This sheet can be used with all students but may be particularly helpful to the less able.

Activity: Change Tracker (1): Britain at war: a summary of the main features of warfare c1350 to the present day  
(Resource sheet 1.5a)  
A useful starter to this activity and the subsequent tracker sheets would be to provide visual images of aspects of warfare across the period so that students can begin to identify evidence of change or continuity. Alternatively, they can be directed to specific illustrations in the Student Book (for example, pages XXX, XXX, XXX). This is the first of a number of ‘change tracker’ sheets. Their purpose is to enable students to select, sort and deploy information from the Student Book but more importantly to provide a tool for identifying continuity and change with appropriate explanations. Ideally students should have copies of all the tracker sheets that they can locate together in a file. The intention is that they are completed progressively as students study each time frame in the Student Book. It will be necessary for students to return to the change tracker resource sheets as they study each section of the core unit in order to provide a complete overview of the whole period. They are intended to be used as a focus for classroom discussion to review on completion of each section. In addition to supporting knowledge and understanding they should prove to be important revision resources. It might be useful if these sheets could be printed on A3 paper to give students more space for their notes.

This sheet focuses on the main features of warfare – motivation and tactics. Students are required to know and understand change and continuity in the context of commanders and the experience of ordinary soldiers that made up the bulk of the army. This tracker sheet is intended to provide a framework for students to be able to draw together and analyse information on these aspects. It provides the opportunity to think about and discuss the problems that commanders faced at different points in time, relating to the formation of their armies and their capacity as a fighting force. It might be useful if these sheets could be printed on A3 paper to give students more space for their notes.

Activity: Change Tracker (2): A summary of arms and armies through time, c1350 to the present day  
(Resource sheet 1.5b)  
This tracking sheet focuses on arms and armies and is an important specification that requires students to know and understand how the structure and composition of armies changed over time. As information and analysis build up, students can use these columns vertically as well as horizontally to gain knowledge and understanding of the features summarised in each over time (for example, an overview of the development of weaponry through time). It is intended that this sheet is used in similar ways to those described above. It might be useful if these sheets could be printed on A3 paper to give students more space for their notes.

Activity: Change Tracker (3): Commanders and men c1350 to the present day  
(Resource sheet 1.5c)  
Students are required to know and understand change and continuity in the context of commanders and the experience of ordinary soldiers that made up the bulk of the army. This tracker sheet is intended to provide a framework for students to be able to draw together and analyse information on these aspects. It provides the opportunity to think about and discuss the problems that commanders faced at different points in time, relating to the formation of their armies and their capacity as a fighting force. It might be useful if these sheets could be printed on A3 paper to give students more space for their notes.

Activity: Henry V – inspirational leader or war criminal?  
(Resource sheet 1.7c)  
A useful starter for this activity would be an appropriate extract from Shakespeare’s Henry V, showing the traditional image of the victor of Agincourt. This resource sheet is intended to be used in conjunction with the information in the Student Book. Students need to identify the factors that contributed to Henry’s reputation as an outstanding leader and then to consider the criticisms of him on this sheet. The prompt questions on the sheet provide a framework for weighing up the evidence and information before arriving at a conclusion. This is an
Activity: Essay building (1)
(Resource sheets 1.8a, 1.8b)

This resource sheet provides support for the construction of an extended answer in response to a question about turning points. Students are provided with a framework for answering the question to show that they understand the concept of a turning point, as well as showing that they appreciate the significance of the development of gunpowder weapons. The information on the cut-out cards needs to be sorted and matched with the three paragraph headers in order to produce a model answer. The statements on the cards are intended as prompts and will need to be developed to form a coherent paragraph if students progress to a written answer to the question.

Modification for lower-ability students

Resource sheet 1.8b provides a modified version of this activity that should be more accessible to lower-ability students. Alternatively, the set of cards can be used but students could be paired so that the learning of a less-able student is supported through working with one who is more able.

Activity: Battle plans (2): Naseby 1645
(Resource sheet 1.9)

Like the battle plan for Agincourt, students are able to extract information from the Student Book and present it in annotated form around the plan to help them to understand the key features of the battle. The intention here is to support the comparison of the two battles – Agincourt and Naseby – in order to identify change and continuity. They are directed on the sheet to consider all the key features. Students can be challenged further to explain the differences using the additional information they have gained from the Student Book.

Modification for lower-ability students

As in other cases, these students may have difficulty accessing the key information from the book. Prompt questions or prepared statements will support these students and ensure that they gain the essential information.

Activity: How ‘new’ was the New Model Army?
(Resource sheet 1.10)

This is another opportunity to consider a turning point – in this instance whether the formation of the New Model Army might represent a turning point in the development of the recruitment, funding, training, pay and provisioning of soldiers because of the factors that were new. Students are provided here with a ‘fact file’ that extends the information provided in the Student Book and gives prompts to guide them towards a response to the question. The fact file can be highlighted to identify continuity and change. Students need to understand the role of government (Parliament), religion and individuals (Cromwell and Fairfax) in the formation of the New Model Army. Students can discuss the question of how many of the features of the New Model Army remained permanent and how many were created only by the circumstances of the Civil War. Puritanism and were dependent on Cromwell. It may be that the question remains unanswered, as it is recognised that more needs to be known of the characteristics of warfare after the Civil War. Alternatively, students could research ahead to discover the answer to the questions they might pose.

Activity: ‘Cromwell, our chief of men’, how significant was Oliver Cromwell as a military leader?
(Resource sheet 1.11)

A useful starter to this activity might be the use of pictures of Cromwell to encourage students to speculate about his personality. This resource sheet connects with resource sheet 1.10. This exercise could be undertaken beforehand to prepare a conversation between students taking the parts of the soldiers, once they have reached conclusions as a result of the comparisons. The experience of ordinary soldiers over time is a particularly appropriate one from which to gain some understanding of the speed of change. The discussion that accompanies the comparison of the three soldiers can be extended to identify the factors that explain change and continuity and also explain the rate of change leading to development and improvement for soldiers. The outcomes of these discussions could be recorded on Change tracker (3) (Resource sheet 1.5c).

Activity: Battlefield surgeons c1350–c1700
(Resource sheets 1.13a, 1.13b)

This activity addresses the issue of the medical care available for sick and wounded soldiers. It is set up as a group activity with instructions to acquire the necessary information about the kind of injuries that were sustained by soldiers at Agincourt and those in conflicts c1700. Resource sheet 1.13a provides a prompt sheet of injuries and cures. This is primarily, though not exclusively, to support lower-ability students. More-able students could research more widely. The question for debate is which soldier would have the better chance of survival. The outcome of this may well generate further discussion about the impact of gunpowder weapons.
Resource sheet 1.1a An introduction to change through time: notes

The purpose of this activity is to encourage you to reflect on change over time, what this means and how it takes place. At the end of it, you should be able to show that you can:

- recognise things that have changed and things that have stayed the same
- understand why things have changed or stayed the same
- understand that change does not always bring about progress or improvement
- identify turning points – events or developments that brought about profound change
- make a judgement about the speed of change.

Your task:

- Collect a range of pictures that show the village/town/city where you live (or where your school is situated) across a fairly wide period of time. Your teacher may help with this.
- Place the pictures in chronological order. Work in pairs or groups to find examples of things that have changed and things that have stayed the same. Write these on your comparison summary.
- Are there aspects of your village/town/city where change has either not led to improvement or has actually made things worse?
- Try to find reasons why change has taken place.
- Can you find examples of change that has both positive and negative effects? For example, the clearance of the old centres of towns and cities to make way for a modern shopping complex could be good in that it creates a community facility and probably lots of jobs, but it is also possibly negative in that it may destroy some of the town/city’s heritage. Or, the clearance of traditional industrial developments such as coal mines or steel plants – this might improve the appearance of a place and be good for the environment, but it leaves people unemployed and destroys industrial communities.
- Complete all parts of your summary sheet.

Conclusion:

- When you have completed the tasks, discuss your findings with the rest of the class.
- Return to the purpose of the activity and check that you have understood the processes of change that are set out there.

During this course, you are going to put these principles of change and continuity into the context of how warfare has changed through time.
Resource sheet 1.1c Trends and turning points – Janet’s story

This is a true story. Highlight the main trends in Janet’s life (that is, events in her life that can be described as the normal pattern of life) and then, in another colour, highlight the turning points (events that caused her life to take a new direction).

Janet was born in 1953, the year of the coronation of Elizabeth II. She was an only child and inclined to be shy and reserved, perhaps because she had an over-protective mother. Her early years were fairly uneventful. She went to school and eventually got the qualifications she needed to go to college. There she trained to be a nurse and generally became her own person.

In 1977, she married Rob, a serving soldier. At the time he was stationed in Germany, so straight after the wedding, Janet found herself living in army married quarters in Germany.

Army base life was a new experience for Janet. She met a lot of other army wives and made many new friends. She hadn’t travelled much up to this point in her life so the experience broadened her horizons. However, this was fairly short-lived because in 1977, an event occurred that was to change the course of her life. Her first child was born. Being a parent brought new responsibilities. Rob left the army; they came home to England, bought a house and then led a fairly normal family life. A second son was born soon after they returned. Janet was contented as she cared for and supported her sons as they grew up.

However, life had a cruel card to deal to Janet. After several years of pain and discomfort, she was diagnosed to be suffering from multiple sclerosis. It was a particularly aggressive form of the disease that could not be controlled. Janet’s life would never be the same again. Before long, she found herself permanently in a wheelchair unable to move her legs. She became more and more dependent on carers and as the days went by became resigned to the fact that for the rest of her life she would need the help of others.
Resource sheet 1.3 Factors and change agents

As you study warfare through time, it is important to recognise and appreciate the significance of factors that bring about change or help to explain continuity. These are often important to understanding why certain changes take place at particular points in time. You can add other factors later that arise from your thinking and discussion.

After completing this activity you should be able to recognise the influence and significance of these factors on warfare today. Refer to your completed chart (Resource sheet 1.1b) as you do this.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Features of contemporary warfare</th>
<th>Factors affecting contemporary warfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Fighting methods and tactics (Britain)</td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>Fighting methods and tactics (the enemy)</td>
<td></td>
</tr>
<tr>
<td>Individuals</td>
<td>Motivation for war</td>
<td></td>
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<tr>
<td>Technology</td>
<td>Recruitment of soldiers</td>
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<tr>
<td>Industrialisation</td>
<td>Weapons and equipment</td>
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<tr>
<td>Transport and communications</td>
<td>Care and support for soldiers</td>
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<tr>
<td>Medicine</td>
<td>Movement of soldiers to and within war zones</td>
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<tr>
<td>Social attitudes and beliefs</td>
<td>Public opinion/social attitudes</td>
<td></td>
</tr>
</tbody>
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Resource sheet 1.4 Overview of medieval warfare c1350–c1450

The purpose of this activity is to give you a picture of the main features of medieval warfare. You can then transfer information that you put on this sheet to your Change tracker resource sheets and expand on it. Use the information on Student Book pages 3–9 to complete this task.

Medieval warfare c1350–c1450

- Fighting methods and tactics
- Motivation for going to war
- Commanders
- Weapons and equipment
- Movement of soldiers to and within areas of warfare
- Attitudes to warfare
- How armies were recruited and trained
- Care and support for soldiers (such as food, pay, accommodation, medical care)
**Resource sheet 1.5a Change tracker (1): Britain at war: a summary of the main features of warfare c1350 to the present day (sheet 1)**

Complete this chart as you work through the core section of your Student Book. You can also add information that you gather from the extension studies. The purpose of the chart is to help you to track continuity and change in warfare as you study the course. When it is complete, it will also be a useful revision tool to help you prepare for the examination.

<table>
<thead>
<tr>
<th>Date</th>
<th>Main features of warfare and tactics</th>
<th>Change/continuity</th>
<th>Factors influencing change/continuity in warfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>c1350–c1450</td>
<td>Student Book pages 3–9</td>
<td></td>
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<tr>
<td>c1450–c1700</td>
<td>Student Book pages 10–19</td>
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<tr>
<td>c1700–c1900</td>
<td>Student Book pages 20–35</td>
<td></td>
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<tr>
<td>c1900 to the present day</td>
<td>Student Book pages 36–57</td>
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**Resource sheet 1.5a Change tracker (1): Britain at war: a summary of the main features of warfare c1350 to the present day (sheet 2)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Main features of warfare and tactics</th>
<th>Change/continuity</th>
<th>Factors influencing change/continuity in warfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>c1700–c1900</td>
<td>Student Book pages 20–35</td>
<td></td>
<td></td>
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<tr>
<td>c1900 to the present day</td>
<td>Student Book pages 36–57</td>
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**Resource sheet 1.5b Change tracker (2): A summary of arms and armies through time, c1350 to the present day (sheet 1)**

Complete this chart as you work through the core section of your Student Book. You can also add information that you gather from the extension studies. The purpose of the chart is to help you to track continuity and change in warfare as you study the course. When it is complete, it will also be a useful revision tool to help you prepare for the examination.

<table>
<thead>
<tr>
<th>Date</th>
<th>Weapons</th>
<th>Type of army (e.g. feudal, mercenary, standing, professional)</th>
<th>Composition and size of armies</th>
<th>Change/continuity/progress</th>
<th>Factors influencing change/continuity progress</th>
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</thead>
<tbody>
<tr>
<td>c1350–c1450</td>
<td>Student Book pages 3–9</td>
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<td>c1450–c1700</td>
<td>Student Book pages 10–19</td>
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**Resource sheet 1.5b Change tracker (2): A summary of arms and armies through time, c1350 to the present day (sheet 2)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Weapons</th>
<th>Type of army (e.g. feudal, mercenary, standing, professional)</th>
<th>Composition and size of armies</th>
<th>Change/continuity/progress</th>
<th>Factors influencing change/continuity progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>c1700–c1900</td>
<td>Student Book pages 20–35</td>
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<tr>
<td>c1900 to the present day</td>
<td>Student Book pages 36–57</td>
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</table>
Resource sheet 1.5c Change tracker (3): Commanders and men c1350 to the present day (sheet 1)

Complete this chart as you work through the core section of your Student Book. You can also add information that you gather from the extension studies. The purpose of the chart is to help you to track continuity and change in warfare as you study the course. When it is complete, it will also be a useful revision tool to help you prepare for the examination.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Commanders</th>
<th>How armies were recruited, trained, moved and fed</th>
<th>Problems for commanders (including communication difficulties)</th>
<th>Factors promoting or inhibiting change</th>
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</thead>
<tbody>
<tr>
<td>c1350–c1450</td>
<td>Student Book pages 3–9</td>
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<td>Student Book pages 10–19</td>
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Resource sheet 1.5c Change tracker (3): Commanders and men c1350 to the present day (sheet 2)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Commanders</th>
<th>How armies were recruited, trained, moved and fed</th>
<th>Problems for commanders (including communication difficulties)</th>
<th>Factors promoting or inhibiting change</th>
</tr>
</thead>
<tbody>
<tr>
<td>c1700–c1900</td>
<td>Student Book pages 20–35</td>
<td></td>
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<td></td>
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<tr>
<td>c1900 to the present day</td>
<td>Student Book pages 36–57</td>
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Resource sheet 1.7a Battle plans
(1): Agincourt 1415

Using the information on pages 8–9 of the Student Book, annotate this battle plan to show the main features of warfare at this time – the size of the armies, weapons and tactics. Highlight the features that you think are the most important to the battle and include a brief explanation. You will have the opportunity to compare this plan with later British battles in order to help you track change.
The following are extracts from a book called *The Face of Battle* by John Keegan (1976). He is widely respected as a distinguished military historian.

Agincourt is one of the most instantly and vividly visualised of all epic passages in English history. It is the victory of the weak over the strong, of the common soldier over the mounted knight… It is also a story of slaughter-yard behaviour and of outright atrocity.

The period of waiting [for the battle to begin] must have been very trying. Two chroniclers mention that the [French] soldiers in the front ranks sat down and ate and drank… It is unlikely that they [the English] did much eating and drinking for the army had been short of food for nine days and the archers are said to have been subsisting on nuts and berries… Waiting must have been a cold, miserable and squalid business… Many in the army were suffering from diarrhoea. Since none would have been allowed to leave the ranks while the army was ready for action, sufferers would have had to relieve themselves where they stood. For any afflicted man-at-arms wearing mail leggings laced to his plate armour, even that may not have been possible.

What we do not know is how the archers were commanded. The men-at-arms stood beneath the banners of their leaders who had assembled them and brought them to war. But if the ‘officer class’ led a particular part of the army, who led the rest? It is likely they were led by a mounted officer. But we cannot tell to whom these officers were immediately answerable, nor how the chain of command led to the King. We can only feel sure that it did.

The archers were now in position to open fire. Each man would have had a sheaf of arrows and probably stuck them into the ground by his feet… They must have received at least two orders: the first to draw their bows and the second to loose their strings. How the orders were synchronised between different groups of archers is an unanswerable question, but when the shout up or the banner down, four clouds of arrows would have streaked out of the English line to reach a height of a hundred feet before turning in flight to plunge among the French men-at-arms opposite.

How to use this extract

- Read it carefully and highlight what you can learn from the battle of Agincourt about conditions for ordinary soldiers serving in the king’s army at this time (e.g. their leadership, food, battlefield communications between officers and the men, etc.)
- Keegan suggests that there is much that we cannot know about the experiences of ordinary soldiers at this time. Think about why this might be so difficult.
- Use what you have learned from this extract in your other work on Henry V.

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**Resource sheet 1.7c Henry V – inspirational war leader or ‘war criminal’?**

The focus of this activity is consideration of the significance of Henry V as a war leader. In judging his significance, you need to ask the following questions:

- What special military skills or abilities did Henry possess that make him stand out from other leaders of his time?
- Were his achievements exceptional?
- How lasting was his contribution to change and development in warfare?

Use the information in the Student Book (pages 8–9) and Resource sheet 1.7b.

The following extracts relate specifically to the Battle of Agincourt. This battle is remembered because it was won against overwhelming odds. This is often attributed to Henry’s use of the longbow. French historians accuse Henry and the English of behaving cruelly and dishonourably, including burning French wounded soldiers alive in barns with Henry’s approval.

**Source A:** From *The myth of Henry V* by Felipe Fernandez-Armesto

According to the legend, the war displayed Henry’s military genius. Really, it was a story of gambler’s luck. At first, Henry probably envisaged no more than a raid where the English could grab what they could. But a superior French army got stuck in the mud at Agincourt and Henry did what every gambler does with unexpected winnings; he increased the stake, bidding to rule France.

**Source B:** Extract from an article by novelist Bernard Cornwell in the Daily Mail, 27 October 2008

Henry V was an inspirational leader. He fought in the front rank. Eighteen Frenchmen had taken an oath to kill him and all of them died at Henry’s feet, slaughtered by the King or by his bodyguard… Legend says the Battle of Agincourt was won by stalwart English archers. It was not. In the end it was won by men using lead-weighted hammers, poleaxes and mauls, the ghastly paraphernalia of medieval, hand-to-hand fighting. It was fought on a field knee deep in mud and it was more of a massacre than a battle.

**Source C:** From an eyewitness account by Jehan de Wavrin, the son of a Flemish knight who was killed in the battle. Jehan watched the battle from the French lines. (A number of other chroniclers agree with this account.)

The King of England… made it known that everyone that had a prisoner should immediately kill him, which those who had any were unwilling to do for they expected to get great ransoms for them. When the King was told of this he ordered a gentleman with 200 archers to kill all the prisoners, whoever they might be. This gentleman fulfilled his command immediately. In cold blood all the nobility of France was beheaded and inhumanly cut to pieces… Many of the cavalry escaped, but of those on foot there were many among the dead.

**Source D:** From *The Face of Battle* by John Keegan (1976)

Henry, a Christian king, was also an experienced soldier and knew very well the code of international law governing relations between a prisoner and his captor. Its most important provision was that which guaranteed the prisoner his life.

1. Your task is to decide on Henry V’s significance as a war leader. In order to do this, you will need to consider the criticisms made of Henry by the modern historians and writers above.
2. How appropriate is it to use the modern term ‘war crimes’ to describe the actions of people in the Middle Ages?
Resource sheet 1.8a Essay building (1)

The purpose of this activity is to help you to build an answer to an examination-style question that asks you to show that you understand the concept of a ‘turning point’. 

Was the development of gunpowder weapons in Britain a turning point in the history of warfare?

The answer to this question can be divided into three parts. Each could begin as follows:

1. Before the discovery of gunpowder...
2. At first, gunpowder weapons had limited impact...
3. The discovery of gunpowder can be seen as a turning point because, in the longer term, it transformed the nature of warfare...

Cut up the jumbled statements below and organise them according to which of the three parts of your answer each supports. This will help you to write an extended answer to the question. You can add to or expand on these points using information from the Student Book (pages 10–13).

By 1700, matchlocks were replaced by flintlocks which were quicker to load and fire.

Town defences had to be changed as walls could be destroyed by cannon fire.

Gunpowder stimulated the development of more powerful weapons to replace medieval arms.

The use of cannon and firearms transformed warfare.

Walled defences were re-designed and thickened to withstand cannon fire during a siege.

Sieges of important towns were more common than actual battles.

Walled defences around towns were no longer effective. This changed the nature of siege warfare.

The use of cannon and firearms on the battlefield transformed warfare.

Knights fought on horseback in full armour. Their weapons were swords, daggers, axes or lances.

By the beginning of the 18th century (1700), gunpowder weapons had been improved.

Archers and bowmen were an important part of the army. Foot soldiers were untrained.

Weapon technology using gunpowder eventually produced more destructive weapons, such as mortars and howitzers.

All soldiers had to supply their own weapons – mostly swords and daggers.

By the 17th century, soldiers still preferred pikes to muskets.

Battle formations changed from squares to lines to achieve a constant volley of fire.

In the 17th century, pikes were considered to be superior to muskets.

The majority of foot soldiers in feudal armies were untrained.

Gunpowder weapons speeded up the decline of the cavalry charge.

Close range, hand-to-hand fighting was the norm, using swords, daggers, axes, maces or pikes.

Archers and bowmen played a critical role in weakening the enemy.

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Resource sheet 1.9 Battle plan (2): Naseby 1645

1. Using the information on pages 16–17 of the Student Book, describe what is happening at each stage of the battle plan below to show the main features of warfare at this time (including the size of the army, soldiers, weapons and tactics). Highlight the features that you think are the most significant and include a brief explanation.

Resource sheet 1.10 How ‘new’ was the New Model Army?

Study the fact file below and match together with the information in the Student Book (pages 16–17) to write an answer to the question: How ‘new’ was the New Model Army?

Fact file: the New Model Army

- The New Model Army was the vision of Oliver Cromwell. He was the driving force pushing for a national army, funded by government from taxation, to ensure regular pay and supplies.
- He persuaded Parliament to pass laws in 1645 (the New Model Ordinance) ordering the overhaul of the Parliamentary forces following their poor performance in earlier battles.
- Commanders were now professional officers not exclusively drawn from the upper classes. Men were promoted as officers on merit, not birth.
- Parliament passed a law to create one army of 22,000 full-time, professional soldiers to replace an army made up of local militia.
- Troopers were paid 2 shillings a day. This attracted comfortably off men who supplied their own horses and weapons.
- New infantry soldiers were drafted in from civilian life to replace disorganised local militia men; all soldiers were trained, paid 8 pence per day and strictly disciplined. This was less successful. Pay was equivalent to that of an agricultural labourer and had to cover food and quarters. However, foot soldiers were well armed – two musketeers to each pikeman.
- Experienced commanders who had fought in European wars were used, such as Sir Thomas Fairfax who was appointed general. Cromwell was not allowed to take this position because he was a Member of Parliament. This restriction was lifted just before Naseby, when he was given command of the cavalry.
- There were some officers of lowly birth, such as Lieutenant Colonel Thomas Pride, who was a drayman; Lieutenant Colonel John Hewson had been a cobbler.
- All officers were approved by Parliament.
- All soldiers wore plain but distinctive (red) uniforms.
- Soldiers were well armed and were equipped with gunpowder weapons.
- There was a well-trained and disciplined cavalry (Ironsides).
- The army had a clear purpose and was driven by its Puritan beliefs and hatred of Catholicism.

Was the development of the New Model Army a turning point in the history of warfare in Britain? To answer this question, you will need to:
- identify those things that changed and those things that stayed the same
- identify the factors that made these changes possible
- decide what additional information you will need to be able to say that the formation of the New Model Army was a turning point.

Compare and contrast the main features of warfare at the Battles of Agincourt and Naseby. By the middle of the 17th century, what had changed? What had remained the same?
Resource sheet 1.11 ‘Cromwell, our chief of men’ – how significant was Oliver Cromwell as a military leader?

Remember that, in order to decide on Cromwell’s significance you need to consider the following questions:

• What special military skills or abilities did Cromwell possess that made him stand out from other leaders of his time?
• Were his achievements exceptional?
• How lasting was his contribution to change and development in warfare?

The following extracts are the views of modern historians about Cromwell.

Cromwell’s ability to inspire men by his own religious mission and his grasp of military essentials soon made his ‘Ironsides’ respected and feared… Cromwell’s role as an outstanding military leader is beyond dispute… He was the most successful military commander on either side during the Civil War.

Within a matter of a few years, Cromwell had created one highly professional standing English army.

The reputation Cromwell had established for himself is shown by the impact upon the Parliamentary army of his arrival near Naseby on June 13, 1645… The news spread like wildfire among the army that “Ironsides” is come to head us!

The massive deployment of artillery… illustrate[s] Cromwell’s beliefs about warfare, that in order to force a decision, a decisive victory must be won… He was not a man of slow manoeuvre.

Resource sheet 1.12 Soldiers’ stories

(1): c1350 – c1700

The purpose of this activity is to enable you to build up a file of soldiers’ experiences of warfare through time. You can then compare and contrast these to see if you can see those things that changed and those that continued to be common experiences for soldiers throughout this period and up to the present day.

Use the information in the Student Book on pages 3–19 and any other information you want to add from your own research.

1. Cut out the pictures and use them to create a file that you will add to as you move through time. In each case, add bullet-pointed notes that cover each of these areas:
   • How each was recruited
   • His weapon(s) and who supplied them
   • How he was transported to war zones
   • His food and shelter
   • The kind of fighting he was involved in
   • The kind of injuries that he could receive
   • Available medical treatment
   • How he was paid
   • The kind of work he did when he wasn’t fighting

2. Compare and contrast the experiences of these three soldiers. Highlight in different colours the areas of continuity and of change.

3. What have you learned from this activity about the speed of change?

4. Which factors promoted or inhibited change during this period? (Resource sheet 1.3 can help with this)
Resource sheet 1.13a Battlefield surgeons c1350–c1700

Which of these soldiers would have had the better chance of survival:
- those fighting around 1400, or
- those fighting around 1700?

To be able to answer this question, you first need to gather information about how the nature of injuries and the treatment available to soldiers changed at different points in time.

Sort the injuries and treatments listed on the prompt sheet according to which ones were likely to be the most common to each time in the past and write them in the boxes below. Some, but not all, could apply to both periods.

<table>
<thead>
<tr>
<th>Injuries/ailments to be treated</th>
<th>Possible treatments and likely outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A surgeon to the army in 1415 (there were 20 of them at the Battle of Agincourt)</td>
<td></td>
</tr>
<tr>
<td>A surgeon to the army c1700</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Injuries/wounds/ailments</th>
<th>Treatments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacerations (cuts)</td>
<td>Apply ointments made from excrement or mercury</td>
</tr>
<tr>
<td>Depressions of the skull</td>
<td>Cauterise wounds to seal blood vessels and stop bleeding using white-hot metal or boiling oil</td>
</tr>
<tr>
<td>Fractures of limbs</td>
<td>Clean and bandage cuts and leave to heal</td>
</tr>
<tr>
<td>Indentations to the skull</td>
<td></td>
</tr>
<tr>
<td>Broken backs</td>
<td>No treatment – wounds/injuries fatal</td>
</tr>
<tr>
<td>Deep wounds from arrows or swords</td>
<td>Amputation of limbs</td>
</tr>
<tr>
<td>Blood poisoning</td>
<td>Use of ligatures to stop bleeding</td>
</tr>
<tr>
<td>Infected wounds</td>
<td>Apply splints and leave to heal</td>
</tr>
<tr>
<td>Excessive loss of blood</td>
<td></td>
</tr>
<tr>
<td>Gunshot wounds</td>
<td>Apply ointment made from animal fat</td>
</tr>
</tbody>
</table>

1. Divide into groups of four. Two members of the group take on the role of a field surgeon around 1415 and the other two a field surgeon about 1700.
2. Each pair will prepare and then present their case for claiming that soldiers had a better chance of survival in their time. Use the information on your completed chart and the information in the Student Book (pages 3–19). You will need to explain carefully the reasons for your claims. This might include any developments that have taken place to bring about improvement.
3. Discuss the outcomes of the group activity as a class and agree on the answer to the key question.
Resource sheet 1.14a Change cards c1350–c1700 (Sheet 1)

Change? Continuity? Turning point?

‘No wall exists, however thick, that artillery cannot destroy in a few days.’
Niccolo Machiavelli, 1500

Change? Continuity? Turning point?

‘I come not forth to do my country good, I come to rob and take my fill of pleasure.’
A mercenary soldier at the time of the Civil War of the 17th century

Change? Continuity? Turning point?

‘Feudal society was organised for war. The king was the greatest war leader and his earls and barons judged their wealth by the number of knights they could put in the field... bowmen and ordinary foot soldiers all had their parts to play.’

Change? Continuity? Turning point?

Henry V as war leader

Change? Continuity? Turning point?

A siege of a medieval town

Change? Continuity? Turning point?

‘It was considered more gentlemanly to carry a pike into battle than a musket. Pikes had been used by the great armies of antiquity hundreds of years before. The newfangled muskets were rather looked down upon.’
From Battlefield Britain by Peter and Dan Snow, writing about the Battle of Naseby, 1645

You can use these cards to review change, continuity and progress between 1350 and 1700 when you have completed this section of your study of warfare.

Work in small groups. Deal out the cards so that each member of the group has at least two cards. Each person should decide whether their cards explain change or continuity and give reasons.

You will be able to add to this pack as you continue your study of warfare through time.
Resource sheet 1.14b Factor cards

Cut out the cards below. Each of these has on it one of the factors that help to explain:

- why things change
- why things remain the same
- why change occurs at a particular point in time
- why sometimes there is either progress or regression.

Each time you complete a discussion or sorting session using the change cards, think about which of these factors have been responsible for change or continuity.

1 Which factors affected change or continuity between 1350 and 1700? Were some of these more important than others?
2 Which factors help to explain why there was little change in the experience of ordinary soldiers in this period?
3 Which factors had no effect in this period? Do you think this helps to explain the speed of change during this time?

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