

# Year 7 history

History skills



Power and control



1066 - The Norman Conquest



The Bayeux Tapestry

Castles



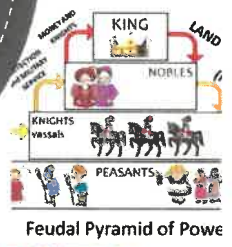
Magna Carta



The Church. Heaven and hell

Medieval Justice

The Feudal System



The Black Death



The murder of Thomas Becket

The Domesday Book



Gangsta Henry??

The Peasants Revolt



The Tudors



Henry VII



Henry VIII

Six wives



Young Henry

The Dissolution of the Monasteries



The Reformation



Edward VI



Mary I



A nasty nursery rhyme

The Protestant way

The Catholic way



- Key**
- Religious
  - Political
  - Economic
  - Local
  - Social
  - Military
  - Women

## Welcome to Year 7 History

**This booklet is designed to be kept at home. It is to help you understand what is being taught in class but also to help you when you are asked to revise.**

**You can see from the front cover all the topics you will be taught in Year 7 and hopefully how many of the topics are linked.**

**You will also find included several Knowledge Organisers. These are full of helpful information which means you can read ahead to what we will be covering in class, fill in any gaps if you happen to miss a lesson and can be used to test your understanding whilst you are at home.**

**Assessment throughout the Year 7 will take the form of reading exercises, online tasks, simple knowledge tests and formal assessments based on real exam style questions. This booklet should help you with your revision for all of the above, especially the end of year progress tests when we will be asking you questions based on topics you will have completed earlier in the year.**

**We look forward to teaching you History at AMVC!**

## History Skills

**Intent:** Being able to analyse sources and evidence ; drawing conclusions, making connections. Developing an understanding of the basic concepts such as key periods, BC/AD, decades, centuries, era, primary and secondary sources, historical bias. Students should be able to chronologically order historical events and have a basic knowledge of how people lived in Britain before the Normans

## Key Concepts

**Source:** someone or something that supplies information.

**Interpretation:** an explanation or opinion of what something means.

**Inference:** a guess that you make or an opinion that you form based on the information that you have.

**Chronological:** organised in the order in which they occurred.

**Anglo-Saxons:** Tribes from the area known today as Germany, who invaded England between 400-600CE.

**Change and continuity-** How far life changed or remained the same under a ruler or a dynasty.

### Cause and Consequence -

Historical events are caused by things that occurred before them.

Also, historical events create changes that have consequences long after the event is over.

## Key Content

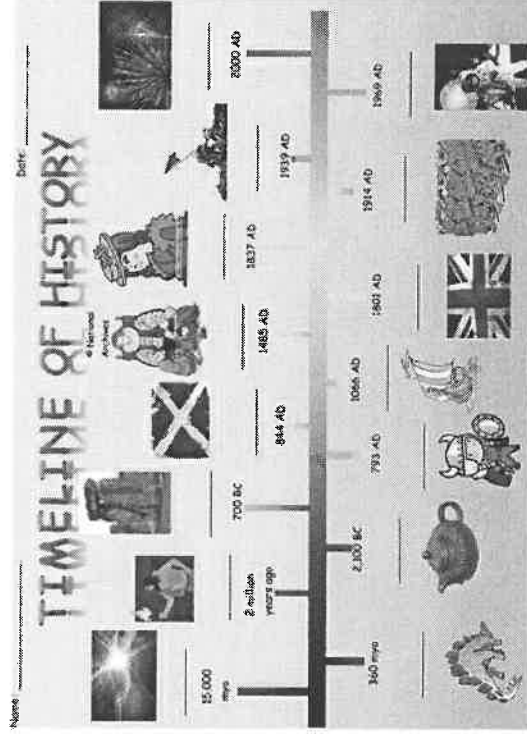
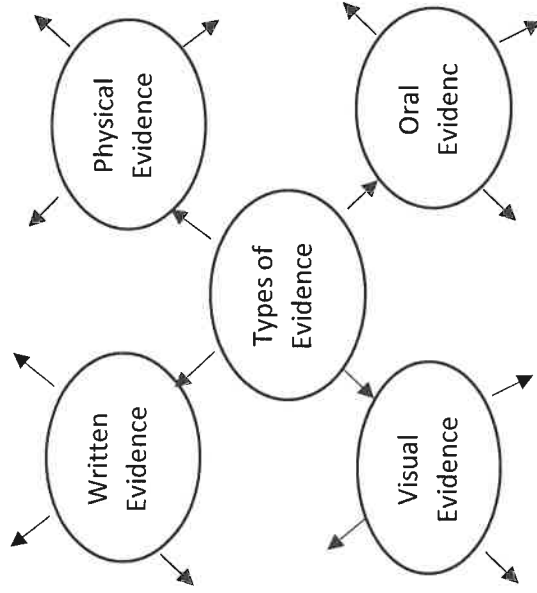
**Primary sources:** Made at the time of the event and made by someone who was there, saw it or experienced it.

Such as art, artefacts, diaries

**Secondary sources:** Secondary sources were created by someone who did not experience first-hand or participate in the events. Such as textbooks, movies

**Historical bias:** Putting across a one sided opinion. If a historian feels that the reliability (truthfulness) of the evidence has been affected by the feeling of the person who made it, we say that the source is biased.

Millennium      Thousand years  
 Century        Hundred years  
 Decade         Ten Years



## Key vocabulary

**Historian:** a person who studies the events of the past

**Archaeologist:** an expert who study the remains of ancient civilisations buried in the earth.

**Artefacts:** an object made by human being (has historical interest)

**Analyse:** examine something in detail to discover more about it

**Period:** A term used by historian to identify the time between two dates in history

**Era/Age:** Similar to time period but larger date range

**BC:** (Before Christ) Indicates the year counting backwards from the birth of Jesus.

**AD:** (Anno Domini) indicates the year counting forward s from the birth of Christ

**Anachronism:** Things that are placed in the wrong time period.

## Norman Conquest and the reign of William of

### Key Dates:

**410** Roman army leaves Britain, Anglo-Saxon period begins.

**1042-1066** Edward the Confessor

**1066 September** The Battle of Stamford Bridge

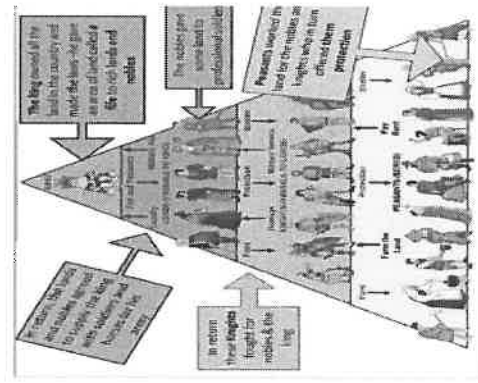
**1066** October The Battle of Hastings

**1069** The Harrying of the North

**1077** The Bayeux tapestry was made

**1085** The Domesday Book

**1216** The siege of Rochester Castle



**Intent:** To understand how the Normans came to rule England. To be aware of the impact of the Norman invasion on Britain; changes of the landscape, society, changes in the law.

### Succession crisis 1066

Edward the Confessor died without an indisputable heir.

### Claimants in a nutshell:

**William Duke of Normandy**—claims that Edward promised the throne to him and that Godwinson promised to help him secure the crown after Edward's death. He was Edward's second cousin.

**Harald Godwinson** – wealthiest and most powerful Earl in England. His sister was married to Edward the Confessor. He has the support of the Witan and claims that Edward named him as the next king.

**Harald Hardrada** – Claims that as the current King of Denmark and his ancestors ruled England in the past.

### Battle of Stamford Bridge-25 September 1066-

Godwinson defeats the invading army of Harald Hardrada near York after marching his army 280 miles north from London.

**Battle of Hastings 14 October 1066**- William, Duke of Normandy lands his army at Hastings in the south of England. Godwinson is forced to march his exhausted army all the way south from Stamford Bridge, where he is defeated by William, who becomes a king.

Reasons William the Conqueror won the Battle of Hastings.

### Preparatio:

His army was larger, made good use of his cavalry and archers.

### Luck:

Wind changed at the right time, Godwinson killed in the battle.

### Leadership Led

his troops personally, tricked Harold's army into leaving their



### William secures his power after the Battle of Hastings

#### Hastings

In 1066 William the Conqueror marched on London, burning villages and destroying crops as he went. This sent a powerful message to the Saxon people. The Normans would not allow anyone to be against them. out across the country and were cruelly put down by the Norman army

### TAKING CONTROL USING TERROR:

**The Harrying of the North 1069:** Revolts broke out north, William took soldiers up and killed men, women and children, burned their villages, destroyed their crops and killed their animals. The people suffered famine and disease but William had shown the whole country how he would deal with rebellion against him.

**Castles:** Castles were essential to William's takeover of England. They kept Normans safe and gave them a base to launch attacks. They also reminded people of the power of the Normans.

### TAKING CONTROL PEACEFULLY:

**The feudal system:** William knew force alone would not help him keep England under his control. He set up the feudal system so he had a constant supply of money and loyalty but still owned all the land. **Domesday survey:** In order for the feudal system to work properly William needed an accurate record of his land. He could then use this information to tax people correctly. This money could then be used to defend England.

### Key Vocabulary

**Heir:** Next in line to the throne

**Bailey:** Flat area at the foot of the motte containing store-rooms, animals etc.

**Housecarls:** Harold's elite troops

**Knights:** Soldiers who were given land in the Feudal system

**Barons:** Nobles who fought for William at Hastings & were rewarded with large areas of land to control for him

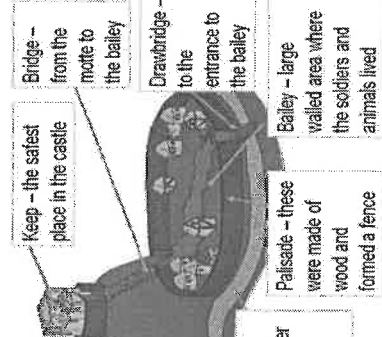
**Bayeux Tapestry-** Embroidery which tells the story of the Battle of Hastings (from the Norman perspective) defence

**Motte** Large man-made mound on which a tower was placed for **Cavalry:** Soldiers who fought on horseback Normans From Normandy in France, descendants of Vikings (Northmen)

**Peasants** Ordinary people, who worked on the land and had to serve

**Witan:** A council of nobles which helped the king to rule in Anglo-Saxon England

**Motte** - this defensive mound of earth  
**Moat** - this made it harder to reach the walls  
**Keep** - the safest place in the castle  
**Bailey** - large walled area where the soldiers and animals lived  
**Palisade** - these were made of wood and formed a fence  
**Drawbridge** - to the entrance to the bailey  
**Bailey** - large walled area where the soldiers and animals lived



## Religion in the Middle Ages

### Importance of the church

Life was hard and short for most people in the Middle Ages, but **the Church helped to comfort them**. It gave people hope by reminding them of the joys waiting in heaven for those who led a good life but also warned them about the horrors of Hell through many Dooms paintings.

**The Church provided structure, safety and the moral compass for medieval society.** The village priest was an important man. Not all were well-educated – some could not read and so they learned their services off by heart. However, others had been educated and gave lessons to local boys.

**The Church was also important because it performed the three special services that people needed at key times in their lives – baptism, marriage and death.**

The church in each village was also the **focus for important festivals such as Christmas, Easter and the saints days.** These events brightened people's lives.

**Life of a monk/nun** You must give up ALL your possessions – you own nothing as an individual as a monk/nun. The idea being it made you closer to God as you don't have to worry about personal possessions. You couldn't marry for the same reason. Monasteries were the centres of learning, healing and copying manuscripts.

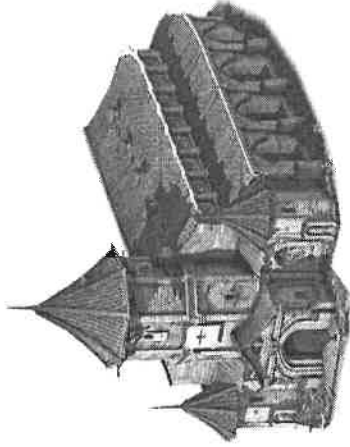
**Intent-** Students need to understand how religion dominated the actions, attitudes and lifestyle of medieval people. Topic is linked to the role of the church in crime and punishment, also, this subject will provide students with a good foundation for the study of religious upheavals of the 16<sup>th</sup> century. How has the role of the church changed from the medieval period to today?

### The role of the Church in Crime and Punishment

King played a large role in the different punishments of the time and the harshness that was used. There were no police, so the local community had to police people's behaviour, raising **Hue and Cry**. The rich could often pay their way out of trouble. The poor could not – often ending up stuck in the stocks!

Some churches offered **sanctuary** to people accused of crimes. It was a hiding place. The clergy reported the crime and then the accused person was given the chance to confess and promise to leave the country within 40 days. If he didn't go he would be outlawed.

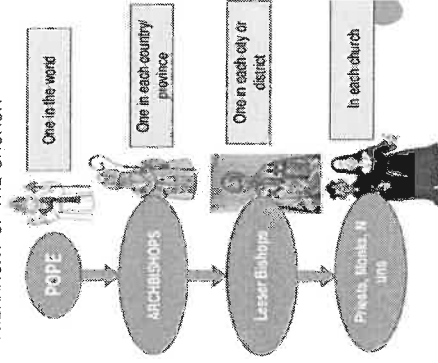
If a persons innocent or guilt couldn't be decided by a court the **Church used trial by ordeal**. God was judging if you were innocent or guilty. There was trial by hot iron, water and trial by combat for the nobility.



**Church court** tried members of the clergy. People proved their right to **benefit of clergy** by reading a passage from the Bible. Punishments given by the Church courts were **more lenient** than those given by other courts.

A small amount of people began to question the Christian Church. Medieval kings were keen to support the Church against change so they passed '**heresy**' laws. It was illegal to have beliefs different to the religion of the time. From 1401 you could be burnt at the stake!

### HIERARCHY OF THE CHURCH



### Key Vocab:

**The Pope** The head of the Catholic Church on Earth. Resides in Rome.

**Tithe:** A tax paid to the church by local people

**Purgatory:** A half-way between heaven and hell where sinners suffer before going to heaven

**Penance:** Doing something to atone for your sins – either confessing or punishing yourself in some way

**Pilgrimage:** A trip or journey to a place of religious significance

**Clergy:** Religious leaders, especially Christian priests, ministers,

**Indulgence:** A gift (often money) used by people as a way to reduce the punishment of your sin

**Relics:** Physical object connect to an important religious figure e.g. clothes, bones etc.

**Mass:** A Catholic church service

**Doom Painting:** A painting in Medieval churches which showed the joys of heaven and the horrors of hell.

**Power struggle between the state and the church & Power struggle between the monarch and the barons.**

**Intent** To explore ideas and concepts connected with the development of the power of the Crown. To develop an understanding of the main causes of conflict between the Church and the Crown (building on previous knowledge on religious beliefs and the extensive power of the church) . Students need to understand the outcome of the first big power struggle between the barons and the king, leading to the limitation of the king's absolute power. Understanding the legacy of the Magna Carta.

### The murder of Thomas Becket

King Henry II was very angry at religious people in England such as monks. This is because if they broke a law – like murder – they were allowed to go to a church court instead of a normal court and as long as they said they were sorry and prayed they were set free.

When the Archbishop of Canterbury died Henry II could choose who replaced him – he chose Thomas Becket. He wanted Becket to help him change the law so that monks, priests and nuns would have to pay for their crimes... Thomas Becket was not at all religious at the beginning. However, when Henry II made Becket Archbishop of Canterbury but he became very religious and didn't agree with Henry getting rid of the Church courts.

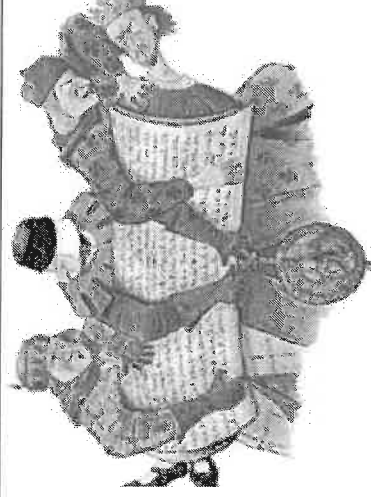
Becket fled abroad for 6 years and when he returned he excommunicated all of the bishops that had helped Henry while Becket was away. Henry was furious.

Becket continued to argue with the king over the influence of the church after he returned to England even though he knew this would put him in danger. In one of rages Henry shouted 'Is there no one who will rid me of this turbulent priest?' Four knights heard this and set off to Canterbury Cathedral where they murdered Becket.

When King Henry found out what the knights had done to do he sent some other knights to stop them but it was too late. He may not have meant to have Becket killed.

The knights were not given direct orders by the king but decided to kill Becket to gain the King's approval and to please him. Becket had a good chance to escape Canterbury Cathedral but refused to go.

It seemed like Becket wanted to be a martyr so that he could serve God and the Church.



### King John and the Magna Carta

In Medieval Times a King had to be strong. Kings were expected to protect the people, maintain law and order and to make sure that people were treated fairly. In return the barons and the rest of the country would serve the King.

King John failed to do this. He was rude to people, spent money on wars that he never won and wanted more tax from people than many could afford.

Also, he fell out with the Pope, who in return, closed and then the Churches for seven years in England. People were desperate. The barons didn't know what John was likely to do next. He was very unpredictable, and that could only mean trouble in Medieval Times.

The baron's had soon grown fed up of John. They had been forced to accept him as ruler when his older Brother, Richard the Lionheart, had gone on Crusade. Now that he was King they grew to dislike him more.

Many of them thought that John had murdered Prince Arthur, Richard's son, they were unhappy at the way in which he changed his mind all the time and did not like having to pay for John's war against the French.

To stop John from doing as he pleased the barons got together and forced John to sign the Magna Carta, which was a set of Rules that kings would have to obey, such as no interfering with the church, no imprisoning barons and nobles without trial and stopping unfair taxes.

### Key Terms:

**Church courts:** A place where you are being judged, generally more lenient than the King's court

**Charter:** A written agreement/ promise

**Chancellor:** An important job helping the king.

**Excommunicated:** This is when someone is being banned from the church, meaning you would go to hell.



## Black Death and the Peasant Revolt

**Intent-** To understand the extent of ignorance and superstition surrounding the causes and consequences of epidemic diseases during the Middle Ages. Encourage students to think about how much we still don't understand about the workings of the universe and our own body. Students need to learn how such demographic change can lead to religious, economic and political crisis.

**The Black Death** killed over  $\frac{1}{3}$  of England's population within two years of its arrival in 1348. There were two types of plague. The **bubonic plague** would start with **buboes** spreading across the victim's body, followed by blue or black patches of skin and vomiting before (most of the time) killing the victim. The **pneumonic plague** was spread by breath and attacked the lungs.

### What did medieval people think caused the Black Death?

Today we know the bubonic plague was spread by fleas living on rats that were moving throughout Europe on merchants' ships. Most medieval people thought **God** had sent the Black Death as a punishment for their sins. Others believed the alignment of the stars could explain it. Some people believed 'miasma' (bad air) was causing the disease.

**Medieval Treatments** As there was no real understanding of the cause, treatments were equally as far-fetched, e.g. drinking vinegar, bleeding, 'sweating it out'. Some doctors but frogs on the buboes to absorb the poison. Some doctors realised that draining the buboes could help cure a victim too.



### Key Terms:

**Black Death** - A plague that devastated Europe in the fourteenth century.

**Buboes** - Onion shaped swellings that were usually the first symptom of the Black Death. **Miasma** - Theory that disease was caused by a poisonous cloud of 'bad air'.

**Bubonic plague** - the most common type of plague, named after the buboes.

**Pneumonic plague** - a more deadly type of plague that attacked the lungs.

**Flagellant** - a religious sect that punished themselves for sins by whipping their bodies. **Peasants' Revolt** - major uprising across England in 1381.

**Yeomen** - a new class in medieval England; commoners who farmed their own land.

**Poll Tax** - everyone (rich and poor) paid the same amount.

## The Peasants' Revolt

Having lost such a large section of the population during the Black Death, landowners found it very difficult to find enough peasants to work their land.

Peasants knew they were in demand and began to demand higher wages. King Edward III tried to stop this with the **Statute of Labourers** (a law) which fixed peasant wages at the pre-Black death rate.

In 1381, **Richard II** (14 years old) was King of England but left most of the government to his uncle, **John of Gaunt** (an unpopular nobleman who didn't care much about peasants). Gaunt raised a **Poll Tax** to help pay for war with France - it was deeply unpopular.

When a royal official tried to collect the tax in Essex (May 1381) English peasants refused to pay and killed his clerks! **Wat Tyler** (a yeoman from Kent) organized 4000 rebels from Kent who joined with the peasants in Essex to march to London and demand that the king change his mind.

The rebels burned John of Gaunt's Savoy Palace and executed Simon Sudbury (Archbishop of Canterbury).

Richard II met with the rebels at Smithfield (15 June 1381); **Wat Tyler** was killed. The king promised to meet the peasants' demands if they returned home.

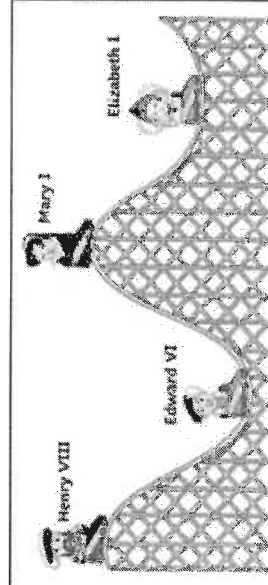
He later went back on his promises and had the leaders tracked down and hanged. The Peasants' Revolt failed but feudal England had been challenged!

## Tudors (Henry VII, Henry VIII, Edward and Mary I)

### The First Tudor: Henry VII

**Henry VII was the first of the Tudor monarchs, establishing a new dynasty.** He became King in 1485 after his victory over Richard III at the Battle of Bosworth. (He was the last king of England to win his throne on the field of battle.) **With his marriage to Elizabeth of York he united the Lancaster and York families, thus ending the War of the Roses. He restored law and order after a long civil war.** He managed to bring the country's powerful barons (by heavily taxing them and banning their private armies) under control and centralized his power. **To develop better relations abroad, and to avoid costly foreign wars, Henry negotiated his children's marriages;** he wed his daughter Margaret to the king of Scotland, James IV and he had arranged for his eldest son, Arthur, to marry a Spanish princess, Catherine of Aragon and when Arthur died Henry arranged for Catherine to marry his second son, the future Henry VIII. Henry was a **clever politician who brought stability, power and wealth to the English monarchy** and also sponsored an expedition to the newly discovered America.

The Reformation in Europe By 1500, the Catholic Church had developed a reputation for corruption and were criticized for being too wealthy and taking advantage of Christians. Protestants believed that each Christian should have a personal relationship with God and should have access to the Bible in their own language (instead of Latin, which only priests could read). Protestants began giving sermons which attacked the Catholic Church and used the newly invented printing press to spread their ideas.



### Henry VIII's 'Great Matter'

Henry VIII became king of England, when his father Henry VII died in 1509, and was **perhaps one of the most influential members of the English monarchy.** He went to war with France in 1513 and built warships, probably starting the Royal Navy. **He created the Church of England after separating from Catholicism in 1532** after the Pope would not grant him a divorce. He **longed for a son to succeed his throne,** he married six times, and had three children who would go on to become Edward VI, Mary I and Elizabeth I. Although Henry VIII remained a Catholic, **the break with Rome eventually turned England into a Protestant country.** In **1536 he united Wales with England,** and in **1541 he declared himself King of Ireland.** In **1536 Henry used his new power to begin to close down the monasteries (creating poverty and suffering for poor people) and take their land and money. The dissolution of monasteries caused rebellion, which he put down harshly.** He was a true renaissance king who enjoyed sports, could speak several languages and enjoyed music. He died in 1547 at Whitehall in London.

Intent Students should appreciate how with Henry VIII the War of Roses ended and a strong dynasty was established. Students must be aware of the role of Henry VIII in the separation of the Church of England from the Roman Catholic Church that generated the Reformation and led to long decades of religious conflict in England.

### Edward VI

He was the son of Henry VIII and Jane Seymour. He became King in 1547 at the age of just nine however, he was a sickly child and died at the age of 15. **During his reign, the Protestant religion grew in England and it gained support throughout the country.** A new Protestant Prayer Book was introduced, services were in English, altars were turned into tables, religious statues and stained-glass windows were destroyed. **On his death bed, he wanted to ensure that his Protestant legacy continued** so he named his cousin, Lady Jane Grey as his successor. He died in 1553, however, Jane was only queen for a few days until, with overwhelming popular support, Mary took the throne. **Edward was king of England for only six years but his short reign saw the full-scale introduction of Protestantism.**

Mary Tudor 'Bloody Mary' Daughter of Henry VIII and Catherine of Aragon, she came to the throne in 1553 shortly after the death of her half-brother Edward VI. **She was the first queen to rule England in her own right.** Once queen, she was **determined to restore Catholicism and marry Philip II of Spain.** Neither policy was popular as Philip was Spanish and therefore distrusted. In 1554, Mary crushed a rebellion led by Sir Thomas Wyatt who wanted to prevent the marriage. **Mary introduced strict heresy laws against Protestants and as a result she had almost 300 Protestants burned at the stake during her reign.** This provoked disillusionment with Mary, deepened by an unsuccessful war against France which led to the loss of Calais, England's last possession in France. She never gave birth to child and she died in 1558.