

Supporting the progress of Year 7 Students within History

Over the course of History in Year 7 we aim to develop the following *key skills* in our students:

- An understanding of chronology
- Cause and consequence of particular events
- Change that has occurred between two different events
- Be able to understand and evaluate sources

We will study a range of *topics* in Year 7 including:

Term 1:

- The Vikings and invasions of Britain
- William the Conqueror and the Battle of Hastings

Term 2:

- The Changes William I made to Britain
- Motte and Bailey Castles and the Feudal System

Term 3:

- The Crusades
- Impact of the Islamic World

Term 4:

- The Black Death
- The Peasants' Revolt

Term 5:

- 100 Years' War
- War of the Roses

Term 6:

- The Tudor Dynasty and Henry VIII's Break with Rome

There are a number of *key words* that we will use throughout the Topics:

Key Words:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Chronology	Tactics	Saracen	Poll Tax	Agincourt	Reformation
Source	Bayeux Tapestry	Islamic	Discipline	Homage	Dissolution
Evidence	Housecarl	Jerusalem	Revolt	Aquitaine	Catholic
Consequence	Conquest	Christians	Pardons	Deposed	Protestant
Artefact	Mangonel	Massacre	Mile End	Coup	Pope
Significance	Motte and	Saladin	Wat Tyler	Crest	Heir
Interpret	Bailey	Mosque	John Ball	Martyr	Martin Luther
Scandinavia	Loyalty	Holy Sepulchre	Looting	Captured	Excommunication
Monasteries	Villein	Clermont	Bubonic	Complacency	Tudors
Danelaw	Feudal System	Technology	Pneumonic	Bosworth	Bosworth
Wessex	Barbican	Knowledge	Flagellant	Lancastrian	Doctrine
Anglo-Saxon	Concentric	Tolerated	buboes	Yorkist	Annulment
Heir	Siege	Damascus	Plague	Usurper	Divorce
Lindisfarne	Portcullis	Pope Urban	Zodiac	Conspiracy	Indulgences
Conquering	Domesday	Worship	Cure	Archers	Purgatory
	Palisade				

There are also several *key dates* that it would be useful for students to know:

TERM 1 KEY DATES	
Date	Event
793AD	Viking invasion of Lindisfarne
871AD	Alfred became king of Wessex
891 - 892 AD	Alfred had built up the army to defeat the Vikings
899AD	Alfred dies, having united England from London to Chester
1012	Vikings invade again and sack Canterbury and murder the Archbishop
1013	The Vikings invade again and Sweyn Forkbeard becomes king
1042	Edward the Confessor becomes king
January 1066	Edward the Confessor dies without an heir
September 1066	Harold Godwinson wins the Battle of Stamford Bridge
1066	William the Conqueror wins the Battle of Hastings

TERM 2 KEY DATES	
Date	Event
5th January 1066	Edward the Confessor dies without an heir
25th September 1066	Battle of Stamford Bridge
28th September 1066	William of Normandy lands in England
14th October 1066	Battle of Hastings
25th December 1066	William of Normandy is crowned king of England
1069	Edward the Atheling rebelled against William the Conqueror and was defeated
By 1086	100s of Motte and Bailey castles had been built across England
1086	Domesday book completed
15th June 1215	Magna Carta was signed
October - December 1215	Siege of Rochester Castle

TERM 3 KEY DATES

Date	Event
1095	The Council of Clermont
1096	The People's Crusade
1097 - 1099	The First Crusade
1147	The Second Crusade
1189	The Third Crusade
1189	The Holy City of Jerusalem was under Saladin's control
1198	The start of the Fourth Crusade
1199	The death of Richard the Lionheart
1212	Stephen led The Children's Crusade
1312	The Knights Templars were disbanded

TERM 4 KEY DATES

Date	Event
1095	The Council of Clermont
1198	The start of the Fourth Crusade
1199	The death of Richard the Lionheart
1212	Stephen led The Children's Crusade
1312	The Knights Templars were disbanded
1327	Edward III takes the throne
1337	Edward III starts a war with the French. It will last for approximately 100 years
1348	The Black Death arrives in Dorset, England
1377	Richard II takes the throne

1381	The Peasants Revolt against the king
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TERM 5 KEY DATES

Date	Event
January 1327	Edward II is deposed, and Edward III becomes king
March 1328	Charles IV of France dies and Phillip VI becomes king
June 1329	Edward III pays homage to the French king
1337	Phillip VI of France confiscates the Duchy of Aquitaine
1346	English defeat the French at the Battle of Crecy
1415	Henry V defeats the French at the Battle of Agincourt
1429	Joan of Arc believes she has been sent by God to lead the French army to victory
1431	Joan of Arc is captured and burnt at the stake
1455	The War of the Roses begins in England between the House of Lancaster and the House of York
1485	The Lancastrians win the Battle of Bosworth and Henry VII becomes king. The War of the Roses is over

TERM 6 KEY DATES

Date	Event
1509	Henry VII dies and his son becomes Henry VIII
1517	Martin Luther creates the 95 Thesis
1521	The Pope rewarded Henry with the title 'Fidei Defensor',
1533	The Pope excommunicated Henry & Anne gave birth to a girl
1536 +	Thomas Cromwell begins to close down the monasteries
1537	Jane Seymour gives birth to Edward but dies in childbirth
1547	Henry VIII dies and his son Edward becomes king

1549	Edward introduces a new Protestant Prayer book
1553	Edward dies and his half sister Mary becomes queen
1558	Mary I dies

There are 2 clear structures that we adopt when teaching History:

When writing paragraphs:

Example Question: Explain why William won the Battle of Hastings [10 marks]

FOCUS:

The students should start every paragraph by using key words of the question (KWQ) and introducing the topic for that paragraph. Eg *“William the Conqueror won the Battle of Hastings because of effective leadership.”*

EXPLAIN:

The students should then explain whatever point they have made in their opening sentence. Eg *“William was a strong and effective leader which meant that he could inspire his troops to continue, unite his forces behind him and make tactical decisions that would ultimately lead to victory.”*

CONTEXT:

Students should then give a piece of evidence/and example of what they have just explained. Eg *“An example of this leadership is when William ordered some of his men to run away as he they were retreating and this meant that Harold’s army followed and consequently broke their shield wall. This meant that William could use his archers to destroy Harold’s front line.”*

RECAP:

Students should always finish their final sentence by linking back to the original question. Eg *“This meant that William’s tactical awareness helped him win the Battle of Hastings.”*

When analysing sources:

‘Three horses were killed under him. Three times he leapt unafraid to the ground and killed the man who had killed his horse. This shows how quick he was to make his mind up and how strong he was. With savage blows of his sword, he split shields, helmets and coats of chain mail. He struck a number of enemies with his own shield. His soldiers took new courage when they saw him fighting on foot. Some, who were weak from bleeding, leant on their shields and fought on bravely. William himself helped some of his men to safety.’

SOURCE A: Taken from a history textbook from the 1980s.

COMMENT:

Students should always make a comment about the source using key words of the question (KWQ). Eg *“The source tells us that William was a brave leader”*

CONTENT:

Students should then pick out a quote or a detail from the source to support the point they have just made. Eg. *“This can be shown by the quote ‘Three horses were killed under him and three times he leapt back up unafraid’ and continued fighting.”*

CONTEXT:

Students should then support this quote with some context. I.e., an extra detail that they have that is not in the source that is relevant to the question. Eg. *“In context we know that William was a skilled horseman and had fought in 3 previous battles before this.”*

What will the termly assessments look like in year 7?

They will always be marked out of 20 but build up to 30 in the End of Year Exam which is term 6. Below are some examples of the types of questions that they may get asked, although this is not an exhaustive list and question types and marks may vary depending on the particular topics:

- “Describe...” [2 marks]
- “Explain why....” [10 marks]
- “What is the message of this source?” [5 marks]
- “Why is this source useful to a historian [5 marks]
- BOLD STATEMENT. “How far do you agree with this statement?” [18 marks]
- “Outline 3 examples of...” [5 marks]

Students will gain higher marks for doing the following things within their answers:

- Show a deep understanding of the topic being assessed by adding detail to their answers
- Explain the points they make thoroughly
- Link back to the question and make sure everything they say is relevant and articulate
- Stick to the above structures *if appropriate*
- Use linking language between paragraphs and show how one point and can lead to another
- Make judgements about ‘main causes

Some useful phrases to include in answers and demonstrate understanding are:

<u>ADDING SIMILAR IDEAS</u> <u>TOGETHER</u>	<u>CAUSE AND</u> <u>EFFECT</u>	<u>CONTRAST / COMPARISON</u>	<u>INTERPRETATION</u>
“In addition to...” “Also....” “Similarly...” “Equally....” “Moreover...” “Furthermore....”	“Therefore...” “This meant that...” “As a result of this...” “Because...” “This led to”	“However...” “On the other hand....” “Nevertheless....” “Although....”	“This was important because...” This can be shown because...” “This source suggests that because...”

Useful websites to support learning:

www.bbc.com/educationalclips

<https://www.historyextra.com/period/viking/a-brief-history-of-the-vikings/>

https://www.ducksters.com/history/middle_ages/william_the_conqueror.php

<https://www.youtube.com/watch?v=-Kn320EvjS0>

<https://www.historylearningsite.co.uk/medieval-england/peasants-revolt/>

<https://www.bbc.com/education/guides/zbj6sg/revision/1>

<https://www.bbc.com/education/topics/zynp34j>

[How William the Conqueror secured power after 1066 \(5/6\) | History - The Norman Conquest - YouTube](#)

[What was Feudalism? - YouTube](#)

[The peasants' revolt | History - The Plantagenets - YouTube](#)

[B/Britain - The Peasants Revolt - YouTube](#)

[The Hundred Years War - KS3 History \(weebly.com\)](#)

[The Tudors - KS3 History - BBC Bitesize](#)