

LITERACY MAT

Year 7 History



ST BERNARD'S
HIGH SCHOOL

LOVE ONE ANOTHER AS I HAVE LOVED YOU

Vocabulary

Archbishop of Canterbury – the highest position of the church in England

Black Death – an outbreak of plague that hit England in June 1348. Plague was a very infectious disease that spread quickly and killed many people

Crusades – a series of journeys made by Christian Europeans to take the Holy Land back from Muslims in the Middle Ages

Domesday Book – a survey carried out by King William to know what people owned so that he could tax them

Doom painting – a painting in a church designed to show people images of heaven and hell

Excommunicated – when someone was officially excluded from the Christian Church

Feudal System – a system developed by King William where each group of people owed loyalty to the group above, starting with villeins, knights, barons and ending with the king

Magna Carta – a document setting out people's rights; the barons made King John sign it in 1215

Migration – the movement of people from one area to another to live

Monarch – king or queen

Motte and Bailey – an early castle that featured a fort on a hill surrounded by a fence or wall

Peasant – a poor person of low social status who worked the land

Pilgrimage – a journey of religious importance

Purgatory – the place between heaven and hell; Christians believed a person would be punished in purgatory for any sins they had committed while alive

Tithe – a tenth of the food a peasant grew had to be given to the Church

Command Words

Infer – You might be asked to make an inference from a source, this is asking you to work something out. It is not asking you to simply say what you can see but what you can work out from the source. We usually back up our inferences with a detail or quote from the source.

Describe – This word indicates that you should describe what you can see or what you know in as much detail as possible.

Explain – This word indicates that you must explain something, for example developing your answer to show why X led to Y or explaining why you think one thing was more important than another thing

Justify – This word indicates that you must convince us of your opinion on something. Why do you think what you think? Why is your view stronger or more convincing than someone else's?

Analyse – This word indicates that you need to sort information into different sections or categories so that you can find out the various parts and how they are different or how they are linked.

Punctuation

Full stop (.)

To show the end of a sentence.

Comma (,)

To list or to separate clauses.

Exclamation mark (!)

To end a sentence and show shock or surprise.

Question mark (?)

To pose/end a question.

Apostrophe (')

To show possession or omission.

Speech marks ("")

To show direct speech – the exact words spoken or quoted.

Colon (:)

To introduce a list, statement or quote in a sentence.

Semi colon (;)

To separate two sentences that are related and of equal importance.

Hyphen (-)

To separate extra information from the main clause by holding words apart

Dash (–)

To add extra information in the middle

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Writing Support

Explain why....

For this question we use PEEL (**p**oint, **e**vidence, **e**xplanation, **l**ink) to structure our paragraphs. E.g. **P** - *One reason why William won the Battle of Hastings was...* **Ev** - *He did this by...* **Ex** - *This helped William win because...* **L** - *Therefore William won the Battle of Hastings because...*

How far do you agree...?

We must write a balanced answer considering both sides of the argument before reaching an overall conclusion. To structure our essays, we use FAM (**f**or, **a**gainst, **m**y overall opinion). E.g. **F** - *On the one hand it can be argued...* **A** - *On the other hand it can be argued...* **M** - *Overall, I think...*

What can you infer from the source about...?

We set out inferences in the following way.

One thing I can infer:

Detail in the source that tells me this: (include a quote from a written source or a specific detail from an image)

How useful are the sources for an enquiry into...?

This question is asking you to judge how useful the sources are to find out about a particular thing. Remember, all sources are useful so don't say it's not useful! You must consider the content of the source, the provenance of the source (the bit that tells us what sort of source it is, who wrote it and when) and include your own knowledge. To structure these answers, we use COP (**c**ontent, **o**wn knowledge, **p**rovenance). E.g. *The source is useful. From the source I can infer... This is shown where it says... This is accurate because I know that... From the provenance I can see this source is reliable because... Therefore, this source is useful.*

Historical Concepts

Cause - Important events often have many causes. Causes can take a long time to develop, over months, years, or even generations, or they can happen quickly, in a week or a day.

Consequence - Every important historical event has effects. Historians study what happens after an event to understand how it impacted society. By learning about the effects, we can see how important the event was.

Interpretations - Perspectives of the past that have been created after an event, usually by an historian who has studied a wide variety of sources and reached an interpretation on a particular topic or question.

Sources - Sources are materials from the past that can provide us with information about the past. Historians use sources to access and acquire information about the past.

Significance - Significance in history means how important something is. We decide this by asking if it was talked about at the time, remembered later, caused change, still matters today, or teaches us something important about the past.

Chronology - The order in which things happened, this is important to understand the sequence of events.

Change - Historians study how societies change over time, not just at one moment.

Continuity - Continuity is when things stay the same. Historians study change, but they also look for things that don't change, even during big events.

Chronology

The Iron Age c.800BC-43AD	Celtic Britain (Pre-43 AD) - The Celts were the dominant culture in Britain before the Roman invasion. Roman Britain (43 AD - 410 AD) - Britain was part of the Roman Empire after being conquered by Emperor Claudius. Roman rule lasted until the early 5th century.
Roman Era 43AD-410AD	Anglo-Saxon Period (410 AD - 1066 AD) - After the Roman withdrawal, the Anglo-Saxons, a collection of Germanic tribes, established kingdoms in England. This era includes the spread of Christianity and the establishment of the Heptarchy (seven major Anglo-Saxon kingdoms).
Medieval Era or Middle Ages 5th-15th Century	Viking Age (793 AD - 1066 AD) - Viking raids and settlements in Britain, culminating in Norse control of parts of the country, especially in the north and east (the Danelaw). This period overlaps with the later Anglo-Saxon era. Norman Period (1066 AD - 1154 AD) - Following the Battle of Hastings in 1066, William the Conqueror established Norman rule in England, significantly shaping the language, culture, and governance of Britain. Plantagenet Dynasty (1154 AD - 1485 AD) - The Plantagenets ruled England for several centuries, overseeing events such as the Hundred Years' War, the signing of the Magna Carta (1215), and the Wars of the Roses.
Early Modern Era Late 15th-early 16th Century	Tudor Dynasty (1485 AD - 1603 AD) - The Tudors came to power after the Wars of the Roses, with Henry VII establishing the dynasty. Key events include the English Reformation under Henry VIII and the Elizabethan Age under Elizabeth I.