

Y7 History Knowledge Organiser: Unit 3 – Medieval Life

Key words:

Medieval	The period between 1066 and 1500.
Feudal System	The social structure of Medieval England.
Villein	Peasants at the bottom of the Feudal System.
Baron	Noble land owner who had pledged their loyalty to William.
Motte and Bailey	The first castle created by William. It was made out of wood and had a higher Motte part and a low Bailey part.
Concentric	A castle with an outer wall and an inner wall.
Fallow	Not planting crops in a field, so the nutrients can regrow.
Crop Rotation	Changing how fields are used each year, to help the soil.
Pope	Head of the Catholic Church.
Archbishop of Canterbury	In charge of running the Catholic Church in England overall.

L3 – A Medieval Village

The Church - It was the centre feature of the village. It was the law that everyone went to church on a Sunday so it was regularly visited. The villagers had to pay taxes or give crops to the church.

The Rectory: This was the small house, next to the church, that the Vicar lived in. He had his own field and could keep some of the taxes given to the church.

The Manor House: The lord or baron would live here. It was a base for the Lord to use to control the surrounding lands. These were the biggest houses in the village and richly decorated. The Lord would have his own field, which no villager could enter or hunt on without permission.

The Common: This was a fenced field in the village. It would hold all the animals for the villagers. This was a piece of land the king rented to the villagers.

The Village Green: The village green was a social point for the village. It would be on the edge of the village, and was a huge grass field where celebrations, feasts and tournaments would be held.

The Mill: The mill was an important part of farming, as this was there the crops would be ground into flour or wheat for cooking. The mill was owned by a wealthy member of the village who would let the villagers use the mill in exchange for some crops.

Fields: Fields were the central point of the village, as they were the source of food for the villagers. The Lord would share the land out for the peasants to grow crops on. The land would be divided into 3 fields of barley, wheat and fallow. A fallow field is a field where nothing is grown on for a year, in order to let the soil regain lost nutrients. Each year the fields would change what they are growing, this was called crop rotation.

L1 The Feudal System.

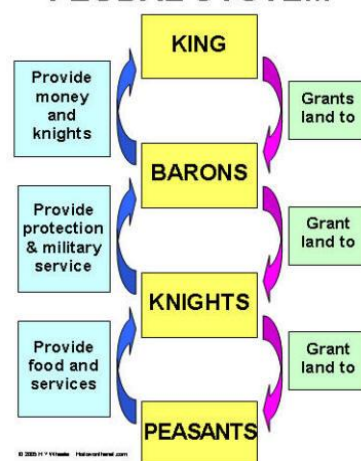
After taking the throne in 1066, William has a few problems:

- He does not trust the English lords, who do not like him.
- He has to force the English to accept him as King.
- Many of the English are rebelling and fighting against William.
- He has to pay the French Knights who helped him to win the throne.

Solution: William crushes the rebellions and took the land away from the English lords and gave it to his supporters instead. William now has his supporters helping him to control the whole country.

William also sets up the **Feudal System**. This forces the English to give William their taxes and promises of loyalty, in return for protection and land to farm. William is at the top of the system, as he holds all the land and money, which he gives to the Barons. They promise William their money, soldiers and loyalty. They give the land to the Knights in return for loyalty and military service. Finally the knights give the land to the peasants. The peasants farm the land and give food, money and services to the knights.

FEUDAL SYSTEM



L4 – Crime and Punishment

In the Medieval period there was a range of punishments for crimes that were committed in daily life:

Criminals might undergo an “ordeal” or an experience to prove their innocence.

Ordeal by fire: the accused would hold a red hot iron and take 3 steps. The hand would then be bandaged. If after 3 days, the hand was healing – they were innocent.

Ordeal by water: the accused would be tied up and thrown into water. If they sank they were innocent and if they floated they were guilty.

Ordeal by Combat: This was only for knights or noblemen to settle argument. The accused and the accuser would fight to the death. The winner would have been blessed by god and therefore innocent.

Amputation: For crimes of dishonesty or stealing, a part of your body would be chopped off.

Hanging: For serious crimes e.g. murder, you would be hung by your neck in front of others – as a warning.

Stocks or Pillory: For less serious crimes, you would be placed in the stocks for a day to embarrass you. Villagers could come and throw rotten food at you.

Fines: Again for less serious crimes, criminals might have to pay money to the victim.

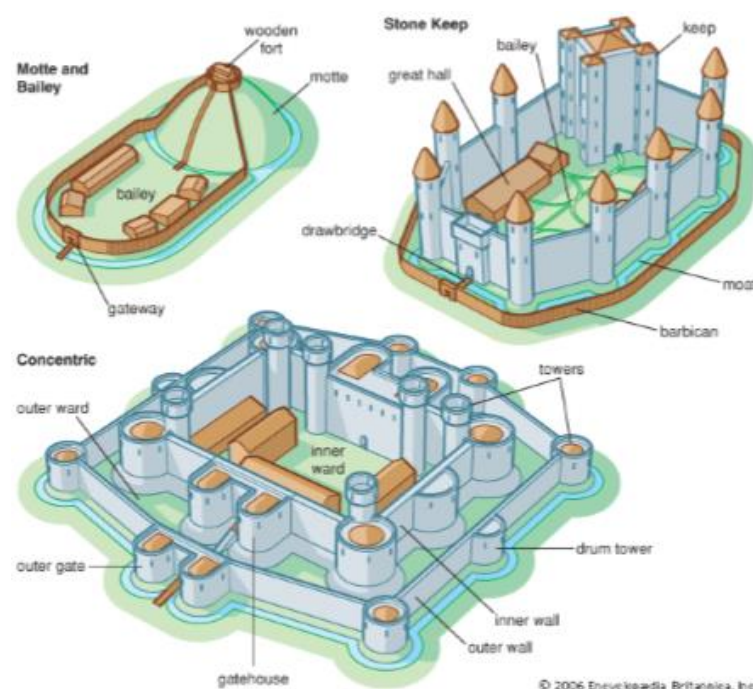
L2 Castles

William also kept control by building castles throughout England. Over time 3 types of castles developed throughout Britain.

Motte and Bailey – The first castles built to help fight against rebellions. They were built quickly and made out of wood, meaning that they were not very strong, and could be easily destroyed. The Bailey was on flat land, where majority of the people lived. The Motte was the higher land of the castle, where the fort was.

Stone Keep – This castle was now made out of stone and had towers as a form of defence. The main part of the castle was the Keep, a large square tower, used as the main defence.

Concentric – A concentric castle was a very strong castle and the hardest to attack because it had an outer and an inner wall with towers all along it.



L5 – A Medieval Murder

1154	King Henry II appointed Thomas Beckett as his Chancellor. His job was to look after the church and the King's law courts. During this time Henry and Thomas became good friends.
1161	Henry asked Thomas to become the new Archbishop of Canterbury. Beckett was asked to make the church courts fairer, as they favoured the churchmen. Beckett refused and made Henry very angry,
1164	Henry announced that he would be in charge of the church court, and Beckett agreed but then changed his mind. Sensing danger, Beckett fled to France.
June 1170	Henry ordered the Archbishop of York to crown the next king. This was usually the job of the Archbishop of Canterbury. Beckett was furious!!
July 1170	Henry and Beckett met in France. They ended their argument.
November 1170	Despite making up, Beckett removed Henry's supporters from the church.
December 1170	Henry found out that Beckett had removed his supporters from the church. Henry was furious and shouted: "Will no one rid me of this troublesome priest?!!?!!!"
29 th December 1170	Four knights heard Henry's shout and went to Canterbury Cathedral. They found Beckett and tried to force him to change his mind. Beckett refused and the four knights stabbed him to death in the church.

Y7 History Knowledge Organiser: Unit 2- The Norman Conquest

L1 Invaders and Heirs

The Romans left Britain in 409 AD. Native Britons were soon joined by invading Germanic tribes such as the Angles, Jutes and Saxons. These tribes settled Britain.

Vikings: Norsemen ('people from the North') from Scandinavia. They were great travellers and sailed to other parts of Europe, where they traded, raided, and often settled. The Vikings first invaded Britain in AD 793. Viking Kings ruled large parts of Britain until 950 AD.

Anglo-Saxons: People who lived in Britain from the 5th century. They included people from Germanic tribes who migrated to the island from Europe.

Heir: a person who is legally allowed to take the rank and property of someone who has died.

Witan: Kings Council, made up of powerful Bishops and Earls, helped the king run the country

Edward the Confessor: 1042-1066

- Edward became king of England in 1042 after his half-brother died. Before this he had been living in Normandy.
- Edward married but had no children. It was not clear who Edward wanted to be king after him. **For a king to die without an heir was a disaster!**
- He was made a saint and 'the confessor' means someone that is saint-like but not a martyr.

Potential heirs to the English throne in 1066: Who should become king?

Harold Godwinson	Harald Hardrada	William of Normandy
Anglo-Saxon Earl of Wessex, one of the most powerful men in England Harold's sister was married to King Edward. Harold was a brave and respected soldier with a tough streak. The Witan, wanted Harold to be the next king.	Viking King of Norway Vikings had ruled Britain before Most feared warrior in Europe – Hardrada means 'hard ruler' and his nickname was 'the Ruthless'. Harald was supported by Tostig, Harold Godwinson's brother who wanted revenge.	Norman Duke of Normandy, France. William came from a fighting family. He was a brave soldier. Edward's cousin. Edward had lived in Normandy from 1016-1042. Edward had supposedly promised that William should become King of England.

Armies at the Battle of Hastings:

William's Army	Harold's Army
His soldiers were well trained and well equipped. They wore chain mail armour which gave them much protection. His army was made up of infantry, archers and cavalry. His cavalry rode specially bred horses which could carry the weight of these horse soldiers and still ride at speed. They were the elite of William's army.	Harold's army was made up of professional soldiers and conscripts, peasant farmers who were forced to join the army and fight. Harold's best professional soldiers were the Saxon Huscarls. They were the king's elite bodyguard. They fought with large axes and round shields.

L3 Why did William win the Battle of Hastings?

Preparations	Leadership	Luck
William had well trained and professional soldiers. Large parts of Harold's army was untrained and made up of farmers. Many of Harold's men had left the army to collect the harvest in. Harold was not prepared for the battle. William's army was fresh and well rested. He had lots of supplies. Harold's was tired and reduced in size following the Battle of Stamford Bridge.	William was very brave and led his men very well. William showed his face during the battle to keep his soldiers from running away.	The weather changed when William was trying to Harold had to fight the Vikings first this gave William the advantage. The Saxons left the shield wall to chase the Normans down the hill. At a key moment in the battle Harold was killed.

L2: Key features of the Battle of Hastings (14th October 1066)

Harold sends his army home	Harold had expected invade during the summer months when the weather was good. When the invasion didn't arrive. Harold's men went home to harvest the crops from the fields.
Viking Invasion	20 September 1066 Harald Hardrada and Tostig invaded, with more than 10,000 men in 200 longships. Anglo-Saxon Earls Edwin and Morcar were defeated at Battle of Fulford.
Battle of Stamford Bridge	25 September 1066 Harold Godwinson travelled north to fight Harald Hadrada. In four days he marched 180 miles to surprise Hardrada and Tostig, east of York. Godwinson defeated Hardrada but his army was tired and badly reduced in size.
Normans arrive	27th September William Duke of Normandy set sail with almost 700 ships. His soldiers landed at Pevensey and made a small castle. Then the Normans pillaged and burned the surrounding area, in order to force Harold to come south and defend his people.
The Traveling Man	Harold did not hesitate. Having heard of William's landing while at York, he raced his army down the old Roman road of Ermine Street, stopping on the way at his foundation of Waltham Abbey, to pray for victory. By 12 October, he was back in London and gathering what forces he could to face William. By the 14th, he was on the way to Hastings.
Positioning for the Battle	14 October 1066 Harold drew up his army in three wedges on Senlac Ridge, a hill overlooking the battlefield. He had little more than 5,000 Saxon Huscarls, against a Norman force of up to 15,000 infantry, archers and cavalry. Harold had no choice but to fight a defensive battle. He was forced to rely on the English shield-wall, behind which his men could stand and let the Norman attacks break themselves. The Normans were at the bottom of the hill. This was a problem because they would get tired from charging uphill.
The First attack	The Normans attacked first charging at Harold's shield wall. The battle raged for hours.
Rumours... William has been killed!?	A rumour spread throughout the battlefield that William of Normandy had been killed. The Normans were already losing many men and began to worry.
The chase	The Normans, fearing William's death, began to run away. The Saxons, believing it was the end of the battle, broke formation, left the shield wall and ran after the Normans. Suddenly, a Norman knight tore off his helmet and cried "it is me, William" to prove he was not dead. The Normans rallied around the Duke and using their cavalry, tore apart the Saxons.
The King is dead	The Normans were winning the battle and many Saxons were killed. According to legend, a stray arrow struck Harold Godwinson in the eye and the Saxon king fell down dead. The Saxon army was without a leader. The last Saxon Huscarls were killed protecting the body of the King.
Saxons defeated	The battle of Hastings ended in a Norman victory. As the Saxon lords had all been killed there were no Saxon leaders to fight after Hastings. William of Normandy, now William the Conqueror, was crowned king of England on Christmas day at Westminster Abbey, 1066.

Additional Notes:

Y7 History Knowledge Organiser: Unit 1- The Big Picture

L1 What is History and why do we study the past?

Key words:

History	The study of the past, people and events
Chronology	Arranging events or dates in the order they took place
Timeline	Used to represent dates and events in chronological order
Period	A specific length of time in history e.g. 'Tudor Period'
Causes	Reasons why something happens
Key features	Describing different aspects of an event – causes, events, consequences, key actions of people
Consequences	An effect or result of something happening
Significance	The importance of an event or action
Change	How something changes over a length of time and as a result of an event or action
Continuity	How something stays the same over a length of time

L2 Roman Britain

The Romans ruled Britain from 43 AD – 409 AD
 Emperor Claudius prepared an invasion of Britain in 43 AD.
 Resources in Britain: Tin from Cornwall, Gold from South Wales, Silver from Devon, Lead from Northern England, Copper from North Wales, Iron from Kent
Roads – roads were of vital importance to the vast Roman Empire for transport, trade and the army.
Towns – Roman towns were well thought out areas where each area had a specific purpose.
Security – Alongside strong towns, the Romans offered security to their people. (Hadrian's Wall)
Sanitation – The Romans introduced plumbing, sewerage, central heating, public baths and aqueducts to provide clean water
Language – The Romans spoke Latin. Many English words today are taken directly from the Latin that the Romans used. We also still use Roman numerals.

L3 Roman Britain (part 2)

Romans kept control through military force, threats and bribes
Bribe: *Dishonestly persuade someone to act in your favour by a gift of money or something else of value.*
Rebellion: *An armed uprising against the rulers of the country.*

Iceni Rebellion: (The Iceni were a tribe of people living in East Anglia)
Boudicca: Boudicca was queen of the Iceni people of Eastern England and led a major uprising against occupying Roman forces.
 In 60 or 61 AD the Iceni rebelled.
 Boudicca's warriors successfully defeated the Roman Ninth Legion and destroyed the capital of Roman Britain, Colchester.
 Thousands were killed. Boudicca was defeated by a Roman army led by Paulinus. Many Britons were killed and Boudicca is thought to have poisoned herself to avoid capture.

L4 The Ancient Greeks

Athens From 750 B.C.E - 322 BC	Sparta From 900s–192 BC
Democracy (but only men could vote)	Monarch. The king was in charge but made decisions with the advice of the council.
A centre for Art and literature	Sparta focused on producing good soldiers and all male citizens were part of the army. Her army was feared.
Boys received lessons on mathematics, logic, science, literature and philosophy. Girls were forbidden an education.	The boys were educated in fitness, courage and obedience. Brutal physical training to mould him into a tough soldier.
Girls could be taught at home if their family was rich however, they were not allowed to take any part in war, business or formal education.	Girls and women had to be fit and strong. Only real women could give birth to real Spartan soldiers.

The differences between Athens and Sparta eventually led to war between the two city-states. The Peloponnesian War (431-404 B.C.E.), both Sparta and Athens gathered allies and fought on and off for decades because no single city-state was strong enough to conquer the others.

L5 The Silk Road

The Silk Road: A network of 4,000 miles of trade routes from China in Asia to Italy in Europe and Africa. It was in use from 130 BCE to 1453. The Silk Road gets its name from Chinese silk which was traded for other goods along the route.

- Marco Polo was possibly the first European to travel from Europe to China along the Silk Road.
- Not all that was traded along the Silk Road was good, the Black Death travelled to Europe from the Silk Road.
- Very few merchants travelled along the entire route. Goods were traded at many cities and trade posts along the way.
- There wasn't just one route, but many routes. Some were shorter, but more dangerous. Others took longer, but were safer.

Key trading areas and goods traded :

<i>Rome, Europe</i>	<i>India</i>	<i>East Africa</i>	<i>Persia, Middle East</i>	<i>China, Asia</i>
Wool, fine cloth, furs, olive oil and wine.	Tea, precious stones, dyes and ivory	Rare timber (wood to build), gold, ivory, exotic animals and spices.	Precious stones/gems, silver, horses, rare timber (wood) and spices	Silk, tea, salt, sugar, paper, spices and later gunpowder.

L6 Native Americans

Native Americans: Aboriginal people of North America
Portrayal: How something has been drawn, shown or represented. It has been created to look this was.

Symbolic	Something that represents something else
Civilised	A highly complex society, advanced culture and technological development.
Romantic	Ideas that are unrealistic or fanciful, and sometimes imaginary.
Savage	Fierce, ferocious, or cruel person or beast, sometimes animal like.
Realistic	Something that is based on what is real / A true (scientific) representation.

Stereotype: A fixed idea people have about what someone or something is like. It is usually an idea which is wrong or over simplified.

L7 The life of the Sioux

The Sioux: A group of native Americans who lived on the Great Plains in North America.
 The name Sioux means "little snakes". These Native Americans were nomadic and lived on land in modern day Minnesota, Wisconsin, and North and South Dakota.
Nomadic: people who moved around to find food and do not live in one place all the time.

Housing	Tepees: Large tent made of skins on a wooden frame of poles, used by Native Americans. These were usually made from buffalo skins and are held up strong wooden poles
Education	Native American children did not go to school. They learnt by copying adults as well as their older brothers and sisters. They learnt hunting skills and tepee building.
Toys	Toys were a way of teaching young children about the way of the tribe. Girls would often play with dolls dressed in Native American clothing. Boys would play with bows and arrows.
Marriage	Young people in the Sioux tribe married between the ages of 12-15 for girls and 15-18 for boys.
Giving Birth	Women gave birth in the family tepee. Most of the families of the Sioux were small because the risk of dying during child birth was very high. Elder women would act as midwives.
Women's work	Tepee making was the main job of the women. Up to 20 buffalo skins had to be softened and stretched. It was a lot of hard work and required a lot of skill. Women also searched for wild berries and plants to serve at meal times. Women made the clothing and jewellery.

Additional Notes: