

Unit and Year: KO1 Y7 The Norman Invasion

Purpose of Unit

This unit focusses on how England was profoundly changed by the Norman invasion of 1066.

Students are expected to be able to:

Explain/Analyse and Evaluate the causes, events and impact of the Norman Invasion of 1066 on England.

Key Learning/Knowledge:

- What was England like before the invasion?
- Who were the candidates for King upon Edward's death and how strong were their claims?
- Why did the Normans win the Battle of Hastings?
- How did less than 10,000 Normans consolidate their position as overlords of England?
- To what extent did life change under Norman rule?

Key Vocabulary and meanings:

- Anglo-Saxons - the people who ruled England before the Normans
- Vikings - the people of Scandinavia
- Normandy - area of North-West France where William's men came from
- Wessex - one of the former Kingdoms that covered much of Southern England. Harold Godwineson was from Wessex.
- William of Normandy - the King of Normandy and cousin of Edward the Confessor who defeats King Harold in 1066 to become King of England
- Harald Hardrada - the Viking king who is defeated by King Harold
- Harold Godwineson - a powerful noble who is made King following Edward's death in 1065
- Edward the Confessor - the Anglo-Saxon king who dies childless in 1065
- Witan - the group of powerful nobles that have to agree who should be the next king
- Fyrd - a part-time soldier
- Housecarl - a professional soldier
- Feudal system - the system of controlling a country whereby landowners provide land in return for loyalty and service
- Domesday Book - a survey of the wealth of England published in 1086
- Harrying of the North - the violent destruction of the north of England by the Normans
- Motte and Bailey - the earliest type of castles

Links to prior knowledge/learning:

England before 1066 (Primary School)

Cross Curricular link/ World Issues

The impact of immigration. The development of early political systems.

Unit and Year: KO2 Y7 Life in Medieval England

Purpose of Unit

By the end of this unit of work you will be able to reflect on what life was like for ordinary people in medieval England. In your lessons you will examine what it was like to live in a medieval village and compare this to a town. You will explore why religion was so important to everybody and how the church dominated everyday life. You will also learn about how ordinary people had fun and how they were punished. You will think about how different it was to be a woman in medieval England to today. You will explore the causes and effects of the Black Death that came to England in 1348.

Key questions:

- Why was religion so important?
- What was it like to live in a medieval village? What about the towns?
- How did people have fun? Was it the same for everyone? How much is different from today?
- What was done to keep law and order? How much is different from today?
- How different was life for a medieval woman to a man? How much is different from today?
- How significant was the Black Death?

Cross Curricular link/ World Issues
GCSE Health and the People course
The changing status of women

Key Vocabulary and meanings:

- Villein - They were Medieval peasants who were 'tied' to the Lord's land. They had to farm their own land and the land of the Lord, and they had to get the Lord's permission to do things like get married or leave the village.
- Freeman - These people paid rent to the lord to farm their land, but they weren't 'owned' by the Lord, and could come and go as they pleased.
- Doom painting - paintings in church that showed people what happened to them when they died
- Tithe - all villagers had to give 1/10th of the food they grew to the church
- Roman Catholic - almost everyone in medieval England was a Roman Catholic Christian who believed the Pope was the head of the church
- Wattle and Daub - the material a peasant's house was made from
- Pottage - a vegetable stew eaten by the poor
- Guilds - traders and craftsmen in towns formed groups with rules for all members to follow. This ensured quality
- Charters - towns had charters which guaranteed certain rights and freedoms to those that lived there
- Merchant - someone who sold goods
- Mob football - an early version of the game with very few rules
- Tournament - competitions that the rich took part in such as jousting and sword-fighting
- Dowry - the husband would receive money from his new bride's family
- Black Death - The disease that affected England from 1348 onwards. It is estimated that it killed 40% of the population.
- Hue and Cry - when a crime was committed you had to shout to raise help from others
- Tithings - people were placed into groups of 10. They had to be responsible for each other's behaviour
- Treason - a crime against the monarch

Unit and Year: KO3 Y7 Who held power in Medieval England?

Purpose of Unit

This unit focusses on where power lay in medieval England. England was of course ruled by the King but you will also learn that other people held power or wanted it! You will discover why the Magna Carta is such an important document in England's history and how far it really gave power to people other than the King. You already know that the Christian religion was important to people at this point and now you will evaluate the power of the Catholic Church. You will explore the moment when King Henry II clashed with his former friend, the Archbishop of Canterbury, over who really had most power in the land. You will also reflect on the causes, events and consequences of Peasant's Revolt of 1381 and ask yourself how significant this event really was.

Key Learning/Knowledge:

- Why did Henry and Thomas fall out?
- What does the murder tell us about power in medieval England?
- How significant is the Magna Carta?
- Why was there a peasant's revolt in 1381?
- Is the peasant's revolt significant?

Key Vocabulary and meanings:

- **Chancellor** - the man who managed the money in the Kingdom (a very important job)
- **Archbishop of Canterbury** - the most important bishop in England
- **Excommunicated** - you lost your job and would go to hell when you died
- **Magna Carta** - Great Charter. A document that placed limits on the King's power (signed by King John)
- **Democracy** - the system that gives people a choice in who runs the country
- **Parliament** - a place where decisions are taken about important matters. Parliaments met regularly from the 1300s onwards
- **Great Council** - an early form of parliament where powerful landowners would offer advice to the king
- **The Provisions of Oxford** - The Barons forced Henry III to sign it giving the Great Council more powers
- **Tax** - money paid to the king or government by ordinary people
- **Wat Tyler** - one of the leaders of the peasant's revolt

Links to prior knowledge/learning:

England before 1066 (Primary School)

Cross Curricular link/ World Issues

The beginnings of democracy in the UK

Unit and Year: Y7 KO4 How significant was the Tudor era?

Purpose of Unit

In this unit you will study perhaps the most famous family ever to rule England: the Tudors. You will learn about the major religious, political and social changes that occurred between the accession of Henry VII and the death of Elizabeth I. You will consider many interesting questions including why Henry VIII broke from the Roman Catholic Church and made himself head of the Church of England, how England survived an attack by largest naval fleet ever constructed and whether Elizabethan England can truly be described as a 'golden age'.

Key questions:

- Why did Henry split from Rome?
- How did the Reformation change England?
- Was Mary really 'bloody'?
- Did Elizabeth solve England's religious problems?
- Was Elizabethan England a 'golden' era?
- Why did the Spanish Armada fail?

Key Vocabulary and meanings:

- **Armada** - A fleet of warships
- **Blood Sports** - Sports that involve the killing or wounding of animals
- **Canting** - A secretive language used by sturdy beggars
- **Catholic** - A follower of Catholicism, one of the main Christian religions
- **Colony** - An area of land controlled by another country. England began to take over other countries in the Tudor era and began to have an 'Empire'.
- **Dissolution of the monasteries** - Henry VIII closed all the Catholic monasteries (places where monks lived) when he set up his own Church
- **Excommunicate** - to be expelled from the Catholic Church
- **Grammar School** - Schools for some boys that focussed on Latin and Greek
- **Martyr** - a person prepared to die for their beliefs
- **Pauper** - someone with no job who relies on charity
- **Poor Law** - A law passed in 1601 that divided the poor into four categories
- **Pope** - the head of the Catholic Church
- **Pirate** - A person who attacks and robs ships at sea
- **Privateer**- a sailor with permission to steal from foreign ships
- **Protestants** -A group of Christians that protested against the Catholic Church
- **Reformation** - The name used to describe the changes and reforms made to the Christian church in some countries such as England
- **Religious settlement** - Elizabeth I's law that established the rules for the new Church of England
- **Renaissance** - the period of time between the 14th and 16th centuries in Europe when there was a rebirth in art, literature and science
- **Sturdy beggar** - a criminal who uses tricks to get money
- **Vagabonds** - tramps or homeless people
- **Yeoman** - a farmer

Links to prior knowledge/learning:

England in the medieval period

Cross Curricular link/ World Issues

The Reformation and the origins of the split in the Christian Church

The origins of the British Empire and the slave trade

Unit and Year: KO5 Y7 What changed during the Stuart era?

Purpose of Unit

The House of Stuart (or Stewart) was a Scottish royal dynasty. Later the Stuarts also became rulers of England, uniting the two realms. The Stuart period of British history spanned 111 years, during which time there was a civil war (1642-51) and an interregnum, or a time without a monarch (1649-60). Parliament became much more powerful and the authority of the king or queen declined. You will also consider how the witch-craze of this period helps us to understand society at the time.

Key Learning/Knowledge:

- What is the real story of the Gunpowder plotters?
- Why did England fall into Civil War?
- Does Cromwell deserve to be celebrated?
- Why did we bring back the monarchy?
- What changed after the monarchy came back?
- What does the Witch-craze tell us about the 17th century?

Key Vocabulary and meanings:

- Divine Right - the belief that God appoints monarchs
- Civil War - when people from one country go to war with each other
- Parliamentarian - a supporter of Parliament in the Civil War
- Royalist - a supporter of the King in the Civil War
- Ship Tax - a tax imposed by Charles I
- New Model Army - the army established by Parliament in the Civil War
- Roundhead - a nickname for a soldier fighting for Parliament
- Cavalier - a nickname for a soldier fighting for the King
- Pikeman - a soldier who carried a long pike or spear
- Cavalry - soldiers in horseback
- Traitor - a person who betrays someone, often used to refer to someone who betrays the monarch
- Martyr - someone who dies for their beliefs
- Interregnum - the period between the reigns of Charles I and Charles II when Oliver Cromwell ruled
- Lord Protector - the name given to Oliver Cromwell when he was in charge of England
- Republic - a country without a monarch
- Restoration - when the monarch was brought back
- Familiar - the name given to a creature that supposedly helped witches

Links to prior knowledge/learning:

England in the medieval period

Cross Curricular link/ World Issues

The Reformation and the origins of the split in the Christian Church

The origins of the British Empire and the slave trade

Unit and Year: KO6 Y7 How different were the Tudors and Stuarts from us?

Purpose of Unit

In this unit we examine what life was like for people in the 16th and 17th centuries. How different were their lives from ours? We explore the lifestyles of the wealthy and the poor. We consider what they believed about crime and punishment and what they understood about illness and how to treat it. We also look at how people were educated and what the major scientific breakthroughs of the era were. You should be able to make comparison with the medieval era as well as today.

Key Learning/Knowledge:

- How did the class system work?
- How were the poor treated?
- What did people believe about crime?
- How were criminals treated?
- How far had the understanding of illness change by 1800?
- How had scientific understanding changed by 1800?
- What was education like and how different was it to today?

Key Vocabulary and meanings:

- **Classes** - groups of people with shared characteristics
- **Nobility** - those who inherited their money and land
- **Merchant** - wealthy people who lived in towns and made money from trade
- **Yeoman** - farmers who owned or rented land and employed people to work for them
- **Poor Law** - A law designed to deal with the problem of poverty in England passed in 1601
- **Pauper** - those with no jobs who relied on charity
- **House of Correction** - After the Poor Law those who were deemed lazy were sent her and forced to work
- **Grammar School** - schools for wealthy children
- **Blood Sport** - sport that involved animal fighting
- **Strolling players** - actors that travelled giving plays
- **Shin-hacking** - a popular sport
- **The Globe** - Shakespeare's theatre in London
- **Gallery** - where the wealthy sat
- **Pit** - where the poorer people stood in the theatre
- **Sturdy Beggar** - people who used tricks to gain money e.g. Counterfeit Crank or Clapper Dudgeon
- **Canting** - a slang used by sturdy beggars
- **Constable and watchmen** - people responsible for law and order in towns
- **Justices of the Peace** - people responsible for investigating crimes
- **Miasma** - the belief that smelly air caused illness
- **Great Plague** - the plague that swept through London in 1665
- **The Royal Society** - formed by Charles II this was a group of scientists who met to discuss ideas

Links to prior knowledge/learning:

England in the medieval period

Cross Curricular link/ World Issues

Shakespearean theatre

Unit and Year: KO7 Y7 How did the Atlantic Slave Trade change the world?

Purpose of Unit

The transatlantic slave trade transported between 10 million and 12 million enslaved Black Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. In this unit you will explore why the trade grew, what life was like for slaves both on board the slave ship and upon arrival in the Americas and how slavery came to be abolished.

Key Learning/Knowledge:

- What was the 'trade triangle' and how did it work?
- Who should we blame for the transatlantic slave trade?
- What was life like on board a slave ship?
- What was life like on a plantation?
- How did some slaves manage to escape?
- Why was slavery abolished?

Key Vocabulary and meanings:

- **Slave** - someone who works for no pay and is owned by another human being
- **Trade** - buying and selling - in this case the trade in human beings
- **The Americas** - North and South America (including the Caribbean)
- **Trade Triangle** - a three-legged journey cross the Atlantic Ocean which made the slave trade profitable. Slaves were taken from African to the Americas. Crops were taken from the Americas to Europe and manufactured goods were taken to Africa from Europe.
- **The Middle Passage** - the journey from Africa to the Americas by ship
- **Dysentery** - an illness caused by the filthy conditions on the slave ships that killed many slaves
- **Auction** - selling things to the highest bidder - in this case African slaves
- **Scramble** - a slave sale where the slaves were sold at a fixed price
- **Branded** - slave owners would brand their slaves using a hot iron
- **Plantation** - huge farms that grew a single crop like cotton
- **Lashed** - slaves were whipped
- **Revolt** - some slaves rebelled and fought back against their owners
- **Sugar, Cotton and tobacco** - the common crops grown with slave labour
- **Royal African Company** - a slave trading business established in the 17th century in England
- **Abolition** - another word for ending. People campaigned to abolish the slave trade
- **Underground Railroad** - not a real railway but a way of describing a network of people that helped slaves escape

Links to prior knowledge/learning:

England in the 17th-18th-19th centuries and the British Empire

Cross Curricular link/ World Issues

Prejudice and discrimination

Unit and Year: KO8 Y7 How is Seaford's history connected to the nation's history?

Purpose of Unit

Seaford has a long and interesting history. The role of the town has changed a lot over the years - sometimes it has been an important place and at other times not. Its history is closely linked to the history of this country. If you look you can see signs of the past everywhere. I hope these lessons will inspire you to look at your town in a new way

Key Learning/Knowledge:

- How has Seaford changed since the stone age?
- Why has the sea played such an important role in Seaford's history?
- How can we see the history of the UK in Seaford?

Links to prior knowledge/learning:

England from the medieval era to today

Key Vocabulary and meanings:

- Archaeological digs - archaeologists look for evidence of the past by searching for objects or 'artefacts' used by people thousands of years ago. This is particularly important when trying to find out about people who didn't write down their history.
- Stone Age - The Stone Age was a broad prehistoric period during which stone was widely used to make stone tools with an edge, a point, or a percussion surface. The period lasted for roughly 3.4 million years, and ended between 4,000 BC and 2,000 BC, with the advent of metalworking
- Iron Age - The Iron Age was a period in human history that started between 1200 B.C. and 600 B.C., depending on the region, and followed the Stone Age and Bronze Age. During the Iron Age, people across much of Europe, Asia and parts of Africa began making tools and weapons from iron and steel
- 'Seafordt' - the earliest reference to Seaford from the 5th century AD. A ford is a crossing place
- 'Cinque Port' - the people of the town were responsible for defending England against attack from abroad from the middle ages to the 18th century. In return for this responsibility the town was granted various privileges including the right to send two MPs to Parliament
- Ouse - the river that once ran into the sea at Seaford but now runs into the sea at Newhaven
- Rotten Borough - In the 18th and 19th centuries Seaford had two MPs despite being a village. This corrupt situation was changed as the UK became more democratic.
- 'Shags' or 'cormorants' - the name given to Seaford residents who stole from shipwrecks in the 18th century
- Smugglers - people who brought in goods into the country without paying tax
- Napoleonic Wars - The Napoleonic Wars were a series of conflicts between Napoleon's France and a shifting web of alliances among other European powers. The wars lasted from about 1800 to 1815, and for a brief time they made Napoleon the master of Europe.
- Martello towers - built to defend against a possible attack from the French
- Wellington - A famous soldier and politician who defeated the French at Waterloo in 1815. The pub in Seaford is named after him as he stayed there once when inspecting troops in the town.
- 'Dragon's teeth' - concrete blocks placed at Cuckmere Haven in case the Germans landed there in WW2

Unit and Year: KO9 Y7 Are we a nation of migrants?

Purpose of Unit

At the end of the last Ice Age Britain was probably uninhabited. From about 10,000BC Britain began to be populated and the earliest settlers probably came from Spain. They would have walked across what is now the English Channel. Immigration has continued over the next several thousand years and today we can describe the UK as a multi-cultural society. You will learn about these different waves of migrants and why they came to these islands. You will consider how they have changed the UK and how significant immigration has been in the nation's history.

Key Learning/Knowledge:

- Where have migrants come from?
- Why have they come?
- How have they changed the UK?
- Has migration had a positive impact on the UK?
- How significant has migration been?

Links to prior knowledge/learning:

England from the medieval era to today

Key Vocabulary and meanings:

- Migration -the movement of people from one country to another
- Immigration - when people move into a country
- Emigration - when people leave a country
- Multi-cultural - a society with many cultures from across the world
- Windrush generation - people who came to the UK from the Caribbean from the 1940s to the 1960s
- Vikings - people from Scandinavia who came to the UK from about AD 700
- Celts - It is believed that the Celts arrived at the shores of Britain at approximately 1,000BC and lived there during the Iron Age, the Roman Age and the post Roman era.
- Saxons -The Anglo-Saxons were migrants from northern Europe who settled in England in the fifth and sixth centuries.
- Huguenots -The Huguenots were members of the French Protestant Church, many of whom, in the sixteenth, seventeenth and eighteenth centuries, left their homes in France to escape persecution. More than 50,000 of these refugees came to the British Isles
- Commonwealth - The Commonwealth of Nations, simply referred to as the Commonwealth, is a political association of 56 member states, the vast majority of which are former territories of the British Empire.