

# YEAR 7 API REVISION BOOK

CLASS: .....

NAME: .....

TEACHER: .....



## WHAT IS HISTORY?

History is quite simple really – it is the study of the past! It especially focuses on humans and the civilisations which we have built over time.

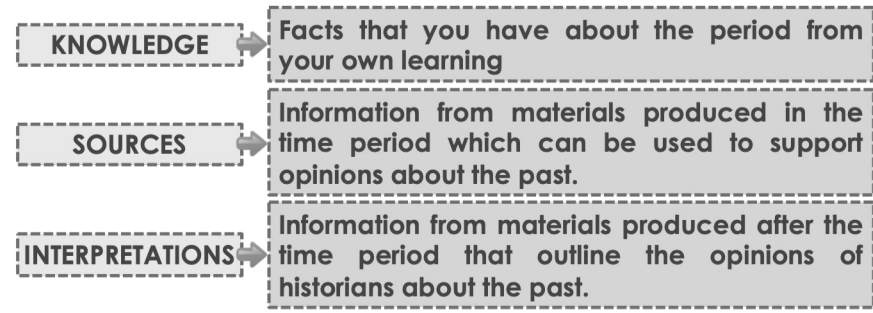
To help us organise and understand the past, we also tend to look at different themes. These include:

- **SOCIAL** history which: focuses on things to do with people such as language, religion and entertainment.
- **ECONOMIC** themes which focus on things to do with jobs, money and trade – buying and selling items.
- **MILITARY** topics which is simply anything to do with wars and armies.
- **POLITICAL** history which is another simple one – this involves power, government and laws.

## WHAT IS EVIDENCE?

**EVIDENCE** is very important to historians – it is the material we use to help us make learn and reach conclusion about the past!

However, these are different types of evidence that we can use as historians. These are:

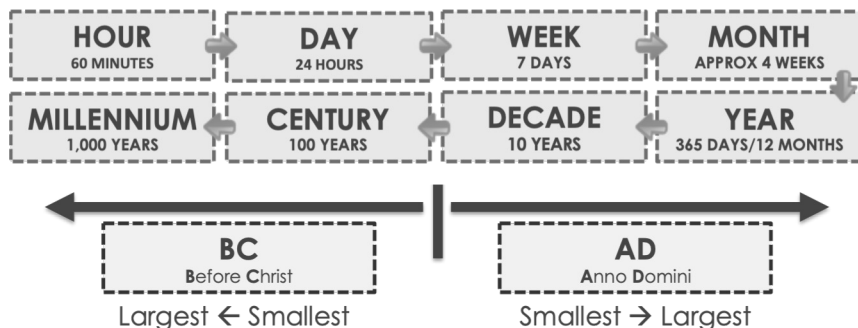


We can also divide evidence into other categories. This is especially useful for sources. These categories are:

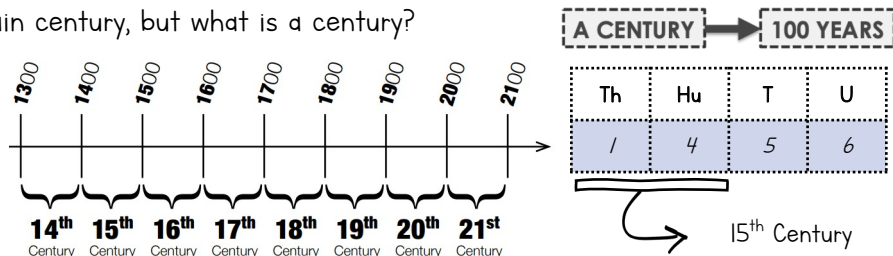
- WRITTEN • PHYSICAL
- VISUAL • ORAL

## HOW DO HISTORIANS ORGANISE TIME?

**CHRONOLOGY** means the arrangement of dates and events into the order which they happened. However, to help us do this we have some important language that we use - this is outlined below:



**CENTURIES** are pretty special to historians as well! We often say that events happened in a certain century, but what is a century?



KEY WORD	DEFINITION
SOCIAL	Things to do with people such as language, religion, etc.
ECONOMIC	Things to do with money, jobs, trade and business.
MILITARY	Things to do with war and armies.
POLITICAL	Things to do with power, government and laws.
CHRONOLOGY	The arrangement of dates into the order that they happened.
CENTURY	A period lasting 100 years.
EVIDENCE	Material/information used to learn and reach conclusion on the past.
SOURCE	Material produced at the time period studied.
INTERPRETATION	An opinion produced by an historian long after the event.



Title:

# A Timeline of Migration, 400AD to Present

Over the last 1500 years, various communities have migrated to Britain and played a sizeable role in shaping our identity and culture. Below is a timeline that provides a brief overview of some of these groups.

EARLY MEDIEVAL  
(400-1066)

After the end of the Roman Empire, Anglo-Saxon people moved to Britain from modern day Germany. Over the next 500 years, they turned a group of small kingdoms included Mercia and Wessex into one single country. This country would be known as England!

However, from the 700s 'pirate raiders' arrived; they raided the coast and took away both food and money but eventually they stayed. These Scandinavian Vikings came as both invaders and settlers – fighting many ways against the Anglo-Saxons.

LATE MEDIEVAL  
(1066-1500)

As English trade with Europe grew, more communities migrate to England. Many were economic migrants - this means that they came for trade and employment. One example of these was the Italians.

However, some came as invaders. In 1066, William the Conqueror arrived from Normandy in France and quickly took over the country. He would crown himself as King on Christmas Day. He also brought with him his language and his love of hunting!

RENAISSANCE  
(1500-1700)

Europe saw massive changes in religion which led to waves of migration across the continent. As England had abandoned the Catholic Church, many people moved here to escape persecution. An example is the Huguenots who fled France.

Exploration overseas also led to other migrants arriving – some as freeman, like John Blanke, but many as slaves forced to move against their will.

18<sup>TH</sup> AND 19<sup>TH</sup>  
CENTURIES

The growing British Empire came to control almost a 1/3 of the world and this brought many migrants from around the world to the shores of Britain.

Some arrived voluntarily, such as the Irish, due to Britain's emergence as the first industrial nation leading to jobs. However, others continued to be brought by force as slaves.

20<sup>TH</sup> AND 21<sup>ST</sup>  
CENTURIES

World wars and demands for independence led to the decline of Empire.

After 1945, many migrants from nations such as the Caribbean, India and Pakistan were encouraged to work in Britain. This led to massive movement to Britain and the arrival of many from the Caribbean known as the 'Windrush Generation'.

Furthermore, Britain's membership in the European Union saw more migration for employment – until Brexit.



Title:

# Why is Anglo-Saxon migration important to the story of Britain?

Sailing across the North Sea from Germany, Denmark and the Netherlands, three distinctive groups – the Angles, the Saxons and the Jutes – arrived in the 5<sup>th</sup> Century. Over time, the groups came to be known as the **ANGLO-SAXONS** and would have a massive influence on England.



They settled the land, becoming farmers, craftsmen and traders as well as created five separate kingdoms (see map to the left). In fact, we even get the name England from this group – the 'Land of the Angles' became England.

The Anglo-Saxons influenced the development of language in England. This language was known as **ENGLISC** and has evolved over time into the language we speak today.

For example, any place names ending with 'ton', 'ham', or 'ing' were all created by the Anglo-Saxons. This would include places like Northampton and Wolverhampton!

Additionally, we gain our names for the weekdays from them. Monday comes from 'Moon's Day', Wednesday from 'Woden's Day' and Friday from 'Frige's Day'.

The Anglo-Saxons also introduced religious change to England; they were converted from Paganism to Christianity in 597. Following this, they spread the word of God across England, building churches, cathedrals and monasteries to support the new religion as well as creating beautiful religious works of art.

The Anglo-Saxons also shaped the culture of England. Art and poems were commonly produced but the most famous is the epic poem **BEOWULF**. Shared by storytellers, this epic poem tells the story of the heroic warrior Beowulf who defends his homeland against the monster Grendel. When Beowulf kills Grendel, a fight against his mother – a dragon – follows. These powerful poems shaped many English myths, forming the basis of many stories that we still tell today.



Title:

## What can we learn about the Anglo-Saxons from source material?

### SOURCE A



The Warminster Jewel is an aestel, or manuscript pointer, with a rock crystal set in a frame of gold. At the centre is the incredibly rare lapis lazuli gemstone, which is not found in Britain.

### SOURCE B

*Then Beowulf saw among weapons an invincible sword wrought by the giants, massive and double-edged, . . . only it was so huge that no man but Beowulf could hope to handle it in the quick of combat.*

*Ferocious in battle, [he] grasped the ringed hilt, swung the ornamented sword despairing of his life -- he struck such a savage blow that the sharp blade slashed through her neck, smashed the vertebrae; it severed her head from the fated body; she fell at his feet. The sword was bloodstained; Beowulf rejoiced.*

An extract from a modern translation of the poem *Beowulf* in which the hero is fighting for his life to defeat the dragon.



Title:

## Why is Viking migration important to the story of Britain?

3

In 793AD, monks working at Lindisfarne, Northumbria were surprised by the appearance of ships that landed on the coast. Much to their horror, hordes of **VIKING** warriors poured off the ships and ransacked the area, carrying off goods to their homes in Denmark, Norway and Sweden.



The Vikings were invaders and pillagers but from 865, the Vikings began to stay in England. This led to war with the Anglo-Saxon kingdoms until Alfred the Great managed to unify the Anglo-Saxon kingdoms under his control and fought against the Vikings. After he defeated them at the Battle of Edington in 878, two kingdoms were created - one for the Vikings and another for the Anglo-Saxons.

To separate the two, the **DANELAW** was created. This led to the north of England developing different characteristics to the south.

A Viking kingdom was created in the north, centred around Jorvik (York). At its peak, it had a population of 10,000 and it connected England to the Viking trading network that covered Iceland, Greenland and even the Ukraine. This led to much trade by ships and goods flowed into the city, increasing its wealth and power.

One key difference in Viking England is found in the names they gave places; those that include 'by' or 'thorpe' were founded by the Vikings. Examples include Scunthorpe. They also developed their own language; known as **OLD NORSE**, it contained many words that we use today - such as arm, egg and same. It also contained words that have evolved over time - for example, *mistaka* became *mistake*.



Title:

## Why did West Indians migrate to the UK after World War Two?

**WEST INDIAN** is a collective term for people that originate from the Caribbean, which is sometimes known as the West Indies. It consists of island nations scattered around the Caribbean Sea, many of which were former colonies of empires in the 18th and 19th centuries.



Following World War Two, jobs and chances in the West Indies were limited as unemployment grew. For example, it is estimated that unemployment reached as high as 30% of the workforce in Jamaica.

Interestingly, due to the British Empire controlling much of the region, many West Indians had served in the British military during the Second World War. As a result, many saw Britain as a desirable place to live – one that would welcome them for the sacrifices they had made during the war.

At the same time, Britain needed workers to staff the newly-created National Health Service (NHS), run public transport such as Transport for London and help to rebuild Britain's bombed cities. The British Government, therefore, actively encouraged West Indians to migrate to support the recovery.



Title:

## How significant was the impact of the Windrush on British society?

### INTERPRETATION ONE

June 22nd 1948, the day that the **WINDRUSH** discharged its passengers at Tilbury, has become an important landmark in the history of modern Britain. The image of the Caribbean ship off its gangplank has come to symbolise many of the changes which have taken place here. Caribbean migrants have become a vital part of British society and, in the process, transformed important aspects of British life.

In 1948, Britain was just beginning to recover from the ravages of war. Housing was a huge problem and stayed that way for the next two decades. There was plenty of work, but the Caribbeans first clashed with the natives over the issue of accommodation. But alongside the conflicts and the discrimination, another process was taking place.

Excluded from much of the social and economic life around them, they began to adjust the institutions they brought with them - the churches, and a co-operative method of saving called the 'pardner' system. At the same time, Caribbeans began to participate in institutions to which they did have access: trade unions, local councils, and professional and staff associations.

By the start of the seventies, West Indians were a familiar and established part of the British population, and they had achieved more than mere survival. One indication of their effect on British life is the Notting Hill Carnival. The carnival took place in the same streets where West Indians had been attacked and pursued by baying crowds, but it began as a celebration, a joyous all-inclusive testimony to the pleasure of being alive. As it developed, it became clear that here was a British festival where everyone was welcome, and everyone who wished to had a part to play.

Throughout the seventies, the children of the first wave of post-war Caribbean migrants began to develop a 'black culture' which is now part of a black British style shared by Africans, Asians and white young people alike.

The people of the Windrush, their children and grandchildren have played a vital role in creating a new concept of what it means to be British. To be British in the present day implies a person who might have their origins in Africa, the Caribbean, China, India, Greece, Turkey or anywhere else in the spectrum of nations.

Ireland's population grew rapidly over the early 19<sup>th</sup> Century, increasing from 4.75 million in 1791 to 8.18 million in 1841.

Rebellions in the late 1790s against Britain led to rule changes.

The Act of Union (1800) merged the Irish parliament with the British version to create the United Kingdom of Great Britain and Ireland.

Over the 16<sup>th</sup> and 17<sup>th</sup> centuries, wars erupted across the British Isles which led to England gaining direct control of Ireland.

This also saw the introduction of English Protestants to Ireland, particularly in areas where land was good for farming.

The Great Famine, or the Potato Blight, of 1845–1851 killed upward of 1 million Irish men, women, and children, and forced another million to migrate.

Most of Ireland farmed for a living and a common crop grown was the potato.

In 1800, it is estimated that 1 in 3 Irish people relied on the potato as a core part of their diet.

## SOURCE A



An illustration produced by the artist James Mahony for *The Illustrated London News* in 1847. It shows a scene at the town of Skibbereen, Cork during the Great Famine.



Born around 1028 in Falaise, Normandy (in modern-day France), William was the illegitimate son of Robert I, Duke of Normandy. His mother was Herleva, a tanner's daughter. This earned him the nickname 'William the Bastard'.

At the age of seven, William became the Duke of Normandy, which meant that he controlled the strongest part of France. During his early years as Duke, William faced rebellions from Norman nobles who sought to challenge his power. At age 19, he defeated many of these powerful enemies at the Battle of Val-ès-Dunes (1047) which showed his military skills and leadership.

To further strengthen his position as Duke of Normandy, William married Matilda of Flanders in 1053. By marrying Matilda, William secured a friendship with Flanders that brought resources and support to help William in his next goal – becoming the King of England.

His desire to be King of England came from his close links to Edward the Confessor, who lived in Normandy from 1016 to 1041. William claimed that Edward promised him the English throne in 1051 and this was followed up when Harold Godwinson also visited Normandy while in exile and promised to support William's claim.

### SOURCE A

William, Duke of Normandy, never allowed himself to be deterred from any enterprise because of the labour it entailed. He was strong in body and tall in stature. He was moderate in drinking, for he deplored drunkenness in all men. In speech he was fluent and persuasive, being skilled at all times in making clear his will. He followed the Christian discipline in which he had been brought up from childhood, and whenever his health permitted he regularly attended Christian worship each morning and at the celebration of mass.

*An extract from *Deeds of the Dukes of the Normans* written by William of Jumieges in 1070.*

### SOURCE B

Duke William excelled both in bravery and soldier-craft. He dominated battles, checking his own men in flight, strengthening their spirit, and sharing their dangers.

William was a noble general, inspiring courage, sharing danger, more often commanding men to follow than urging them on from the rear. The enemy often lost heart at the mere sight of this marvellous and terrible knight

*An extract from *The Deeds of William, Duke of Normandy* written by William of Poitiers in 1071.*



Title:

# Who opposed William's claim to the throne?

## HAROLD GODWINSON



Harold Godwinson was the Earl of Wessex and one of the most powerful men in England. However, his family had not always had a good relationship with the previous King, Edward the Confessor. This is shown in the 1040s when Godwinson's family were banished from England for a year before forcing their way back and making Edward the Confessor marry his sister, Edith.

As the Earl of Wessex, Godwinson was expected to be a capable military commander. He was a powerful and experienced leader; he had crushed Welsh uprisings in 1063 by chopping off the leader's head.

He also served as the Deputy King, or Sub-Regulus, which gave him tremendous power. As the only Englishmen, the important nobles and bishops backed his claim and wrote that King Edward supported Harold's right to the crown.

## EDGAR AETHLING



Related to Edward the Confessor by blood, Edgar was the nephew of the previous King. His nickname shows this as 'atheling' means of royal blood.

King Edward the Confessor had a good relationship with the family that Edgar came from. He had earlier sent for Edgar's father, Edward the Exile, but unfortunately Edward the Exile died before he could reach England. This meant that Edgar had lived in England under the care and guidance of his uncle, King Edward the Confessor, since he was six years old.

In 1066, Edgar was only 15 years old which meant that he had little experience of matters relating to being a king, or even a warrior. This was partly because King Edward the Confessor made little effort to prepare him for the demands of being a King.



Title:

# Why did William win the Battle of Hastings?

## THE ANGLO-SAXON ARMY VS THE NORMAN ARMY

2,500 Housecarls

### FYRDSMEN

Mobile but less experienced and equipped. They had a sword and javelin as well as good army but the general fyrd relied on farming tools like pitchforks and scythes. Totalled around 6,000 individuals - none of which were archers.



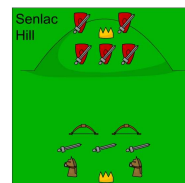
2,000 - 3,000 Knights

### FOOT SOLDIERS

Not trained to fight in co-ordination with the knights but some had chainmail armour, shields and javelins or swords.

### ARCHERS

Had padded jackets as armour (called gambesons). The most skilled could kill a man from 180 metres away



William had to get the English off the top of the Hill. He ordered some of his soldiers to run away down the hill as if they were retreating. This tactic was known as **FEIGNED FLIGHT**. Some of the English, thinking they were winning, charged down the hill after the Normans.

William saw this was his chance to win so kept repeating the trick of feigned flight. The English fell for it repeatedly, each time weakening the shield wall

As the sun set on the 14<sup>th</sup> October, Godwinson was killed and the battle lost. Some said he died by an arrow to the eye whilst others reported that he was hacked to death.

There are TWO themes that helped William win the Battle - Godwinson's Weaknesses or William's Skill.

- William's army were well-equipped, well-rested and had a full range of soldiers including foot soldiers, archers and cavalry.
- Godwinson had rushed south to fight William, marching over 200 miles and fighting with no rest. He also had abandoned his archers
- William recognised that Godwinson's men were not well-trained so used the tactic known as 'feigned flight'.
- Godwinson lost control of his men as they charged after the retreating soldiers of William's army.





Title:

# How did castles "hammer" England into submission?

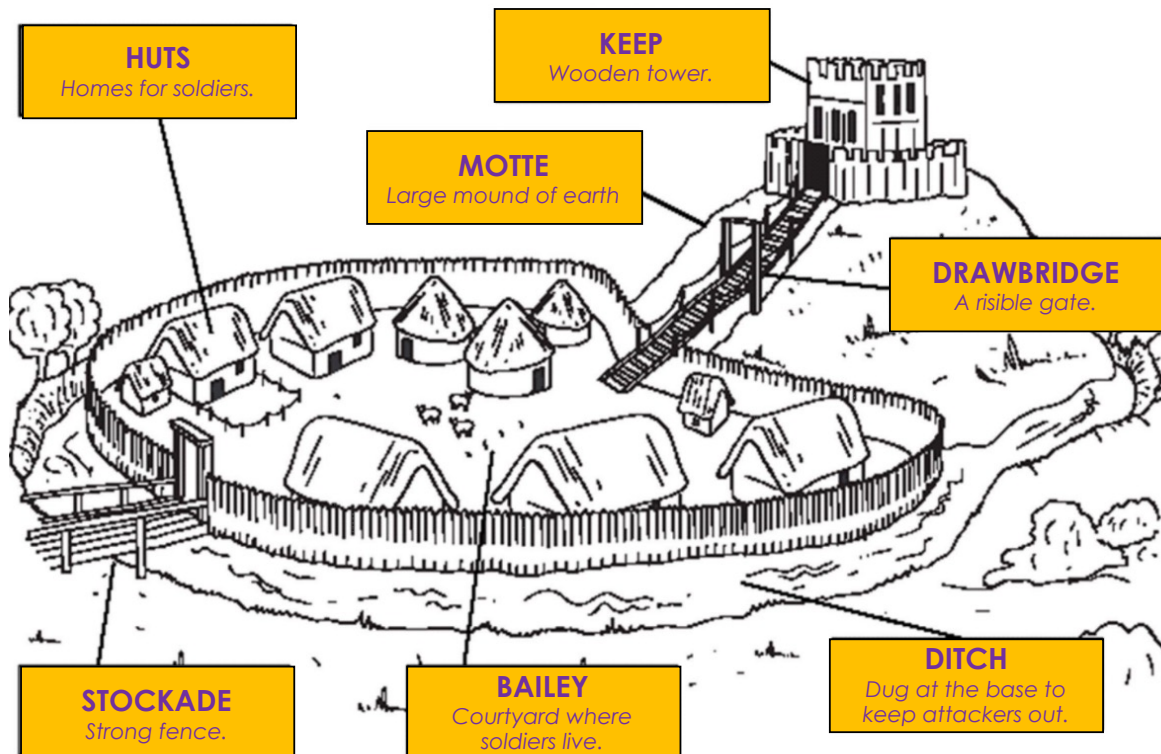
The first castles built by William were made of wood and took little time to construct. They were known as **MOTTE AND BAILEY** castles.

They were intended to keep out enemies as well as to protect people, horses and local treasures. As they were usually spaced 30 miles apart, William could keep close control of areas that presented him a threat.

They were built at key locations around the country to help William protect his new kingdom. Places like river crossings, roadways and towns were all used as locations from which the baron could rule an area on behalf of the King.

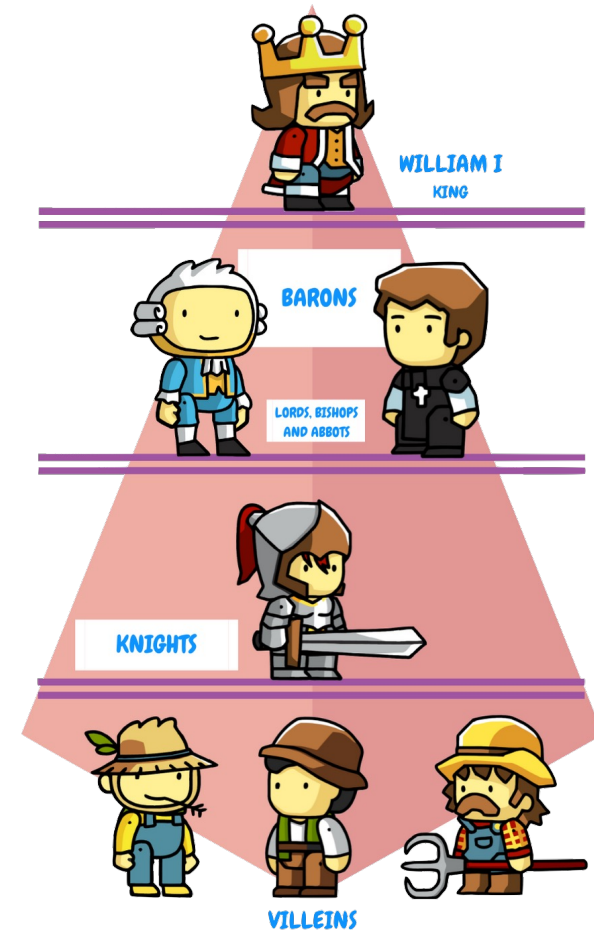
William built his castles in places that he felt most threatened; at the beginning of his reign this meant the border regions with Wales but over time this grew to include anywhere that people opposed him. For example, following a rebellion in 1068 he built a castle at Stafford.

It is important to understand that William built castles to secure his own power – not to protect towns. They literally overshadowed all buildings as used castles to “hammer” England into submission.



Title:

# How did feudalism "hammer" England into submission?



To help William rule England, he introduced an entire new hierarchy known as **FEUDALISM**. This system was built on two ideas – land and ‘service’ – and everyone had a clear rank with role and responsibilities in it. If they failed to fulfil their role, they were punished.

The King was the boss of England! He defended the country, and passed good laws as well as owned all land and granted it to people in return tax or service.

The Barons helped in decision making; but did not own land now. Instead, they were granted it by the King in return for a payment or providing service of knights.

**KNIGHTS** controlled small areas of land in return for providing 40 days of service as a warrior to the King per year.

**PEASANTS** provided the service of labour (work) for the local knight or baron in return for a small section of land to grow their own food. They had no freedom and were not allowed to do anything without the permission of the local lord.



Title:

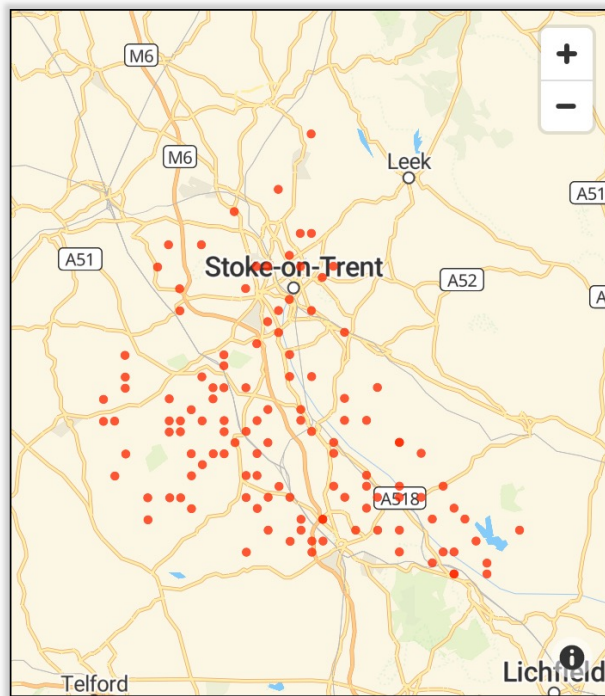
# How did the Domesday Book "hammer" England into submission?

Starting in December 1085, William the Conqueror ordered that a detailed survey of land, wealth and assets be completed. He sent out knights and priests as 'commissioners' to collect and record this information. The end result was the publication of two giant volumes in 1086. It contained records for 13,418 settlements spread across England. Whilst William did this in order to support his own efforts to collect tax, the information it contains has become incredibly useful to historians.



The **DOMESDAY BOOK** shows us the different types of people who lived in England. We can see that most of the people were villeins who earned their living by farming. It also shows that some people lived in towns that were small by today's standards. These people worked at different trades or had market stalls.

It also shows us the wealth found in England in the 1080s. The total value of the land recorded in the survey was about £73,000. In modern money, this would be over £150 million.



A map showing the locations of entries in the Domesday Book for the area immediately around what is now Stoke-on-Trent. In 1086, this was known as Pirehill.



Title:

# What about the Harrying of the North?

Following the actions of Edgar Atheling, William took quick and brutal actions; he destroyed the north of England in an event known as the **HARRYING OF THE NORTH**.



William's forces destroyed crops, livestock, and infrastructure across the entire north of England. Villages, towns, and farmlands were laid to waste, leading to famine and displacement of the local population.

The effects of the famine were long-lasting, with estimates suggesting that the population of the region was reduced by up to 25%. This meant that an estimated 100,000 people died.

The economy of the north was also destroyed by the Harrying; by 1086, 60% of the land in Yorkshire had no farming conducted upon it. This shows that the north saw a massive collapse because of the event.



Whilst it was negative for ordinary people, the Harrying did enforce William's control. The Vikings lost support along with the Scottish as people were simply too scared to support any further rebellions against William due to his brutality.

KEY WORD	DEFINITION
ANGLO-SAXON	A group of people from Germany, Denmark and the Netherlands who migrated to England in the 5 <sup>th</sup> Century.
ENGLISC	The language developed and introduced to England by the Anglo-Saxons.
BEOWULF	An epic poem created by the Anglo-Saxons that has heroes and monsters.
VIKING	A group of people from Denmark, Norway and Sweden who started to migrate to England from the 9 <sup>th</sup> Century.
DANELAW	The area that separated the Anglo-Saxon and Viking kingdoms. It was created after decades of war.
OLD NORSE	The language of the Vikings that was used in Northern England.
WEST INDIAN	A collective term for people that originate from the Caribbean.
WINDRUSH	The name of the ship that brought Caribbean/Commonwealth people to Britain in 1948.
NOTTING HILL CARNIVAL	The name of a celebration held annually in the Notting Hill area of London to celebrate the Commonwealth community residing in area.
FEIGNED FLIGHT	The tactic used by William at the Battle of Hastings that saw him pretend to retreat before launching a counterattack.
MOTTE & BAILEY	A wooden castle built by William to help control England after the Battle of Hastings.
FEUDALISM	A hierarchy introduced by William that gave everyone clear roles and responsibilities in society under his command.
KNIGHTS	A position in feudalism that provided 40 days of service a year to the King as a warrior fighting on horseback.
PEASANTS	The lowest position in feudalism that provided their skills as workers to the people above them in return for land.
DOMESDAY BOOK	A document produced by William in 1086 that outlined land ownership, wealth and other information for the King to use.

KEY WORD	DEFINITION
HARRYING OF THE NORTH	An event between 1070-1071 in which William brutally destroyed the north of England due to rebellion.