

COMMON ENTRANCE • KEY STAGE 3

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ISEB
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CE

13+

History

Revision Guide

Ed Adams


Boost

**GALORE
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Introduction

This revision guide covers all three periods of the ISEB Common Entrance 13+ History specification:

- Medieval Realms: Britain 1066–1485
- The Making of the United Kingdom: 1485–1750
- Britain and Empire: 1750–1914

The material is arranged in chronological format. This, we believe, is the clearest, simplest and most useful way of learning the subject, and we hope it works for you.

This book will give you all the facts you need to know, and you should learn them thoroughly, but your success in the exam will depend on what you do with these facts. Do read the section ‘The specification and your exams’ (see the next page), which will give you advice on how to write strong answers in the exam and how to revise most effectively. You will also find many opportunities throughout this book to test both your knowledge of the facts and your skill at writing answers.

History is a fascinating subject but has gained a reputation for being one of the harder ones to tackle. It can certainly be challenging, but need not be impossible. A good grasp of the skills that make a good historian will show your future teachers – and perhaps, future employers – that you have the necessary discipline to succeed in plenty of areas. So, make the most of this opportunity to show them. Good luck!

How to use this book

Read a page of this book, then cover it up and write down as many of the ideas as you can remember. Then look at the page again.

Throughout the book, you will find the following:

Revision tip

Revision tips will give you suggestions about different tools you can use to help you remember the key facts, events, dates and so on. Everybody learns differently and these boxes will give you some ideas on different approaches you can use. Although they are only suggestions, they will hopefully help you to discover ways that work for you. All these tips are adapted from *Study Skills* by Elizabeth Holtom, published by Galore Park, and you can get details of all the different suggestions, as well as finding out what sort of learner you are, from that book.

Essay questions

Try the sample essay questions. These are written in exactly the same way as the questions in the exam. Suggested answers are given at the back of the book.

Located towards the end of each chapter, ‘Make sure you know’ sections contain a summary of the things you really need to know.

Test yourself

Once you have finished reading a chapter, try the test yourself questions. This will show whether you have remembered the historical facts. Check your answers against those at the back of the book. Keep doing this over time to check that you have retained the information.

Use the **family trees** (see pages 130–6) to see how the important historical figures are related to each other. This will help you to understand the tricky issues surrounding royal succession.

Practice makes perfect, so get a copy of *Common Entrance 13+ History Exam Practice Questions and Answers*, also published by Galore Park. It contains lots of unseen evidence and essay questions, giving you plenty of opportunities to develop your answer-writing skills.

The specification and your exams

The new specification

The examination based on the new specification comes into force in November 2022. The specification can be found on the ISEB website: www.iseb.co.uk. The specification covers English and British history from 1066 to 1914 and is divided into three named time periods:

- Medieval Realms: 1066–1485
- The Making of the United Kingdom: 1485–1750
- Britain and Empire: 1750–1914

In each of the three time periods, there are three Common Areas:

- war and rebellion
- leadership
- life and change

The new exam format

The time provided for the examination paper is 60 minutes. In that time, you must attempt:

- the unseen evidence question
- **ONE** essay question.

It is suggested that you spend **5 minutes** reading and planning, **20 minutes** answering the unseen evidence question and **35 minutes** answering the essay question.

The unseen evidence question (20 minutes/20 marks)

The unseen evidence question consists of two historical sources. The sources are unseen, meaning that no background knowledge of the content is needed in order to attempt the question. The sources may be contemporary, more modern or a combination of both. They may be from a period in history you have studied or from the ancient or modern eras. The examples used in this book are, however, based on material from the periods 1066 to 1914. While no background knowledge is required, this will allow the questions to fit in with many of the topics you will be studying, while still providing practice in the skills needed to work with historical sources.

The unseen evidence question is divided into three parts:

- 1 The first will ask a question about the first source and is worth 2 marks.
- 2 The second will ask about how the second source compares to the first and is worth 4 marks.
- 3 The third part will ask about the usefulness of the sources and is worth 14 marks.

In this question, you will be expected to demonstrate the following skills:

- comprehension in your answer to the first part
- source comparison, including understanding provenance, in the second part
- evaluation of the utility of the sources in the third part

Comprehension means understanding the content of the sources. Without understanding, you cannot offer any meaningful responses. Regular practice with appropriate sources will develop skills and techniques in this area.

Comparison means identifying a clear theme or idea in both sources to compare. You should get into the habit of cross-referencing sources focusing on one particular idea. You must consider the **differences** as well as the **similarities**. Above all, be absolutely clear about what you are trying to compare as otherwise your answer will be muddled.

Utility means **usefulness**. In evidence questions, utility means how useful a particular source is **for a particular purpose**. As all sources are useful in some way, you must determine if the source is useful in terms of the question that is set in the examination. To assess this, you need to consider the **content** and **provenance** (who produced the source, when and why). If a source has a trustworthy provenance or origin – that is, the person who wrote it has some knowledge or experience of the topic they are writing or talking about – then the chances are the source will be reliable. But be careful – reliability and usefulness are not the same thing! Even if it is reliable, a source may not necessarily be useful for a specific question. A source that is not very reliable may still have some use, but a reliable and relevant source will be the most useful.

Allocating your time

On a practical note, these three parts of the unseen evidence question demand you take real care in how much time you take to answer each. A good rule of thumb is that you spend no more than one minute for each mark the question is worth.

Another way of looking at this is that a mark is worth roughly one line of writing. This means that:

- your answer to the first question should be a sentence or two
- your answer to the second question should be a short paragraph
- your answer to the third question should be half a page, or two paragraphs.

The essay question (35 minutes/30 marks)

In the exam there will be nine essay questions: three in each time period, including one for each Common Area. You will need to answer all three parts of **ONE** essay question. The topic for each question is set for each academic year and can be found on the ISEB website. The three parts of each question are as follows:

- a) The first part of the question, part a), is worth **8 marks** and will ask you to pick out two significant events, causes or consequences. This will mean that you do not need to write the whole story or narrative of an event, but you will need to show an overall understanding of it in order to produce a well-constructed paragraph about two significant events, causes or consequences.
- b) The second part of the question, part b), is worth **8 marks** and will ask you to use your judgement to choose what you think is a most important cause, event or consequence. To answer this well, you will also need to use your knowledge to explain your judgement and create a well-reasoned paragraph.
- c) The third part of the question, part c), is worth **14 marks** and will ask you to comment on a statement on your selected topic. It will not be enough merely to agree or disagree with the statement, you must clearly show how you came to your conclusion. A very useful approach when answering this part of the question is to create an argument for and against the statement before coming to a clear conclusion. Your answer should be at least two short paragraphs.

Allocating your time

Again, you must be careful with the timings of your answers. Aim to spend 8 minutes each on the first two parts of the question, leaving 19 minutes to answer the third part and check through your answers. When you write, try to introduce, produce (answer the question) and conclude in each part. Remember that you are not being asked to write down everything you know about a topic, but to show how you can use your knowledge to answer a particular question.

Tips on revising

Get the best out of your brain

- Give your brain plenty of oxygen by exercising. You can revise effectively if you feel fit and well.
- Eat healthy food while you are revising. Your brain works better when you give it good fuel.
- Think positively. Give your brain positive messages so that it will want to study.
- Keep calm. If your brain is stressed it will not operate effectively.
- Take regular breaks during your study time.
- Get enough sleep. Your brain will carry on sorting out what you have revised while you sleep.

Get the most from your revision

- Don't work for hours without a break. Revise for 20–30 minutes, then take a five-minute break.
- Do good things in your breaks: listen to your favourite music, eat healthy food, drink some water, do some exercise and juggle. Don't read a book, watch TV or play on the computer; it will conflict with what your brain is trying to learn.
- When you go back to your revision, review what you have just learnt.
- Regularly review the facts you have learnt.

Get motivated

- Set yourself some goals and promise yourself a treat when the exams are over.
- Make the most of all the expertise and talent available to you at school and at home. If you don't understand something, ask your teacher to explain.
- Find a quiet place to revise and make sure you have all the equipment you need.
- Organise your time so that you revise all subjects equally.

Medieval Realms: Britain 1066–1485

1 The Norman Conquest

1.1 Background to the Conquest

On the death of Edward the Confessor on 5 January 1066, three men claimed the crown of England:

- Harold Godwinson
- William, Duke of Normandy
- Harald Hardrada, King of Norway.

Harold Godwinson

- The largest landholder in England, and Edward's most powerful noble.
- His family had helped to put down the Welsh invasion of England in 1063.
- Harold was promised the throne by Edward the Confessor on his deathbed.

William, Duke of Normandy

- The illegitimate son of Robert, Duke of Normandy, and Herlève, the daughter of a tanner. Through his father, he was a distant cousin of Edward.
- William's father died when William was only eight years old.
- William had escaped two attempts to murder him.
- He was a very successful and ruthless ruler.
- William claimed that Edward had promised him the throne during a visit to England in 1052.
- William also claimed that Harold had sworn an oath over holy relics that he would support William's right to the English throne.
- When Edward named Harold as his successor, it was viewed as if a sacred oath had been broken. When William invaded, he saw his invasion as a religious crusade to punish Harold. This argument helped William to win the support of Pope Alexander II.

Harald Hardrada, King of Norway

- Harald was the King of Norway and supported by Harold's brother, Tostig.
- His claim was based on the argument that Edward the Confessor had taken the English throne that had rightfully belonged to his father.
- Hardrada had the support of his army and was a feared warrior.

1.2 Preparations for the invasion

Harold Godwinson was confirmed as King by the Witan (the council of important earls and bishops) and crowned on 6 January 1066. He spent the spring and summer of 1066 preparing for an invasion by William or Harald Hardrada.

- Harold remained in the south with his army, guarding the coast closest to France.
- Earls Edwin of Mercia and Morcar of Northumbria were left in the north with their army, to guard against a Viking invasion.
- Meanwhile, the wind was favourable for Harald Hardrada's army to sail from Norway.
- Hardrada's army defeated Edwin and Morcar at the Battle of Fulford Gate on 20 September.
- On hearing of the invasion, Harold decided to march his army north. They arrived to catch Hardrada by surprise, at Stamford Bridge near York.

The Battle of Stamford Bridge, 25 September 1066

- In the fighting, both Harald Hardrada and Tostig were killed.
- Meanwhile, the wind had changed, allowing William's army to sail across the Channel.
- The Normans landed at Pevensey on 28 September.
- Harold was still in the north when he found out about the Norman landing. His army was exhausted and many had been killed at Stamford Bridge.
- Harold decided to rush south and reached London on 6 October. Hardly pausing, he continued south, while the Normans marched north from Pevensey to meet him.

1.3 The Battle of Hastings, 14 October 1066

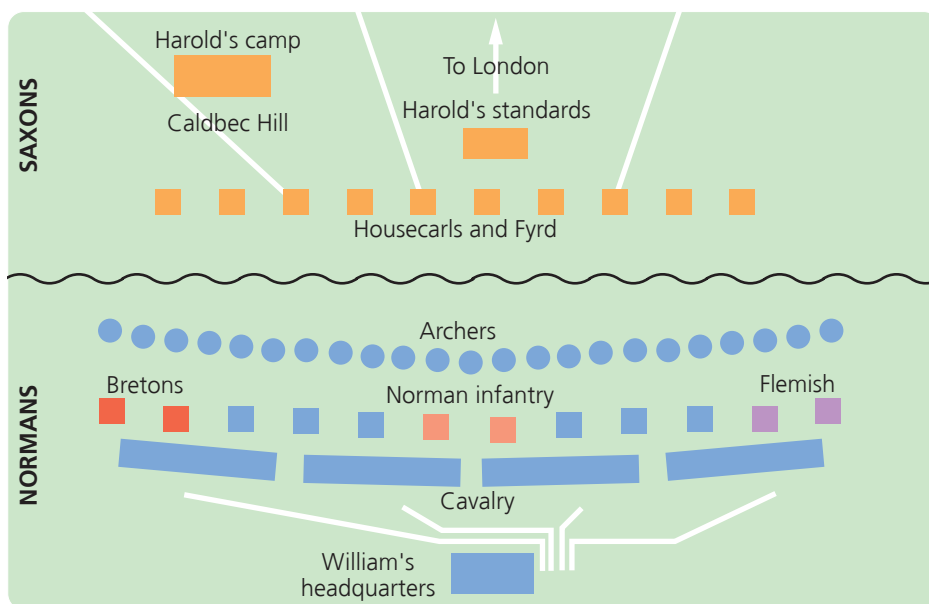


Figure 1.1: Plan of the Battle of Hastings

- 1 The two armies met on the morning of 14 October, at a place outside Hastings called Caldbec Hill. Each side numbered around 8,000 men. The English formed a shield wall about 1 kilometre long along a ridge at the top of the hill. William's army formed three divisions in the valley below. The Bretons were on the left flank, the Normans in the centre and the Flemish on the right.

- 2 The Norman archers began by firing into the English line, but with little effect. The Norman foot soldiers then advanced up the hill to attack the English by hand, but they were unable to break the shield wall. The Norman knights then advanced. Still the shield wall held, and the knights retreated.
- 3 The Breton soldiers on the left flank of William's army decided to retreat hurriedly and ran back down the hill. When some of the ill-disciplined English fyrd broke ranks to follow the Bretons down the hill, the Norman knights regrouped and killed them.
- 4 William took advantage of this by having his men pretend to retreat at least once more, bringing more fyrd down to be slaughtered.
- 5 As the English shield wall was weakened, Harold's brothers Leofwine and Gyrth were killed. In one final assault in the late afternoon, the Normans managed to collapse the shield wall and reach the King's position.

Results of the battle

- Harold was killed, and the English army fled.
- It wasn't until William had marched around London, burning and destroying everything in his path, that the remaining English surrendered.
- William was crowned King on Christmas Day, 1066.

Revision tip

The flow chart on the opposite page shows why William won the Battle of Hastings rather than Harold. It summarises the key points, using abbreviated words and bubbles. Copy and complete it using your own knowledge.

Why William won the Battle of Hastings

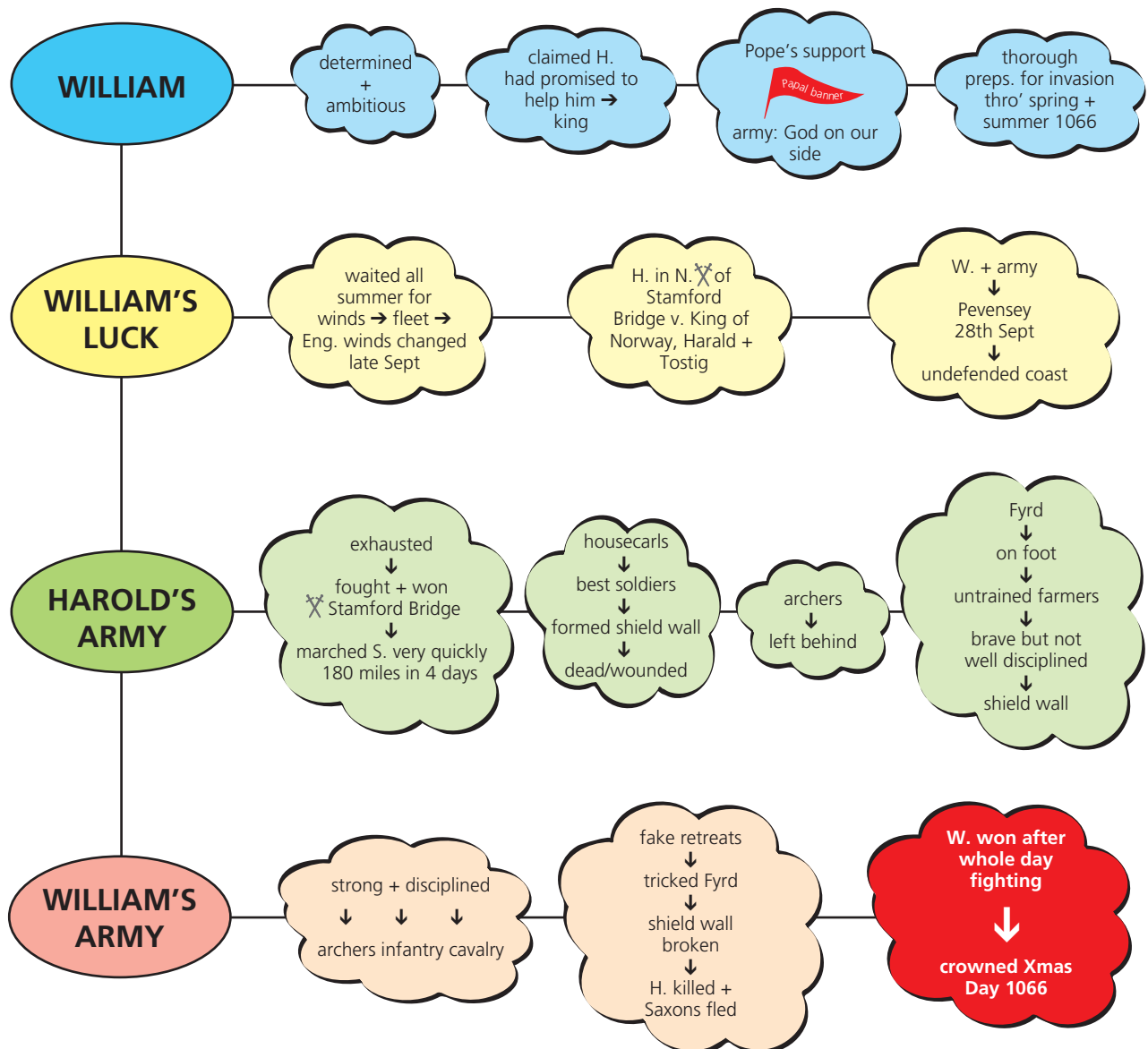


Figure 1.2: Why William won the Battle of Hastings

Make sure you know

- ★ The three main claimants to the crown of England in 1066.
- ★ The preparations made by Harold and William before the invasion of England.
- ★ The events of the Battle of Hastings.

Test yourself

Before moving on to the next chapter, make sure you can answer the following questions. The answers are at the back of the book.

- 1 According to William, what did Edward do in 1052 that entitled the Duke to the throne of England?
- 2 Which member of Harold Godwinson's family supported Harald Hardrada?
- 3 Where and when did the Normans land in England?
- 4 Where and when was the battle fought between Harold and William?

2 Conquered England

William I needed to make sure that he could maintain control over the English, keeping them loyal to him and putting down any rebellions.

2.1 William I and the feudal system

The feudal system was a system of controlling the different levels of society and making sure that the King could raise an army when one was needed.

- William claimed all the land in the kingdom, much of which was taken from the families of prominent Saxons who had died at Hastings.
- William gave land to his barons in return for their loyalty.
- The barons gave some land to knights, who similarly paid homage and had to be ready to fight for them.
- Peasants called villeins worked on the land belonging to the knights. They had to be available for military service when required.
- Serfs were peasants owned by the knights, at the bottom of the feudal system.

The feudal system

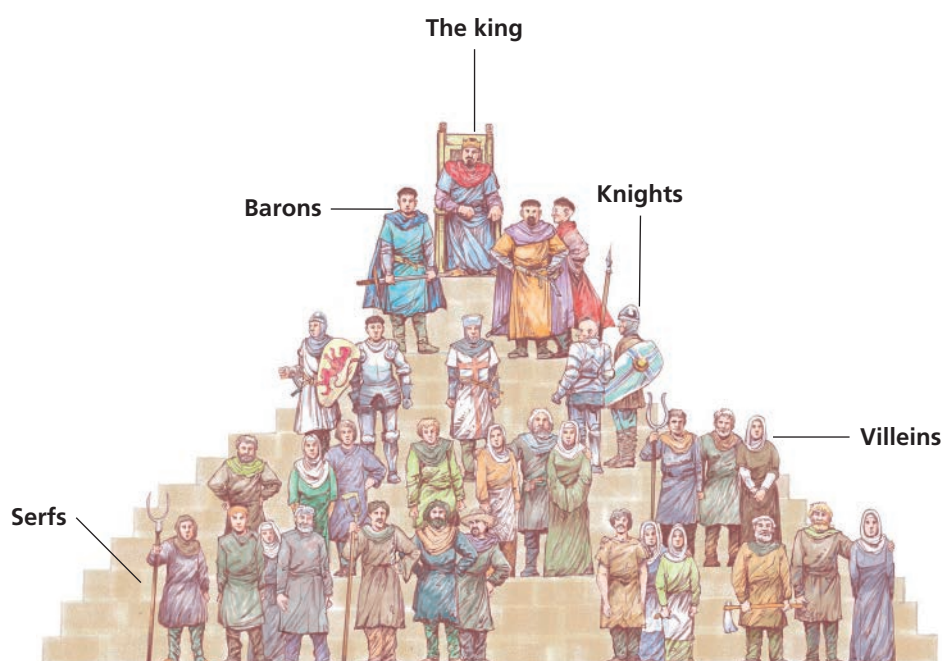


Figure 2.1: The feudal system

Essay question

Try this sample essay question for yourself. A suggested answer is given at the back of the book.

‘William I’s strategy of making his nobles swear loyalty to him was a success.’ How far do you agree with this statement?

(14 marks)

2.2 Revolts and rebellions

William allowed some important Englishmen to keep their positions, as long as they swore fealty (loyalty) to him, but he soon regretted this decision.

- In 1069, the English earls Edwin of Mercia, Morcar of Northumbria and Waltheof of the East Midlands rebelled with the help of a large army led by King Swein of Denmark, taking the city of York.
- William bribed Swein’s brother to leave York, then his army retook the city.
- In revenge, William ordered that huge areas of Yorkshire be laid waste. This became known as the ‘Harrying of the North’.

2.3 New buildings

To keep control over the people, the Normans introduced the castle to England.

- The first were motte and bailey castles. They were easy and quick to build, using local workers and materials. However, being wooden, they could be burnt down and would rot over time.
- See page 28 for more on the development of castles.

2.4 Domesday Book

The Domesday Book recorded the results of a nationwide survey ordered by William.

- As a Viking invasion seemed likely, William wanted to know exactly how much taxation money he could raise to form an army to defend his lands from the threat overseas.
- He also wanted to check if his barons had taken more land than he had given them.
- Royal officials recorded the size, resources, and past and present owners of the land in England.
- The Domesday Book was presented to William on 1 August 1086.

2.5 The Church

- In 1070, William sacked Stigand, the Saxon Archbishop of Canterbury, and replaced him with Lanfranc, a Norman bishop.
- William made sure the Church in England was now more closely controlled by the King rather than the Pope.
- In 1075, William refused to swear an oath of fealty to the Pope.

2.6 Saxon systems

- William continued the Norman system of taxation and coinage.
- The city of London was allowed to keep all of its privileges.
- William set up the Great Council which was similar to the Witan that Anglo-Saxon kings had used.

Make sure you know

- ★ How the feudal system worked.
- ★ The main English revolt against William, and how he dealt with it.
- ★ The features of the castles the Normans introduced to England.
- ★ The reasons for, and information contained within, the Domesday Book.

Test yourself

Before moving on to the next chapter, make sure you can answer the following questions. The answers are at the back of the book.

- 1 What class of peasant was at the very lowest level of the feudal system?
- 2 Which northern city did Edwin, Morcar and Waltheof take from the Normans?
- 3 What was the first type of castle that the Normans introduced to England?
- 4 Whom did William appoint as Archbishop of Canterbury in place of Stigand?

3 Religion in medieval England

3.1 The Church

In the Middle Ages, the Church influenced every part of the life of every person.

- The church building was the centre of village life, providing a space for commerce and socialising, as well as for religious services.
- Nearly everyone went to church every Sunday.
- The Church created special celebration days known as Feast Days that were holidays.
- Priests preached that those who followed their religion would go to Heaven. Otherwise, they would go to Hell. The people were reminded of Hell by murals painted on the church walls.
- Mass was spoken in Latin, which only the educated could understand.
- The village priest would baptise babies, marry couples and bury the dead.
- A bishop was based in a cathedral. He was a significant landholder and was able to raise Church taxes called tithes.
- The bishops were controlled by the two archbishops of Canterbury and York. The Archbishop of Canterbury was the head of the Church in England.
- The head of the worldwide Church was the Pope, usually based in Rome.
- The Church was very rich, and it owned a lot of land.

3.2 Monasteries and nunneries

Some churchmen and women lived in monasteries and nunneries. Monks and nuns were supposed to follow the rules of their order, for example the Rules of St Benedict.

The three most important Rules of St Benedict were:

- Obedience: following God's will, through the authority of the Church leaders.
- Poverty: not owning any earthly possessions.
- Chastity: not having relationships with the opposite sex, marrying or having children.

A typical day for a Cistercian monk would have been:

- 2 a.m.: Vigils, the night service, with reading and prayers until dawn.
- Dawn: Lauds, a short service.
- 6 a.m.: Prime, another service, followed by Mass.
- 7 a.m.: Chapter, readings, confessions, work and study.
- 9 a.m.: Tierce, a short service.
- 10 a.m.: Reading and writing.
- Noon: Sext, a short service and then lunch.
- 3 p.m.: Nones, another service, followed by work.
- 6 p.m.: Vespers, an evening service, followed by prayers.
- 7 p.m.: Collation, one monk reading aloud to others.
- 8 p.m.: Compline, the final service of the day, then bed.

The role of monks and nuns

Monks and nuns had a vital role to play in society.

- They provided education for youngsters who joined the order, teaching them to read and write.
- Monasteries had large libraries full of books, which monks copied out to prevent old knowledge being lost.
- Monasteries had systems of hot water, drainage and sewerage.

- Some monks cared for the sick and became experts in medicine and basic surgery. Some gave food to the poor and shelter to travellers, and employed local people as servants.
- Local people gave the Church gifts of money because they believed that this would secure them a place in Heaven.
- If the monastery became too wealthy, the rules of St Benedict were sometimes forgotten and some monks began to live with more luxuries.

Revision tip

You could try using an index card to help you remember the typical day of a monk. Put the times on the front of the card and your answers on the back.

Or, to remember the names of the services, why not try a mnemonic – try making up one of your own or use the ones below. The sillier and more memorable, the better!

Very Lucky People Can Tango: Vigils, Lauds, Prime, Chapter, Tierce

Sometimes Nice Vets Cuddle Cats: Sext, Nones, Vespers, Collation, Compline

Essay question

Try this sample essay question for yourself. A suggested answer is given at the back of the book.

'The Church was not important to ordinary people in medieval times.' How far do you agree with this statement? (14 marks)

Make sure you know

- ★ The role of the Church and its influence on the lives of ordinary people.
- ★ The rules and daily life in the monasteries and nunneries.
- ★ The impact of the monasteries and nunneries on society.

Test yourself

Before moving on to the next chapter, make sure you can answer the following questions. The answers are at the back of the book.

- 1 Why were church walls decorated with murals?
- 2 How might an increase in its wealth lead to a monastery breaking the rules of St Benedict?
- 3 How did monasteries help young people in society?

4 From civil war to Henry II

- William I had three sons: Robert, William and Henry.
- On his deathbed, William I declared that Robert would become the Duke of Normandy and William the King of England.
- William II was king from 1087 to 1100, and was then succeeded by his brother Henry I, from 1100 to 1135.

4.1 Matilda

Henry had one legitimate son, named William, but in 1120 the young prince was drowned when his ship sank in the English Channel.

- Henry therefore wanted his daughter Matilda to become queen. His barons were very reluctant to agree because she was a woman.
- Henry arranged for Matilda to marry Geoffrey Plantagenet, hoping that Geoffrey would support her as queen.
- The barons were eventually persuaded to give Matilda their support.
- Henry I died fighting a campaign in France in 1135.

4.2 Stephen (1135–54) and Henry II (1154–89)

Stephen and Matilda

Stephen, the Count of Blois, was the grandson of William the Conqueror.

- When Henry I died in 1135, Stephen declared himself Duke of Normandy and rushed to England to claim the English throne as well.
- Henry's daughter, Matilda, sailed from France in 1139 and began to raise an army. However, when she marched on London, the people turned against her, and she was driven out of the city.
- A civil war followed, which lasted for 14 years.
- Matilda left England in 1153 and her son Henry, Duke of Normandy, continued the struggle on her behalf. The men agreed that Henry would take over the throne of England when Stephen died.
- Stephen died in 1154 and Henry claimed the English throne.

Henry II

Henry II continued the work of his grandfather, Henry I, by increasing royal justice.

- He encouraged the growth of assizes (courts). The assizes took power away from the barons' courts and this meant any fines obtained went directly to the king.
- Before the legal reforms, trials were often settled by ordeal.

4.3 Henry II and Thomas Becket

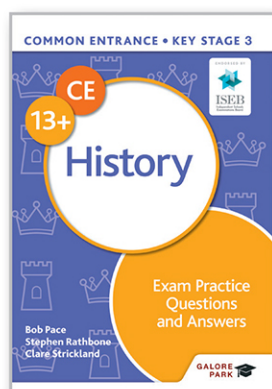
Henry II's Royal Chancellor was Thomas Becket. Henry wanted Becket to take over when the Archbishop of Canterbury died, as he was keen to have an ally who would allow him to control the Church.

- Henry did not like the fact that priests and members of religious orders who committed crimes were sentenced in Church courts rather than royal courts. He argued with Becket over this issue: Henry wanted them to face trial in royal courts, meaning that any fines would come to the king.
- In 1164, the Constitutions of Clarendon stated that it was the king's right to try priests and that the king had the right to appoint archbishops and bishops. Becket refused to accept these rules and fled to France.

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