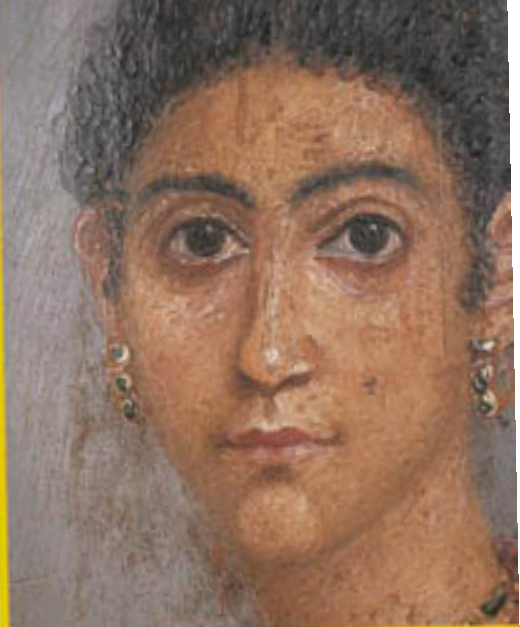
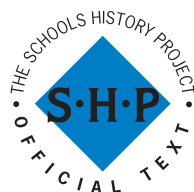




SHP HISTORY YEAR 7

IAN DAWSON
MAGGIE WILSON





SHP **HISTORY** **YEAR 7**

IAN DAWSON
MAGGIE WILSON

The Schools History Project

Set up in 1972 to bring new life to history for students aged 13–16, the Schools History Project continues to play an innovatory role in secondary history education. From the start, SHP aimed to show how good history has an important contribution to make to the education of a young person. It does this by creating courses and materials which both respect the importance of up-to-date, well-researched history and provide enjoyable learning experiences for students.

Since 1978 the Project has been based at Trinity and All Saints University College Leeds, from where it seeks to support, inspire and challenge teachers through INSET, the annual conference, a biennial Bulletin and the website: <http://web.leedstrinity.ac.uk/shp>. The Project is also closely involved with government bodies and exam boards in the planning of courses for Key Stage 3, GCSE and A level.

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Key features of SHP History

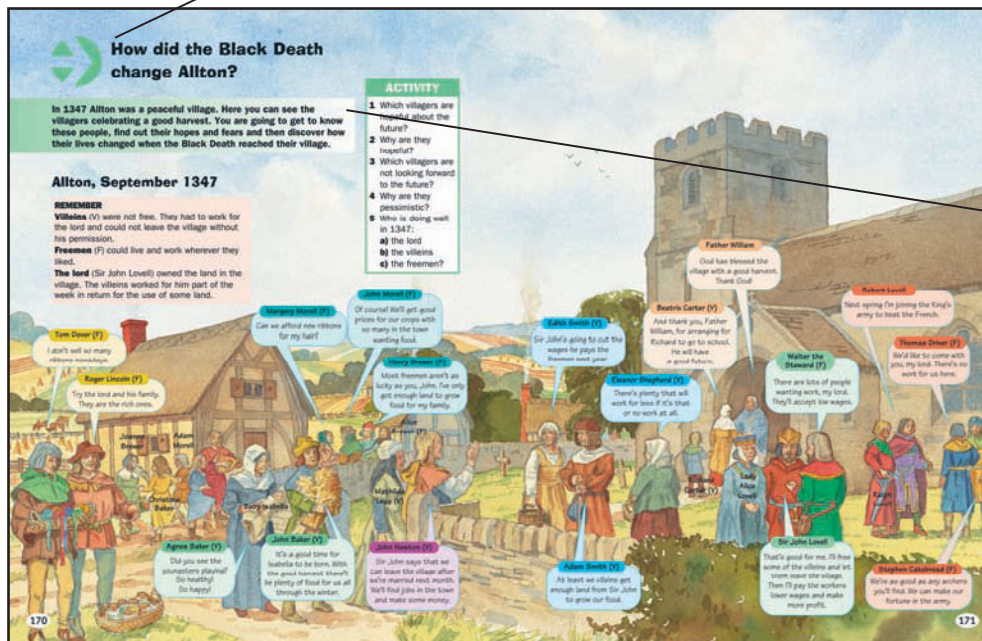
Before you start using this book here is a guide to help you get the most out of it.

Enquiry This book is full of enquiry questions to investigate. Some short enquiries will only take one lesson. Other longer ones – the depth studies – may spread over a number of weeks.

Quick History These are overviews that sum up long periods in a short activity.

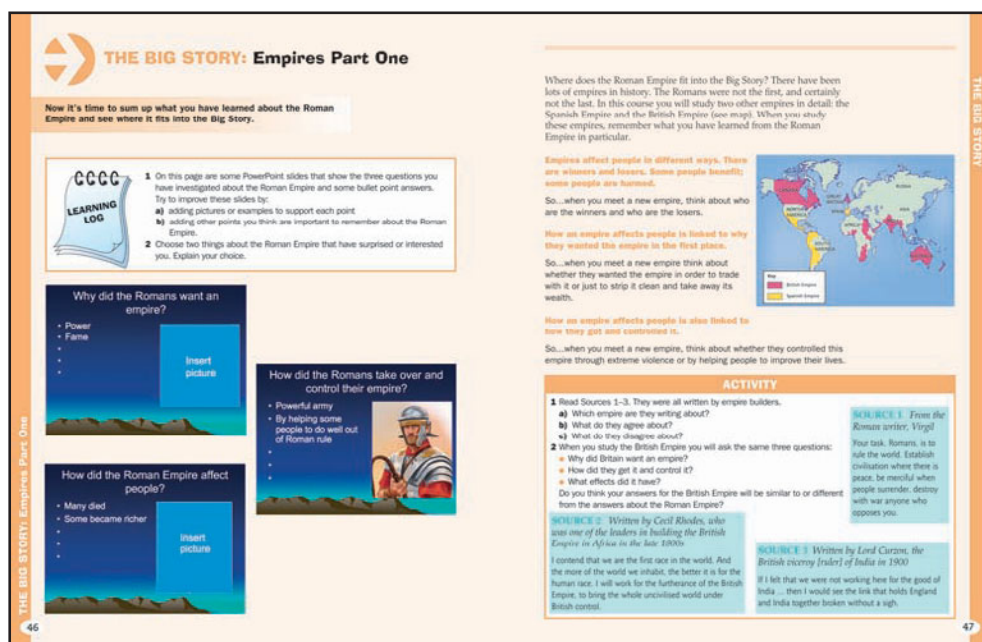
Banner introduces the enquiry and sums up what you are going to focus on.

Activities help you to build your enquiry step by step.



Big Story At the end of each section is a Big Story page that sums up the section and connects it to what is going to happen later. This is Part One and you will be doing Parts Two and Three later in the course, but they are all part of the same Big Story.

Themes Each section focuses on one thematic story. You will revisit each theme in later books. This section focuses on Empire.





DOING HISTORY: Causes and consequences

Your enquiry – stage 3: Thinking about causes

You are investigating why the barons rebelled against King John in 1216.

Causes

Most events have a number of causes.

Important events nearly always have a range of causes. There are seven cause cards below, but even that is not the whole story.

- The cards show seven different causes. In pairs take one each and explain **how** it helped cause the rebellion. For example:
B. John murdering his nephew Arthur helped cause the rebellion because it made the barons distrust John from the start.
- From your knowledge of John and the barons, add at least one more cause card.

A John lost most of his **Empire** in France.

B John **murdered** his nephew Arthur.

C John only listened to advice from a few **favourite** advisers.

D John quarrelled with the **Pope**.

E John lost the Battle of **Bouvines** in 1214.

F John ignored the rules in **Magna Carta**.

G John's **father and brother** taxed the barons heavily.

H ?

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Causes

Even if there are lots of causes there's still usually one that finally sets off an event – the trigger

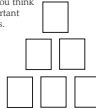
- Which of the cards shows the event that triggered the rebellion in 1216?

Causes

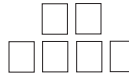
Causes are not equally important

- Arrange the cause cards to make a pattern explaining why the barons rebelled against John in 1216. Put what you think is the most important cause at the top of your diagram, the least important at the bottom. You could copy one of the patterns below or make a pattern of your own.
- Which pattern – 1 or 2 – does each of the pictures below fit?

Pattern 1
This pattern is good if you think one cause is more important than all the other causes.



Pattern 2
This pattern is good if you think that two causes were equally important and the rest were less important but equal.



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Doing History Each time you meet a new concept or process we recap the key ideas like this. If you want to get better at history this is what you focus on.

Learning Log helps you to record what you have learned so you can use it next time.

How to... Step-by-step explanations of important history skills or writing skills that will help you to improve your work.

Dynamic Learning For every activity you will find on-screen activities and ICT-based investigations to help you

The mystery of the skeletons

These skeletons were found by archaeologists at Maiden Castle in the south of England. Use evidence to work out the story of these skeletons.

**Amazing
find at
Maiden Castle:
52 skeletons
dug up**



STAGE 1

Ask questions

- 1 Look at the photo. Make a list of the questions you want to ask about these skeletons.

STAGE 2 ▶ Study some evidence

- 2 Study Clues A–D. Do they help to answer any of your questions?



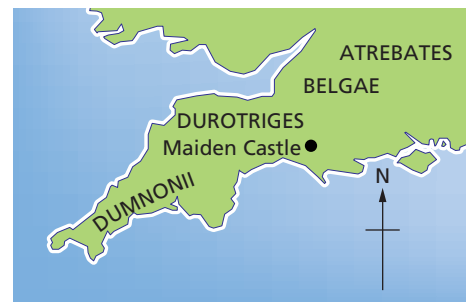
CLUE A ▲ Maiden Castle was a hillfort. It looked like this. The slopes were part of its strong defences. People lived here continuously for 500 years. Then around AD50 they deserted it.

CLUE B ▼ A Roman historian writing about the Britons (10BC–20AD)

The Britons are war-mad, courageous and love fighting battles. They fight battles even if they have nothing on their side but their own strength and courage.



CLUE C ▲ A close up of one of the skulls.



CLUE D ▲ The British people were divided into tribes. This map shows the tribes that lived in southern England. The Durotriges tribe ruled the region around Maiden Castle.

STAGE 3 ▶ Work out a hypothesis

A hypothesis is a possible explanation.

- 3 Read Professor Knowall's explanation of the story of the skeletons (right).
 - a) Do Clues A–D **support** his ideas in any way?
 - b) Do they **prove** he is right?
- 4 Write your own hypothesis about who you think these people were and what happened to them.

I know what happened. These skeletons were the people from the hillfort. They were killed in a savage attack by the neighbouring tribe – the Belgae. My evidence is the sword wound on the skull. The attackers slaughtered all the villagers and then just buried them as quickly as possible. I'm so clever!



STAGE 4 Look at some more clues

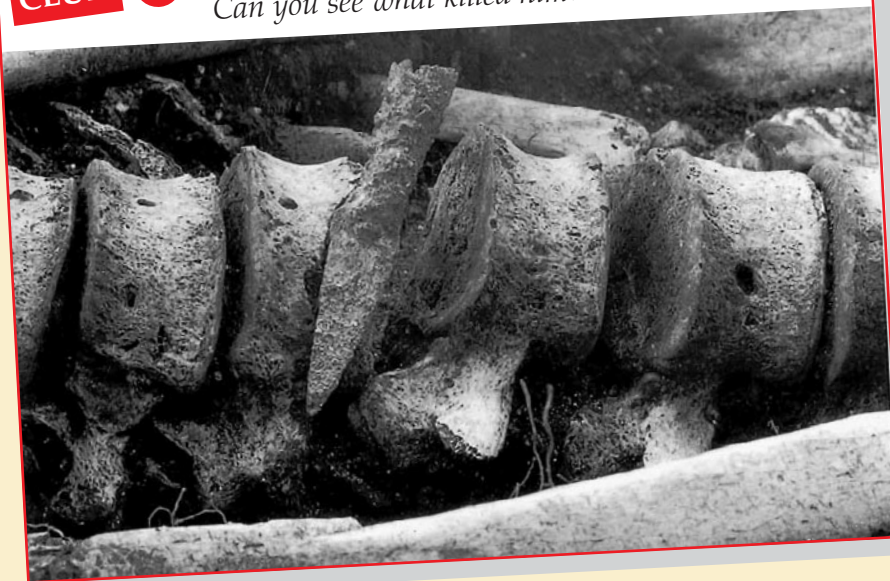
In this table are the questions that Professor Knowall asked, and his answers. We think he has got some things right and some things wrong.

1 Question	2 Knowall's answer	3 Clues that tell you about this question	4 Your hypothesis	5 Are you completely or partly certain?
a) Who were the skeletons?	<i>The Durotriges from Maiden Castle</i>			
b) How did they die?	<i>In a savage attack</i>			
c) Who killed them?	<i>The Belgae</i>			
d) How were they buried?	<i>Very quickly and carelessly</i>			

Use Clues E–L to check his answers. Take each clue in turn.

- 1 Decide which question it helps you to answer. Reject any clues that don't help you at all! Note down the clue letter in column 3 on your own copy of the table.
- 2 Once you have looked at all the clues, write your own hypothesis in column 4.
- 3 In column 5, say how sure you are.
- 4 Once you have filled in your tables, discuss what you think Professor Knowall has got right and what you think he has got wrong.

CLUE E *Another of the skeletons found at Maiden Castle. Can you see what killed him?*



CLUE F

The only written evidence about what happened around Maiden Castle is this, written by a Roman historian called Suetonius. He says Vespasian, the commander of the Second Legion, 'fought 30 battles, conquered two warlike tribes and captured more than twenty large settlements'.



CLUE G The Roman army used a weapon like this called a ballista, a kind of catapult that could shoot an iron-headed bolt 300 metres.

CLUE I

The archaeologists at Maiden Castle uncovered 52 skeletons. There may be more still buried, but only part of the hillfort has been excavated.

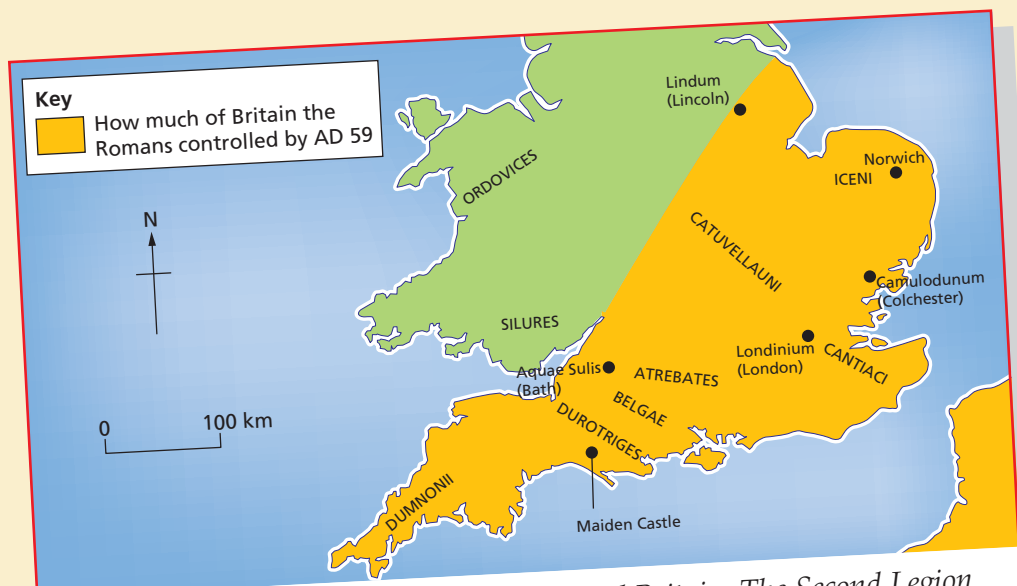
- Fourteen of the 52 skeletons had wounds made by weapons.
- Most of these wounds were sword cuts on the skull.
- One skull had a hole made by a spear.

CLUE J

Four of the people lived on for some time after they were injured. We know this because the damaged bones had re-grown after the injury. Although we cannot tell exactly how long they lived for after their injuries we know it must have been many weeks or months. That is how long bone takes to start to heal.



CLUE H Close up of a ballista bolt.



CLUE K In AD43 the Romans invaded Britain. The Second Legion was sent to the south-west, the area around Maiden Castle. This map shows how much of Britain the Romans had conquered in 16 years.

CLUE L

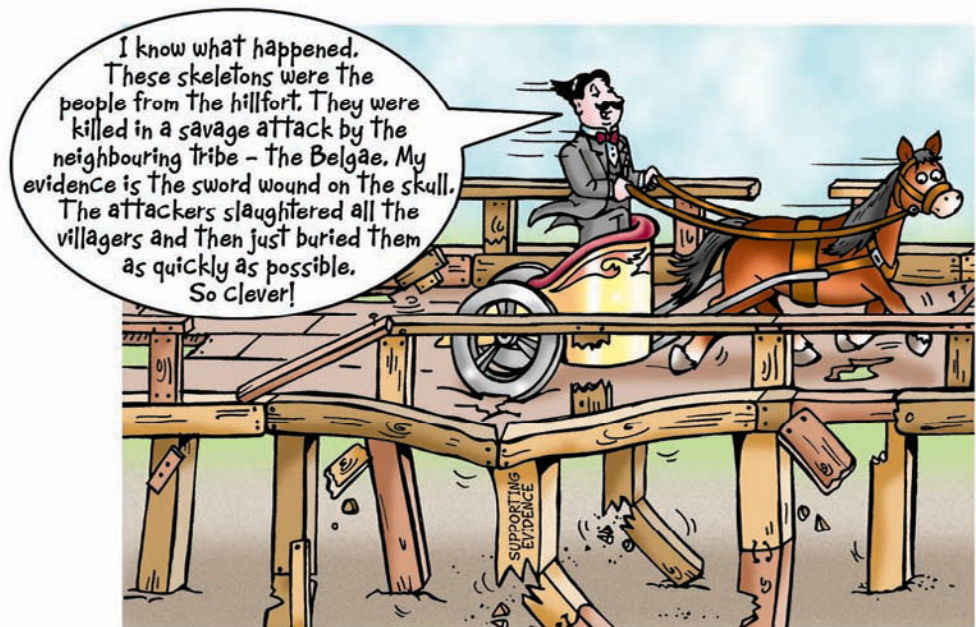
All the skeletons found at Maiden Castle were buried with objects to take to their next life. These objects included legs of meat and tankards of ale, pots, weapons, beads, rings and brooches.

STAGE

5

Your final explanation

It is almost time to write your final explanation. But first of all, learn an important lesson from the mistakes of Professor Knowall.



In History you have to back up your conclusions with evidence. The evidence is like a bridge that has to be strong enough to support your conclusion. If you have a flimsy evidence bridge you should not drive a big, certain conclusion across it. The evidence will not support it and the bridge will collapse! So in your explanation **remember not to pretend you are more certain than you are**. That was one of Professor Knowall's mistakes.

- 1 Which parts of Knowall's evidence are not supported by strong evidence?
- 2 Finally: Write your own paragraph giving your answer to the Mystery of the Skeletons. Include: who you think they were; who killed them; and how they were buried. Also include which clues were most helpful and why, and **how certain you are**.

HOW TO...

... show
how certain
you are

You could choose from these phrases to help you express how certain you are.

It is completely certain that...

They probably...

They possibly...

I am very unsure...

We cannot be completely sure
but...

My hypothesis is...

It is likely that...

They might have...



DOING HISTORY: What is History?

History is

...enquiry – asking questions!

History isn't just about answering a teacher's questions. The best pupils at History are those who ask their own interesting and different questions and who think for themselves.

- 1 Which of your questions on page 2 were the best questions and why?
- 2 Work in groups. How many questions can you think of to ask about this picture in Source 1? Save your questions as you will find out more about it soon.

▼ SOURCE 1



History is

...using sources to answer our questions

In the Mystery of the Skeletons you used lots of clues. The proper word is 'source'. Sources give us evidence to help us answer our questions. Without sources we can't find out anything! There is a lot more about sources on pages 8–9.

History is

...explaining what happened

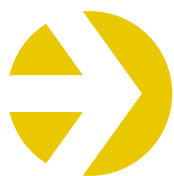
but

...sometimes uncertain

Sometimes we can explain exactly what happened and why it happened. However, sometimes we can't be completely certain. This may be because:

- the sources may not give us all the information we want
- the sources may disagree and suggest different explanations.

- 3 Give one example of something you were not completely certain about in the Mystery of the Skeletons.



DOING HISTORY: Sources

Sources are so important in history that they get a special Doing History of their own.

Sources are

...the clues that tell us about the past, for example, about how people used to live, or what they did or thought.

Sources are

...anything from the past. All sorts of things can be sources: documents (written sources), pictures, buildings, artefacts (objects) and even skeletons.

ACTIVITY

Work with a partner.

- 1 a)** Work out which of sources 1–5 are documents (written sources) and which are artefacts (objects). That is not as easy as it sounds.
b) Look back to pages 3–7. Find one other kind of artefact that is different from anything on this spread.
- 2** Which of sources 1–5 do you find most interesting – and why?
- 3** Choose one source on this spread. Write two things it tells you about the people who made it or what their life was like.
- 4** Choose one period of history that you studied at Key Stage 2. List three sources that give evidence about that period.
- 5** Name two sources that will tell future historians about life today but that did not exist 2000 years ago, at the time of the Romans.

► **SOURCE 1** *This pot full of silver coins was found in 1982 in Cambridgeshire. The coins were made by the Iceni people of East Anglia. The coins come from around AD50–60 and were probably hidden in the pot, then buried during a rebellion against the Romans.*

a Documents



b Pictures



c Artefacts

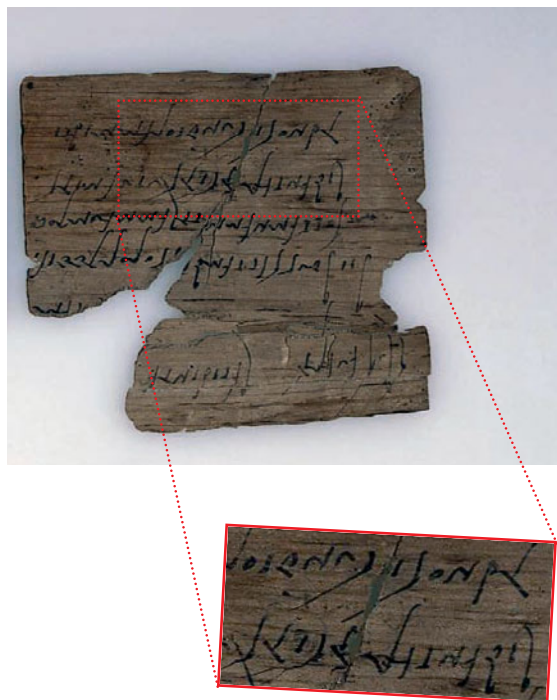


You saw this picture on page 7.

- 1** What questions did you ask about it?
- 2** Read the information in the caption below. Which of your questions can you now answer?



▼ **SOURCE 2** A writing tablet found at a Roman fort on Hadrian's Wall in the north of England. It is made of wood. It is a letter to the wife of the commander of the Roman fort inviting her to a birthday party!



▼ **SOURCE 3** An expensive Roman pottery bowl found in a ditch near Hadrian's Wall in the north of England. It had been sent all the way from France but had broken so someone had thrown it away.



▼ **SOURCE 4** This pot of Roman face cream was found in London in 2003. You can see the finger-marks made by the Roman lady who used it 2000 years ago.



▼ **SOURCE 5** This is the crest from a Roman centurion's helmet. It is made of horse hair. It was found next to a toy wooden sword. It was wet but otherwise had survived surprisingly well for 2000 years!





A quick history of Britain before 1066

Sometimes you do history in depth – digging down into the detail. Sometimes you do history in overview. This is an overview. On the next eight pages there are 1000 years of British history and three groups of invaders – the Romans, Saxons and Normans. Your task is to decide who made the biggest difference to life in Britain. And remember – this is quick history!



They had to be on guard from attack from neighbouring tribes.

These are called round houses. The roofs and walls were very good at keeping the wind out.

All the men learned to fight.

They collected their water from a well and their firewood from a nearby woodland.

Iron Age Britain: Maiden Castle AD40

This is what an English hillfort probably looked like 2000 years ago before the Romans came. This is Maiden Castle, which you examined in the Mystery of the Skeletons. Not everyone in England lived in a place like this but the lucky ones did.

These huts were for storing corn for the winter. They had enough food for the winter thanks to their good farmland.

ACTIVITY

Study the picture and the labels.

- 1 What kinds of work are people doing?
- 2 Choose some interesting words to describe their houses.
- 3 What can you find out about their religious beliefs?
- 4 Did their king rule all of Britain or just the local area?
- 5 Did they speak the same language that we do today?
- 6 If you were an invader why might you want to take over this place? Think of three reasons.
- 7 This period of history was called the Iron Age because people made things from iron. What can you find that is made of iron?

They all belonged to a tribe called the Durotriges. They were ruled by a king. One of the king's jobs was to defend the tribe from attack so he had to be a good fighter.

Growing food was their main activity. Everyone helped, including children. They had other fields outside the fort.

The totem pole was to fend off bad spirits. They worshipped the sun, the moon and other gods who they believed made sure of good harvests.

They made their own clothes and tools. But they got jewels and pottery from other countries.

They spoke their own local language. We don't know what it sounded like. No one ever recorded it or wrote it down!

Roman Britain: Canterbury AD250

This picture shows you an artist's impression of what Canterbury looked like in AD250 when the Romans had ruled Britain for 200 years.

Canterbury is part of the Roman province of Britannia. The Emperor lives in Rome but there is a governor who rules Britain for him. He often comes to Canterbury because it is an important town.

Outside the walls ordinary Britons work as farmers and live in round houses made of wood and thatch.

The Romans worship many different gods and have adopted some British gods. They have a sun god and the moon god. They have temples and there are shrines in people's homes. They even worship their emperor as if he was a god.

This is the circus for chariot racing

Canterbury is full of shops selling clothes, jewellery, food, and furniture.

This house has its own bath house, with central heating.

Pipes bring fresh water from the river and sewers take away the waste.

It is well defended but Canterbury has known peace for many years. The Roman army would ruthlessly punish any attackers. The last big rebellion against Roman rule was led by Queen Boudicca nearly 200 years earlier.

ACTIVITY

- 1 Compare the lives of the people in Roman Canterbury with the people at Maiden Castle on pages 10–11. Think about:
 - the work people did
 - the homes they lived in
 - their religions
 - who ruled them
 - the languages they spoke.
 - a) Find as many differences as you can.
 - b) Find at least three similarities.
- 2 How much change did the Romans make? Give a mark out of 10 with 10 being 'huge change' and 0 being 'no change'.

This is the market place
and meeting hall.

The houses are made of
stone and brick and tiles.

This is the theatre where
plays are performed.
People in the town speak
the Roman language Latin
as well as their own local
British language. Fewer
people speak Latin in the
countryside.