



# Burford School History Department Year 7 Student & Parent Information Booklet



Dear Parents and Students

This booklet has been put together to help you understand more about what students study in History across KS3, how students are assessed and what the History Department at Burford does to help all students achieve their potential in this subject. By working together – teachers, students and parents – there is a greater chance that students will succeed.

We would ask parents to read this booklet with their child, and then both to sign below. This booklet will then be fastened in the front of the exercise book, for reference. If you have any questions about the information in the booklet, please contact your History teacher in the first instance.

Thank you,

Mrs E. Thomas (Head of Department)

..... (Parent's signature)

..... (Student's signature)

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## **What will I study in History?**

### **Year 7**

#### **What is History?**

An introduction to some of the key ideas and concepts in History; the nature of History, why and how historians use sources to gain an understanding of the past, developing chronological understanding and the key terms associated with it.

#### **Britain 1066-1500**

You will study the Battle of Hastings and the consequences of the Norman Conquest, the changing power of medieval kings and queens, life in the middle ages and the Peasants' Revolt.

### **Year 8**

#### **The making of the UK, 1500-1750**

You will study life in the Tudor and Stuart period, from the problems and challenges faced by Elizabeth I to the English Civil War and the making of the U.K.

#### **Britain 1750-1900**

You will study the impact of the Industrial Revolution in Britain, political changes that occurred on the road to democracy, the impact of and the abolition of the trade in enslaved African people through to the Civil Rights Movement and the rise and fall of the British Empire.

### **Year 9**

#### **20<sup>th</sup> Century**

You will study an overview of significant events of the 20<sup>th</sup> century, life in Edwardian society at the turn of the century, the causes and consequences of the First World War and the diversity of soldiers' experiences, the inter-war period, the impact of the Second World War and the Holocaust, the end of the British empire and an overview of your learning across Key Stage 3.

## History Department Expectations

- Each piece of work should have a **title** and **date**. These should be **underlined** with a ruler.
- Write in blue or black ink (unless your teacher tells you otherwise).
- Use a pencil for drawing.
- Keep your work as **neat** as you can.
- **Respond** to any feedback given by your teacher – this may be answering questions, completing a given task or finishing a piece of work. It is expected that you will do this before your teacher next marks your book.
- Listen in **silence** when someone is talking. **Respect** everyone's opinion.
- Put your hand up rather than calling out.
- Join in with lessons by asking and answering questions. Do the best you can do.
- Make sure you clearly label classwork (c/wk) and homework (h/wk).
- Ensure homework is completed on time and to the best of your ability.

## How will I be assessed in History?

The History descriptors on page 8 identify and outline the expectations that we have of Year 7 students studying History at Burford School and aim to give students and parents a better understanding of what it means to 'get better at' and make progress in History.

Each of the descriptors focuses on the following aspects which are *all* integral to students improving and making progress in History:

- **Substantive knowledge** refers to the substance of history: names, dates, places, events and concepts with a particular focus on **chronology** (the time order in which events happen).
- **Substantive concepts** are the concepts that we encounter in history, for example kingship, democracy, society, revolution, liberty, and feudalism.
- **Second order concepts** are concepts that help us organise the process of studying history. These include:
  - **Causation & Consequence:** understanding the reasons why events occur, being able to categorise those reasons, link them together and weigh up their relative importance.
  - **Change & Continuity:** understanding the extent, nature, type, direction and speed of changes which have taken place in History and being able to explain how far things change/stay the same.
  - **Similarity & Difference:** understanding and explaining diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies.
  - **Use of Evidence:** recognise that historians use a range of historical sources to find out about the past, using those sources to make inferences and being able to analyse the nature, origin and purpose of sources to assess their reliability and utility.
  - **Interpretations:** understanding that different versions of the past may exist and being able to explain how and why contrasting arguments and interpretations of the past have been constructed.
  - **Historical Enquiry:** asking questions about the past and understanding how different types of sources are used to make historical claims.

The descriptors also focus on students' ability to organise structure and communicate their ideas clearly.

It is important that we recognised that progress is not linear in nature; students may be better or worse in different assessed tasks across the year depending on the focus of the assessment.

Students who are making expected progress in History over the course of Key Stage 3 may well remain within the same band for all three years. Students are still making expected progress as there is a clear increase in challenge within the band across the Key Stage.

## **Assessments**

The focus of assessed tasks in the History Department is on helping pupils know exactly what to do to get better at history.

There will be three assessment 'modes' across the academic year in Key Stage 3:

- **End of Topic Test:** Students will have short tests consisting of 15 questions based on factual knowledge (names, dates and events) and relevant subject specific vocabulary at the end of each topic. Substantive knowledge is crucial to ensure students' progress in History; these regular tests will ensure that students are building this knowledge in the long-term and will enable teachers to assess students' learning and grasp of chronology, knowledge and key concepts. Scores from these tests will be recorded in the front of students' books on their 'Progress Trackers'.
- **Every Half Term:** In the History Department lesson sequences are based around enquiry questions such as 'Why did William win the Battle of Hastings?' or 'Why did the King and Parliament go to war in 1642?' These enquiries culminate in outcome tasks which include essays, spoken presentations, group projects and historical narratives.

Students will complete four 'Key Pieces of Work (KPW)' across the course of the academic year. All the KPW will be marked in depth. Two of these KPW will be marked using the KS3 band descriptors, two will be marked using the 'Quality of Work' mark scheme and graded for effort. It is an expectation that students will have time to respond to feedback and improve their work on all four pieces.

- **Annually:** Students will complete their end of year assessment drawing together the work that they have completed in their History lessons throughout the year.

## What assessments will I complete?

The table below outlines the four Key Pieces of Work that students in Years 7, 8 and 9 will complete each year.

	YEAR 7	YEAR 8	YEAR 9
<b>KPW 1</b>	Skeletons Mystery Conclusion	How turbulent was Tudor society?	20 <sup>th</sup> Century Significance Timeline  Significance
<b>KPW 2</b>	<i>Why</i> did William win the Battle of Hastings?  Causation	How did Miranda Kauffman uncover the hidden lives of Black Tudors?  Diversity & Use of Evidence	Diversity of Soldiers' Experiences in the First World War.  Diversity
<b>KPW 3</b>	How far did the power of medieval monarchs change?  Annotated Living Graph Change & Continuity	Burford Levellers  Local History	Year 9 Exam
<b>KPW 4</b>	West African Kingdoms  Diversity	How did the meaning of 'government' change for the people of Britain c1600-c1900?  Speech Change & Continuity	What's the story of 'Votes for Women' in Oxfordshire?  Diversity & Local History
<b>KPW 5</b>	Silk Roads  Change & Continuity	Abolition of the Trade in Enslaved African People  Interpretations	What was the Holocaust?  Diversity & Causation
<b>KPW 6</b>	Year 7 Exam	Year 8 Exam	Why did sun set on the British Empire?  Cause & Consequence

BAND	In Year 7 History I can...
<b>Salmon</b>	<ul style="list-style-type: none"> <li>• Understand and appropriately use a wide range of chronological terms like era, dynasty and reign.</li> <li>• Independently construct a detailed timeline of periods that I have studied.</li> <li>• Remember and appropriately use a wide range of historical terms.</li> <li>• Identify and categorise causes for why events have taken place and begin to explain some links between them.</li> <li>• Identify and categorise consequences of events that have taken place.</li> <li>• Identify and explain historical changes.</li> <li>• Use sources to make simple inferences about the past and question their usefulness.</li> </ul>
<b>Blue</b>	<ul style="list-style-type: none"> <li>• Understand and use a range of chronological terms like decade or century.</li> <li>• Construct timeline of periods that I have studied.</li> <li>• Remember and appropriately use a range of key historical terms such as feudalism and peasants.</li> <li>• Construct an organised narrative about the past which is supported by a range of evidence.</li> <li>• Identify and begin to categorise causes for why events have taken place.</li> <li>• Identify and begin to categorise consequences of events that have taken place.</li> <li>• Identify and explain some historical changes.</li> <li>• Understand and question the usefulness of the range of sources that historians use to learn about the past.</li> </ul>
<b>Yellow</b>	<ul style="list-style-type: none"> <li>• Understand and use terms like decade or century.</li> <li>• Construct a simple timeline of periods that I have studied.</li> <li>• Remember and use key historical terms such as feudalism.</li> <li>• Construct an organised narrative about the past which is supported by some evidence.</li> <li>• Identify and suggest simple causes for why events have taken place.</li> <li>• Identify and suggest simple consequences of events that have taken place.</li> <li>• Identify and describe some historical changes.</li> <li>• Understand and start to question the usefulness of the range of sources that historians use to learn about the past.</li> </ul>
<b>Pink</b>	<ul style="list-style-type: none"> <li>• Understand basic terms like decade or century.</li> <li>• Construct, with help, a simple timeline of periods that I have studied.</li> <li>• Understand simple historical terms in the topic currently being studied.</li> <li>• Construct a basic narrative about the past.</li> <li>• Identify simple causes for why events have taken place.</li> <li>• Understand that events have consequences.</li> <li>• Identify basic changes over time.</li> <li>• Understand that historians use a range of sources to learn about the past.</li> </ul>
<b>Green</b>	<ul style="list-style-type: none"> <li>• Place some events in time order.</li> <li>• Understand some historical words.</li> <li>• With significant help I can write a basic story about the past.</li> <li>• Identify reasons why events happen.</li> <li>• Understand that there may be results of events.</li> <li>• Understand that change takes place over time.</li> <li>• Understand that historians use information to describe the past.</li> </ul>

## How will my work be marked?

You will complete several other outcome tasks during the year both in class and at home. On each outcome task and Key Piece of Work you will be given **formative feedback**. This feedback will include specific comments about what you have done well, identify any errors and misconceptions and provide you with specific targets for improvement. You will then be given opportunities within your lessons to respond to feedback and improve their work.

The department will use the following mark scheme for marking homework and two Key Pieces of Work. The other two Key Pieces of Work will be marked using the Key Stage 3 Band Descriptors. Students will be given their band and a number score 4-1 (Exceeding – Concern) to indicate progress as well as detailed feedback with specific targets for improvement.

The department will use whole class feedback strategies for both homework and classwork.

Quality of Work	Quality of Work – Explanation
<b>A</b>	Excellent presentation, evidence of further research or investigation, answers are explained and described very well. Excellent use of targeted skills.
<b>B</b>	Very good presentation, some evidence of further research or investigation, answers are explained and described quite well. Very good use of targeted skills.
<b>C</b>	Good presentation, little evidence of further research or investigation, answers are explained and described in a relevant way to the task. Good use of targeted skills.
<b>D</b>	Fair presentation, no evidence of further research or investigation, some answers are incomplete and show signs that the student has not listened to instructions carefully enough. Fair use of targeted skills.
<b>E</b>	Poor presentation, no evidence of further research or investigation, answers are incomplete and shows signs that the student has not listened to instructions carefully enough. Work appears rushed. You may be asked to repeat the work. Poor use of targeted skills.
Effort	Effort -- Explanation
<b>4</b>	<i>Exceeding:</i> An excellent level of effort, and the student responds well to advice on how to improve and makes changes or corrections.
<b>3</b>	<i>Expected:</i> A good effort is made, and the student pays some attention to advice on how to improve.
<b>2</b>	<i>Emerging:</i> Limited effort with little attention made by the student to advice on how to improve.
<b>1</b>	<i>Concern:</i> Poor effort with no attention made by the student to advice on how to improve. The student may be told to repeat the piece of work.

Literacy is a vital aspect of studying History. The following is a guide to the marking symbols that will be used on some of your work. Please note: you will not find every mistake corrected. This is because it is important for you to check your work for yourself.

<b>Symbol</b>	<b>What it means</b>
<b>S in margin</b>	Underline incorrect spelling and write the correct one above.
<b>P in margin</b>	Punctuation error – write in the missing punctuation or correct what is wrong (e.g. comma instead of a full stop).
<b>SS</b>	Poor sentence structure.
<b>WW</b>	Wrong word (e.g. two, to and too).
<b>EXP</b>	Poor expression – this may mean that you have used slang or that what you have written does not make sense.
<b>//</b>	New paragraph needed.

## **What can I do outside of my History lessons?**

Outside of your History lessons there are several things you can do to help your learning including participating in extracurricular activities and house competitions, reading around the subject and visiting local historical sights. Below is a list of books that are relevant to the topics you will study in Year 7 as well as some local sites that are worth a visit!

### **Year 7 Books**

- Song Hunters by Sally Prue
- Bracelet of Bones by Kevin Crossley-Holland
- The Seeing Stone by Kevin Crossley-Holland
- At the Crossing Places by Kevin Crossley-Holland
- The King of the Middle March by Kevin Crossley-Holland
- Fire, Bed and Bone by Henrietta Branford
- Crusade by Elizabeth Laird
  
- The Year 1,000 by Robert Lacey & Danny Danzinger

### **Historical Sites & Activities**

- Ashmolean Museum, Oxford
- Berkeley Castle and Gardens
- Blenheim Palace
- Bletchley Park
- Cirencester Roman Amphitheatre, Gloucestershire
- Chedworth Roman Villa, Gloucestershire
- Cogges Manor Farm
- Corinium Museum, Cirencester
- Gloucestershire Warwickshire Railway
- Great Witcombe Roman Villa, Gloucestershire
- Sudeley Castle and Gardens
- Warwick Castle

You can find links to relevant books, articles and podcasts on the Padlet below. The link is also on the school website under Curriculum: History:

<https://padlet.com/ethomas147/fqk7rvjdhc2gs58p>

## Year 7 Glossary

### What is History?

**Anachronism:** Anything out of its proper time in history.

**Archaeologist:** A person who studies people in the past, usually by excavating (digging) for the remains they have left behind.

**Artefact:** An object from the past.

**Bias:** A one sided opinion that lacks balance or appreciation of other views.

**Century:** A period of one hundred years.

**Chronological:** Events listed in the order they happen.

**Decline:** To come to an end or lose importance.

**Era:** A period of time marked by certain events and ways of living.

**Events:** When something important happens.

**Evidence:** Clues from the past.

**Fact:** Something known to be true.

**Future:** Things that are yet to happen.

**Historian:** A person who studies the events of the past.

**Inference:** Something you can learn from a source, which goes beyond the surface detail of what it says and on to what it suggests.

**Opinion:** What someone thinks about something.

**Past:** Things that have already happened.

**Present:** Things that are happening now.

**Primary source:** A first –hand piece of evidence, e.g. a Roman coin.

**Reliable:** Information and facts that can be taken as true.

**Secondary source:** A piece of evidence about the past but not from the time being studied, e.g. a history textbook.

### **Anglo-Saxon Society:**

**Anglo-Saxon:** comes from the Angles and the Saxons, two of the north European tribes that invaded and lived in Britain from the 5<sup>th</sup> century onwards.

**Anglo-Saxon Chronicle:** This book was started by monks towards the end of the 9<sup>th</sup> century and updated by them until around 1154.

**Branded:** A mark such as a 'T' for thief was burnt onto the hand with a hot iron.

**Ceorls:** Free men

**Danelaw:** Areas of Anglo-Saxon England that were populated by the descendants of the Vikings. These areas followed Viking laws and customs.

**Folk Moot:** Open air meeting which dealt with people who broke the law.

**Thegn:** Lord

**Thralls:** Slaves

**Witan:** Assembly of 'wise men'.

**Wergild:** Life price that was paid to a murdered individual's family.

### **Battle of Hastings:**

**Bayeux Tapestry:** A piece of cloth with pictures woven into it, telling the story of the Battle of Hastings.

**Conquest:** The gaining control of land by winning a battle.

**Domesday Book:** A book that gives information about life in England in 1086.

**Feudal System:** Land held in return for service and loyalty to the lord.

**Fyrds:** Anglo-Saxon working men called up to help the king in times of danger.

**Heir:** The person who will get someone's title or property after their death.

**Hierarchy:** Categorization of members of a group according to importance.

**Housecarls:** Professional, highly trained Anglo-Saxon soldiers.

**Motte and Bailey:** Earliest form of castle built by the Normans.

**Noble:** An important man in medieval times.

**Normans:** Vikings (people from Scandinavia) who conquered an area in France they called Normandy in 911.

**Shield Wall:** Barrier created by soldiers standing shoulder to shoulder, holding their shields in front of them so they formed a wall.

**Religion:**

**Archbishop:** A bishop of the highest rank.

**Crusader:** A soldier who took part in any of the crusades to the Holy Land.

**Crusades:** Any of the military expeditions undertaken by the Christians of Europe in the 11th, 12th, and 13th centuries for the recovery of the Holy Land from the Muslims.

**Excommunication:** When a person is banned from church services and a Christian burial.

**Heretic:** A person with religious views that disagree with the official church teaching.

**Holy Land:** An area of land in the Middle East that is important to Christians. It includes places like Jerusalem.

**Last Rites:** A final blessing given by a priest to someone who is about to die, that is thought to prepare their soul for the afterlife.

**Martyr:** A person who dies for their faith. A martyr could become a saint if the Pope approved and miracles were linked to them.

**Mass:** A Christian religious service performed by a Catholic priest.

**Monastery:** The collection of buildings that monks live in.

**Mosque:** A place of worship for Muslims.

**Pilgrim:** A person who went on a religious journey.

**Pope:** Head of the Roman Catholic Church and bishop of Rome.

**Purgatory:** The place where souls remain until they have made amends for their sins and can go to heaven.

**Reliquary:** A container in which relics are kept.

**Sanctuary:** A place of safety; a criminal could claim sanctuary in a church for 40 days.

**Secular:** Not related to religion.

**Shrine:** A place where the relics of saints were kept.

### **Medieval Monarchs:**

**Baron:** An important man who held powers and lands under the control of the king.

**Council:** A meeting of important officials. In medieval times, a council might include the king, members of his household, the barons and bishops.

**Great Council:** An assembly of church leaders and wealthy landowners who met with the king from time to time to discuss national affairs.

**Dynasty:** A term for rulers who all come from the same dynasty.

**Magna Carta:** A document establishing the rights of English barons and free citizens, granted by King John at Runnymede in 1215.

**Monarch:** King or Queen.

**Protector:** An adult who rules in the name of a young monarch until that monarch is old enough to rule alone.

### **Medieval Life:**

**Alms:** a charitable gift to the poor people, including money, food or a place to rest.

**Black Death:** Plague epidemic that killed over 50 million people throughout Asia and Europe in the 14th century.

**Caliph:** Ruler of an Islamic empire.

**Civilisation:** The society, culture, and way of life of a particular area.

**Dark Ages:** A term for the period between the Roman withdrawal in AD 410 and the arrival of the Normans in 1066. Not all historians like this term as it suggests it was a period of no culture or civilisation.

**Garrison:** The knights who defended a castle. A lord usually expected his knights to do this for a fixed number of days a year.

**Hide:** The amount needed to support a family.

**Manorial Records:** Records compiled within a manor.

**Medieval:** Anything to do with the Middle Ages.

**Peasants' Revolt:** A rebellion in 1381 against poll taxes and other inequalities.

**Rent:** Medieval peasants had to pay rent to their lord. As most peasants had no money, this was usually paid in labour and in goods.

### **West African Kingdoms – Benin and Mali:**

**Africa:** Africa is a continent and therefore a range of countries – be careful not to make generalisations or refer to it as all the same. 'Africa' was a concept invented in the 18th Century by Europeans. People who lived in different countries in Africa did not necessarily view themselves as 'African'. The continent encompasses a range of complex and different histories, cultures, languages, religions.... In 2009, it was estimated that Africa was the most diverse continent on earth.

**Arabs:** A people group from the Middle East who invaded and conquered North Africa in the 700s CE.

**Benin:** The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa.

**Benin Bronzes:** The [Benin Bronzes](#) are a group of brass sculptures and plaques created in the 16th and 17th Century by artists in Benin. They were once nailed to pillars in Benin's Royal Palace.

**Berber:** The native peoples of North Africa.

**Caravan:** A group of traders typically traveling across the desert using camels.

**Continent:** A large continuous expanse of land. Africa is one of the Earth's continents.

**Ghana Empire:** Empire that ruled West Africa from 300 to 1100 CE.

**Griot:** A storyteller, musician, and historian in West Africa.

**Islam:** A religion that believes in Allah and the teaching of the prophet Muhammad. It spread to North Africa in the 700s.

**Ivory:** A hard, white material formed from the tusks of animals such as elephants. It was used to make jewellery and other ornaments.

**Mali Empire:** Empire that ruled West Africa from 1240 CE to 1645 CE. Was founded by King Sundiata.

**Mansa Musa:** Emperor of the Mali Empire who made a famous pilgrimage to Mecca in Saudi Arabia. He was one of the richest people in history.

**Moors:** The people of North Africa under Islam rule after 709 CE. Muslim - A person who follows the religion of Islam. Nomads - People that travel from place to place to find food and pasture for their livestock.

**Oba:** term for the kings of Benin. People in Benin believed the Oba was a god.

**Ogisos:** term for king, which means '**rulers of the sky**'.

**Olfert Dapper:** was a Dutch geographer. He wrote a book titled *Africa* in 1668. He never visited Benin and relied upon accounts from those who had been from returning sailors.

**Rainforest:** A dense forest found in areas of heavy rainfall. Some of central and western Africa is rainforest.

**Sahara Desert:** Large desert in North Africa between the Mediterranean Sea and Central/West Africa.

**Songhai Empire:** Empire that ruled in West Africa from 1464 to 1591.

### **Silk Roads:**

**Alexander the Great:** Alexander III, king of Macedonia, is known as Alexander the Great. In his short life, he conquered almost all parts of the world that were known to his people.

**Baghdad:** formerly Madīnat al-Salām (Arabic: “City of Peace”), capital of Iraq.

**Buddhism:** The religion based on the teachings of the Buddha.

**Civilisation:** the society, culture, and way of life of a particular area.

**Conquer:** To take control of a country/city/etc. using force.

**Fortress:** A place that is protected against attack; a large and permanent fortification sometimes including a town.

**Genghis Khan:** Genghis Khan was originally born as Temujin in 1167. He showed early promise as a leader and a fighter. By 1206, an assembly of Mongolian chieftains proclaimed him Genghis Khan. Which meant Universal or invincible prince. Genghis Khan and the Mongols had a fearsome reputation.

**Mongol Empire:** the Mongol Empire of the 13th and 14th centuries was the largest contiguous land empire (sharing a boarder) in history. Originating in Mongolia in East Asia, the Mongol Empire eventually stretched from Eastern Europe and parts of Central Europe to the Sea of Japan, extending northward into parts of the Arctic; eastward and southward into the Indian subcontinent, Mainland Southeast Asia and the Iranian Plateau; and westward as far as the Levant and the Carpathian Mountains.

**Oasis/oases:** An area in a desert where there is water and plants.

**Trade:** the business of buying and selling or exchanging items.

**Silk:** A valuable cloth originally made only in China from threads spun by caterpillars called silkworms.

**Silk Roads:** The Silk Roads do not have a start or an end point, because they are not actually real roads at all. They are a web of networks that have allowed goods, people and ideas, but also disease and violence, to flow east to west and west to east- from the Pacific coasts of China and Russia to the Atlantic coasts of Europe and African, and also from Scandinavia in the north to the Indian Ocean in the south.

**Zhang Qian:** was the first to walk the Silk Road and open a trade route between China and the Western world (as far as the Mediterranean Sea).

**Zoroastrianism:** ancient pre-Islamic religion of Iran that survives there in isolated areas and, more prosperously, in India, where the descendants of Zoroastrian Iranian (Persian) immigrants are known as Parsis, or Parsees.

## Additional Key Terms


