

DETAILED NOTES

◆ Section 1

Overview

As you can see in the chart on page 6 of this Teachers' Resource Book, Section 1 consists of three investigations into life in the past, leading to a comparative essay, the History Trek (pages 76–79), which asks pupils to decide which of the three periods they would prefer to live in. The History Trek is similar to 'big tasks' in other books in this series, such as the Grand Prix in *King John*, in that it provides both a structured summing-up of the topic and a carefully guided essay-writing task. As pupils work through Section 1 they will tackle three exercises which ask them to think about whether they want to live in each of the periods studied (1330 – page 25, 1669 – page 43, 1890 – page 63). The paragraphs pupils write can then become the basis for the History Trek essay.

Unit 1.1 *Lost in time*

- ◆ Pupils' Book pages 2–5
- ◆ Worksheets 1, 2

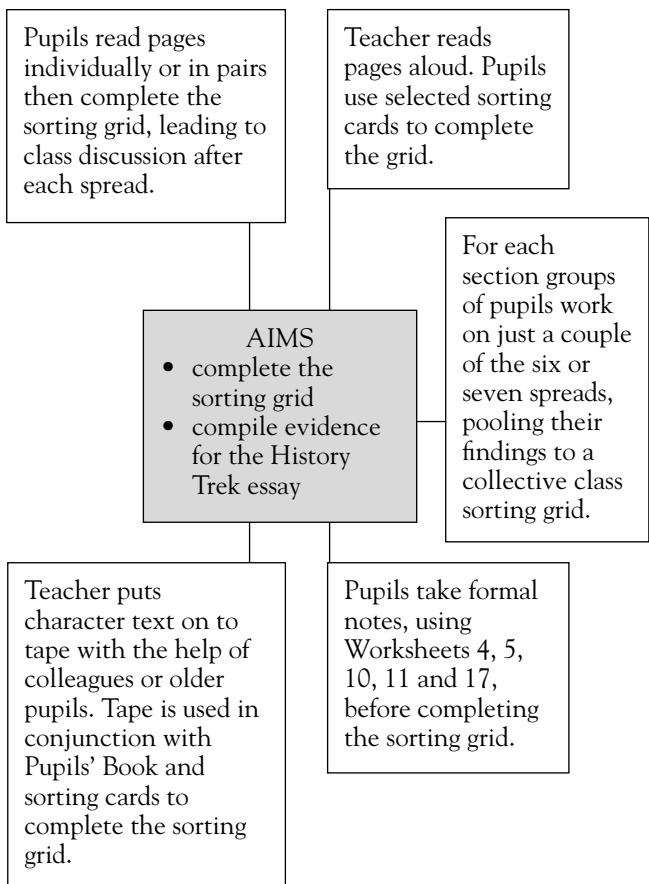
Before beginning the time travel theme it is worth starting by asking pupils to tackle the Knowledge Files on pages 108–109 (and **Worksheet 34**). It may seem strange to start at the end of the book but this will give pupils a good idea of the kind of topics they will be covering and what they know about them before they begin. Keep their results so that when they do this exercise again as they finish the book they can compare before and after work and so see how far they have come in knowledge and understanding of the content.

Pages 2–3 set up the whole investigation-cum-adventure for Section 1 – a class of pupils is adrift in a time capsule and may not be able to get home to the year 2015. They are not shown in the illustrations on these pages so that your class can take on that role and so investigate the three periods as if they really were 'lost in time'. This approach is meant to be enjoyable, stimulating and interesting – in keeping with the approach of the other Year 7 books in this series.

The Activity on page 3 can be discussed in pairs or small groups and a class list could be compiled of what will be important to pupils in deciding when they will choose to live. This then leads into pages 4–5 where the sorting grid summarises the criteria which will be used to assess the pros and cons of living in each of the three periods. **Worksheet 1**, a photocopiable version of the sorting grid, can then be used to compile notes when investigating each period. **Worksheet 2**, with the pendulum diagram, can be used to help with the summary activities for each unit.

Units 1.2, 1.3, 1.4 – an overview

While each of these units investigates a different period (the 1330s, the 1660s and the 1880s), they have similar structures and approaches and it makes sense to describe these once rather than three times! Each unit shows as many different sides of life as possible so that pupils are given material to complete all sections of their sorting grid. Information is conveyed via text and illustrations and the key points are also shown on the sorting cards on **Worksheets 3, 9 and 16**. There are several ways in which you can set pupils working on this material, as shown in the chart below. Only you will know which approach is best suited to individual classes.



The focus of work should be for pupils to compile information on the sorting grid (**Worksheet 1**) which can then be used to tackle the concluding activities in each unit. Each unit has slightly different subsidiary concluding activities, as follows:

- ◆ 1330 (page 25) – Who would you most/least like to be?
- ◆ 1669 (page 43) – Would you like to be Samuel/Elizabeth Pepys?
- ◆ 1890 (page 63) – Would you like to live in the country or the city?

The main concluding activity is the same in each unit, asking pupils to decide how they feel about living in that period, using the pendulum diagram from page 4 and **Worksheet 2** to structure the answer. The answers to these activities will form the basis for the concluding History Trek essay. Therefore word-processing these concluding answers would be very helpful to students when they come to complete the History Trek essay, as they will be able to reuse, amend or improve the text of the answers.

One of the more obvious features of Section 1 is that no questions for note-taking are provided. This is not an oversight! This would have greatly reduced the available space and changed the character of the approach. Questions for more formal note-taking on the key features of each period can be found on **Worksheets 4, 5, 10, 11 and 17.**

Unit 1.2 Life with the Luttrells

- ◆ Pupils' Book pages 6–25
- ◆ Worksheets 1–8

Evidence warning! While pupils work on this unit it may help to make clear that

- a) the text is fictional but based on real events and evidence from people and places. Most of the people are real, as historians believe that those shown in the Luttrell Psalter, the illustrated prayer book created for Sir Geoffrey, are Sir Geoffrey's servants and other villagers. The other main source is Sir Geoffrey's will which names his servants (Joan, William, etc.) and which details legacies to individuals and the community (see page 23)
- b) the illustrations are closely based on the Luttrell Psalter. A selection of illustrations from the Psalter are shown on pages 22–23 and these and other illustrations from the Psalter form the basis for the artwork in this unit. A summary of evidence for the whole book can be found on pages 110–111.

Sources for pupils and teachers

- ◆ S. Sancha, *The Luttrell Village*, Collins, 1982 (b & w, 64 pages)
A beautifully illustrated account, for children, of the Luttrells and life in the village, although now out of print.
- ◆ *The Luttrell Psalter*, The British Library (video, 22 minutes)
Specially produced for Key Stage 3.
- ◆ *Medieval Realms*, The British Library (CD-Rom)
Contains over 70 illustrations from the Luttrell Psalter with accompanying descriptions.
- ◆ J. Backhouse, *The Luttrell Psalter*, The British Library, 1989 (out of print)
Brief but very well illustrated survey of the Psalter's contents.
- ◆ J. Backhouse, *Medieval Rural Life in the Luttrell Psalter*, British Library, 2000 (64 pages)
Full of illustrations from the Psalter plus an outline history of the Luttrells and discussion of the evidence in the Psalter for rural life.

Main elements in the text and illustrations

The chart on the following page provides a summary of how the text, illustrations and sorting cards (**Worksheet 3**) match the criteria in the sorting grid. Note that these are the main points only – pupils will be able to find extra details on every page and some points are repeated, especially on the summary pages 22–25.

Points arising from individual pages

- ◆ These notes are intended primarily for teachers less familiar with medieval social history.
- ◆ Not all pages require comment.
- ◆ The details in Unit 1.2, for example foods, medicines and punishments, are based on evidence from the early 1300s.

Meet Sir Geoffrey (pages 6–7)

- ◆ The key point is vulnerability to harvest failure. Poor harvests c.1315–20 had led to starvation in parts of the country.
- ◆ Rising population in the 1200s had led to more widespread use of the three-field system to reduce fallow land.

Stop thief! (page 8)

- ◆ Murders, thefts and other serious crimes were tried by royal judges at county courts held two or three times a year.
- ◆ Most criminals who were executed were persistent criminals, gang members or strangers to an area.
- ◆ Individuals were spared if they had killed in self-defence.

In the bed chamber (page 9)

- ◆ The benevolent attitudes of the Luttrells are inferred from Sir Geoffrey's will.

Dinner! (pages 10–11)

- ◆ Meat was associated with wealth, vegetables with the poor – see Piers the villein's comment on page 14. However, the rich did suffer from scurvy if they did not eat vegetables – Henry VIII was the most famous sufferer!

At the fair (pages 12–13)

- ◆ Tales of Robin Hood may have been circulating orally at this time although the evidence is vague. The story of Robin Hood and the Monk is one of the earliest recorded.

It's all right for some! (pages 14–15)

- ◆ Villeins were protected to some extent from the worst economic conditions, unlike cottagers who had little land and struggled to find even poorly-paid work. However, this situation reversed after 1349 when the Black Death struck.
- ◆ The reference to Adam and the Garden of Eden reappears in Unit 2.1 which looks at the Peasants' Revolt (page 88).

In the money! (pages 16–17)

- ◆ The miller's house is based on archaeological evidence. Many such freemen's houses were strongly built and survived for centuries but were eventually torn down when fashions changed and people wanted two-storey homes.

DETAILED NOTES

Page number and title	Sorting cards	Sorting grid criteria 1–5
6–7 Meet Sir Geoffrey	A It was difficult to grow enough food to feed everyone. People starved if there was a bad harvest.	4 – Danger and suffering
8–9 Stop thief! In the bed chamber	B People could be fined or put in the stocks for small crimes. Thieves and murderers were usually hanged. C There was no police force. Villagers chased and caught criminals themselves. Then they handed them over to the sheriff for punishment. D Many illnesses were treated by bleeding or with herbal cures. No one knew the real causes of disease. E Many children died as babies or before they reached the age of five. Forty was the average age people lived to. S Women were expected to do what their husbands told them to do. Many women, especially those from rich families, married men chosen by their parents.	4 – Danger and suffering 4 – Danger and suffering 4 – Danger and suffering 4 – Danger and suffering 5 – Freedom and equality
10–11 Dinner!	G Rich people ate lots of meat, fish and white bread, and drank wine. They used pewter plates, had plenty of colourful clothes and had beds in their own rooms. H Wood was used for fires and candles used for lighting, but they could easily start dangerous fires. There was no gas or electricity. I Servants slept on straw mattresses in the lord's hall. They ate off dried bread trenchers instead of plates, drank ale and ate lots of vegetables and soup but little meat.	1 – Comfort 1 – Comfort 1 – Comfort <i>and</i> 5 – Freedom and equality
12–13 At the fair	J Fairs and markets were held in villages and towns. There were jugglers, storytellers and other entertainers. Everyone had to practise archery.	3 – Enjoyment
14–15 It's all right for some!	F Some lords looked after their servants well but everyone had to work long and hard, especially the farmworkers in the fields. K Some villagers were villeins. They were not free and had to work for the lord two or three days each week. They could not leave the village without the lord's permission. L Men, women and children all worked as farmers. The youngest children did simple jobs. There was no machinery to help them with their work.	1 – Comfort <i>and</i> 2 – Work 2 – Work <i>and</i> 5 – Freedom and equality 2 – Work
16–17 In the money!	M Some villagers were free. They worked for the lord for wages. They could afford better houses, food and clothing than the villeins. N Some people went on pilgrimages, travelling through Britain or Europe to holy places. Q The rich and some freemen travelled around on horseback but most people had to walk everywhere.	5 – Freedom and equality 3 – Enjoyment 1 – Comfort
18–19 Holy days and holidays	O Everyone had holidays on saints' days or other holy days. Everyone went to church. The vicar and church were very important in the village. People were frightened of going to Hell instead of Heaven. R Most people could not read or write. Only a few people went to school.	3 – Enjoyment <i>and</i> 4 – Danger and suffering 2 – Work
20–21 A visit to town	P There had once been Jews in England but they had all been forced to leave. Everyone belonged to the Christian Church. People who disagreed with the Christian religion could be punished by being burned to death. T Wars against France and Scotland were common. Boys from rich families trained to be knights and were expected to fight for the king.	5 – Freedom and equality 4 – Danger and suffering

A visit to town (pages 20–21)

- ◆ The Jews were not readmitted to England until the 1650s under Oliver Cromwell.
- ◆ Chaucer uses the story of the murdered choir boy in the Prioress's Tale.
- ◆ The Luttrells held lands in a number of regions, travelling around them during the year.

Concluding activities

Worksheets 6–8 provide writing frames to help pupils to structure their answers to the Activities on page 25.

These reuse the single and double hamburger approaches to paragraph construction introduced in *King John* (also in the **This is History!** series). Even if pupils do not know *King John*, these worksheets are constructed so as to introduce the rationale of this approach.

The simple, single hamburger frames are provided for Activities A and B (Whom would you most/least like to be in 1330?). The double hamburger, which encourages pupils to write about both sides of the argument, is used for Activity C so that pupils are prompted to think about what they might both like and dislike about living in 1330. **Worksheet 1** can be used to build up ideas and evidence for Activity C.

NB This use of the double hamburger is subtly different from its use in *King John*, where the second layer was refuting your opponent's view. Here the second layer is supporting the other side of the argument. The lesson is to adapt writing frames and make them your own.

Unit 1.3 A peep at Pepys

- ◆ Pupils' Book pages 26–43
- ◆ Worksheets 9–15

See page 22 above for the general approaches to tackling this material.

Evidence warning!

- Pages 26–33 are closely based on Pepys' diary but the text is not taken verbatim from the diary because, sadly, Pepys did not write thematically in ways that are most useful for textbooks in the early 21st century. Therefore, each spread consists of a number of segments taken from different years and pieced together to make a coherent account.
- Pages 36–42 address Pepys' infuriating failure to discuss every aspect of life in the 1660s by concocting an entirely imaginary conversation between Luttrell and Pepys. This allows Sir Geoffrey to ask helpful, direct questions about changes that have happened since 1330.

Sources for pupils and teachers

- ◆ R. Latham (ed.), *The Illustrated Pepys*, Penguin, 2000 (352 pages)
Plenty of illustrations and contains the best-known extracts from the diary.
- ◆ R. Latham and W. Matthews (eds), *The Diary of Samuel Pepys*, Fontana, 1995 (nine volumes plus Index and Companion)
The complete text. The Companion contains a wide range of brief essays looking at the people mentioned by Pepys and aspects of life in the 1660s.

- ◆ L. Picard, *Restoration London*, Weidenfeld & Nicolson, 1997 (available in paperback)
Entertaining thematic coverage of life in the 1660s.
- ◆ S. George, *The Journal of Mrs Pepys*, Review, 1999 (paperback)
Fictional retelling of Pepys' diary by his wife. Closely based on the diary itself.
- ◆ Websites – many websites contain extracts from the diary. Perhaps the most interesting for pupils may be that of Hinchingsbrooke School, which Pepys attended for a short time:
www.hinchbk.cambs.sch.uk/original/pepys.html

Main elements in the text and illustrations

The chart on page 26 of this Teachers' Resource Book provides a summary of how the text, illustrations and sorting cards (**Worksheet 9**) match the criteria in the sorting grid. Note that these are the main points only – pupils will be able to find extra details on every page and some points are repeated, especially on the summary pages 36–43.

Points arising from individual pages**Meet Samuel (pages 26–27)**

This text is taken entirely from the diary entry for 6 January 1668. Twelfth Night was one of the major celebrations of the year.

Murder and robbery (page 28)

Main diary entries:

- ◆ coffee house – 1 February 1664
- ◆ murder in King Street – 27 November 1660
- ◆ burglary – 29 November 1667
- ◆ hanging – 21 January 1664
- ◆ cock fighting – 21 December 1663
- ◆ bull baiting – 14 August 1666
- ◆ horse racing – 7 March 1669

Note – constables were part-time, short-term appointments of local men who had their own work to put first.

To church (page 29)

Main diary entries:

- ◆ barber and church – 5 April 1663
- ◆ books – 10 December 1663
- ◆ love of music – 30 July 1666
- ◆ Hooke – 1 March 1665
- ◆ Spong – 19 August 1666
- ◆ Evelyn – 24 January 1665
- ◆ loss of scarf – 6 January 1663

Women's work (pages 30–31)

These pages closely follow entries in Pepys' diary despite the reversal of perspective.

Main diary entries:

- ◆ meal – 13 January 1663
- ◆ dancing master – 12 May 1663 and afterwards
- ◆ beating – 19 December 1664
- ◆ presents – various
- ◆ washing – 16 January 1660
- ◆ beating of servant – 12 April 1667
- ◆ Stonehenge and Bath – 11 June 1668 and after

DETAILED NOTES

Page number and title	Sorting cards	Sorting grid criteria 1–5
26–27 Meet Samuel	<p>A Many houses were built of stone or brick but they were still lit by candles and heated with wood fires. They did not have flushing toilets or piped fresh water.</p> <p>B Entertainments included theatres, music, dancing, cock fighting and bear baiting.</p>	<p>1 – Comfort</p> <p>3 – Enjoyment</p>
28–29 Murder and robbery To church	<p>C Part-time constables and watchmen tried to catch criminals. There was no full-time police force.</p> <p>D Punishments were harsh. Criminals could be branded and thieves were often hanged.</p> <p>B (repeated)</p> <p>E Many children learned to read and write from books. Wealthy people enjoyed learning about science, history and faraway places.</p>	<p>4 – Danger and suffering</p> <p>4 – Danger and suffering</p> <p>3 – Enjoyment</p> <p>3 – Enjoyment</p>
30–31 Women’s work	<p>F Women were supposed to obey their husbands in everything, but some women believed they were the equal of men.</p> <p>G The rich ate lots of meats and also new foods such as potatoes, chocolate, tea and coffee. Their houses had glass windows, curtains and feather mattresses on the beds..</p> <p>H The rich had coaches and used them to travel around Britain and to go abroad for holidays.</p> <p>I Work was still done by hand and people worked long hours, especially on farms. There were no machines to make work easier or quicker.</p>	<p>5 – Freedom and equality</p> <p>1 – Comfort</p> <p>3 – Enjoyment</p> <p>2 – Work</p>
32–33 Lord, have mercy upon us	<p>J Thousands of people had been killed in the Civil War in the 1640s but many more died every year from plague and other diseases.</p> <p>K The poor still lived on vegetables, bread and ale with only a little meat. Their houses were usually made of wood with wooden shutters, not glass windows.</p>	<p>4 – Danger and suffering</p> <p>1 – Comfort</p>
34–35 Samuel Pepys and his diary	<p>L Doctors did not understand the causes of disease. Herbal remedies helped to cure some illnesses but there were still no antiseptics or anaesthetics.</p> <p>M Many children died young because of poor diet and infections. Forty was still the average age that people lived to.</p>	<p>4 – Danger and suffering</p> <p>4 – Danger and suffering</p>
36–37 Stowaway in time – Sir Geoffrey visits the 1660s!	<p>N It was difficult to feed everyone if there was a bad harvest. In very bad years some people starved to death.</p> <p>O There were no villeins by the 1600s. Everyone was free to work and travel wherever they wanted.</p> <p>P Most people worked on farms but the towns were growing, especially London. Many people moved to towns hoping to find better work.</p> <p>Q Many women still had to marry men chosen for them by their parents.</p>	<p>1 – Comfort <i>and</i></p> <p>4 – Danger and suffering</p> <p>5 – Freedom and equality</p> <p>2 – Work</p> <p>5 – Freedom and equality</p>
38–39 (continued)	<p>R Parliament shared the government of the country with the king but ordinary people could not vote for MPs or become MPs themselves. No women could vote.</p> <p>S More kinds of Christianity were established but some groups were treated like second-class citizens. Only members of the Church of England could vote. Some other groups emigrated to America where they could worship God as they liked.</p> <p>J (repeated)</p>	<p>5 – Freedom and equality</p> <p>5 – Freedom and equality</p> <p>4 – Danger and suffering</p>
40–41 (continued)	G, A, E (repeated)	<p>1 – Comfort <i>and</i></p> <p>3 – Enjoyment</p>
42 (continued)	<p>T Many people believed that witches could do them harm. In some places old women were accused of being witches and were ‘swum’ under water to see if they were innocent or guilty.</p> <p>E, D, L, M (repeated)</p>	<p>4 – Danger and suffering</p> <p>3 – Enjoyment <i>and</i></p> <p>4 – Danger and suffering</p>

Lord, have mercy upon us (pages 32–33)

Worksheet 12 on the Great Fire of London could be used in conjunction with this spread as the main theme is danger and suffering.

Main diary entries:

- ◆ country visit – 17 September 1663
- ◆ jealousy – 15 May 1663
- ◆ plague – 7 June 1665 and after
- ◆ workload – 4 March 1668
- ◆ pressed men – 1 July 1666
- ◆ bleeding – 13 July 1668
- ◆ Turberville – 3 July 1668
- ◆ hare's foot – 31 December 1664

Concluding activities

Worksheets 13–15 provide writing frames to help pupils to structure their answers to the Activities on page 43. These continue to use the single and double hamburger approaches to paragraph construction. Both the simple single hamburger frame and the more complex double hamburger are provided (**Worksheets 13 and 14**) for Activities A and B ('Would you like to change places with Samuel/Elizabeth Pepys?'). The double hamburger, which encourages pupils to write about both sides of the argument, is also used for Activity C (**Worksheet 15**) so that pupils are prompted to think about what they might both like and dislike about living in 1669. **Worksheet 1** can be used to build up ideas and evidence for Activity C.

Unit 1.4 *Lark Rise to London*

- ◆ Pupils' Book pages 44–63
- ◆ Worksheets 16–19

See above, page 22, for the general approaches to tackling this material.

Evidence warning! As with the unit on Pepys, this unit does not contain long extracts lifted straight out of *Lark Rise to Candleford*. Again, brief extracts have been taken from a range of chapters to provide a more thematic coverage of topics. Similarly, as Flora Thompson's books do not cover every aspect of life in the 1880s, the time travel device has been used so that Luttrell and Pepys can ask questions about changes in the ways in which people live.

In case you have not read Flora Thompson's books, it may help to note that they are a thinly disguised memoir of her childhood and adolescence. *Lark Rise* is the name she uses for the Oxfordshire village of Juniper and *Candleford* is a mixture of Buckingham, Banbury and Bicester. She also changed some of the characters' names, so that she became Laura and her brother Edwin (who was killed in World War One) became Edmund. Flora was born in 1876 and although she was always interested in writing did not begin writing *Lark Rise* until 1937. It was published in 1939 when she was 63

and the second and third books in the trilogy were published in 1941 and 1943. She died in 1947.

The full text, *Lark Rise to Candleford*, by Flora Thompson is available in Penguin paperback, ISBN 0 14 118331 4.

Main elements in the text and illustrations

The chart on page 28 of this Teacher's Resource Book provides a summary of how the text, illustrations and sorting cards (**Worksheet 16**) match the criteria in the sorting grid. Note that these are the main points only – pupils will be able to find extra details on all pages and some points are repeated.

Concluding activities

Worksheets 18 and 19 provide writing frames to help pupils to structure their answers to the Activities on page 63. These use the double hamburger approach to paragraph construction, encouraging pupils to write about both sides of the argument, after their practice in these skills in Units 1.2 and 1.3. **Worksheet 1** can be used to build up ideas and evidence for Activity B on whether pupils would choose to live in 1890.

Unit 1.5 Oral history – investigating the twentieth century

- ◆ Pupils' Book pages 64–65
- ◆ Worksheet 20

The main purpose of this spread is to help pupils to investigate the speed of change over the last century. The questionnaire (**Worksheet 20**) will enable them to collect information from relatives and friends, ideally from two generations, which will show them not just how much life has changed since Flora Thompson's childhood in the 1880s but also how quickly these changes have happened. If they can, as a class, investigate both their parents' and grandparents' experiences, then they may also be able to see how much more rapidly things have changed since the 1960s.

Before beginning this spread, pupils could be asked to describe the pace of change across the three periods they have studied, using specific examples from their travels through time, such as transport, entertainment, the importance of farming, and life expectancy, all of which showed little change until the 1800s and even then saw slow change, relative to today's pace of change. A simple timeline graph, drawn on the board, with a horizontal line representing continuity moving slightly upwards from the 1800s provides a quick but concrete representation of this. The pupils' task will then be to see how the graph continues through the 1900s – at a steady upward curve or with a slow curve increasing much more steeply at one point. While pupils are gathering information for the questionnaires at home they can tackle the Activities in Unit 1.6 in class.

DETAILED NOTES

Page number and title	Sorting cards	Sorting grid criteria 1–5
44–45 Laura goes home Laura's cottage	<p>A Many people were still very poor, living in cold, small houses with no water supplies or toilets.</p> <p>B Poor families lived on bacon, vegetables and bread. In the country they could grow lots of vegetables.</p> <p>C Bicycles were the most up-to-date means of transport but horses and walking were still the most common ways of getting around.</p>	<p>1 – Comfort</p> <p>1 – Comfort</p> <p>1 – Comfort</p>
46–47 Out to work! ... Or to school!	<p>D All children had to go to school but many left at age eleven or twelve to start work. Most people could read and write.</p> <p>E Machinery was being introduced to make things faster but people still worked very long hours.</p>	<p>2 – Work</p> <p>2 – Work</p>
48–49 Harvest Home!	<p>F Harvest Home was the biggest holiday of the year for country people. Harvest time was still very important.</p> <p>G People were afraid of being so poor that they would have to go into the workhouse, where families were split up.</p>	<p>3 – Enjoyment</p> <p>4 – Danger and suffering</p>
50–51 Over to Candleford	<p>H More and more houses in small towns had gas and electricity for lighting and also had fresh water supplies.</p> <p>I Many men still expected women to obey them but women could get better jobs, as teachers or nurses, and some even went on bicycle outings by themselves!</p>	<p>1 – Comfort</p> <p>5 – Freedom and equality</p>
53–55 The stowaways visit London	<p>J People began to go to watch professional sports on Saturday afternoons. Football and cricket leagues had started.</p> <p>K People could travel all over the country by train to find work or go on holiday. Trains brought fresh food into the towns.</p> <p>L Theatres and music halls were very popular entertainments. People sang and played the piano to entertain themselves at home.</p>	<p>3 – Enjoyment</p> <p>3 – Enjoyment</p> <p>3 – Enjoyment</p>
56–57 (continued)	<p>M Harvest time was still important but food could be easily imported from abroad so people did not starve if the harvest was bad.</p> <p>N People were joining trade unions to get better conditions and pay.</p> <p>O More people lived in towns and worked in factories than lived and worked in the countryside.</p>	<p>1 – Comfort</p> <p>5 – Freedom and equality</p> <p>2 – Work</p>
58–59 (continued)	<p>P Anaesthetics and antiseptics were used in operations but people had to pay for medical treatment.</p> <p>Q There was a full-time police force whose job it was to catch criminals.</p> <p>R There were no more public executions and only murderers, not thieves, were hanged.</p>	<p>4 – Danger and suffering</p> <p>4 – Danger and suffering</p> <p>4 – Danger and suffering</p>
60–62 (continued)	<p>S Most men, but no women, could vote. Women were better educated and were trying to win the vote.</p> <p>T The king or queen did not govern the country. The Prime Minister and other elected politicians ran the country.</p> <p>U Louis Pasteur had discovered that germs cause disease so houses and streets were kept cleaner and sewage was taken away in pipes.</p> <p>V People were healthier and living longer. The average age people lived to was now fifty.</p>	<p>5 – Freedom and equality</p> <p>5 – Freedom and equality</p> <p>1 – Comfort</p> <p>4 – Danger and suffering</p>

Unit 1.6 Changes and continuities from 1000 to 2000

- ◆ Pupils' Book pages 66–75
- ◆ Worksheets 21–26

These five spreads summarise the changes and continuities in the topics in the sorting grid. They have three uses:

- a) They will help to develop pupils' sense of sequence and duration in time. On each timeline they can see the three periods they have visited but can also see other major events and periods. The most effective way for pupils to develop their understanding of the pattern of past events is through regular revisiting of overviews of this kind, so ideally each pupil should tackle at least two of these timelines, although time may not allow all pupils to answer the questions on all five topics. In addition pupils will also develop their understanding of the sequence of well-known events by tackling the exercises on **Worksheets 21–26**. The event cards (**Worksheets 22, 24 and 26**) can be photocopied, cut up and put into envelopes. While this is undoubtedly fiddly and time-consuming, the envelopes of cards and accompanying exercises can then be used regularly throughout Years 7–9, perhaps whenever pupils start and finish a topic. This regular use of quick, tactile sequencing exercises is the most effective way of building up pupils' sense of chronology. Enlarged versions of the cards also make an effective timeline for the classroom wall.
- b) They will develop pupils' sense of change and continuity over time as pupils tackle the questions on each spread. Key points to emphasise are general continuity before the 1800s; occasional significant change in some topics, for example the Black Death or the Reformation; more rapid changes since the Industrial Revolution; possible turning-points in each topic and whether these turning-points differ from topic to topic. Identifying the significance of the turning-points of the Black Death, the Reformation and the Industrial Revolution will make an effective lead-in to Section 2 of the Pupils' Book.
- c) These pages also provide a resource bank of information and ideas for the History Trek essay on pages 76–79, in addition to the information pupils have compiled using their sorting grids.

Unit 1.7 History Trek!

- ◆ Pupils' Book pages 76–79
- ◆ Worksheet 27

Section 1 culminates in a piece of extended analytical writing, similar to the Grand Prix essay in *King John*, so that the two Activities work together to develop pupils' essay-writing abilities. The aim of Unit 1.7 is to provide pupils with specific guidance on how to organise and communicate their ideas so that they can

- a) demonstrate their historical knowledge and understanding most effectively, and
- b) produce a concluding piece of work that they can be proud of as the end-product of their journey through time.

It must be emphasised that pupils are not starting a new piece of work at this stage but should have the information they need in their sorting grids, their arguments about whether they wish to live in each period and their work on the timelines. Therefore they are putting together their essay from existing answers. However, they should do more than simply attack those original answers with scissors and paste. They need to:

- a) compare their ideas about living in each of the three periods and rank them in order so they fit into Stages 3, 4 and 5 of the Trek
- b) write an introduction and a conclusion to make their essay more effective. Clearly discussion of what makes an effective introduction and conclusion will be needed. Some ideas are provided in Unit 1.7 but pupils will also learn a lot by looking at examples from past Year 7 essays or even from Year 10 or Year 11 GCSE essays. Although the topics will be different, this allows pupils to concentrate on what makes a good introduction or conclusion rather than getting involved in whether they agree with the answer
- c) develop their skills in linking paragraphs through appropriate connectives and sentence starters. Some examples are provided on the In-flight menu on page 77 but, again, comparisons of good and bad examples from past essays will be perhaps the most effective way of getting the ideas across to pupils.

The overall structure of the essay is presented in the form of the History Trek. This is not just a gimmick continuing the time-travel theme but gives pupils an overview of the essay. One of the major problems in extended writing at all ages is of losing sight of the overall shape and argument of the essay. The History Trek therefore illustrates how the various stages fit together, providing a mind map of the whole writing process. **Worksheet 27** provides a copy of the History Trek should pupils need to take this home to work from.

◆ Section 2

This Section investigates three of the most important turning-points in British history so that pupils can gain an understanding of **why** key aspects of life have changed since the Middle Ages. Thus pupils will develop their understanding of cause and consequence to match the focus on continuity and change in Section 1. The three main characters from Section 1 stow away on the time capsule so that they can ask direct and useful questions about changes and why they happened – and also, hopefully, because Year 7 pupils will enjoy the approach. Sir Geoffrey, Sam and Flora introduce the three themes behind the turning-points on page 81.

Alternatively, you can begin by asking pupils to think back to life in Sir Geoffrey’s time – what can they remember about freedom, religion and where people lived and worked (use the timelines as a reminder if necessary)? Then ask how those situations compare with today, summarising the differences on the board. What questions do pupils want to ask about the differences between 1330 and Samuel’s and Flora’s time? With luck, this should lead to the question, ‘Why did things change?’ Then, hey presto, reveal page 81, showing pupils that they know how to ask important historical questions themselves.

Unit 2.1 *Why did the villeins win their freedom?*

- ◆ Pupils’ Book pages 82–89
- ◆ Worksheets 28–30

Unit 2.1 investigates the Black Death and the Peasants’ Revolt of 1381, leading on to the end of villeinage and its consequences, chiefly the invention of printing. By the end of this Unit pupils should understand:

- ◆ the events of the Black Death and the Peasants’ Revolt
- ◆ the significance of these events in leading to the growth of freedom for all
- ◆ that any event has a number of causes and consequences
- ◆ that causes and consequences can be explained more clearly by dividing them into short-term and long-term groups.

Pages 82–88 investigate the causes and consequences of the Peasants’ Revolt, beginning with the Black Death

and its impact. For questions 1–4 of the Activity on page 82 pupils can use the text boxes on page 83 but can also turn back to pages 6 and 14–15 where Sir Geoffrey and Piers and Heloise explain the situation in the 1330s.

The latter part of the Activity on page 82 presents a simple role-play exercise with pupils, playing either landowners, freemen or villeins, being asked to react to the economic impact of the Black Death. Each group has to choose between two options – the landowners: whether or not to free the villeins; the freemen: whether to seek higher wages or not; and the villeins: whether to seek freedom or not. Once pupils have made these choices they can turn to page 84 where they discover that only the landowners’ choice counted and the Statute of Labourers was imposed on the country. This decision introduces the Anger Index, a simple gauge of revolutionary feeling.

As pupils work through Stages 1–4 of the revolt they can decide which level of the Anger Index they are on. As a rough guide they might decide as follows: Stage 1 (Statute of Labourers) = level 1; Stage 2 (war) = level 2; Stage 3 (tax) = levels 3 or 4; Stage 4 (tax collectors return) = levels 4 or 5, depending on how convinced they are that a revolt would be successful. Each stage brings in a new cause of discontent, the final straw being not the Poll Tax itself, because in many places over a third of taxpayers took the easy way out and simply evaded paying (see Source 2, page 85), but the government sending in tax collectors to find the people who were avoiding payment.

The Activity on page 87 brings together a summary of the causes of the Revolt. **Worksheets 28 and 29** help pupils with this Activity. The word ‘peasants’ often conjures up images of poverty-stricken, illiterate villeins but the evidence suggests that this was far from the case: many village leaders took part, hence some historians’ preference for the name ‘The Great Revolt’.

Page 88 summarises the events of the revolt and its ending, leading into a rapid overview of its consequences on page 89, supported by **Worksheet 30**. This looks at the long-term consequences of the Black Death and the Peasants’ Revolt: freedom for villeins leading to improvements in standards of living (the fifteenth century is often seen as a ‘golden age’ for the peasantry); the increase in literacy (50 per cent of the population in mid-fifteenth-century London, although far lower in rural areas); and hence the introduction of printing – a commercial development which was a

response to the need for more and more books for the new educated class.

Unit 2.2 Why have there been so many religious changes?

◆ Pupils' Book pages 90–96

Unit 2.2 investigates the Reformation, its causes and consequences, and provides a broad overview of the transition from everyone being forced to belong to the same religion to religious toleration. By the end of this unit pupils should have an understanding of:

- ◆ why Henry VIII set up the Church of England and how the Reformation changed the lives of ordinary people
- ◆ why rulers thought it was important for everyone to belong to the same Church
- ◆ how attitudes to religious toleration have changed over time.

The Year 8 book in this series, *'King' Cromwell?*, revisits some facets of the religious changes of the sixteenth and seventeenth centuries, reinforcing the main developments and adding depth of detail.

The best starting point for the Unit, before looking at page 90, is a comparison of the pictures of churches on pages 18–19 and 29. Pupils can be asked to list the differences and suggest how people would have reacted to these changes when they first occurred. This will then lead into the material and Activities on pages 90–91.

Pages 92–93 deal with the reasons for the setting up of the Church of England (pupils may well have some Key Stage 2 knowledge of Henry VIII to bring in as a starting point). The Activity on page 93 provides continuity by asking pupils to collect evidence for competing theories. A different conceptual approach would be to ask pupils to decide whether the change was inevitable or if it happened by chance.

Pages 94–96 deal with changing attitudes to religious toleration, first through the events of the later Tudor monarchies and then by looking at why most people thought that a country could have only one religion. Answer A on page 95 belongs to Pepys, Answer B to Luttrell. Page 96 summarises attitudes to toleration since the 1200s – the boxes in chronological order are 3, 7, 1, 6, 2, 5, 4.

Unit 2.3 Why did people move to towns?

◆ Pupils' Book pages 97–107
 ◆ Worksheets 31–32

Unit 2.3 investigates the Industrial Revolution, particularly its causes and, more briefly, its consequences. By the end of this Unit pupils should have an understanding of

- ◆ why the Industrial Revolution took place and, in particular, why people moved from the country to the town

- ◆ how life was changed by the Industrial Revolution
- ◆ why the Industrial Revolution was such an important turning-point in the long span of history.

Rather than concentrating on the more conceptual idea of reasons for the Industrial Revolution, this unit tackles the topic through the more personal question of why people moved to towns to find work. It comes round to the same explanations in the end but hopefully is more accessible than 'The causes of the Industrial Revolution'.

The Industrial Revolution Wheel (page 98 and **Worksheet 31**) provides the focus – each carriage providing a reason why there were more jobs available in towns. There is no significance in the order in which they appear. Suitable headings to put on the carriages are as follows:

- 1 – Growing population (needing to buy more goods)
- 2 – Factories
- 3 – Steam power
- 4 – Railways
- 5 – War
- 6 – Empire
- 7 – The Agricultural Revolution

There are two possible sequences of activities:

- ◆ Complete question 1 of the Activity on page 98 and then move on to the Activity on page 103 which asks pupils to make notes on the reasons for change.
- ◆ Alternatively, work on these Activities at the same time, labelling Carriage 1 for the Activity on page 98 and then completing the work on the first carriage for the Activity on page 103 and so on. **Worksheet 32** provides an alternative format for recording the results of this investigation.

Pages 104–106 investigate the impact of industrial change on towns and how these problems were eventually overcome, thus extending the coverage begun in Unit 1.4 on the 1880s. The impact of industrialisation is revisited at greater length in another book in this series, *Dying for the Vote* (which can be used in Year 8 or 9). The book examines the consequences of industrialisation in terms of living and working conditions, and investigates how these factors helped lead to the growth of the Chartist movement, adding a greater depth of detail.

Page 107 places the Industrial Revolution in a much wider perspective, by comparing it with two other periods when population levels reached crisis point but then fell away, unlike the 1700s.

Unit 2.4 Conclusion

◆ Pupils' Book pages 108–113
 ◆ Worksheets 33–37

The conclusion provides pupils with the chance to think about what they have learned and to applaud themselves for their progress. It is important for self-confidence and motivation that pupils can identify, at the end of a unit of work, what they have learnt and can

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do better than they could at the start. The Knowledge Files and the History Skills Wall are features common to several of the books in this series and this should help pupils to approach them with confidence. This conclusion looks at:

- ◆ pages 108–109 – The Knowledge Files: conclusions about changes and continuities in daily life
- ◆ pages 110–111 – types of historical sources and their value to historians
- ◆ page 112 – The History Skills Wall: historical skills that have been acquired or consolidated.

Page 108 (**Worksheet 33**) provides a very brief and incorrect summary of key changes in daily life. Questions 1 and 2 of the Activity ask pupils to correct this outline but some pupils will be able to write a longer account, perhaps using a question such as ‘How have people’s daily lives changed since the 1300s?’ Question 3 compares the three turning-points covered in Section 2. Again pupils can be encouraged to structure their answers by using hamburger paragraphs.

Page 109 (**Worksheet 34**) asks a series of questions, most of which pupils should be able to answer. If they

did this exercise before visiting the 1330s and kept their answers, then they will be able to compare answers then and now and see how much they have learned. This concrete demonstration of being able to answer more questions in more detail will be good for confidence and enthusiasm.

Pages 110–111 (**Worksheets 35 and 36**) summarise the types of sources available to historians. Together the worksheets provide a snakes and ladders-type Evidence Game. **Worksheet 35** provides the rules, board and recording sheet, and each group playing the game will need one copy of these sheets plus a set of evidence cards from **Worksheet 36**. If having a number of groups playing the game around the classroom sounds like a recipe for disorder then just have three groups, each working on a different ladder, so that you stay in control and deal with all the team-to-team challenges.

Page 112 (**Worksheet 37**) provides the final summary of the historical skills that pupils have been developing. This has the benefit of not only improving confidence but also emphasising that they have not just been learning about details and events but have been developing skills which will be of future use – in other history lessons, in other subjects and even in life beyond