

# **History**

## **Homeworks**

### **year 7**



# KS3 Level Descriptors

<b>Level 3</b>	<p>I can understand that the past is divided into different time periods.</p> <p>I can tell that there were differences between different times in the past.</p> <p>I can tell that different times in the past had some things that were the same.</p> <p>I can write sentences about events in the past.</p> <p>I can write sentences about one or two causes of an event.</p> <p>I can use a source to help me answer questions in sentences.</p>
<b>Level 4</b>	<p><b>I can do everything from Level 3, and...</b></p> <p>I can write a paragraph to describe some of the main events, people and changes in the past.</p> <p>I can write descriptions of several reasons, using paragraphs.</p> <p>I can select and combine information from sources to produce a structured answer.</p> <p>I can explain that the past can be represented or interpreted in different ways.</p>
<b>Level 5</b>	<p><b>I can do everything from Levels 3 &amp; 4, and...</b></p> <p>I can describe and make links between events and changes and give reasons for and results of these events and changes.</p> <p>I can explain most of the reason and show links between them.</p> <p>I can identify the sources that are useful for answering a question.</p> <p>I can suggest reasons for different interpretations of events, people and changes.</p> <p>I can come to conclusions about people and events I have studied.</p>
<b>Level 6</b>	<p><b>I can do everything from Levels 3, 4 &amp; 5, and...</b></p> <p>I can describe and begin to analyse the different types of events and changes</p> <p>I understand that there were different types of causes of an event</p> <p>I can suggest the most important cause.</p> <p>I can combine evidence from sources to support my conclusions.</p> <p>I can describe and begin to explain different historical interpretations of events, people and changes.</p>
<b>Level 7</b>	<p><b>I can do everything from Levels 3, 4, 5, &amp; 6, and...</b></p> <p>I can make sound use of factual knowledge to make links between events.</p> <p>I can analyse reasons for and results of events and changes.</p> <p>I can write answers that cover all the causes and begin to evaluate the significance of the different causes.</p> <p>I can evaluate sources for reliability.</p> <p>I can find sources of information for myself and use them critically to answer questions.</p> <p>I can explain how and why different historical interpretations have been produced.</p>
<b>Level 8</b>	<p><b>I can do everything from Levels 3, 4, 5, &amp; 6, and...</b></p> <p>I can use detailed and factual knowledge and understanding to analyse relationships between events, people and changes.</p> <p>I can set these explanations in a wider historical context – either time or place.</p> <p>I can write an answer that evaluates and is critical of the different interpretations of the causes of events.</p> <p>I can use sources of information critically and carry out historical research.</p> <p>I can reach substantiated conclusions about my enquiries.</p> <p>I can analyse and begin to explain different historical interpretations.</p>

A, B & C sub levels will be given.

A = Top of that level    B = Firmly in that level    C = Just in that level.

## Year 7

**Homework's are set once every half term. Projects are given with 4 weeks to complete. The work should be done by individual pupils using books, class work and the internet.**

**Opposite are details of the level descriptors for History.**

**In year 7 most pupils should be achieving a level 4 (4c-4a).**

**The next few pages explain all the homework's for year 7.**

## How to get Help:

We have 2 ways for you to find information and print off new homework sheets if lost.

1. School website:

[www.chelmervalleyhighschool.co.uk/](http://www.chelmervalleyhighschool.co.uk/)

If you go to departments and then History under the KS3 heading should be year 7 homework booklet link.

2. Internal website:

<https://cvhsmywork.chelmer.essex.sch.uk>

If you go to the other sites menu then down to History website this contains worksheets and project sheets and a homework helper page.

## Each project must have the following information:

**Include:**

- ***A front cover*** – To show what the title of the homework is and your name.
- ***Introduction*** – To explain what your homework is going to include. This may be the topic area or a little information on a **Historical figure**. Example:

In this project I will be looking at .... to find out if they .....

- ***Core answering the question*** – This is where you work through the different sub titles and find information on each one which helps to answer the main question.
- ***Conclusion*** – This is where you say after looking at the main question what you have decided is the main answer (this is your opinion and should be supported by evidence). Examples:

After looking at the different factors I have decided.....

The most important reason why the .....is .....

- ***Bibliography*** - books you have used or internet sites listed down at the end.

## **History targets to help you improve your Historical skills**

Project will be given a national curriculum level and a target to help pupils improve.

Target number	What you must do
1	Describe the events in full using appropriate evidence.
2	Understand and explain how events occur, with evidence.
3	Understand and explain why, with evidence, events occur.
4	Explain why different views exist on the same event in the past.
5	Which explanation, about an event, is the best and why?
6	Explain why a source is useful.
7	Use a source effectively in historical arguments.
8	Have a conclusion backed with evidence.
9	Look at both sides of the argument with examples.
10	Combine sources with own knowledge to fully explain events.

## **Topics in Year 7**

### **What is History?**

This topic is an introduction into the different types of evidence that Historians use to find out about the past.

You will learn about primary and secondary sources, the term bias and other historical vocabulary.

### **Medieval Realms**

This topic starts from the conquering of England in 1066 to the campaigns of Edward I in Scotland and Wales.

This topic looks at economic, social, political, societal, technological factors and many more...

Learn how to defend and attack a castle or find out who was more powerful the King or the Church

### **The Roman Empire**

This topic looks at the Roman Empire from the founding of Rome all the way to its ultimate destruction. Pupils will learn about the government, army, warfare, life in the cities, Emperors, Religion and its legacy.

From this they will be able to link factors together in order to determine the collapse of the Roman Empire.

**Spelling tests will be given throughout the year to help with literacy:**

**What is History?**

1. Bias
2. Secondary
3. Primary
4. Sources
5. Evidence
6. Anachronisms
7. Centuries
8. Artefacts
9. Decade
10. Millennium

**Normans**

1. Castles
2. Dynasty
3. Invasion
4. Reign
5. Siege
6. Rebel
7. Rebellion
8. Battle
9. Enclosures
10. Crusades
11. Fought
12. Fort
13. Conqueror
14. Peasant
15. Harold
16. Normandy
17. Cathedral
18. Motte and Bailey
19. Feudal
20. Knight

**Romans**

1. Republic
2. Emperor
3. Senator
4. Gladiator
5. Province
6. Consul
7. Governor
8. Rome
9. Empire
10. Roman
11. Centuries
12. Religion
13. Hierarchy
14. Solider
15. Shield
16. Javelin
17. Sword
18. Goddess
19. Christianity
20. Kingdom

**Thinking Skills**

1. Interpret
2. Evaluate
3. Organise
4. Compare
5. Construct
6. Judge
7. Define
8. Contrast
9. Paraphrase
10. Analyse

**What is History? In class assessment so revise:**

What these words mean:

Chronology

Artefact

AD

Decade

Interpretation

Hypothesis

Source

BC

Century

Anachronism

**Why did William Win the Battle of Hastings? In class assessment so revise:**

1. **Why we needed a new king?**  
What was England like before 1066, setting the scene.
2. **Information about William and Harold.** Why did they both think they should be king?
3. **Why did William invade England?** What was the main reason for William to invade (oath).
4. **Explain about the two armies.** Explain about the differences and similarities between the two armies-which one is better.
5. **Why did William win the battle?** Main reasons why William was successful.

## **All classes Homework: Building a model Castle Homework**



### **You will need to:**

- 1. Design your own Castle choosing the best defence features like a drawbridge.**
- 2. Then you need to make it, it should be no bigger than a shoebox. . It is preferable that it comes to school inside the box so that it is protected and can be stacked safely.**
- 3. With this you will need to produce a written piece of work that shows what strengths your castle has, and also what weaknesses it has. You might also say how these could be improved / overcome. So you are writing down all the good things about your Castle and then all the bad things.**

**The marking will be divided between the castle build and the written piece with equal weight given to both pieces.**

Example: I have made my Castle out of stone however I have used square towers which could be easily knocked down.

## **Alternative Homework 1: What was life like in medieval times? Booklet**

**You need to produce a booklet looking at life in the middle Ages, in this booklet you will need to look at different aspects of life including some of the list below.**

- Clothes**
- Houses**
- Food**
- Education**
- Punishments**
- Work**

**Good answers would compare the differences between the lives of the rich and those of the poor.**

**The conclusion should explain why there would have been a difference between the lives of the rich and the poor.**

## **Alternative Homework 2: Why did the Peasants Revolt? Project**

### **Introduction**

***Core answering the question:***

**Sections will be needed on:**

**1. What the situation was like in England before the Peasants revolt.** Explain what life was like for people in England, who was king and what was changing.

**2. causes/factors:**

- taxation
- unpopular government
- loss of people due to black death
- Richard II
- Wat Tyler
- The events of the revolt
- Why they revolted?

**Go through all the causes/factors you think started the peasant's revolt and explain why they did in detail**

**3. Decide which reason was the most important for starting the peasant's revolt.**

**The conclusion should have an explanation showing why you think what you do think. Good answers will show how the demands changed as the revolt progressed.**

## **All classes Homework: Why was Thomas Becket Murdered in 1170? Project**

**In this project you will need to look at the events leading up to the murder and then explain possible reasons why he was murdered in the "why" section and then in the conclusion say which reasons you are sticking with and why?**

### **Introduction**

***Core answering the question:***

**Sections will be needed on:**

- 1. Henry II**
- 2. Becket**
- 3. Events leading up to the murder**
- 4. Events on the day of the murder**
- 5. Events afterwards that might explain why the murder occurred**
- 6. Why was he murdered?**

**Good answers will show in the conclusion a difference between what was given at the time as the reason and in reality what probably occurred, and why.**

**The conclusion should explain what the main cause was for Thomas Becket being murdered and why.**

### **Alternative Homework 3a: Roman Army Booklet**

**Complete a booklet showing me all about the Roman army. You should show:**

- the uniforms they wore
- the weapons they used
- how they used the weapons
- special formations they used (turtle)

**Better answers will also have sections on their forts and other information for instance on the structure of a legion or the routine of the soldiers.**

### **Alternative Homework 3b: Why was the Roman army so successful? Project**

**You need to produce a project answering this question.**

**Introduction**

***Core answering the question:***  
**Sections will be needed on:**

- Look at the uniform
- The weapons
- The structure of the army
- The training, etc.

**In each section you will need to say why it makes the army successful.**

**The project will end with a conclusion with an overall consideration of the question. Explaining why was the army successful?**

## **All classes Homework: Build a Roman Villa model**



### **You will need to:**

**1. Design a villa to fit inside a shoe box and mark out where the rooms are, you may wish to put in the hypocaust system.**

**2. Then label up the rooms and decorate if needed to show function of each room.**

**Marks will be awarded for accuracy of the design and also for labelling in both English and Latin.**

**3. An explanation of why it has been designed the way it has will be included on a sheet of paper that you can put in the box too. The paper is also the place it is best to put your name so that it is known to be your work.**

## **Alternate Homework 4a: What is the most important legacy of the Roman Empire? Project**

### **Introduction**

***Core answering the question:***

**Sections will be needed on:**

- 1. look at some things that the Roman Empire has given to us.**
- 2. You could try to categorise them so that you look at for instance:**
  - Architecture**
  - Law**
  - Military**
  - Religion, etc.**

**Then in your conclusion you should decide on the most important and say why, you could also show how it is more important than the others.**

**Alternate Homework 4b: What is the most useful thing that we have got from the Roman Empire? Booklet**

**Produce a booklet in which you look at things that the Roman Empire has given to us.**

**Say what they are and whether we find them useful.**

**Look at for instance:**

- **Architecture**
- **Law**
- **Military**
- **Education**
- **Hygiene**
- **Food**

**At the end pick which one you think is the most useful to us and say why you think it is.**