

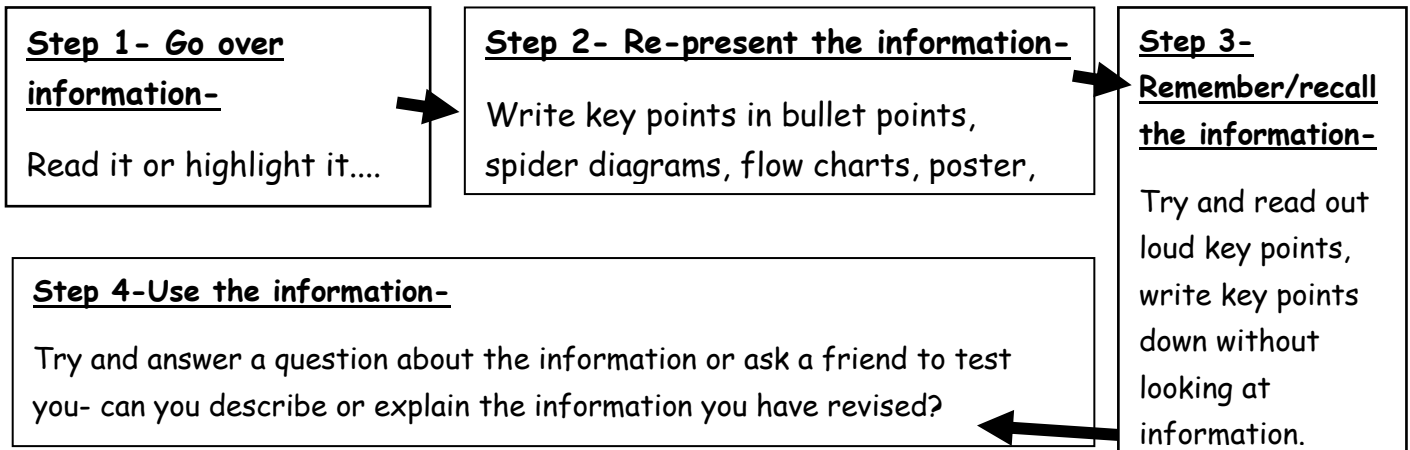
**Y7 Revision Guide -
Summer progress assessments**

Year 7

Topics

1. The Early Islamic Empire and Mongol Empire
2. The Battle of Hastings and how the Normans kept control.
3. Life in Medieval society
4. Global Medieval monarchs
5. The Tudors

How do I revise?



Topic 1. The Early Islamic Empire and Mongol Empire

What were the 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 **web of trade networks that flow east to west and west to east** – from the pacific coasts of China and Russia to the Atlantic coasts of Europe and Africa, and also from Scandinavia in the North to the Indian Ocean in the south. Along these routes, pilgrims and warriors, nomads and merchants have travelled, goods (e.g. silk) and produce have been bought and sold, and ideas and beliefs exchanged, adapted and refined. They have carried not only prosperity, but also death and violence, disease and disaster.

Trade on the silk roads

Most trade was local- town to town. Rare and exotic items such as (Spices, jewels and some foods) were expensive and made longer journeys worthwhile. Other goods traded were gold, amber, coral, wool, precious gems and silk. Goods were carried by caravans of camels in deadly conditions. Silk was one of the most important resources- it was a symbol of wealth and status but also sometimes used as money. Cities built along these trade routes grew wealthy.

The Golden Age of Learning in Baghdad

In the 8th century, a new city was built at huge expense. It was the **richest and most populated city on earth and remained so for centuries**. It was called Madinat al -Salam, which meant City of Peace. Today we call it **Baghdad**.

Great support was given to scholars (learners) and their research. **Race, religion and even gender were not barriers for those who were clever, with scholars gathering materials from all corners of the world**. Great attention was paid to learning about Asian culture, and how its people lived and behaved.

This was a time that saw major discoveries in **science, mathematics, medicine and astronomy, literature and philosophy**. This was a time when even the most powerful leaders in Europe could not read. People learnt about mathematical concepts like **algebra and algorithms**. Some did experiments on medicines whilst other scientists worked on problems like the relationship between the vision and brain.

The Mongol Empire

The Mongols were a group of nomadic people who **lived in the grasslands of Central Asia in a country we now call Mongolia** (close to China and Russia). They were Nomads (people who travel around from place to place) who followed where the herds of animals went.

The Mongol people were famous for their **amazing skills, especially as horse riders and archers**. From a young age, Mongol children learned to **ride horses and use bows and arrows**, which made them **excellent hunters and warriors**. **They were also very skilled in using swords when fighting and if unarmed, could wrestle an enemy down**.

They could **shoot arrows very accurately even while galloping at high speed on horseback** and worked together as a team to defeat their enemies.

These abilities and their **most famous leader, Ghengis Khan**, helped them become **one of the most powerful and successful armies in history**, helping them to **control around 24 million square kilometres of land**.

Topic 2 - The Battle of Hastings and how the Normans kept control.

Who were the contenders to the throne?

When **Edward the confessor**, King of England died with no heir to the throne people wanted a strong new King- one with **experience as a leader and warrior**, one who was **English** to ensure they put England first and one who was **related to the King**- who would therefore have “royal blood” from God.

The following people were possible next Kings, and contenders for the throne

- Edgar Atheling- Nephew of the previous King, only 14 years old.
- William of Normandy- Duke of Normandy In France
- Harold Hardrada-King of Norway, fierce warrior, related to a previous King.
- Harold Godwinson- English, Earl of Wessex, Brother in law to the previous King.

Why did William win the Battle of Hastings?

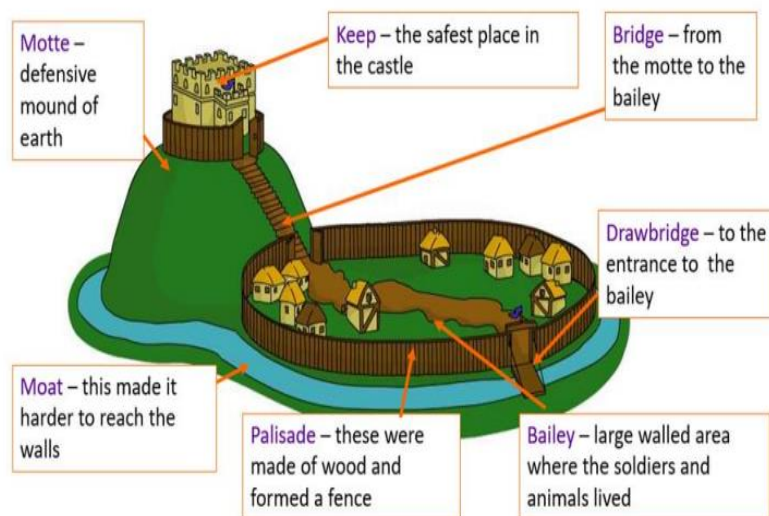
- William had around **2000 more men, trained knights and cavalry**. Harold had lots of peasants with axes and forks, not very well trained.
- **Harold's army were tired after marching and the battle at Stamford Bridge.**
- **William inspired his army by fighting with them at the front.**
- **William used the feigned retreat tactic to break the shield wall**

How did William Keep control of England?

1. Building castles

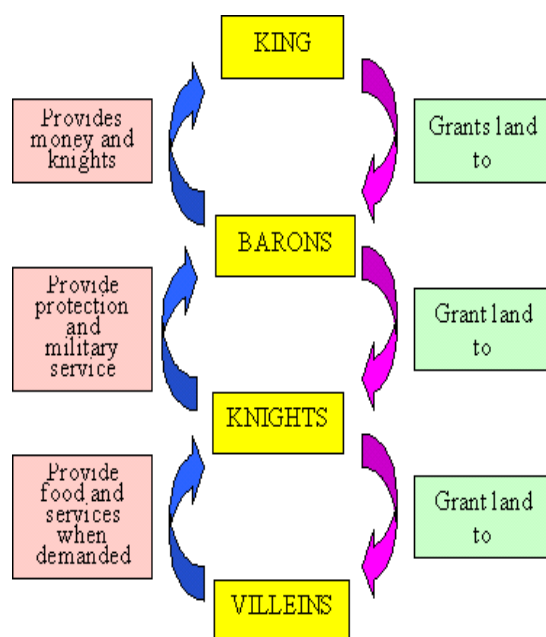
- King William liked castles. As he said, 'Castles are safe and strong. No one can attack me if I build castles.'
- He built his first castle at Hastings very soon after winning the Battle of Hastings.
- At first, he built wooden castles which only took a few weeks to build; these were called **motte and bailey castles**.
- **The castle was built on a hill (motte) next to a small village and was surrounded by wooden walls**

Early castles – Motte and Bailey



2. Creating the Feudal system

- This was a **hierarchy** whereby **everyone had a place and it allowed William to control land in England.**
- The **king was at the top** of society, and therefore at the top of the feudal system.
- The **Barons were below the king** in the hierarchy. This included the clergy, barons, and lords and ladies. They would **give some of their land to knights, who would raise an army to fight for the king** when needed.
- **Knights** would let peasants live and work on the land, in return for taxes and food. They became **wealthy from rent raised from peasants they let farm on the land.**
- **Peasants / Villeins** were the **largest and lowest group in medieval society**, making up over 90% of the population. They were at the bottom of the system and had few rights.



3. Creating the Domesday Book

- King William decided that one of the best ways to keep control in England was to **find out what people owned and make them pay taxes.**
- In 1086, William **sent his knights to every single village in the country to do a survey.** He told the knights to **find out what each person owned and to threaten to kill people if they would not tell them.**
- The **people were so scared that they thought it was their 'doomsday'.** William asked the knights to **record everything they found out in a huge book.** This became known as the **Domesday Book.**

4. Attacking the North

- After the Battle of Hastings, William was crowned king in London on Christmas Day, 1066. The **Saxons in the north-east of England did not want William as their king.**
- In **1069, they rebelled against him.** William **killed the rebels, destroyed their food, salted the earth so that crops would not grow again and moved the survivors into what we today would call concentration camps.**
- This became known as the *'harrying of the north'*.

Topic 3 - Life in Medieval society

The Black Death

The Black Death arrived in England in the year **1348** and it **killed 50%-75% of its victims.** Medieval doctors **did not know what caused it**, but guessed it was the result of:

- the movements of the planets
- a punishment from God
- bad smells and corrupt air
- enemies who had poisoned the wells

Most historians believe that the Black Death was caused by the **bubonic plague.** The plague **lived in fleas which lived on black rats.** They **gave the disease to the rats.** When the rats died, the **fleas hopped off onto humans, bit them and infected them.**

Symptoms of the black death included **blood and pus coming out of swellings called buboes, chills, vomiting, diarrhoea, terrible aches and pains, death.**

Roles of a medieval King

- Look rich and powerful.
- Decide on law and order for the country, how people would be punished.
- Decide how much to tax people.
- Decide when to go to war.
- Keep the church and barons happy to ensure their support and loyalty, the barons would give the king knights to fight in war.

The murder of Thomas Becket

- Thomas Becket was **Archbishop of Canterbury**, the most important bishop in England. In 1170, he was **brutally murdered in Canterbury Cathedral**.
- Before this, **Becket and Henry II had been arguing for some time**. Henry only appointed him in his important position as archbishop of Canterbury as **he wanted to control him**.
- However, **Becket refused to obey Henry's orders to give him more power over the church** and said he only worked for God.
- This **angered Henry II and led him to shouting "will no-one rid me of this troublesome priest"** which resulted in a **group of knights murdering Thomas Becket**.

Who's to blame for Thomas Becket's death?

- **King Henry II =**
Henry **fell out with Thomas** after he gave him the **job of Archbishop of Canterbury** (top man in the church in England.) **Henry wanted Thomas to ensure the church gave power to the King, he wanted Thomas and the church to do whatever he said**. After a tantrum one day he said "will no-one rid me of this troublesome priest?". The **knights took this as an order to kill**, but was **Henry just having a tantrum and did not mean it**.
- **The knights =**
They were **indeed the people who killed Thomas Becket** in Canterbury cathedral. They **did not check with the King** and **assumed he had made an order to kill**. The king often had tantrums and used to be best friends with Becket. **Should they have checked before killing the priest?** However, they **did not want to cross the king and so may have been careful to follow orders**.
- **Thomas Becket =**
He **knew how powerful the king was and why he had been given the job in the first place**. Thomas **became too devoted to God and stopped listening to the king**. He **knew what the king was capable of and kept pushing his buttons**.

Who was King John and why was he unpopular?

King John ruled England at a difficult time. **He faced wars with France, a shortage of money and clashes with powerful English barons**.

The **barons became increasingly angry with John** as he was **not trustworthy and was very mean with his money**. They **eventually forced him to agree to changes in how England worked**, written down in the **Magna Carta in 1215**

The Magna Carta is seen as the basis of many English laws and helped to influence the US constitution, which was written over 500 years later.

Topic 4 - Global Medieval Monarchs- who was the most successful?

1. Eleanor of Aquitaine

As a child, Eleanor received a **good education and learnt subjects like maths, literature, history and astronomy**. Her father was the **powerful Duke of Aquitaine**, which meant her family owned a large amount of land in France and were very wealthy.

Once her father died, Eleanor married her first husband **King Louis VII of France** on Christmas day in 1137, becoming the **queen of France**. During their marriage, **Eleanor helped Louis to run the country** and even **went with him on a crusade** in 1149. However, the **marriage was not a happy one** and after a lot of arguments about **Eleanor's interference in political decisions**, the marriage ended in **1152**.

Two months after the marriage ended, **Eleanor decided to get married again but this time to the King Henry II of England**. This **created alliances between a large area of France and England**, improving their relations with each other and bringing lots of power, land and money.

Together, **Henry II and Eleanor had 6 children together**, including **two sons who would become King of England**, Richard the Lionheart and John.

In **1173**, Eleanor decided to help another of her sons, Henry, to become the new King of England as her husband was doing such a bad job of it. Her involvement was discovered and she was **imprisoned for 16 years** until her son Richard the Lionheart became King of England and released her as she had always been a loving and supportive mother.

2. Isabella I of Castile

As a child she received a **very good education** to prepare her to be a leader and a loyal Catholic. In 1469, she married **Ferdinand II of Aragon** which helped **bring together the two powerful kingdoms of Castile and Aragon**, uniting Spain into one powerful Catholic country.

As a queen, she was **known for her strong and determined leadership**, and she was very **involved in political decisions**. She strongly believed in justice and wanted to **make life better for her people**

Isabella **encouraged learning** and wanted a **well-run, educated court**. She herself was well educated and expected her children, who would later become important rulers in Europe, to study hard. She **chose advisors who could read, write, and deal with complicated legal and financial problems**, not just rich people with soldiers. She **supported the building of universities** and religious schools that trained priests and officials. This **helped build a more modern kind of government** where decisions were written down, **detailed records were carefully kept**, and **problems were solved through planning and discussion not just fighting**

She **helped to create a more organized military** and took a **more hands on role during wars** than other monarchs. For example, during the **war for Grenada Isabella organised the army** and **made sure that the soldiers had proper food weapons, were paid properly** and she

even **set up small hospitals** near the where the fighting was going on. These became **known as 'Queen's hospitals'** which helped to save many injured soldiers.

Isabella even **helped Spain to gain even more land and power by supporting the explorer Christopher Columbus** in his voyage across the Atlantic. Isabella talked with him for several years and **agreed to give him ships, men, and money**. In 1492, **Columbus set sail and discovered islands in the Caribbean**. He thought he was near Asia, but he had actually helped open a path between Europe and the America which changed the worlds history. **This brought a lot of wealth and gold to Spain as well as new land which now belonged to Castile, helping to make Spain one of the most powerful kingdoms in the world.**

3. Mansa Musa

Mansa Musa **ruled the Mali Empire** during a period that has since become known as a 'golden age'. He was **fascinated by exploring and dreamed of finding new lands across the Atlantic Ocean**. He led an **expedition of 2000 ships across the sea to explore new land in the 'New World'** (Modern North America) and also **promoted trade, encouraged education and building**. He was also **patron (supporter) of the arts** e.g. music and poetry.

During his reign, Mansa Musa **built many schools, universities and libraries, in cities like Gao and Timbuktu**. Using his large army, he **invaded other regions and doubled the size of his territory to cover 400 cities and 1.1 million square kilometres**, growing his already vast empire across **West Africa making it a very successful empire**.

It is estimated that Mansa Musa came to **control half of the world's supply of salt and gold** at this time. Some historians have even described Mansa Musa as **'the wealthiest man who has ever lived'**.

He believed it was his **duty to convert the empire to Islam, which in some cases he did by using violence**. Mansa Musa **allowed slavery in his empire and owned thousands of slaves himself, many of them working in the mines that created his wealth**.

Mansa's journey to Mecca **helped to make the Mali Empire more widely known in Europe**. This led to much more trade between the empire and Europe and even be **pot on the Catalan Atlas**.

4. Pachacuti

Pachacuti means- **'He who remakes the world.'** He began an empire that **expanded the Incas from the valley of Cuzco to nearly the whole of South America**. When Pachacuti died in 1471, the **empire stretched from Chile to the south and Ecuador to the north also including the modern countries of Peru and Bolivia as well as most of northern Argentina**.

Pachacuti was **very popular** because he had several strong positive qualities such as being **brave, courageous, intelligent, a good leader and mature**. Pachacuti was also a **good leader and a fierce fighter**, he **successfully took part in wars and led his people against the Chanka** (a local tribe), as his father and brothers fled.

After the battle was over, Pachacuti returned to the capital city to find out that his father was going to sacrifice many people including children to the Gods because he thought they would be

angry at him for the battle. **Pachacuti stopped his father from sacrificing people and forced him to leave the throne** with the help of some loyal men. **Pachacuti crowned himself the new Sapa Inca (Emperor). All the nobles and all the people were glad.** They called him the 'Hero Pachacuti'.

Pachacuti's empire was **wealthy, well-organized, took part in lots of trade**, with generally **humane (kind) treatment of its people** thanks to some of the changes that he made:

- **Using irrigation to help water to travel directly to crops which improved the amount of food available for his people.**
- **Creating thousands of miles of roads to help people travel safely from village to village across the mountains which encouraged trading** which brought lots of wealth and gold to his Empire.
- **Changing the Inca's religion to a less violent one** which helped to **prevent lots of sacrifices of his people.**
- **Creating a new type of government where different people were responsible for different tasks**, this meant that he did not need to worry about everything going on at the same time.

Topic 5 – The Tudors

Henry VIII - (1509 to 1547)

He is remembered for his six wives and his cruelty towards them. Henry VIII **wanted to achieve military success and bring greatness to his kingdom.**

One of the most important events of his reign, which had a long-lasting impact, was his decision **to break with the Catholic Church and establish the Church of England.** The Pope was the head of the catholic Church and he lived in Rome. His decision to **break away from the church in Rome is called the Reformation.** This was because he needed a divorce from his wife **Catherine of Aragon** so that he **could marry again and fulfil his desire for a son and heir** to the Tudor throne with **Anne Boleyn.**

Henry also wanted to **create his own church so that people would worship and obey him, not a foreign power like the Pope.** In addition to this, **Henry wanted to use the money from his new church to pay for wars.** After changing England's religion from Catholic to **Protestant,** Henry **closed down the catholic monasteries in England to take their wealth and power.** Henry VIII had **6 wives, but only 2 children**

- Wife no. 1 Catherine of Aragon (Catholic) - Daughter born Mary I (Bloody Mary)
- Wife no. 2 Anne Boleyn (Protestant)- Daughter born Elizabeth I
- Wife no. 3 Jane Seymour (Protestant) – Son born Edward I
- Wife no. 4 Anne of Cleves (Protestant)- no children
- Wife no. 5 Catherine Howard (Protestant) - no children
- Wife no. 6 Catherine Parr (Protestant) - no children

Edward VI – (1547 to 1553)

After Henry died, his **only male heir, Edward VI became king of England**. He was raised by **Protestant** men such as his uncles, Edward and Thomas Seymour. During his short reign, **England became an increasingly Protestant**. This led to a **Catholic rebellion in 1549**. Unfortunately, **Edward died very young at only age 15** from a disease called tuberculosis.

Mary I (Bloody Mary) – (1553 to 1558)

After the death of Edward VI, Henry VIII's and **Catherine of Aragon's oldest daughter Mary I became queen**. She **changed the religion of England to make it a Catholic country** once again as she was a loyal catholic like her mother.

Many people who had been keen to keep their Catholic faith during the religious upheaval of the previous years celebrated Mary's arrival on the throne, throwing bonfires and parties. **Protestants, however, were persecuted: around 300 were executed by being burnt alive** during Mary's reign. **Others fled abroad**. As a result of this brutal persecution, **Mary earned the nickname of 'Bloody Mary'**.

Elizabeth I – (1558-1603)

Under **Elizabeth I, daughter of Anne Boleyn, the religion of England changed again to Protestant**. After lots of fighting between the Catholics and Protestants of England thanks to the actions of Henry VIII and Mary I (Bloody Mary). Elizabeth decided **she wanted to try to keep both groups happy and make England a Protestant country**. The way in which she did this became known **as the Religious Settlement**. Under one of these laws she **gave herself the title 'Supreme governor' of the Church of England** and she **made a number of changes to how churches should look and behave**, for example:

- The Bible would be **written in English**
- Church services must be in **English**
- Priests would have to **wear simple plain robes** called Vestments
- Churches were **allowed to have decorative ornaments like statues, crucifixes and stained-glass windows**.

Why did Phillip II send the Spanish Armada to England?

- King Philip II of Spain **wanted to make England Catholic again**. England was Protestant, and **Philip was a strong Catholic**.
- Philip was angry because **Queen Elizabeth I supported rebels fighting against Spain in the Netherlands**.
- English sailors, like **Sir Francis Drake, attacked Spanish treasure ships and colonies**
- **Elizabeth I refused to marry Phillip II** which embarrassed him.

What happened during the invasion?

- In May 1588, the Spanish Armada set sail with about **130 ships and over 27,000 men**.
- The Armada was **led by the inexperienced Duke of Medina Sidonia**, who was worried the **Spanish ships were not as good as the English ones**.
- The plan was to **meet with another Spanish army in the Netherlands before invading England, but this never happened, as they weren't ready**.

- The **English navy was smaller but had faster ships with better cannons that could shoot from far away.**
- The English attacked the Armada in the English Channel. The **English sent fire ships (ships set on fire) into the Spanish fleet, causing panic and breaking their crescent formation.**
- The **Spanish tried to escape but were forced to sail around Scotland and Ireland. Many ships were wrecked by storms and bad weather. Only about 60 ships made it back to Spain**

Why were the Spanish defeated?

1. England's plan of attack

- English ships used **quick attacks** and they even **set fire to empty ships and sailed them into the Armada.**
- This **forced the Armada to separate from their protective crescent formation,** making it a lot **easier for the English to attack** as the **Armada could not protect itself** and were more vulnerable.

2. The Armada's lack of supplies

- The Armada had to **store its food in poor quality barrels** as the English had previously **destroyed many of the good quality ones.** This **caused the Armada's food to rot quickly and left their sailors hungry, weak and less able to fight.**
- They also **did not store enough cannon balls** on board the ships, which meant that **once they had used all of them, the Armada did not have a way to attack the English**

3. Better English ship design

- English **ships were smaller** than the Armada's ships but they were **much quicker and easier to turn when avoiding enemy attacks.**
- They were also **able to shoot at the Armada from further away** than the Spanish, this meant that they **could stay a safe distance away but still hit Spanish ships,** unlike the Armada which had to be very close to the English ships

4. Listening to expert advice

- **Elizabeth I listened to expert sailors and those with experience battling at sea** as she knew she did not have any experience. This meant that **she was given very good advice and suggestions to help England to win.**
- **Phillip II of Spain refused to listen to any advice,** believing that he knew better because he was king.

5. Poor communication from Spain

- **Spain sent their messages to the troops in the Netherlands too late,** so by the time that they were ready to collect the soldiers, they were a week too late and **the men weren't ready.**
- Thanks to this, **their army was very unorganised** and meant that they had less soldiers than they needed.

6. Poor English weather

- The Spanish were **not used to the terrible stormy weather in England** and so when the wind blew too hard, **Spanish ships were dragged around the North of Scotland and Ireland**. Most ships were **damaged on their way back to Spain** as they **hit the rocks on the coast causing them to sink** and **many sailors drowned**.