

Year 6
(Entry into Year 7)
5 Hour Revision Course
History



NORD
ANGLIA
EDUCATION

History

5 Hours

Activity 1 (1 Hour)

The Ancient Greeks

Please read the following passage carefully, you will be asked to answer questions on it to complete this activity:

The history of Greece goes back to the time when people did not know how to write, and kept no record of what was happening around them. For a long while the stories told by parents to their children were the only information which could be had about the country and its former inhabitants; and these stories, slightly changed by every new teller, grew more and more extraordinary as time passed. At last they were so changed that no one could tell where the truth ended and fancy began.

The beginning of Greek history is therefore like a fairy tale; and while much of it cannot, of course, be true, it is the only information we have about the early Greeks. It is these strange fireside stories, which used to amuse Greek children so many years ago, that you are first going to hear.

About two thousand years before the birth of Christ, in the days when Isaac wanted to go down into Egypt, Greece was inhabited by a savage race of men called the Pe-las'gi-ans. They lived in the forests, or in caves hollowed out of the mountain side, and hunted wild beasts with great clubs and stone-tipped arrows and spears. They were so rude and wild that they ate nothing but raw meat, berries, and the roots which they dug up with sharp stones or even with their hands.

For clothing, the Pelasgians used the skins of the beasts they had killed; and to protect themselves against other savages, they gathered together in families or tribes, each having a chief who led in war and in the chase.

There were other far more civilized nations in those days. Among these were the E-gyp'tians, who lived in Africa. They had long known the use of fire, had good tools, and were much further advanced than the Pelasgians. They had learned not only to build houses, but to erect the most wonderful monuments in the world,—the Pyr'a-mids, of which you have no doubt heard.

In Egypt there were at that time a number of learned men. They were acquainted with many of the arts and sciences, and recorded all they knew in a peculiar writing of their own invention. Their neighbors, the Phœ-ni'-cians, whose land also bordered on the Mediterranean Sea, were quite civilized too; and as both of these nations had ships, they soon began to sail all around that great inland sea.

As they had no compass, the Egyptian and Phœnician sailors did not venture out of sight of land. They first sailed along the shore, and then to the islands which they could see far out on the blue waters.

When they had come to one island, they could see another still farther on; for, as you will see on any map, the Mediterranean Sea, between Greece and Asia, is dotted with islands, which look like stepping-stones going from one coast to the other.

Advancing thus carefully, the Egyptians and Phœnicians finally came to Greece, where they made settlements, and began to teach the Pelasgians many useful and important things. The first Egyptian who thus settled in Greece was a prince called In´a-chus. Landing in that country, which has a most delightful climate, he taught the Pelasgians how to make fire and how to cook their meat. He also showed them how to build comfortable homes by piling up stones one on top of another, much in the same way as the farmer makes the stone walls around his fields.

The Pelasgians were intelligent, although so uncivilized; and they soon learned to build these walls higher, in order to keep the wild beasts away from their homes. Then, when they had learned the use of bronze and iron tools, they cut the stones into huge blocks of regular shape. These stone blocks were piled one upon another so cleverly that some of the walls are still standing, although no mortar was used to hold the stones together. Such was the strength of the Pelasgians, that they raised huge blocks to great heights, and made walls which their descendants declared must have been built by giants.

As the Greeks called their giants Cy´clops, which means "round-eyed," they soon called these walls Cy-clo-pe´an; and, in pointing them out to their children, they told strange tales of the great giants who had built them, and always added that these huge builders had but one eye, which was in the middle of the forehead.

Some time after Inachus the Egyptian had thus taught the Pelasgians the art of building, and had founded a city called Ar´gos, there came a terrible earthquake. The ground under the people's feet heaved and cracked, the mountains shook, the waters flooded the dry land, and the people fled in terror to the hills.

In spite of the speed with which they ran, the waters soon overtook them. Many of the Pelasgians were thus drowned, while their terrified companions ran faster and faster up the mountain, nor stopped to rest until they were quite safe.

Looking down upon the plains where they had once lived, they saw them all covered with water. They were now forced to build new homes; but when the waters little by little sank into the ground, or flowed back into the sea, they were very glad to find that some of their thickest walls had resisted the earthquake and flood, and were still standing firm.

The memory of the earthquake and flood was very clear, however. The poor Pelasgians could not forget their terror and the sudden death of so many friends, and they often talked about that horrible time. As this flood occurred in the days when Og´y-ges was king, it has generally been linked to his name, and called the Deluge (or flood) of Ogyges.

- The Story of the Greeks, H.A. Guerber

Civilization

The text says that:

'The Pelasgians were intelligent, although so uncivilized'

The word civilization comes from the Latin word *civis*, meaning citizen, and *civitas*, meaning city and city-state. The process of civilization refers to the progress of groups of people, and they shifted from a rural (living in the country) life, to larger gatherings of towns and cities. As more people live together, they share increased knowledge and expertise, and can trade to build greater wealth. Many historians therefore consider the development of civilization to be key to the development of history as we know it.

Greek Alphabet and Symbols

Α α Alpha	Β β Beta	Γ γ Gamma	Δ δ Delta	Ε ε Epsilon	Ζ ζ Zeta
Η η Eta	Θ θ Theta	Ι ι Iota	Κ κ Kappa	Λ λ Lambda	Μ μ Mu
Ν ν Nu	Ξ ξ Xi	Ο ο Omicron	Π π Pi	Ρ ρ Rho	Σ σ, ς Sigma
Τ τ Tau	Υ υ Upsilon	Φ φ Phi	Χ χ Chi	Ψ ψ Psi	Ω ω Omega

Greek Civilization used a different alphabet to that used in Britain, though some of the letters remain similar. The sounds made within the alphabet are set out in the diagram above.

For example, the word $\Theta\epsilon\omicron\varsigma$ would read as *theos*, which means 'God'. Many words used in modern English have been influenced by ancient Greek. The current word for the study of religions is *theology*, which is linked to the word for god. The word history also comes from a Greek word, $\iota\sigma\tau\omicron\rho\iota\alpha$, pronounced *historia*.

Many historians study ancient Greek and ancient Latin (the languages of Greek and Roman civilizations), as they find it helpful to study the writings of ancient historians, poets, and playwrights as they were originally written.

Practise writing the Greek alphabet. Write as carefully and accurately as you can. Try to sound out the letters as you write them. Once you have done this, try to memorize the Greek alphabet as a whole:

A series of 25 horizontal dotted lines spanning the width of the page, intended for writing or drawing.

Why do you think some historians want to study ancient writings in their original language, rather than reading translations written by someone else? Give reasons for your answer:

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Why do you think that people choose to live together in towns and cities? Give reasons for your answer:

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The text above says that many ancient Greek stories are 'like a fairy tale', and that true history, and stories, are often mixed together. We call these ancient stories myths and legends. One of the legends within the passage is the story of the Cyclops. Write a description of the Cyclops. Be as detailed as possible:

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Imagine a mythical creature of your own, and describe it in as much detail as possible.
 Make sure you include:

- i) Details of what it looks like;
- ii) Details of when in history it lived;
- iii) Details of how it got on with humans at the time; and
- iv) How it spent most of its life.

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Draw a detailed picture, with clear labels, of your mythical creature here:

Activity 2 (1 Hour)

The Roman Empire

Please read the following passage carefully, you will be asked to answer questions on it to complete this activity:

[The] Romans, under their great General, Julius Cæsar, were masters of all the rest of the known world. Julius Cæsar had then just conquered Gaul; and hearing, in Gaul, a good deal about the opposite Island with the white cliffs, and about the bravery of the Britons who inhabited it—some of whom had been fetched over to help the Gauls in the war against him—he resolved, as he was so near, to come and conquer Britain next.

So, Julius Cæsar came sailing over to this Island of ours, with eighty vessels and twelve thousand men. And he came from the French coast between Calais and Boulogne, ‘because thence was the shortest passage into Britain;’ just for the same reason as our steam-boats now take the same track, every day. He expected to conquer Britain easily: but it was not such easy work as he supposed—for the bold Britons fought most bravely; and, what with not having his horse-soldiers with him (for they had been driven back by a storm), and what with having some of his vessels dashed to pieces by a high tide after they were drawn ashore, he ran great risk of being totally defeated. However, for once that the bold Britons beat him, he beat them twice; though not so soundly but that he was very glad to accept their proposals of peace, and go away.

But, in the spring of the next year, he came back; this time, with eight hundred vessels and thirty thousand men. The British tribes chose, as their general-in-chief, a Briton, whom the Romans in their Latin language called Cassivellaunus, but whose British name is supposed to have been Caswallon. A brave general he was, and well he and his soldiers fought the Roman army! So well, that whenever in that war the Roman soldiers saw a great cloud of dust, and heard the rattle of the rapid British chariots, they trembled in their hearts. Besides a number of smaller battles, there was a battle fought near Canterbury, in Kent; there was a battle fought near Chertsey, in Surrey; there was a battle fought near a marshy little town in a wood, the capital of that part of Britain which belonged to Cassivellaunus, and which was probably near what is now Saint Albans, in Hertfordshire. However, brave Cassivellaunus had the worst of it, on the whole; though he and his men always fought like lions. As the other British chiefs were jealous of him, and were always quarrelling with him, and with one another, he gave up, and proposed peace. Julius Cæsar was very glad to grant peace easily, and to go away again with all his remaining ships and men. He had expected to find pearls in Britain, and he may have found a few for anything I know; but, at all events, he found delicious oysters, and I am sure he found tough Britons—of whom, I dare say, he made the same complaint as Napoleon Bonaparte the great French General did, eighteen hundred years afterwards, when he said they were such unreasonable fellows that they never knew when they were beaten. They never *did* know, I believe, and never will.

Nearly a hundred years passed on, and all that time, there was peace in Britain. The Britons improved their towns and mode of life: became more civilised, travelled, and learnt a great deal from the Gauls and Romans.

At last, the Roman Emperor, Claudius, sent Aulus Plautius, a skilful general, with a mighty force, to subdue the Island, and shortly afterwards arrived himself. They did little; and Ostorius Scapula, another general, came. Some of the British Chiefs of Tribes submitted. Others resolved to fight to the death. Of these brave men, the bravest was Caractacus, or Caradoc, who gave battle to the Romans, with his army, among the mountains of North Wales. ‘This day,’ said he to his soldiers, ‘decides the fate of Britain! Your liberty, or your eternal slavery, dates from this hour. Remember your brave ancestors, who drove the great Cæsar himself across the sea!’ On hearing these words, his men, with a great shout, rushed upon the Romans. But the strong Roman swords and armour were too much for the weaker British weapons in close conflict. The Britons lost the day. The wife and daughter of the brave Caractacus were taken prisoners; his brothers delivered themselves up; he himself was betrayed into the hands of the Romans by his false and base stepmother: and they carried him, and all his family, in triumph to Rome.

But a great man will be great in misfortune, great in prison, great in chains. His noble air, and dignified endurance of distress, so touched the Roman people who thronged the streets to see him, that he and his family were restored to freedom. No one knows whether his great heart broke, and he died in Rome, or whether he ever returned to his own dear country. English oaks have grown up from acorns, and withered away, when they were hundreds of years old—and other oaks have sprung up in their places, and died too, very aged—since the rest of the history of the brave Caractacus was forgotten.

Still, the Britons *would not* yield. They rose again and again, and died by thousands, sword in hand. They rose, on every possible occasion. Suetonius, another Roman general, came, and stormed the Island of Anglesey (then called Mona), which was supposed to be sacred, and he burnt the Druids in their own wicker cages, by their own fires. But, even while he was in Britain, with his victorious troops, the Britons rose. Because Boadicea, a British queen, the widow of the King of the Norfolk and Suffolk people, resisted the plundering of her property by the Romans who were settled in England, she was scourged, by order of Catus a Roman officer; and her two daughters were shamefully insulted in her presence, and her husband’s relations were made slaves. To avenge this injury, the Britons rose, with all their might and rage. They drove Catus into Gaul; they laid the Roman possessions waste; they forced the Romans out of London, then a poor little town, but a trading place; they hanged, burnt, crucified, and slew by the sword, seventy thousand Romans in a few days. Suetonius strengthened his army, and advanced to give them battle. They strengthened their army, and desperately attacked his, on the field where it was strongly posted. Before the first charge of the Britons was made, Boadicea, in a war-chariot, with her fair hair streaming in the wind, and her injured daughters lying at her feet, drove among the troops, and cried to them for vengeance on their oppressors, the licentious Romans. The Britons fought to the last; but they were vanquished with great slaughter, and the unhappy queen took poison.

Still, the spirit of the Britons was not broken. When Suetonius left the country, they fell upon his troops, and retook the Island of Anglesey. Agricola came, fifteen or twenty years afterwards, and retook it once more, and devoted seven years to subduing the country, especially that part of it which is now called Scotland; but, its people, the Caledonians, resisted him at every inch of ground. They fought the bloodiest battles with him; they killed their very wives and children, to prevent his making prisoners of them; they fell, fighting, in such great numbers that certain hills in Scotland are yet supposed to be vast heaps of stones piled up above their graves. Hadrian came, thirty years afterwards, and still they resisted him. Severus came, nearly a hundred years afterwards, and they worried his great army like dogs, and rejoiced to see them die, by thousands, in the bogs and swamps. Caracalla, the son and successor of Severus, did the most to conquer them, for a time; but not by force of arms. He knew how little that would do. He yielded up a quantity of land to the Caledonians, and gave the Britons the same privileges as the Romans possessed. There was peace, after this, for seventy years.

Charles Dickens, A CHILD'S HISTORY OF ENGLAND

Comparing Sources

In the passages you will study within this booklet, you will examine a range of significant figures in the History of Britain. Men, women, Kings, Queens, heroes, and villains. You are expected to compare the different sources you have read, examining the similarities and differences between them.

Different sources are written in different ways. In these activities, you will be studying Secondary Sources. This means they were not written by people who were there at the time. While this makes them easier to read (some pupils might find it hard to read accounts of Caesar's invasion written in Latin, or accounts of the Battle of Hastings written in Norman French), it also means that the writer may have influenced the story, being more or less positive about one side.

It is important that you look at sources carefully, and form considered opinions on them, always referring to examples, and giving reasons for your answers.

What reason does the passage give for Julius Caesar's invasion of Britain?

The Roman's had developed a large 'Empire' by taking over other countries. At the time, as the passage explains, they were 'masters of all the rest of the known world':

Why do you think the Roman's wanted to conquer other countries?

Where did Julius Caesar choose to invade, and what was his reason for this?

In the many wars that are described in the passage above, in which Briton's fought against Roman invasion, thousands of people were killed. Later, when they arranged a bargain over land and rights, there was 'peace ... for seventy years'.

Do you think that this means it is wrong to fight against invasion, or that the choice between 'Your liberty, or your eternal slavery' is one that people should be willing to kill or die for?

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Activity 3 (1 Hour)

Alfred the Great and the Vikings

Please read the following passage carefully, you will be asked to answer questions on it:

Alfred the Great was a young man, three-and-twenty years of age, when he became king. Twice in his childhood, he had been taken to Rome, where the Saxon nobles were in the habit of going on journeys which they supposed to be religious; and, once, he had stayed for some time in Paris. Learning, however, was so little cared for, then, that at twelve years old he had not been taught to read; although, of the sons of King Ethelwulf, he, the youngest, was the favourite. But he had—as most men who grow up to be great and good are generally found to have had—an excellent mother; and, one day, this lady, whose name was Osburga, happened, as she was sitting among her sons, to read a book of Saxon poetry. The art of printing was not known until long and long after that period, and the book, which was written, was what is called ‘illuminated,’ with beautiful bright letters, richly painted. The brothers admiring it very much, their mother said, ‘I will give it to that one of you four princes who first learns to read.’ Alfred sought out a tutor that very day, applied himself to learn with great diligence, and soon won the book. He was proud of it, all his life.

This great king, in the first year of his reign, fought nine battles with the Danes. He made some treaties with them too, by which the false Danes swore they would quit the country. They pretended to consider that they had taken a very solemn oath, in swearing this upon the holy bracelets that they wore, and which were always buried with them when they died; but they cared little for it, for they thought nothing of breaking oaths and treaties too, as soon as it suited their purpose, and coming back again to fight, plunder, and burn, as usual. One fatal winter, in the fourth year of King Alfred’s reign, they spread themselves in great numbers over the whole of England; and so dispersed and routed the King’s soldiers that the King was left alone, and was obliged to disguise himself as a common peasant, and to take refuge in the cottage of one of his cowherds who did not know his face.

Here, King Alfred, while the Danes sought him far and near, was left alone one day, by the cowherd’s wife, to watch some cakes which she put to bake upon the hearth. But, being at work upon his bow and arrows, with which he hoped to punish the false Danes when a brighter time should come, and thinking deeply of his poor unhappy subjects whom the Danes chased through the land, his noble mind forgot the cakes, and they were burnt. ‘What!’ said the cowherd’s wife, who scolded him well when she came back, and little thought she was scolding the King, ‘you will be ready enough to eat them by-and-by, and yet you cannot watch them, idle dog?’

At length, the Devonshire men made head against a new host of Danes who landed on their coast; killed their chief, and captured their flag; on which was represented the likeness of a Raven—a very fit bird for a thievish army like that, I think. The loss of their standard troubled the Danes greatly, for they believed it to be enchanted—woven by the three daughters of one father in a single afternoon—and they had a story among themselves that when they were victorious in battle, the Raven stretched his wings and seemed to fly; and that when they were defeated, he would droop. He had good reason to droop, now, if he could have done anything half so sensible; for, King Alfred joined the Devonshire men; made a camp with them on a piece of firm ground in the midst of a bog in Somersetshire; and prepared for a great attempt for vengeance on the Danes, and the deliverance of his oppressed people.

But, first, as it was important to know how numerous those pestilent Danes were, and how they were fortified, King Alfred, being a good musician, disguised himself as a glee-man or minstrel, and went, with his harp, to the Danish camp. He played and sang in the very tent of Guthrum the Danish leader, and entertained the Danes as they caroused. While he seemed to think of nothing but his music, he was watchful of their tents, their arms, their discipline, everything that he desired to know. And right soon did this great king entertain them to a different tune; for, summoning all his true followers to meet him at an appointed place, where they received him with joyful shouts and tears, as the monarch whom many of them had given up for lost or dead, he put himself at their head, marched on the Danish camp, defeated the Danes with great slaughter, and besieged them for fourteen days to prevent their escape. But, being as merciful as he was good and brave, he then, instead of killing them, proposed peace: on condition that they should altogether depart from that Western part of England, and settle in the East; and that Guthrum should become a Christian, in remembrance of the Divine religion which now taught his conqueror, the noble Alfred, to forgive the enemy who had so often injured him. This, Guthrum did. At his baptism, King Alfred was his godfather. And Guthrum was an honourable chief who well deserved that clemency; for, ever afterwards he was loyal and faithful to the king. The Danes under him were faithful too. They plundered and burned no more, but worked like honest men. They ploughed, and sowed, and reaped, and led good honest English lives. And I hope the children of those Danes played, many a time, with Saxon children in the sunny fields; and that Danish young men fell in love with Saxon girls, and married them; and that English travellers, benighted at the doors of Danish cottages, often went in for shelter until morning; and that Danes and Saxons sat by the red fire, friends, talking of King Alfred the Great.

Charles Dickens, A CHILD'S HISTORY OF ENGLAND

Vikings or Danes?

The writer in of this passage refers to the 'Danes', you may have heard of them as the 'Vikings' – both names refer to the same group of people. They were also given many other names, including:

Ascomanni, ashmen, Lochlanach, Rus' or Rhs, and Varangians

The Influence of Rome

The passage above notes that, even though Alfred ruled long after the Romans had left Britain, he visited Rome twice. This is despite the fact that, at the time, this was a very long and difficult journey to make. Even though the Roman Empire later became less powerful, and no longer ruled 'the known world', it continued to have a significant influence on world history. This was for two reasons:

The first is that the church continued to play an important role in the world, leading armies, supporting and encouraging wars, or encouraging one king or queen to go to war with another. The church also played a significant role in education, most schools and universities throughout Europe were linked to churches.

Another is that, through the church, Latin continued to be used as the main language of study and education. To this day, many subjects, including science and medicine, still use a wide range of Latin words. This continued until very recently. Even in the 1940s and 1950s, many educated individuals travelling throughout the world found that Latin was a language that would allow them to communicate most effectively. During the Second World War, a small team of British soldiers, including man named Major Patrick Leigh Fermor, were sent to capture a German General, called Kreipe. The mission was successful, but they found it difficult to communicate with their prisoner until they discovered they could both recite the poetry of Horace, a Roman poet they had both studied in their youth.

Even today, Rome operates as an independent country 'The Vatican', ruled by the Bishop of Rome, known as the Pope. They still maintain a small army, as well as their own laws and police force.

How did King Alfred bring about peace with the Danes (the Vikings)? Give reasons from the passage to support your answer:

What was the symbol used by the Danes when they went into battle?

What symbol would you choose if you were to design a banner? Give clear reasons for your choice:

Draw an example of your symbol here:

Alfred is known as Alfred the Great. Using examples from the text, explain whether you think he was a ‘Great’ King. Make sure you give clear reasons for your answer:

A series of horizontal dotted lines provided for writing a response.

A series of 25 horizontal dotted lines spanning the width of the page, providing a template for handwriting practice.

Activity 4 (1 Hour)

The Norman Invasion

Please read the following passage carefully, you will be asked to answer questions on it to complete this activity:

Harold was crowned King of England on the very day of the maudlin Confessor's funeral. He had good need to be quick about it. When the news reached Norman William, hunting in his park at Rouen, he dropped his bow, returned to his palace, called his nobles to council, and presently sent ambassadors to Harold, calling on him to keep his oath and resign the Crown. Harold would do no such thing. The barons of France leagued together round Duke William for the invasion of England. Duke William promised freely to distribute English wealth and English lands among them. The Pope sent to Normandy a consecrated banner, and a ring containing a hair which he warranted to have grown on the head of Saint Peter. He blessed the enterprise; and cursed Harold; and requested that the Normans would pay 'Peter's Pence'—or a tax to himself of a penny a year on every house—a little more regularly in future, if they could make it convenient.

King Harold had a rebel brother in Flanders, who was a vassal of Harold Hardrada, King of Norway. This brother, and this Norwegian King, joining their forces against England, with Duke William's help, won a fight in which the English were commanded by two nobles; and then besieged York. Harold, who was waiting for the Normans on the coast at Hastings, with his army, marched to Stamford Bridge upon the river Derwent to give them instant battle.

He found them drawn up in a hollow circle, marked out by their shining spears. Riding round this circle at a distance, to survey it, he saw a brave figure on horseback, in a blue mantle and a bright helmet, whose horse suddenly stumbled and threw him.

'Who is that man who has fallen?' Harold asked of one of his captains.

'The King of Norway,' he replied.

'He is a tall and stately king,' said Harold, 'but his end is near.'

He added, in a little while, 'Go yonder to my brother, and tell him, if he withdraw his troops, he shall be Earl of Northumberland, and rich and powerful in England.'

The captain rode away and gave the message.

'What will he give to my friend the King of Norway?' asked the brother.

'Seven feet of earth for a grave,' replied the captain.

'No more?' returned the brother, with a smile.

The King of Norway being a tall man, perhaps a little more,' replied the captain.

'Ride back!' said the brother, 'and tell King Harold to make ready for the fight!

He did so, very soon. And such a fight King Harold led against that force, that his brother, and the Norwegian King, and every chief of note in all their host, except the Norwegian King's son, Olave, to whom he gave honourable dismissal, were left dead upon the field. The victorious army marched to York. As King Harold sat there at the feast, in the midst of all his company, a stir was heard at the doors; and messengers all covered with mire from riding far and fast through broken ground came hurrying in, to report that the Normans had landed in England.

The intelligence was true. They had been tossed about by contrary winds, and some of their ships had been wrecked. A part of their own shore, to which they had been driven back, was strewn with Norman bodies. But they had once more made sail, led by the Duke's own galley, a present from his wife, upon the prow whereof the figure of a golden boy stood pointing towards England. By day, the banner of the three Lions of Normandy, the diverse coloured sails, the gilded vans, the many decorations of this gorgeous ship, had glittered in the sun and sunny water; by night, a light had sparkled like a star at her mast-head. And now, encamped near Hastings, with their leader lying in the old Roman castle of Pevensey, the English retiring in all directions, the land for miles around scorched and smoking, fired and pillaged, was the whole Norman power, hopeful and strong on English ground.

Harold broke up the feast and hurried to London. Within a week, his army was ready. He sent out spies to ascertain the Norman strength. William took them, caused them to be led through his whole camp, and then dismissed. 'The Normans,' said these spies to Harold, 'are not bearded on the upper lip as we English are, but are shorn. They are priests.' 'My men,' replied Harold, with a laugh, 'will find those priests good soldiers!'

'The Saxons,' reported Duke William's outposts of Norman soldiers, who were instructed to retire as King Harold's army advanced, 'rush on us through their pillaged country with the fury of madmen.'

'Let them come, and come soon!' said Duke William.

Senlac, now called (in remembrance of them) Battle. With the first dawn of day, they arose. There, in the faint light, were the English on a hill; a wood behind them; in their midst, the Royal banner, representing a fighting warrior, woven in gold thread, adorned with precious stones; beneath the banner, as it rustled in the wind, stood King Harold on foot, with two of his remaining brothers by his side; around them, still and silent as the dead, clustered the whole English army—every soldier covered by his shield, and bearing in his hand his dreaded English battle-axe.

On an opposite hill, in three lines, archers, foot-soldiers, horsemen, was the Norman force. Of a sudden, a great battle-cry, 'God help us!' burst from the Norman lines. The English answered with their own battle-cry, 'God's Rood! Holy Rood!' The Normans then came sweeping down the hill to attack the English.

Some proposals for a reconciliation were made, but were soon abandoned. In the middle of the month of October, in the year one thousand and sixty-six, the Normans and the English came front to front. All night the armies lay encamped before each other, in a part of the country then called

There was one tall Norman Knight who rode before the Norman army on a prancing horse, throwing up his heavy sword and catching it, and singing of the bravery of his countrymen. An English Knight, who rode out from the English force to meet him, fell by this Knight's hand. Another English Knight rode out, and he fell too. But then a third rode out, and killed the Norman. This was in the first beginning of the fight. It soon raged everywhere.

The English, keeping side by side in a great mass, cared no more for the showers of Norman arrows than if they had been showers of Norman rain. When the Norman horsemen rode against them, with their battle-axes they cut men and horses down. The Normans gave way. The English pressed forward. A cry went forth among the Norman troops that Duke William was killed. Duke William took off his helmet, in order that his face might be distinctly seen, and rode along the line before his men. This gave them courage. As they turned again to face the English, some of their Norman horse divided the pursuing body of the English from the rest, and thus all that foremost portion of the English army fell, fighting bravely. The main body still remaining firm, heedless of the Norman arrows, and with their battle-axes cutting down the crowds of horsemen when they rode up, like forests of young trees, Duke William pretended to retreat. The eager English followed. The Norman army closed again, and fell upon them with great slaughter.

'Still,' said Duke William, 'there are thousands of the English, firms as rocks around their King. Shoot upward, Norman archers, that your arrows may fall down upon their faces!'

The sun rose high, and sank, and the battle still raged. Through all the wild October day, the clash and din resounded in the air. In the red sunset, and in the white moonlight, heaps upon heaps of dead men lay strewn, a dreadful spectacle, all over the ground.

King Harold, wounded with an arrow in the eye, was nearly blind. His brothers were already killed. Twenty Norman Knights, whose battered armour had flashed fiery and golden in the sunshine all day long, and now looked silvery in the moonlight, dashed forward to seize the Royal banner from the English Knights and soldiers, still faithfully collected round their blinded King. The King received a mortal wound, and dropped. The English broke and fled. The Normans rallied, and the day was lost.

O what a sight beneath the moon and stars, when lights were shining in the tent of the victorious Duke William, which was pitched near the spot where Harold fell—and he and his knights were carousing, within—and soldiers with torches, going slowly to and fro, without, sought for the corpse of Harold among piles of dead—and the Warrior, worked in golden thread and precious stones, lay low, all torn and soiled with blood—and the three Norman Lions kept watch over the field!

An island nation

Many countries throughout Europe have been invaded, but the invasion of Britain has always been more challenging, as it is an island. As can be seen in the passages you have read so far, the 'contrary winds' of the channel have wrecked the ships of many invaders, and posed a challenge to Romans, Vikings, and the Normans. During the Second World War, the English Channel, the body of water that separates the continent from Britain, helped to ensure that the country was not captured by the Nazis, even when most of Europe had been defeated by them.

Some other countries also have 'natural defences' that have helped them in times of war. Switzerland is surrounded by mountains providing natural defences against invasion, while Lesotho, in southern Africa, defeated many attempts at invasion by Dutch and British settlers, when the country's first King, Moshoeshoe, led his people into the mountains.

In many of the passages you have read while completing these activities, people have (of have been accused of) breaking 'oaths' or promises. Disagreements over these issues led to many wars. Why do you think people felt that these promises were important enough to go to war over? Remember to give reasons for your answer, and to use examples from the passage:

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Think of another example of someone you have studied from the last breaking a promise. Write about the person, why you think he or she broke his or her promise, and explain what happened as a result:

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In the passage, the two different sides each had a 'battle-cry'. What were the different battle-cries described in the passage?

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Why do you think soldiers might want to shout together in a battle?

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Think of an example where a group of people shout together today?

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Why do you think people do this?

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Activity 5 (1 Hour)

King John and the Barons

Please read the following passage carefully, you will be asked to answer questions on it to complete this activity

As a kind of joke, John, King Henry's youngest son, had been called Lackland, because he had nothing when his brothers each had some great dukedom. The name suited him only too well before the end of his life. The English made him king at once. They always did take a grown-up man for their king, if the last king's son was but a child. Richard had never had any children, but his brother Geoffrey, who was older than John, had left a son named Arthur, who was about twelve years old, and who was rightly the Duke of Normandy and Count of Anjou. King Philip, who was always glad to vex whoever was king of England, took Arthur under his protection, and promised to get Normandy out of John's hands. However, John had a meeting with him and persuaded him to desert Arthur, and marry his son Louis to John's own niece, Blanche, who had a chance of being queen of part of Spain. Still Arthur lived at the French King's court, and when he was sixteen years old, Philip helped him to raise an army and go to try his fortune against his uncle. He laid siege to Mirabeau, a town where his grandmother, Queen Eleanor, was living. John, who was then in Normandy, hurried to her rescue, beat Arthur's army, made him prisoner and carried him off, first to Rouen, and then to the strong castle of Falaise. Nobody quite knows what was done to him there. The governor, Hubert de Burgh, once found him fighting hard, though with no weapon but a stool, to defend himself from some ruffians who had been sent to put out his eyes. Hubert saved him from these men, but shortly after this good man was sent elsewhere by the king, and John came himself to Falaise. Arthur was never seen alive again, and it is believed that John took him out in a boat in the river at night, stabbed him with his own hand, and threw his body into the river. There was, any way, no doubt that John was guilty of his nephew's death, and he was fully known to be one of the most selfish and cruel men who ever lived; and so lazy, that he let Philip take Normandy from him, without stirring a finger to save the grand old dukedom of his forefathers; so that nothing is left of it to us now but the four little islands, Guernsey, Jersey, Alderney, and Sark.

Matters became much worse in England, when he quarreled with the Pope, whose name was Innocent, about who should be archbishop of Canterbury. The Pope wanted a man named Stephen Langton to be archbishop, but the king swore he should never come into the kingdom. Then the Pope punished the kingdom, by forbidding all church services in all parish churches. This was termed putting the kingdom under an interdict. John was not much distressed by this, though his people were; but when he found that Innocent was stirring up the King of France to come to attack him, he thought it time to make his peace with the Pope. So he not only consented to receive Stephen Langton, but he even knelt down before the Pope's legate, or messenger, and took off his crown, giving it up to the legate, in token that he only held the kingdom from the Pope. It was two or three days before it was given back to him; and the Pope held himself to be lord of England, and made the king and people pay him money whenever he demanded it.

All this time John's cruelty and savageness were making the whole kingdom miserable; and at last the great barons could bear it no longer. They met together and agreed that they would make John swear to govern by the good old English laws that had prevailed before the Normans came. The difficulty was to be sure of what these laws were, for most of the copies of them had been lost. However, Archbishop Langton and some of the wisest of the barons put together a set of laws—some copied, some recollected, some old, some new—but all such as to give the barons some control of the king, and hinder him from getting savage soldiers together to frighten people into doing whatever he chose to make them. These laws they called Magna Carta, or the great charter; and they all came in armor, and took John by surprise at Windsor. He came to meet them in a meadow named Runnymede, on the bank of the Thames, and there they forced him to sign the charter, for which all Englishmen are grateful to them.

But he did not mean to keep it! No, not he! He had one of his father's fits of rage when he got back to Windsor Castle—he gnawed the sticks for rage and swore he was no king. Then he sent for more of the fierce soldiers, who went about in bands, ready to be hired, and prepared to take vengeance on the barons. They found themselves not strong enough to make head against him; so they invited Louis, the son of Philip of France and husband of John's niece, to come and be their king. He came, and was received in London, while John and his bands of soldiers were roaming about the eastern counties, wasting and burning everywhere till they came to the Wash—that curious bay between Lincolnshire and Norfolk, where so many rivers run into the sea. There is a safe way across the sands in this bay when the tide is low, but when it is coming in and meets the rivers, the waters rise suddenly into a flood. So it happened to King John; he did get out himself, but all carts with his goods and treasures were lost, and many of his men. He was full of rage and grief, but he went on to the abbey where he meant to sleep. He supped on peaches and new ale, and soon after became very ill. He died in a few days, a miserable, disgraced man, with half his people fighting against him and London in the hands of his worst enemy.

YOUNG FOLKS' HISTORY OF ENGLAND, by CHARLOTTE M. YONGE.

The Rise of Parliament

Many people have heard of King John, and his older brother Richard the Lion Heart, through the stories of Robin Hood. While parts of these stories are made up, many historians believe that John was indeed an unpopular King.

The Magna Carta is considered a very significant document, as it marks the shift of power from the King to the Barons. This later developed into the upper and lower houses of the Houses of Parliament, the House of Lords (in which Barons still sit today), and the House of Commons.

Parliament has become increasingly powerful throughout Britain's history, indeed during the English Civil War, Parliament sentenced the King, Charles the Second, to death by beheading. As a result, the area of Runnymede is considered to be important throughout the world. Many people believe that the core values of Britain, and the United States of America, as well as the Commonwealth realms, and other nations that have been under British rule, were established when the barons confronted King John.

The Magna Carta set out a set of laws about how people should be governed fairly. If you had to pick five laws which everyone had to agree on, which five would you pick? Set out your five laws clearly, and give reasons for why you have chosen them:

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King John was not loved by his people, as he was viewed as cruel and unkind. Why did they think this? Give examples from the passage:

Give an example of another cruel leader you have learnt about while studying history. Make sure you give reasons and a clear description:

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