

KS3

# Homework activities

for year 7

## ACTIVITY PACK

- 42 one-page, printable homework tasks with a PowerPoint to support feedback.
- Seven topics: the Norman Conquest, the Middle Ages, the Black Death, the power of monarchs, the silk roads, the Mughal and Mali Empires.
- Builds key history skills including source work, chronology and significance.



# Contents

	Page number
How to use this pack	3
Score card	4
Topic 1 The Norman Conquest	6
Topic 2 The Middle Ages	12
Topic 3 The Black Death	18
Topic 4 The power of monarchs	24
Topic 5 The silk roads	32
Topic 6 The Mughal Empire	38
Topic 7 The Mali Empire	45

# How to use this pack

- This pack contains 42 stand-alone homework activities on topics that often feature on Y7 history schemes of work.
- Each activity fits onto one side of A4 so that it can be easily copied and issued to students.
- The score card on pp. 4–5 can be printed and stuck into the front of students' books to help them keep track of their marks.
- There is an accompanying PowerPoint presentation which provides all of the answers to the tasks, to support feedback, perhaps at the beginning of the next lesson.
- The activities fall into seven categories, which aim to cover a variety of core skills for historians:
  - **'Spellings'** tasks establish a range of key terms and their definitions to help students become secure in their vocabulary at the beginning of a new topic.
  - **'Story'** tasks aim to establish the narrative of the topic that is being studied.
  - **'Specifics'** tasks aim to broaden students' knowledge of the period and to introduce some evidence and examples that might be helpful in their writing.
  - **'Sources'** tasks introduce evidence skills such as making inferences and asking questions about the limitations of sources.
  - **'Scholarship'** tasks introduce students to different interpretations of a period and how historians construct them from the evidence available to them.
  - **'Significance'** tasks consider how individuals and events are / should be remembered.
  - **'Select'** tasks provide an opportunity for students to 'zoom out' or 'zoom in' on the period they have been studying, and to research what was happening globally or locally at the same time. They are offered a range of choices for how they complete and submit this work.
- Whilst every effort has been made to choose commonly taught Y7 topics in this pack, it is also hoped that the approach it takes would be easy to adapt/replicate for other topics that are taught in your department.

# Topic 1: The Norman Conquest



## Spellings

Task 1: Learn the spellings and definitions ready for a test in class.

10  
points

Witan	the most politically powerful men in Anglo-Saxon England
feudalism	a social hierarchy
Bayeux Tapestry	an embroidered cloth depicting the Norman Conquest
Domesday book	a written manuscript of the Great Survey that helped William to rule
castle	a type of defensive fortress that appeared after William's conquest of England
Anglo-Norman	a language (French dialect mixed with English) spoken by nobles after the Conquest
conqueror	a person who has taken control of a country or territory
Harrying of the North	an event in 1069 in which William attacked the North of England as punishment for rebellion
thegn	an Anglo-Saxon noble
Benedictine	a group of monks following the rules of St. Benedict

# Story



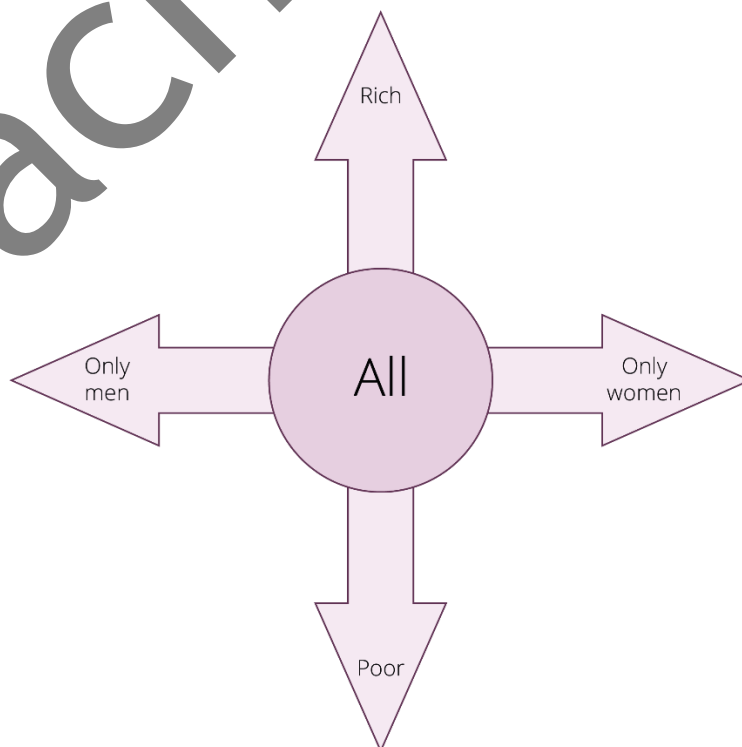
**Task 1:** Read the story statements below. They are a collection of things that people often say about the Middle Ages. Correct any that are wrong.

5 points

**Task 2:** Sort the statements onto the diagram to show how different groups of people lived in the Middle Ages.

5 points

Story told about the Middle Ages	True or False	Correct any false statements
a. Peasants lived in filthy houses.		
b. Peasants were reliant on the harvest for survival.		
c. Only men did manual labour.		
d. Rich people had fine food all of the time.		
e. All people were scared of their souls spending time in purgatory.		



# Scholarship



**Task 1:** Read the extract below and answer the questions that follow.

10  
points

'But even historians find it difficult to unravel what happened in the confusion and instability that followed immediately after the Black Death, and for the survivors living through these turbulent years the task of discerning the new realities from the merely transitory, and enduring changes from short-term oscillations, must have been impossible. Lords and the elites at the top of society longed for the world to be returned to normal, but the chances of this happening faded fast as the next decade opened with the awful news that pestilence was once again stalking the world.

[...]

The Black Death unleashed forces of immense power, and many of these forces were rendered irresistible by the long succession of deadly pestilences that punctuated the later fourteenth and fifteenth centuries, drove the population down and prevented its recovery. The enhanced power that peasants and labourers derived from their scarcity was to prove a potent driving force behind revolutionary changes in the economic and social institutions, including the decline of serfdom and feudalism, and a golden age for peasants and labourers. But it should always be remembered that the rising living standards and improved status that the ordinary folk came to enjoy were bought at the huge cost of a terribly high and unpredictable mortality.'

John Hatcher, *The Black Death: The Intimate Story of a Village in Crisis, 1345–1350* (Phoenix: 2009) pp. 320-321.

What is Hatcher suggesting about the years immediately after the Black Death?

What did the most powerful people in society want to happen?

What happened in the fourteenth and fifteenth centuries?

Why does Hatcher think that peasants and labourers had more power after the Black Death?

Does Hatcher think that the long-term consequences of the Black Death were positive or negative? How do you know?



## Select






**Task 1:** Select one of the activities below. Completing it will help to develop your sense of period. Show it to your teacher when you're done.

10  
points

Option 1  Meanwhile, elsewhere ...	Use this website <a href="http://meanwhileelsewhereinhistory.wordpress.com">meanwhileelsewhereinhistory.wordpress.com</a> to research a dynasty or monarch from another country.
Option 2  Meanwhile, nearby ...	Use your local library, archives or local history websites to create a fact file about a monarch that you have not studied in class.
Option 3  Over to you ...	Use everything that you have learned to create a film script, a podcast, a museum display board (or anything else that you can think of!) to show off your historian's toolkit.

This one isn't worth points. Here is how it will be rewarded:

	<p>You've not yet completed this task.</p> <p>You now need to pick a task and complete it by .....</p>
	<p>Well done for having a go at one of the tasks.</p> <ul style="list-style-type: none"> <li>You have clearly spent at least 15 minutes on this work.</li> <li>You have included 5-10 pieces of specific information.</li> </ul> <p>You could improve this by spending more time on it so that you can show off your best work and/or include more specific information.</p>
	<p>Well done for challenging yourself and putting in the maximum effort.</p> <ul style="list-style-type: none"> <li>You've clearly spent at least 30 minutes on this work and included at least 10 pieces of specific information.</li> </ul> <p><b>Great work!</b> You could improve this even further by .....</p>