

# What is chronology?

One of the most basic ideas that any good History student must understand is something called **chronology**. Simply speaking, chronology is the study of when things happened. And, as you know, it's vitally important when studying history to know when things happened. Only then can you begin trying to work out how and why things happened!

When historians put events in the correct time order, starting with the thing that happened earliest, the events are said to be in chronological order. One of the best ways to show chronological order is on a timeline. These show the events of a day, year, whole centuries or even thousands of years, depending on the scale and length of the timeline. For example, the timeline below could be used to put your school day in chronological order:

#### FACT!

Historians also like to divide time into chunks and give names to the different periods of history. The Iron Age, the Middle Ages, Tudor times and Victorian Britain are all labels that historians have given to different periods of time in history!

8am

10 am

11am

12noon

1pm

And by changing the scale of the line, events covering a whole year can be added to the timeline:

January February

April

May

June

July

August September October November December

#### 221 BC

Building starts on Great Wall of China

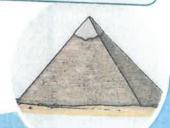


#### AD 570

Prophet Muhammad born at Mecca

#### Around 2560 BC

Building of the Great Pyramid, Egypt









#### AD 793

Vikings first raid Britain

776 BC

First Olympic Games held in Greece





#### AD 1969

Man walks on the moon



#### AD 1415

English win the Battle of Agincourt during the Hundred Years War

#### **AD 1666**

Great Fire of London

#### Around AD 1300





#### Gunpowder first used

in cannons in Europe



AD 1939 World War Two begins

#### AD 1485

First Tudor King of England, Henry VII



**Oueen Victoria** becomes monarch

#### AD 1066

Battle of Hastings

#### **AD 1348**

Killer plaque, Black Death, reaches Britain

## Wise Up Words

AD BC chronology timeline

#### Any length of time can be shown on a timeline. For example, the large timeline on

these pages goes back to over 4500 years ago when the Ancient Egyptians were building their famous pyramids. The period in history covered by this book, known as 'The Middle Ages' is highlighted in the timeline.

#### Work

- 1 a What does 'chronological order' mean?
  - **b** Why is it important for historians to get events in the right order?
- 2 Make a timeline to show either:
  - a your school day
  - b your life

Try to divide your timeline into sections or chunks. Why not label your sections? Words like 'period," age,' 'era' and 'times' are all common terms most often used by historians.

3 Think of different periods in history you've studied, perhaps at primary school. Make a list. Where would you put each period in the large timeline on this page?

#### FACT!

Historians use BC to refer to the time before the birth of Jesus Christ and AD to refer to the period after his birth. We don't know the exact year of Jesus' birth, but we use AD 1 to represent this time.

## 3 A journey through the Middle Ages

#### What's it called?

Historians (people who study history) love to give names to different periods of time. The 'Middle Ages' is what historians in Britain call the time from about 1066 (around 950 years ago) to around 1500. Another name for this part of history is the 'Medieval period'. In fact, the word 'medieval' comes the Latin language and means 'middle'. It's called 'Middle Ages' because this period of history comes between the ancient times of the Greeks and Romans and more modern times.

#### The Middle Ages

This book aims to take you on a journey through the Middle Ages. It is a remarkable period, famous for invasion. war, mystery, murder, revolt, plaque... and more war! In fact, some of the battles and wars that took place at this time are some of the best known in British History.

During the Middle Ages, new discoveries and inventions changed the way people thought and behaved, whilst new laws meant that more people had a say in how decisions were made rather than it all being up to one man - the king. The landscape

of Britain changed too. Villages grew into towns and London became a large and bustling city. The landscape became dotted with magnificent cathedrals, huge stone castles, abbeys, and churches, many of which can still be seen today.

Look at the timeline on these pages carefully it shows some of the big events, ideas and discoveries of the Middle Ages.

> Christopher Columbus (an Italian) discovers America. A new continent ... and a new age!



Battle of Hastings: William

The Hundred Years

War begins

of Normandy becomes

King of England

Black Death

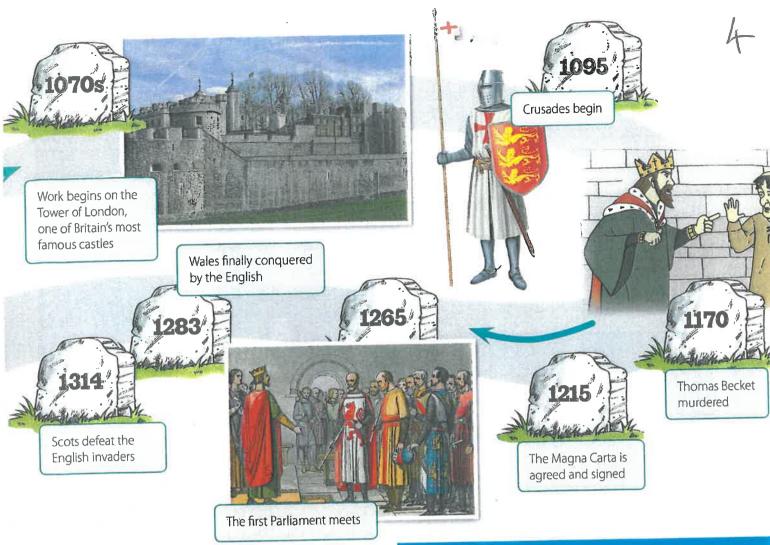
arrives in Britain

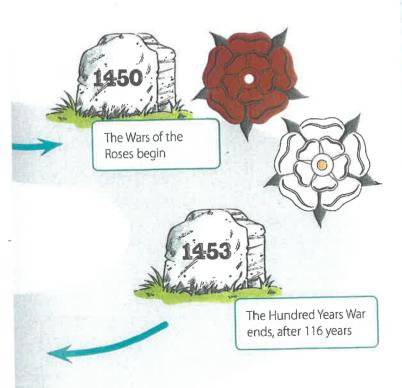




Henry Tudor becomes King of England after beating Richard III at the Battle of Bosworth Field







#### Work

- 1 a When were the 'Middle Ages'?
  - **b** How did this period get the name, the 'Middle Ages'?
- 2 Finding out which year is in which century can be difficult. The easiest way to find out is to cover up the last two numbers in a year and add one to the first two numbers. For example, 1348 is in the fourteenth century (cover up the '48' and add one to 13 to make 14)
  - a Which century are the following years in?
    - 1170
    - 1492
    - 111 1265
    - v 1095
  - **b** Which century were the following events in?
    - The Peasants' Revolt
    - ii Signing of the Magna Carta
    - iii The Battle of Hastings
    - iv Henry Tudor became King of England
  - Now put the four events above in the correct chronological order
  - d What century were you born in?



## The Skeletons in the Fields

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#### Clue A



1) What questions do you have about these bones? Write them down.

In 1956 this skull was found on the banks of the River Ouse, near the village of Riccall in Yorkshire. A farmer digging his crops felt his spade hit something hard. He scraped away the soil and

found ... a human skeleton! The police were called. But they decided that these were not modern bones so they called the ARCHAEOLOGISTS.

The archaeologists dug trenches to see what else they could find. They found 46 more human skeletons. They could not identify the sex of all the skeletons but there were at least 28 men, 2 women and 5 children aged 5–12. They checked back in local history books and discovered that other bones had been found at the same spot in the 1830s and that ten more human skulls had been found in 1880. Much later on, in the 1980s, they found a further 23 skeletons.

So the enquiry became: Who were these people, and how did they die? That will be your enquiry too. And you will use the same clues as the archaeologists. What will you make of these clues?

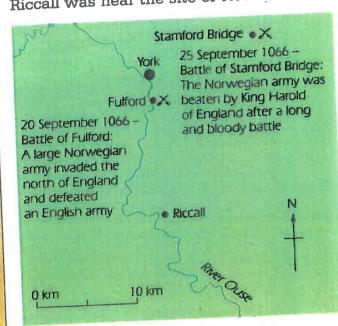
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#### Who were these people and how did they die?

Here are the next two clues to help you with this enquiry. Do they give you any ideas about who the people in Clue A were and how they might have died?

#### Clue B

Riccall was near the site of two famous battles that were fought in 1066.





#### Clue C

Historians. checked whether there had ever been a church near the field where the bones had been found. There had not.



3) From the EVIDENCE in Clues A-C you probably already have a possible idea of who these people were and how they died. Historians call a possible answer a hypothesis. Before you turn the page write down your hypothesis.

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#### The Skeletons in the Fields

Use Clues D-H to test your hypothesis.

- Start with the clue you think will be most useful. Does it support your hypothesis or does it suggest another answer?
- Now look carefully at the rest of the clues in turn.

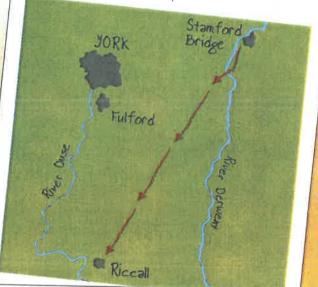
#### Clue D

Scientists examined the bones of the skeletons very carefully. On many of the bones they found cut marks like this that looked as if they had been made by swords or axes

One skeleton had a deep cut that must have been the result of a stab wound through the stomach

#### Clue E

The probable route of the Norwegian soldiers as they tried to get back to their ships after the Battle of Stamford Bridge





Saxon and Viking weapons. These were the kinds of weapons used at the Battles of Fulford and Stamford Bridge.



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#### Clue G

5

An extract from the Anglo-Saxon Chronicle for 1066. This was a record of the main events of each year written by English monks. This account of the Battle of Stamford Bridge had been written by the 1080s.

> King Harald of Norway sailed up the River Ouse towards York with 300 ships. King Harold of England was in the south but went northwards day and night as quickly as he could.

> Before Harold could get there, Earl Edwin and Earl Morcar fought the invading Norwegians but many of their army fled or were killed. The Norwegians won the battle.

> Then King Harold of England and a large force of English soldiers took the Norwegians by surprise at Stamford Bridge. They fought strenuously until late in the day. One of the Norwegians stood on the narrow bridge and held off the English army so that they could not cross the bridge or win victory. An Englishman shot an arrow but missed. Then another Englishman crept under the bridge and stabbed the Norwegian from beneath.

> Then Harold and his army went over the bridge and killed King Harald Hardrada and large numbers of Norwegians.

The surviving Norwegians fled. The English pursued them and attacked them fiercely until they reached their ships. Some were drowned and some burned and some killed in 20 various ways so that few survived. The King let the survivors go home in 24 ships.

#### Who's Who



King of England -Harold. He had been king for just 9 months.



King of Norway -Harald Hardrada. He wanted to conquer England and become king himself.

#### Clue H

Scientists examined the teeth from six of the skeletons. Scientists can tell which region people grew up in from their teeth. This is because traces of the water that children drink stay in their teeth for ever. The tests on the teeth of the skeletons showed that the people grew up in the blue areas on the map.



#### Think

- Which clue did you expect to be most useful to check your hypothesis?
- Why did you pick that one?
- Did it turn out to be the most useful one in the end?



## Was King Richard III an evil murderer?

An interpretation of history is simply someone's version of history. Look at the story of King Richard III on these two pages. It contains facts but these facts have been presented in a certain way. The writer has interpreted the facts to present Richard as ... as what? That is for you to work out.

In this Interpretation Zone you will test this interpretation of Richard and then try to explain how this interpretation arose.

Work in pairs. Read the story strip about Richard III. What impression does the story give you of Richard? Choose from these words:

> failure ruthless caring clever cruel heroic schemina brave

Who do you think might have created this interpretation of Richard III? (There's a clue in the story.)

Fact and opinion

This interpretation of Richard's story includes facts but it also includes opinions. Can you tell the difference?

- Which of the following are facts? Which are opinions?
  - a) Richard III was crowned King of England in 1483.
  - b) Richard III was an evil man who. murdered his nephews.
  - c) Richard III was a successful king.
  - d) Richard III was killed at the Battle of Bosworth in 1485.

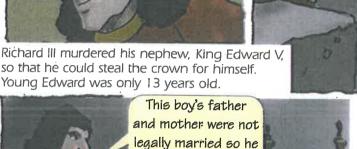
#### **Think**

How can you tell that this writer does not like Richard? What words or phrases give it away?

#### HARD III — THE KING WHO MIIRDERED HIS NEPHEWS



Richard III murdered his nephew, King Edward V, so that he could steal the crown for himself.



cannot be king!

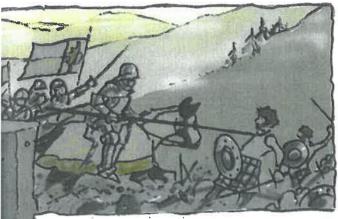
Richard now had the young king in his power. He invented a story that the boy



This brutal slaughter of innocent children shocked people all over Europe. Many men bravely risked their lives to fight against Richard.

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Richard had always been selfish and ruthless. While his brother was king, Richard used all kinds of tricks and plots to build up his own riches and power. He even used the royal army to take over land for himself in Scotland.



But soon Richard threw the advisers into prison. Then he had them executed without trial.



Richard savagely executed anyone who opposed him and had himself crowned King Richard III.



became Edward V. Richard tricked

the young king and his adviser's

by pretending to be friendly.

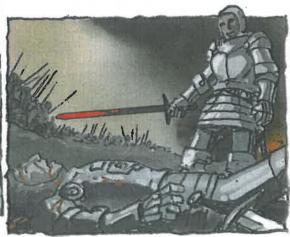
brother cruelly murdered in the Tower of London. They are still known as the 'Princes in the Tower'.



Richard crushed the rebellion. The survivors escaped Richard's revenge and fled to France to join Henry Tudor, a brave and noble man - so different from Richard.



Henry Tudor invaded England in August 1485. At last England might get rid of the tyrant Richard.



Richard was killed at the Battle of Bosworth. Henry became King Henry VII, the first of the great Tudor monarchs.

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## Did Richard kill the Princes in the Tower? Be a detective!

An interpretation first needs to be **tested**. This means checking it against the facts and against other evidence. It would take a long time to test the whole of the story strip so we'll focus on just one issue: Did Richard III really murder his nephews?

Here is your detective sheet. Use the clues on these two pages to fill out as much as you can.

Detective report	
Question	Your answer (√, X, or ?) and which source shows this.  Add comments if you need to.
Was there definitely a murder? For example, were the princes' <b>bodies</b> ever found?	
Did Richard have an <b>opportunity</b> to have the princes killed?	
Is there any <b>incriminating evidence</b> – such as a murder weapon – <b>proving</b> that Richard was the murderer?	
Is there any <b>evidence</b> that suggests that Richard could be the murderer?	•
Is there any <b>evidence</b> that suggests that Richard might be innocent?	

If you have more ticks than crosses you probably think that Richard was guilty. If you have more crosses than ticks you ought to give him the benefit of the doubt and find him not guilty.

#### Clue A

In 1674 the bones of two children were found in the Tower of London. They were in a wooden chest about 3 metres

underground. People thought they were the bones of the princes. In 1933 scientists examined the bones but they could not prove whether the children were related or exactly how old they were. The bones do not give any clues about how the children died. They have not been examined since.

#### Clue B

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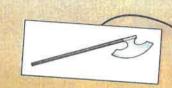
There are no records of the princes being alive after the summer of 1483.



#### Clue C

Evidence from Dominic Mancini, an Italian priest. He was in London in 1483. He probably knew Edward V's doctor. Mancini left England in July 1483 and told his story many times to a bishop in France, who asked him to write the story down in the autumn of 1483.





#### Clue D

Richard's motto was 'Loyalty binds me'. He was very loyal to his brother, Edward IV, during a civil war in 1470. Richard was also a very religious man.

#### Clue E

In 1483 various men who had known and trusted Richard for years unexpectedly rebelled against him. Instead they decided to support Henry Tudor, a man they did not know at all.

#### Clue F

A year after the princes disappeared, their mother returned to Richard's court and allowed her daughter to dance with Richard.

Edward V's servants were prevented from seeing him. He and his brother were taken into the inner rooms of the Tower. Day by day they were seen less often behind the bars and windows until they were not seen at all. The King's doctor was the last servant to see him. He reported that the young king like a victim ready to be sacrificed: believed that death was facing him. I have seen many men burst into tears when the young king was mentioned. Already people suspected that he had been murdered. How he has been murdered and whether he has been murdered at all I have not discovered

#### Clue G

In the summer of 1483 Richard did order the executions of several men who tried to stop him becoming king. No trials were held before they were executed.

#### Clue H

Many northerners stayed loyal to Richard when others rebelled. When the leaders of the City of York heard that Richard had been killed they wrote in their records:

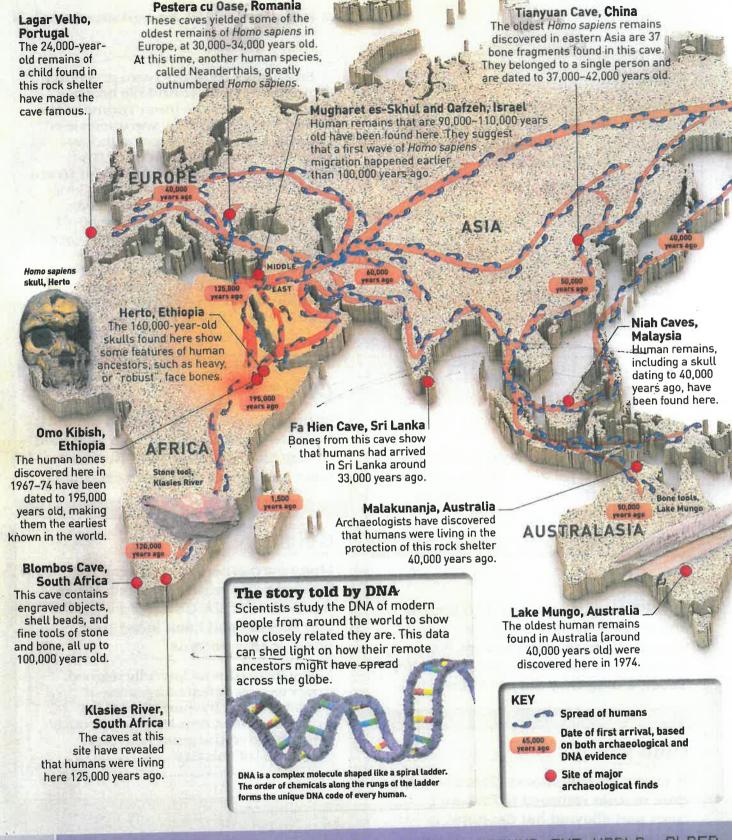
King Richard, who lawfully reigned over us, was defeated because of great treason by many men who turned against him. He was piteously murdered to the great heaviness [sadness] of this city.

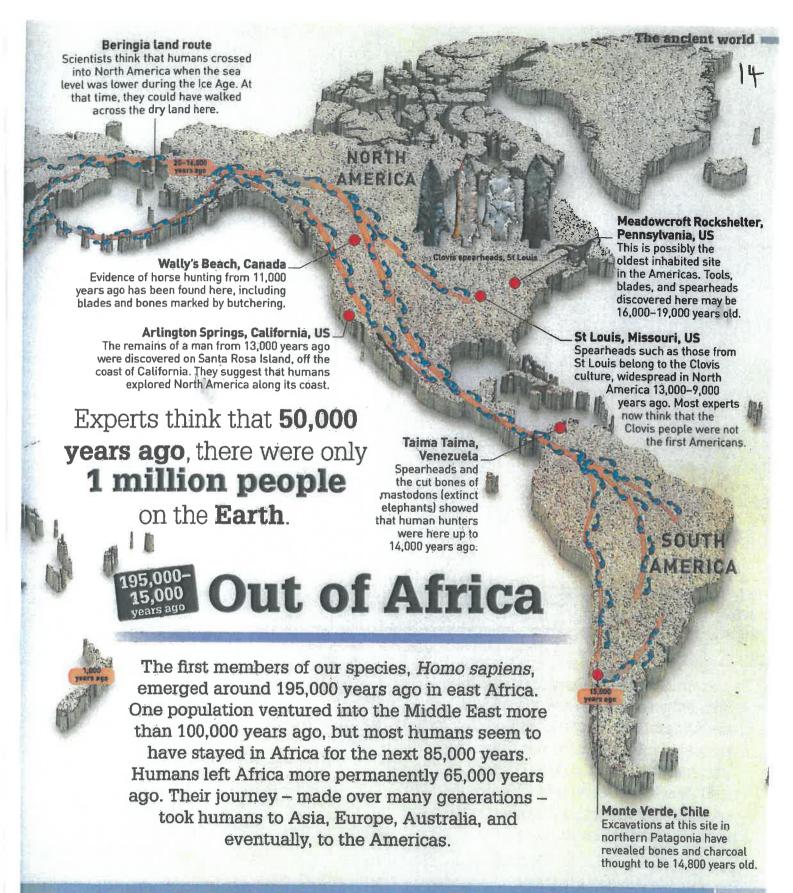
- 2 Have you any more ideas about who might have produced the interpretation of Richard on pages 18 and 197
- Who do you think might have a more sympathetic interpretation of Richard?

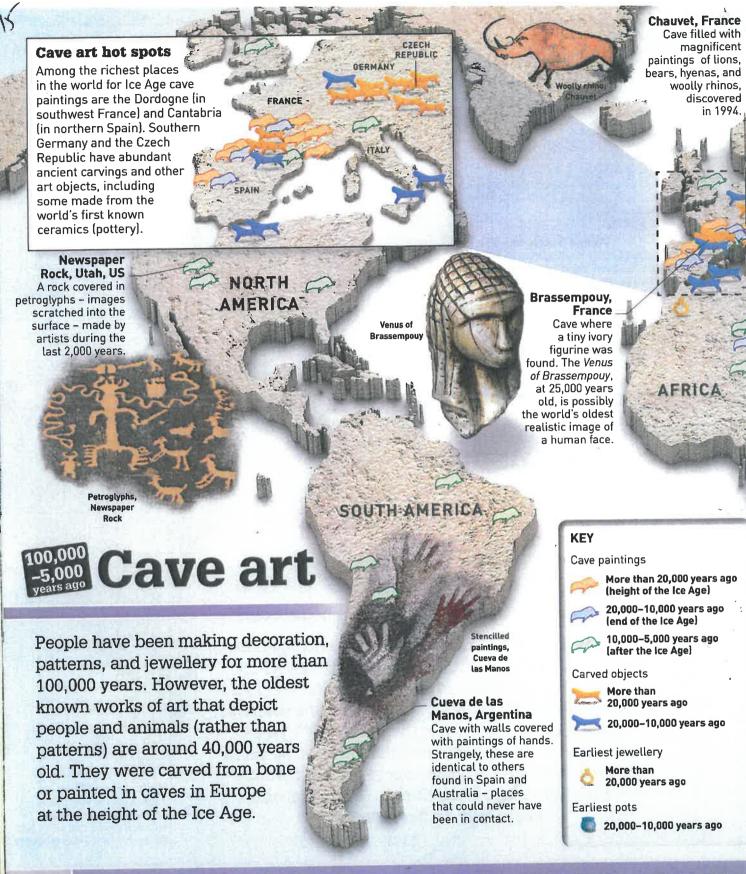
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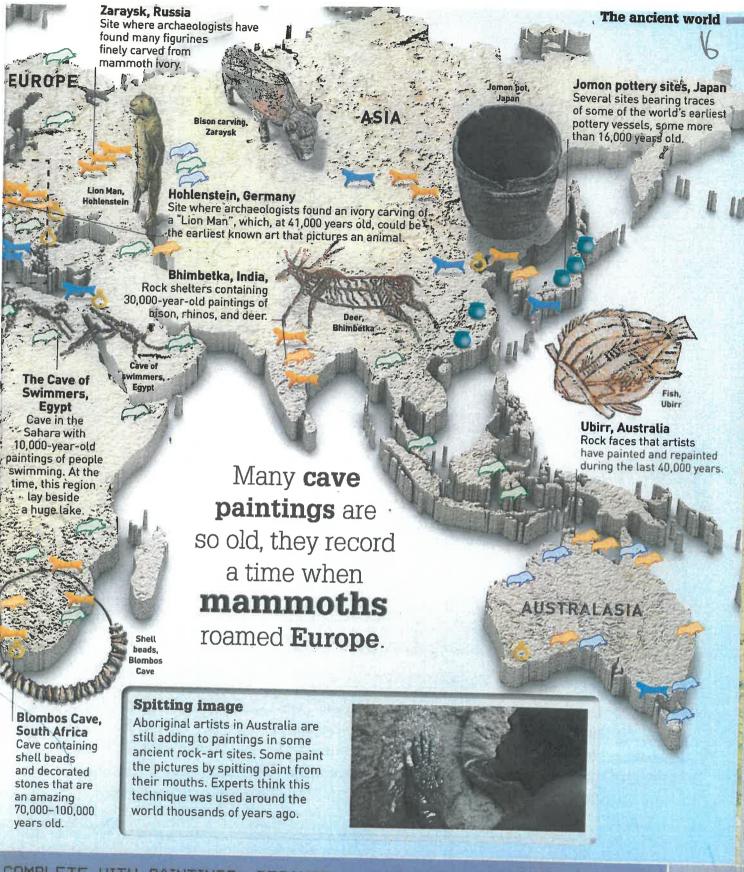
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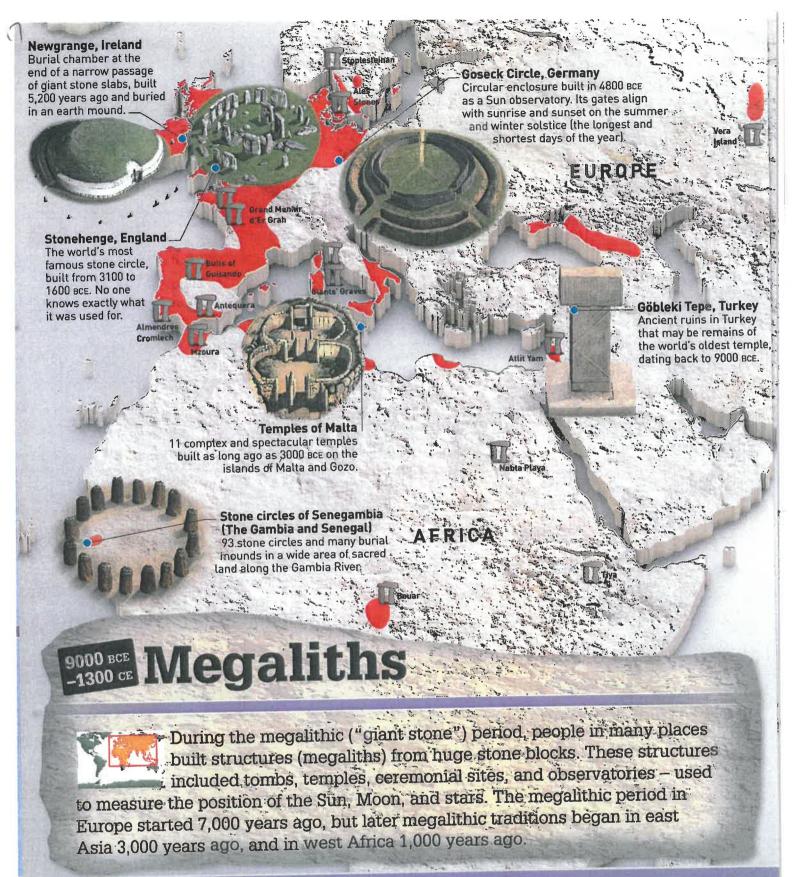
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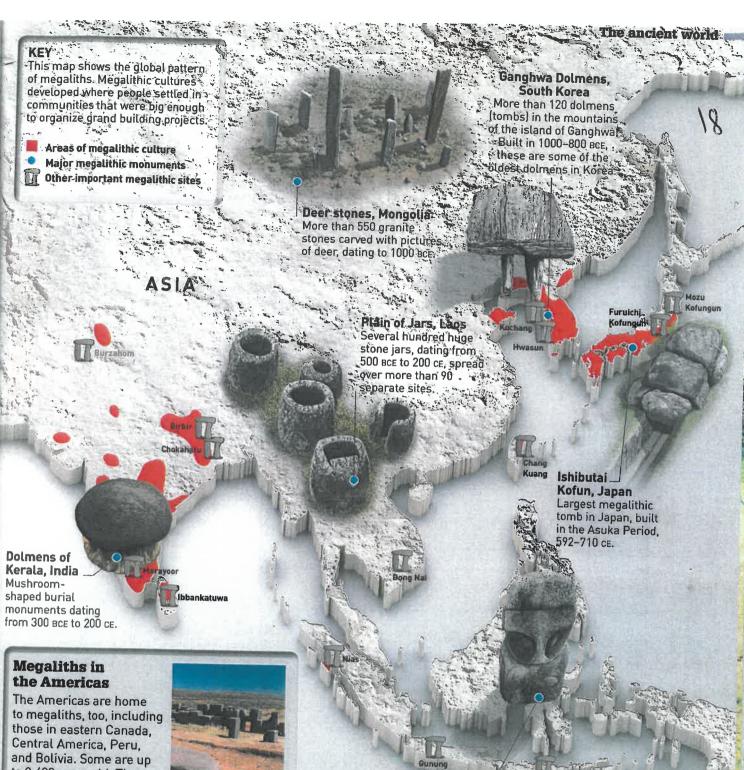












to 3,400 years old. The giant stone blocks (right) of the Pumapunku temple complex in Bolivia date to around 600 cE.



Lore Lindu, Indonesia Over 400 megaliths. some carved in the shape of humans. They date from 3000 BCE to 1300 CE.

FROM 240 KM (150 MILES) AWAY. THE LARGEST WEIGH OVER 40 TONNES.

#### The first alphabet

Alphabets, used today to write many languages, were originally an idea of people (below) living in Canaan and Egypt's Sinai Desert around 1800 BCE. They adapted Egyptian hieroglyphs and Sumerian cuneiform writing to stand for the sounds in their language, inventing the Proto-Canaanite script. The alphabet idea was passed on to the Phoenicians, then the Greeks, and then the Romans. Each time, people changed slightly the shape and order of the symbols.



Olmec glyphs, 900 BCE
Writing in North America
may have begun with the
Olmecs. Their writing
was first found when road
builders discovered the
Cascajal Block in
the 1990s. It was
covered in Olmec
picture symbols,
or glyphs.

NORTH

# The origins of writing

People began recording things by writing them down more than 5,000 years ago, in Sumer (in modern Iraq), and Egypt. Later, in China and the Americas, other groups of people invented totally different systems of writing. Germanic runes, 150 cs
Runes were the writing
symbols used in Germany
and Scandinavia. They were
also called futhark, after the
sounds of the first six symbols
in the runic alphabet (above).

AFRICA

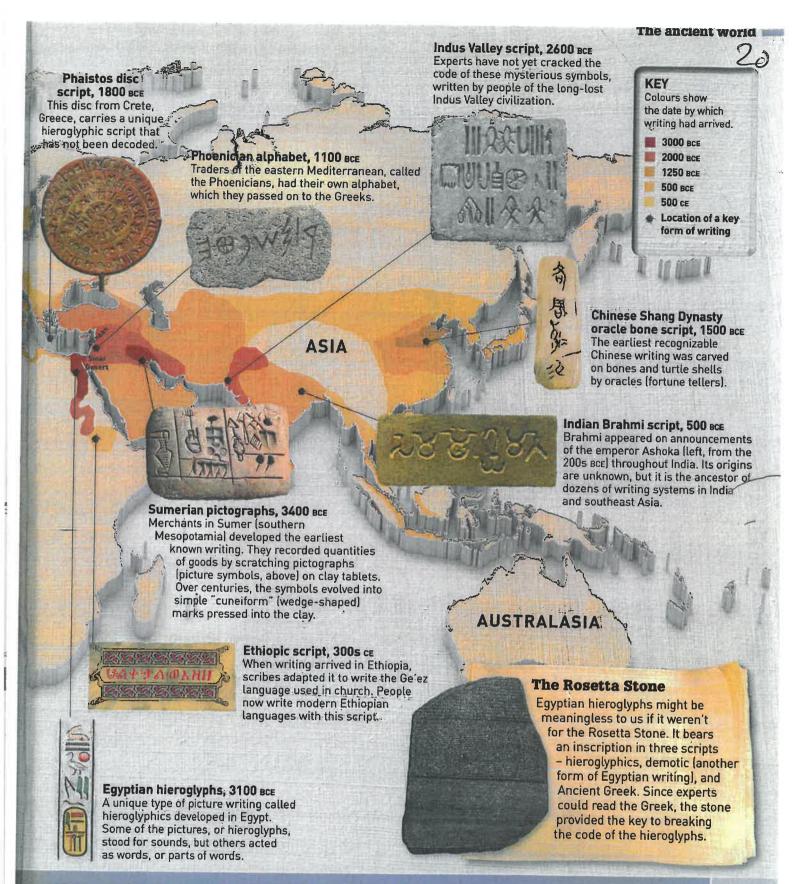
EUROPE

Quipu knots, 650 cs
People used this method
of record keeping, also
known as "talking
knots", in the Inca Empire and

knots", in the Inca Empire and older civilizations in ancient Peru. Information was coded by the colour and pattern of knots in threads of llama or alpaca wool.

SOUTH

In Chinese legend,
the day the first writing
symbols were born
marked the second
ceginning of the world.







## THE MOST TERRIFYING CREATURES FROM THE BOOK OF THE DEAD

Reaching the Afterlife meant getting past these fearsome guardians



#### **AMMUT**

▲ 'Devourer of the Dead' was a terrifying goddess with a crocodile's head, lion's body and the back legs of a hippopotamus. She waited by the scales of Judgement to eat the hearts of sinners.



#### APEP

▲ The 'Eater of Souls' was the great roaring serpent who tried to swallow the Sun god Ra each night to prevent him rising again, plunging the world into darkness and chaos unless constantly fought against.

#### **SHEZMU**

The 'Lord of Blood' hunted sinners for slaughter. He was also a butcher known as 'the One who dismembers bodies' and used a wine press to crush human heads instead of grapes.



