Sources - Key terms

Sources	Information from the time being studied. History can be difficult to study if there is a lack of sources, for example when studying the Black Tudors!
Interpretation	An opinion about the past. Historians – and you! – develop interpretations from studying the evidence contained in sources. As new sources are discovered interpretations of the past can change
Content	The information contained within a source
Nature	The type of source, e.g., a diary entry, newspaper report, speech, painting etc
Origin	The origin of the source, when and where does it come from?
Purpose	Why was the source produced?
Utility	How useful is a source to help us answer our questions about the past?
Anachronism	An object in the wrong period of time, e.g., a mobile phone in the Roman period

Chronology – key reminder	
421 BC	5th century BC
546	6th century
1215	13th century
1789	18th century

Year 8 History Knowledge Organiser Spring Term – Core Knowledge and Understanding

The era of the Stuarts	The Stuart period was one of great change and uncertainty. James I had been the target of a Catholic plot to kill him as part of the Gunpowder Plot, and replace him with a Catholic monarch. During the 1640s a Civil War (a war within one country) broke out due to the Parliament being unhappy with Charles I's Catholic wife, his use of the Ship Tax and his desire to rule without Parliament. The end of this war led to Charles execution in 1649, and the rule of the Puritan MP Oliver Cromwell, who called himself Lord Protector. He was popular with people for ending the civil war, but was unpopular in Ireland, being blamed for a massacre at Drogheda in 1649. The Restoration saw the return of the monarchy, when Charles II became the new king of England.

The Aztec Empire	Empires are areas of one part of the world controlled by another country. Countries who own an empire, e.g., the British, exploit the resources of the colonies in their empire, for the colonies they feel exploited and are often denied basic rights. The Aztec empire was in Mexico. The capital was Tenochtitlan was significant because it became a powerful political, religious and economic settlement.

The enslavement of Africans in the British Empire	The British developed the use of slavery in the British Empire, using enslaved African labour on plantations, large farms in the Caribbean growing crops such as sugar. Ships set sail from ports such as Liverpool, carrying iron goods to Africa, slaves to the Caribbean, and then good such as sugar, tobacco, rum and tobacco back to Liverpool. This made Liverpool rich. Conditions on slave ships were brutal, with poor diet, brutal punishments and overcrowding. Disease was rampant. Men such as William Wilberforce campaigned in Parliament to end slavery, and Olaudah Equiano wrote a powerful book detailing the experiences of enslaved Africans.

The Koh-I-Noor Diamond	This was a given to the British to end the Anglo-Sikh War in India, and was later set into a crown within the British Crown Jewels. Many people see this as belonging to India, and are campaigning to Have this diamond returned.

British rule in India	The British East India company helped Britain achieve economic dominance in India, through a mixture or trade, coercion and military force. By the mid to late 19th century British rule in India was complete, and the rule of India became known as the Raj. India itself became known as "The Jewel of the Crown", and was seen as the most important colony in the British Empire. The British used high taxes and unfair trading arrangements to exploit the people and resources of India. However, others have argued that British rule in India helped the country develop, through the construction of road and rail infrastructure, the development of a British education system and the introduction of cricket. Most historians now agree thought that British rule in India was exploitative, and that British rule in fact hindered the development of the country.