

# Archaeology as a Tool for Interpreting Medieval History

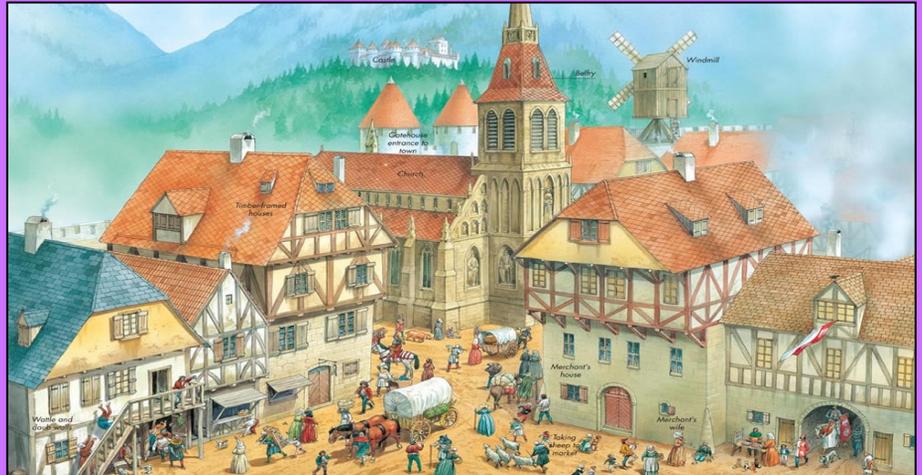
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Year 11

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Assessment  
Objectives

CONTENTS  
  
6 Resources  
Teacher Notes  
Subject IAG



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# PART 1: INTRODUCTION



# Welcome!

To get into the best universities, you must demonstrate that you are intellectually curious, and will make the most of the wonderful academic opportunities available to you.

One of the best ways of demonstrating this, is by going above and beyond what is taught in school and studying something that is not on the curriculum.

This resource will give you exactly such an opportunity. You will have something interesting to write about in your application to university, something interesting to talk about in a university interview, and open whole new areas of study you might be interested in!

You will develop valuable academic skills as you go, that we have marked out with gold badges (see the next page on university skills). As you work through the resource you can look out for these badges so that you can explain which skills you have developed and what you did to demonstrate them. Developing these skills will help you get university ready!

If you have any questions while you are using the resources in this pack, you can contact your teacher or email us directly at [schools@access-ed.ngo](mailto:schools@access-ed.ngo).

Good luck with your journey to higher education!



I am a historian and as a university student I became interested in how we understand the past. In fact, my curiosity took me to the USA where I completed my PhD. Did you know that in the 1730s the apprentices of a Paris printing shop hanged all the cats they could lay their hands on (and that people found this hilariously funny)? Find out more about The Great Cat Massacre and what we can learn about this strange event in a famous book by Robert Darnton (search for him on Google Books)!

**Dr Rajbir Hazelwood** Programme Director, AccessEd



I love listening to podcasts, and I highly recommend listening to weekly podcasts as it's a quick and interesting way to discover new ideas and hear experts speak about what they know best. I would recommend finding new episodes on [historyextra.com](http://historyextra.com) that excite you. You could find out more about the history of manners, weather and medieval bodies!

**Michael Slavinsky** Education Director, The Brilliant Club



# University Skills

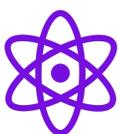
To complete this resource, you will have to demonstrate impressive academic skills. When universities are looking for new students, they will want young people who can study independently and go above and beyond the curriculum. All of these skills that you will see here will demonstrate your abilities as a university student – while you’re still at school! Every time you have to look something up, or write up a reference you are showing that you can work independently. Every time that you complete a challenging problem or write an answer to a difficult question, you might demonstrate your ability to think logically or build an argument. Every time that you evaluate the sources or data that you are presented with, you are showing that you can “dive deep” into an unfamiliar topic and learn from it.

Here are the skills that you will develop in this course:

<b>independent research</b>	your ability to work on your own and find answers online or in other books
<b>creativity</b>	your ability to write something original and express your ideas
<b>problem solving</b>	your ability to apply what you know to new problems and challenges
<b>building an argument</b>	your ability to logically express yourself
<b>providing evidence</b>	your ability to refer to sources that back up your opinions and ideas
<b>academic referencing</b>	your ability to refer to what others have said in your answer, and credit them for their ideas
<b>deep dive</b>	your ability to go above and beyond the school curriculum to new areas of knowledge
<b>source analysis</b>	your ability to evaluate sources for bias, origin, purpose and utility
<b>data interpretation</b>	your ability to discuss the implications of what the numbers show
<b>active reading</b>	your ability to engage with what you are reading by highlighting and annotating



**Resource Pack** AccessEd Research-Based Curricula  
**History** Key Stage 4  
[www.researchbasedcurricula.com](http://www.researchbasedcurricula.com)



## AIMS

The Research-Based Curricula Programme creates classroom resources that are based on cutting-edge academic expertise at local universities.

These resources are intended to encourage pupils to broaden their understanding of subjects and expose them to academic research, as well as supporting the development of core academic skills that boost exam attainment.

Teachers can use these resources to supplement activities in existing lessons, to design new lessons, or to stretch and challenge high-achieving pupils with extension work.

The aim of the programme is to support pupils to develop cognitive and non-cognitive skills that the research shows supports progression to university. This includes deep subject knowledge, critical thinking, and written and verbal communication.

## EVIDENCE

The Research-Based Curricula Programme builds on the University Learning in Schools Programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015.

The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd.

ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 3.

The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).



**The  
Brilliant  
Club**

**Achievement for All** 

SUPPORTED BY  
**MAYOR OF LONDON**



**Department  
for Education**

## TEACHERS

The Research-Based Curriculum is designed to be used flexibly by teachers to tailor extension activities for their students. Some teachers may choose to adapt the resources for groups of students during lessons.

The resources are designed to be completed individually or in small groups, so teachers can use them as class-based or homework tasks. Equally, teachers can give the pack to some students to work through independently when they have finished their normal class work or during an extra-curricular club.

The resources will challenge students to think deeply about specific content that may be beyond the confines of the exam curriculum, while informing them about cutting-edge research being carried out at local universities. All the resources can help develop specific skills required for GCSE examinations, which are referenced in the Teacher Notes throughout the pack.



## PARTNERS

AccessEd is a non-profit organisation that works to increase university access for under-represented young people globally. We work in partnership with universities and schools to deliver programmes that mobilise researchers to share their academic expertise with young people and the public. Visit [www.access-ed.ngo](http://www.access-ed.ngo). Follow @\_AccessEd

The Higher Education Progression Partnership South Yorkshire plus (HeppSY+) is part of a national programme to help school and college students aged 13-19 in South Yorkshire, who are most at risk of missing out on higher education. HeppSY+ is working in partnership with Sheffield Hallam University, the University of Sheffield, and South Yorkshire colleges and schools. Visit [www.heppsy.org](http://www.heppsy.org). Follow @HeppSYplus





# Archaeology as a Tool for Interpreting Medieval History

Archaeology as an academic discipline seeks to address fundamental issues concerning the history of humankind from the physical objects that they leave behind. This includes not only human interaction with each other, but with their environment, other organisms, and spiritual beliefs. It also investigates the evolution of our species, as well as our cognitive and technological advancement.

One such advancement which is a key debate currently within archaeology is the notion of 'Agricultural Revolution' and livestock improvement in late Medieval England. Academics question whether or not a significant change occurred in the size of animals or husbandry strategies during this period, ultimately leading to greater yields and population expansion. Ongoing research seeks to clarify the exact timing and causes of this agricultural change, as well as how it contributed to late medieval and post-medieval economic growth.

Whilst not directly included in the curriculum of most schools, archaeology provides an opportunity to develop a number of key transferrable skills. For example, archaeologists develop the ability to analyse and critically evaluate primary source material, and to construct detailed and well-reasoned arguments. The question of late medieval agricultural transformation in particular allows the consideration of causation, consequence and comparison of time periods, as well as highlighting changes in local and national trends.

As a result, this pack covers not only an insight into what types of evidence archaeologists investigate, but also how these artefacts can help to underpin and expand upon historical knowledge. More specifically, it focuses on animals as part of both the urban and rural Medieval economies (500-1500), in addition to whether this changed with the beginning of the early modern period (1450-1750).

# An Introduction to Studying Archaeology at University

Archaeology is a fascinating subject to study both as a hobby and in higher education. It involves uncovering and examining objects created and used by ancient humans, sometimes thousands of years old, in order to understand exactly how people lived in the past and support existing historical knowledge. This enables archaeologists to track crucial changes in human history, for example how they evolved, how writing and technology developed, how religion, warfare and disease have affected populations, and how man has affected the environment. More recent developments have enabled archaeologists to better address these issues, for example advances in metric analysis, geophysical survey, chemical analysis, and genetic profiling.

Though most undergraduate degrees broadly cover archaeology as a whole, there are many different sub-disciplines, including classical archaeology, bioarchaeology, ethno-archaeology, underwater archaeology, experimental archaeology, and landscape archaeology. Most universities offer both a BA or MSc degree in archaeology due to the nature of the subject spanning both arts and sciences. Depending on an archaeologist's area of specialisation, their work can involve a number of different activities, such as excavation, artefact identification, laboratory analysis and historical research. As a result, archaeology spans a number of subjects, some of which can be taken as complementary degree subjects. Examples of these include classics, forensics, linguistics, geography, statistics, biology, chemistry, physics, ancient history, anthropology and palaeontology. Thus, archaeology students graduate with a number of key transferrable skills including problem solving, research ability, I.T. knowledge, critical thinking, project management, time management, interpretation, and attention to detail.

Ultimately, whichever degree subject or career path you choose, the skills you have gained from using this pack will assist you in a variety of ways. By completing the tasks above you will have broadened your historical knowledge and addressed challenging questions in a discipline outside the national curriculum. This will increase your ability to analyse evidence, form reasoned arguments and critically assess information – all extremely useful skills in any branch of learning.

## Meet the PhD Researcher: Tamsyn Fraser



My interest in archaeology began at a young age watching Time Team and Indiana Jones, and I developed my knowledge working in a museum during my mid to late teens. I found myself torn between science and history when choosing my degree subject, and eventually decided to pursue an undergraduate degree in Archaeology with Forensic Science at the University of Exeter.

During that time, fuelled by a morbid curiosity and encouragement from particular professors, I found that I enjoyed modules concerning human and animal bone, and eventually went on to complete a master's degree in Bioarchaeology (with a zooarchaeology pathway). I enjoyed my master's dissertation research so much that I decided to pursue further research, and started a PhD at the University of Sheffield, investigating late Medieval livestock improvement and its links to landscape enclosure.

This means that on a daily basis I deal with not only animal bone evidence but also landscape and mapping information and historical data. My research is particularly important as I am examining changes on rural sites, which have not been studied before, as well as attempting to link animal information to landscape changes for the first time. My findings should help to identify how humans influenced livestock husbandry and size during the late medieval period, as well as shedding light on the larger question of how, when, and indeed if, the 'Agricultural Revolution' occurred. This will help us to better understand how the animals we farm today developed, and how we can sustain livestock yields in the future.

**What is a PhD student?** A PhD, or Doctor of Philosophy is the highest academic qualification awarded by most universities. PhD students conduct original research on a specific topic or question, producing a thesis that is typically 70,000 - 100,000 words long and defending their thesis to experts in their chosen field to obtain a PhD.

**What is a PhD researcher?** A PhD researcher, or post-doctoral researcher has already obtained their PhD qualification and has continued to work in their chosen field or a similar field.

**What is a university department?** A university department is a group of academics working in a similar area of interest including professors, lecturers, principal investigators (PIs), post-doctoral researchers, PhD students, masters and undergraduate students.

**Did you know?**

Sheffield University has lot of digital history projects. See more at <https://www.dhi.ac.uk/projects/?subjects=151>

# PART 2: RESOURCES



## What is Archaeology, and How Does it Contribute to Historical Knowledge?

Link to curriculum  
Medieval (500-1500),  
Primary source analysis

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
2. Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.
3. Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
4. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.

### INSTRUCTIONS



1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. Move on to Resource 2 in this pack

# Data Source

## Life in Medieval England:

Life in Medieval England was governed by the 'feudal system', where every level of society served the one above. At the bottom of the system were serfs, who owned no land. Then came 'cottars' and richer peasant 'villeins', who occupied land belonging to manors, and were obliged to work the land. Above them came 'freemen', who owned land, but paid rent for it to larger landowners or manors. These larger landowners were then in the service of the monarch, at the top of the system.

England during this period was still very rural, with activity defined by seasonal farming processes. Both men and women had tasks to complete – while men did a lot of heavy lifting, women were in charge of tasks like looking after the house and garden, looking after household animals, helping with harvesting, spinning and weaving. There were some cities during this time; London was the largest, followed by Winchester, Lincoln, Norwich and York. They were mainly used as hubs for trading the items produced in more rural areas, and for more specialised craft activities such as tanning and horn-working.

## In Detail: What is Archaeological Surveying?

Archaeological survey is an important part of archaeological projects as it helps archaeologists to identify where sites are, and therefore where and how to excavate. It includes the following processes, which often produce artefacts:

- **Fieldwalking:** Researchers will walk slowly along lines or in a grid searching for artefacts on the surface of fields. Often they find artefacts that have been disturbed by ploughing.
- **Geophysics:** This includes techniques used to map what is beneath the surface of the ground. They use factors like electrical or magnetic properties of objects to locate them. There are many different methods, including resistivity, magnetometry and ground-penetrating radar.
- **Aerial photography:** Photographs are taken of potential sites from above, in order to highlight where the remains of buildings or sites are.
- **Test excavation:** Archaeologists often dig small trenches (1x1m) to explore the different layers of a site without having to conduct a large scale excavation.



Data Source (continued...)



Merchant's seal, found at Beningborough, North Yorkshire. It has been dated to 1300-1400AD. The seal face depicts a shield within a circle, as well as the name RICARDVS (Richard). A surname is not clear. Seals like this were used by traders in the Medieval period when literacy was low, in order to identify and authenticate their goods.



Spindle whorl, found at Aughton, West Lancashire. It is made of cast lead alloy and is dated to the broad Medieval period (1066-1500). The surface depicts a moulded sunburst design. A spindle whorl is an item attached to a spindle, a tool used for spinning fibres in to yarn. It weighs the tool down, increasing the momentum and speed of the spinning.

## Data Source (continued...)



Toy dog, found at Upwell, Norfolk. It is made of pewter, and is dated to the broad Medieval period (1066–1500).



Sword pommel, found at Earl Shilton, Leicestershire. It is made of gold, with a pattern of seven twisted wires of gold filigree. It is dated to around 600–700AD, and was the first ever sword pommel with gold filigree decoration to be found in England.

### Key definitions:

**Merchant's seal:** A symbol used to represent a particular merchant, in order to identify trade produce as theirs.

**Spindle whorl:** An object that is attached to a spindle (straight spike used for spinning fibres in to yarn) to weigh the tool down and increase spinning speed.

**Cast lead alloy:** A mixture of lead and another metal which has been shaped using a mould.

**Sword pommel:** The (often decorative) fitting at the top of a sword handle. It is designed to prevent the sword slipping from the hand, but also serves to counterbalance the blade.

**Gold filigree:** Small pieces of gold or twisted gold threads attached to the surface of an object.

## Activity

Using the information above, try to complete the following tasks:

1. For each artefact, write down three things that it tells you about the person who owned them. Think about characteristics like age, gender, status and profession.
2. Write down two questions which could help you find out more about either the person who owned it or Medieval society in England.
3. How reliable do you think the information provided by archaeological artefacts is? Circle your answer and discuss why you have chosen that option:

Not at all reliable  
Slightly reliable  
Moderately reliable  
Very reliable  
Completely reliable



## Further Reading

Portable Antiquities Scheme: <https://finds.org.uk/>

Merchant's seal: [finds.org.uk/database/artefacts/record/id/283249](https://finds.org.uk/database/artefacts/record/id/283249)

Spindle whorl: <https://finds.org.uk/database/artefacts/record/id/659361>

Dog toy: <https://finds.org.uk/database/artefacts/record/id/385489>

Sword pommel: <https://finds.org.uk/database/artefacts/record/id/546271>

Saul, N. (1997): *The Oxford Illustrated History of Medieval England*, Oxford University Press

Hurcombe, L. (2007): *Archaeological Artefacts as Material Culture*, Routledge



## 'Fleshing out the bones': Historical Data in Tandem with Archaeological Evidence

Link to curriculum  
Medieval (500-1500),  
Analysis of a range of  
sources

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
2. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
3. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.
4. Develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience.

### INSTRUCTIONS



1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. Move on to Resource 3 in this pack

# Data Source

Below is a Probate inventory from manorial court rolls of Thornborough, Buckinghamshire. The inventory lists the belongings, and their respective values, of Robert Osebern upon his death in 1297.

Historians and archaeologists use lists like this to understand what people owned in the past. This can potentially help them to answer questions like:

- What was the person's occupation?
- What was the person's status?
- Did they have any hobbies?
- What did they eat?
- What did they wear?

## KEY DEFINITIONS

**Probate inventory:** A list of an individual's movable belongings and their values in the event of their death or being declared an outlaw.

**Virgate:** A measure of land, typically 30 acres

**Reeve:** A local official in charge of maintaining a landowner's estate and supervising peasants working on the land.

**Steer:** A young neutered bull, often raised for beef or working purposes.

d. = pence

s. = shillings

1 shilling = 12 pence

## Data Source (continued...)

		<i>Valuation</i>
<u>Name &amp; location</u>	<b>Robert Osebern</b> Thornborough (Buckinghamshire)	
<u>Date</u>	c.1297	
<u>Reason for inventory</u>	Robert hanged himself (felony)	
<u>Land held</u>	1279-80 1 virgate, 1289 ½ virgate	
<u>Other indicator of status</u>	Possibly reeve 1281 [senior manorial official]	
<u>Animals</u>	1 old mare	12d.
	2 cows	7s. 10d.
	1 steer	2s.
	1 calf	8d.
	4 sows	18d. each
	1 lamb	9d.
	3 geese	6d.
	3 hens & 1 cockerel [ <i>gallinum</i> ]	4d.
	1 cat	½ d.
<u>Grain &amp; fodder</u>	5 b wheat	2s. 6d.
	1 ½ b beans and peas	7½ d.
	Chaff	3d.
	Forage/straw [ <i>foragium</i> ]	2s.
	4 acres sown with wheat	2s. per acre
	1.5 acres sown with barley	3s. per acre
	1.5 acres sown with beans & peas	2s. per acre
	4 acres sown with oats	14d. per acre
<u>Farming equipment</u>	1 ladder	3d.
	1 horsehair rope	-
	Plough	5½ d.
	1 cart with full harness	8d.
	1 winnowing fan	8d.
	1 plough with full gear	18d.
	1 spade, 1 ?boring tool [ <i>terbula</i> ] & 1 fork	1½ d.
	1 harrow	1d.
<u>Craft equipment/materials</u>	1 axe & 1 bill with 2 sickles [ <i>fautillis</i> ]	3s.
<u>Household goods</u>		
<u>(a) food preparation</u>	1 bronze pot & 1 pan	3s.
	1 vat, 3 tubs with 1 small tub	18d.
	1 trough [ <i>alveolum</i> ]	4d.
	1 tub with salt	3d.
	1 lead [ <i>plumbum</i> ; large pot for e.g. for brewing]	15d.
	1 tripod	1½ d.
	1 grain measuring vessel [ <i>batus ad mensurandum</i> ] with 2 sieves	1½ d.
<u>(b) Furnishings</u>	1 basin	1½ d.
		18
	2 baskets	1½ d.
	Towel	1d.
	1 feather mattress [ <i>plumale</i> ; possibly a pillow]	8d.
	2 sheets	6d.
<u>Foodstuffs</u>	-	
<u>Clothes</u>	1 cloak [ <i>mantellum</i> ]	18d.
	1 supertunic	6d.
	1 hood	6d.
<u>Cash</u>	-	

# Activity



1. Looking at the probate inventory above, try to rank the following in order of importance for a medieval landowner:

Place a number in each box on the left

Medieval		Modern
	Income	
	Fashion	
	Food source: meat	
	Food source: crops	
	Property	
	Craft	
	Cleanliness	
	Comfort	

2. Now try to consider what an individual living in modern England would consider important, and rank the factors by writing a number in the right hand side of the box.

- a. Did you rank any factors with similar importance? Why do you think this might be?
- b. Were any very different? Why do you think this is?

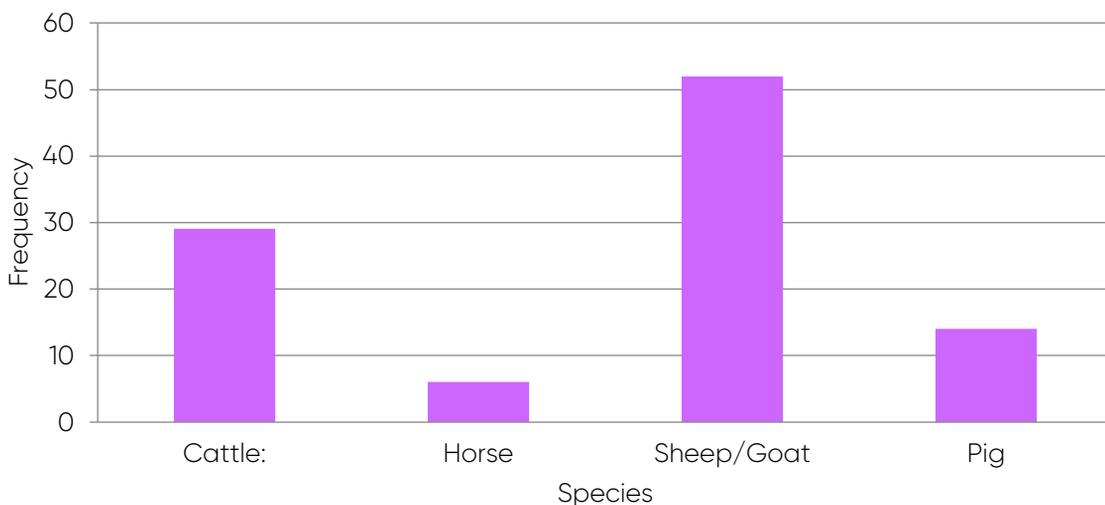


## Activity

3. Below is a graph showing the proportions of animal remains found on an archaeological site, also in Buckinghamshire.

- Which species are most/least common, and why do you think this might be (consider what they might be used for).
- Do you think that this information matches the animals listed in the probate inventory, in terms of frequency and importance?

**Number of Animal Bones found at Great Linford, Bucks**



## Further Reading



Burford, B.: How to Read Probate Records

([http://dohistory.org/on\\_your\\_own/toolkit/probateRecords.html](http://dohistory.org/on_your_own/toolkit/probateRecords.html))

Overton, M. (1979): Estimating Crop Yields from Probate Inventories: An Example from East Anglia, 1585-1735, *The Journal of Economic History*, 39 (2), 363-378

Overton, M. and Campbell, B.M.S. (1992): Norfolk Livestock Farming 1250-1740: a comparative study of manorial accounts and probate inventories, *Journal of Historical Geography*, 18 (4), 377-396

Mynard, D.C., Zeepvat, R.J. and Williams, R.J. (1991): Excavations at Great Linford, 1974-80, *Buckinghamshire Archaeological Society*



## Contrasting Animal Exploitation in Medieval Towns and Countryside

Link to curriculum  
Medieval (500-1500),  
Regional similarities and  
differences

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
2. Explain and analyse historical events and periods studied using second-order historical concepts.
3. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
4. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

### INSTRUCTIONS

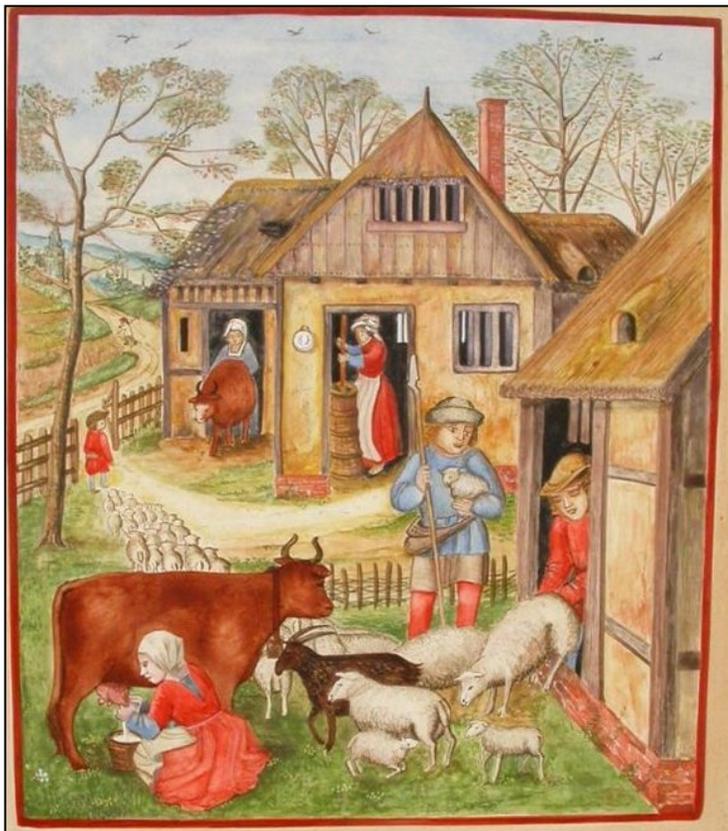


1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. Move on to Resource 4 in this pack

## Data Source

The images below depict scenes involving animals from both rural and urban sites in Medieval England.

Rural:



# Data Source (continued...)

Urban:



# Activity

1. Use the following table to write down five things that you can infer about the use of animals in urban and rural Medieval England from the pictures above.

Urban	Rural

## Activity

2. Based on the information you have written above, what do you think were the most important functions of animals in:

- a. Medieval villages
- b. Medieval towns

3. Below is a table listing the animal products used during the Medieval period, based on animal bone evidence. The words in capital letters represent the products interpreted as the most important to the Medieval economy.

To what extent does this information match the inferences you made using the historical images?



	medieval
Cattle	TRACTION, meat, milk
Sheep	WOOL, meat, milk
Pig	MEAT, fat
Goat	milk, meat
Horse	traction
Domestic fowl	EGGS, meat
Goose	FEATHERS, eggs, meat

Albarella, U. (1997): Size, Power, wool and Veal: Zooarchaeological evidence for late medieval innovations, in De Bow, G. and Verhaeghe, F. (eds), Environment and subsistence in medieval Europe, Instituut voor het Archeologisch Patrimonium, 19-30

## Further Reading



Langdon, J. (1995). City and Countryside in Medieval England. *The Agricultural History Review*, 43(1), 67-72

Astill G. G. and Grant, A. (1988): *The Countryside of Medieval England*, Oxford: Blackwell

<http://www.nationalarchives.gov.uk/domesday/world-of-domesday/towns.htm>



## Continuation or Change? Comparing Late Medieval and Post-Medieval Livestock

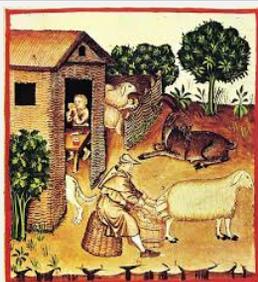
[Link to curriculum](#)  
Continuity and causation

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
2. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
3. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.
4. Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.
5. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

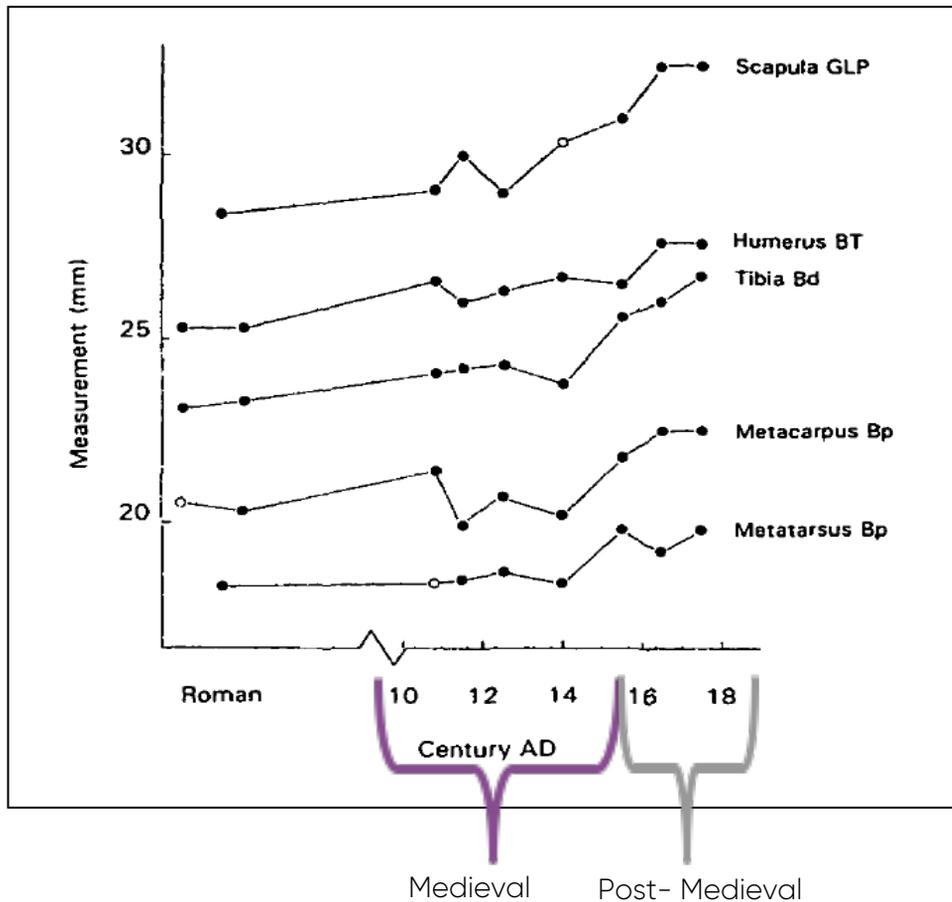
### INSTRUCTIONS



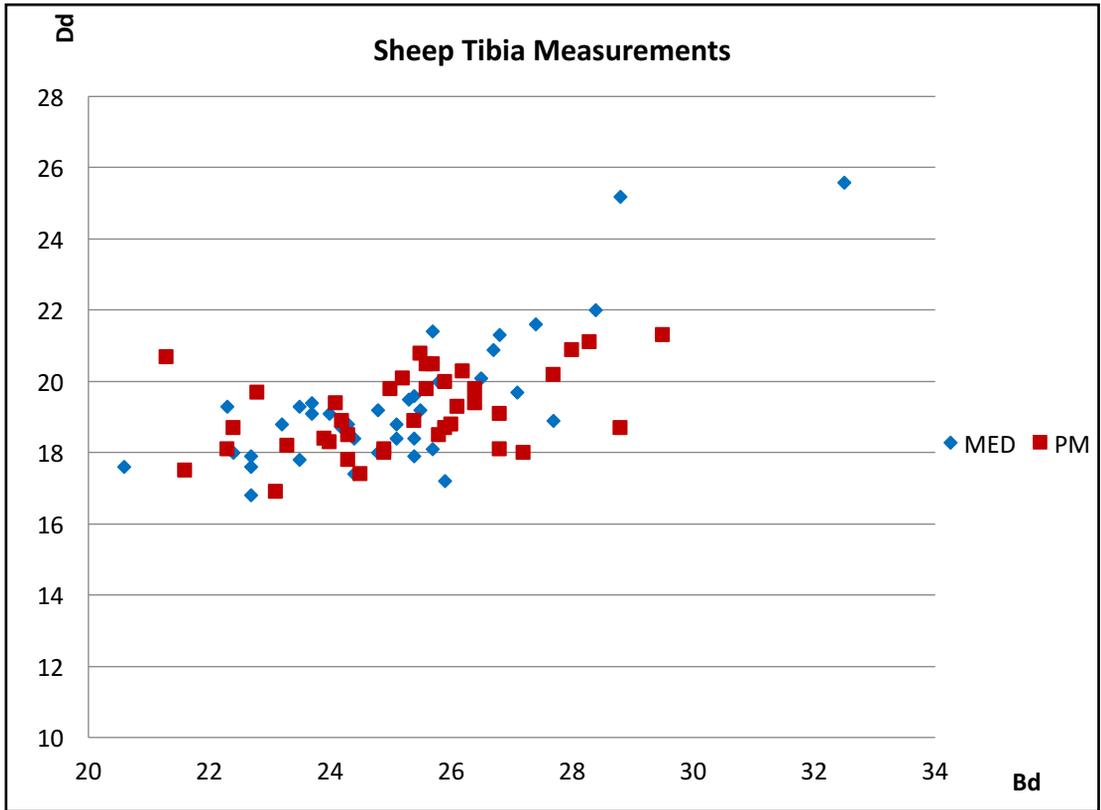
1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. Move on to Resource 5 in this pack

## Data Source

Below are some graphs showing measurements from medieval and post-medieval animals.



Graph 1 shows the measurements of sheep bones from the city of Exeter, Devon, from medieval and Post-Medieval phases.



Graph 2 shows the measurements of sheep lower leg bones from the village of Wharram Percy, Yorkshire, from Medieval and Post-Medieval phases. It plots the width, Bd, against the depth, Dd, of the end of the bone in millimetres.

### Activity

1. Based on the data in graph 1, describe how the size of sheep changed between the 10th and 18th centuries on urban sites.
2. Based on the data in graph 2, do you think that there a change in sheep size at Wharram Percy between the Medieval and Post-Medieval phases?
3. To what extent did animal size significantly change during late Medieval England? Use the information from the graphs to support your answer.



## Further Reading

Maltby, M. (1979): The Animal Bones from Exeter, 1971-1975, Exeter Archaeological Reports

Davis, S.J.M. and Beckett, J. V. (1999): Animal Husbandry and Agricultural Improvement: The Archaeological Evidence from Animal Bones and Teeth, *Rural History*, 10 (1), 1-17

Albarella, U. (1997): Size, Power, wool and Veal: Zooarchaeological evidence for late medieval innovations, in De Bow, G. and Verhaeghe, F. (eds), *Environment and subsistence in medieval Europe*, Instituut voor het Archeologisch Patrimonium, 19-30





## “London of the North”: York as a Case Study for Urban Archaeology

Link to curriculum  
Analysis of a range of sources

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
2. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
3. Explain and analyse historical events and periods studied using second-order historical concepts.
4. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context
5. Organise and communicate their historical knowledge and understanding in different ways and reach substantiated conclusions.

### INSTRUCTIONS



1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. Move on to Resource 6 in this pack

# Data Source

## EXCAVATIONS AT COPPERGATE, YORK:

When archaeologists excavated at 16–22 Coppergate they found nearly 9m of well-dated archaeological layers mostly dating between the 9<sup>th</sup> to 11<sup>th</sup> centuries. As the soil was moist and peaty preservation was excellent, and the following was recovered:

- Seeds, insect remains, plants, animal bones, human parasite eggs and pollen
- 5 tonnes of animal bones, mostly food waste
- Very large amount of oyster shells
- Thousands of roof tiles
- Wattles (woven branches), used to make walls, pathways and screens
- Timber for building material
- Metal-working slag
- A quarter of a million pieces of pottery
- 2,500 soil samples
- 20,000 individually recorded artefacts in total

### Key definition:

**Urban archaeology:** Urban archaeology is defined as the section of archaeology which deals with the excavation and interpretation of towns and cities, where long-term human habitation has occurred.

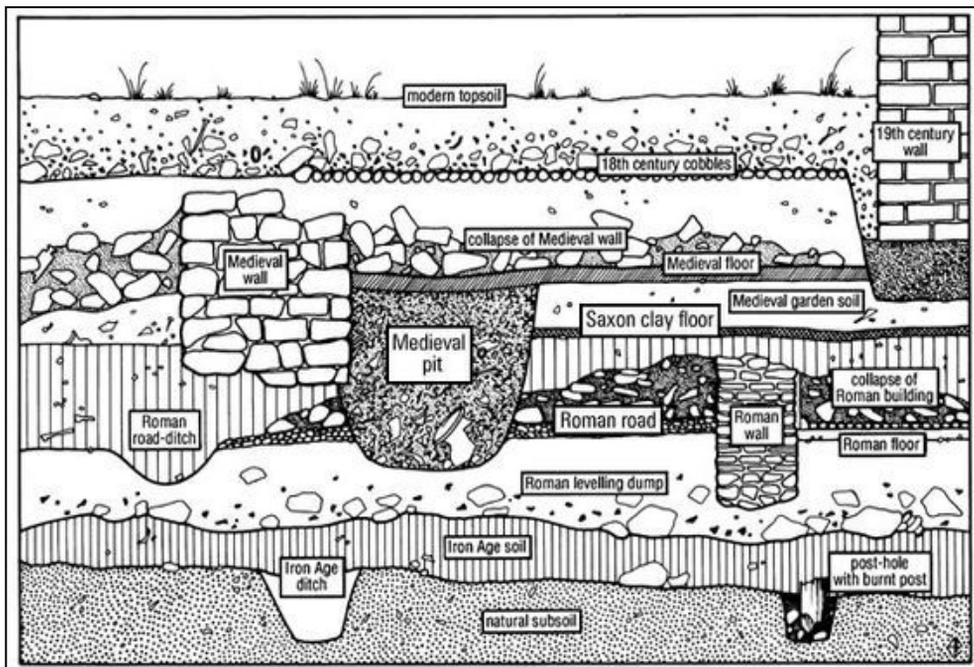
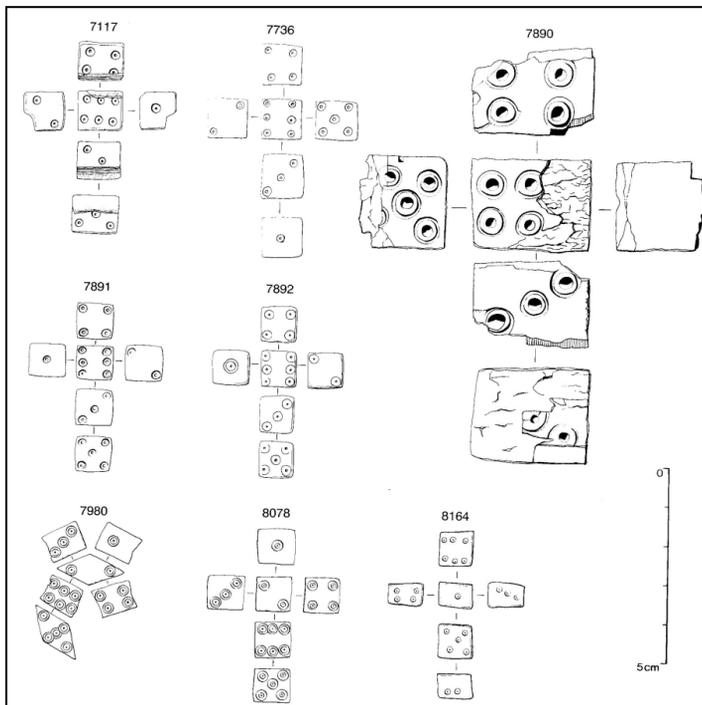
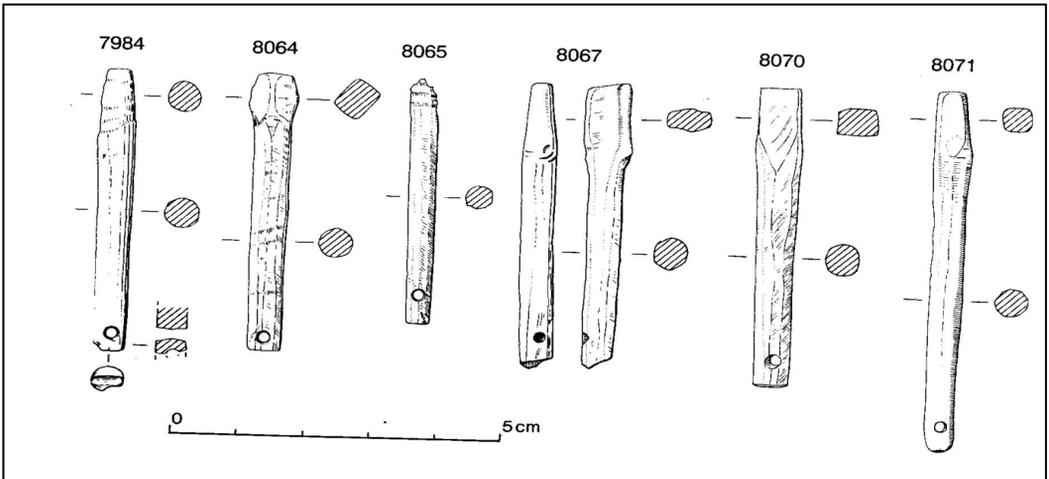


Figure 1: Diagram of the stratigraphy (layers) from an urban excavation.

# Data Source (continued ...)



## Data Source (continued ...)

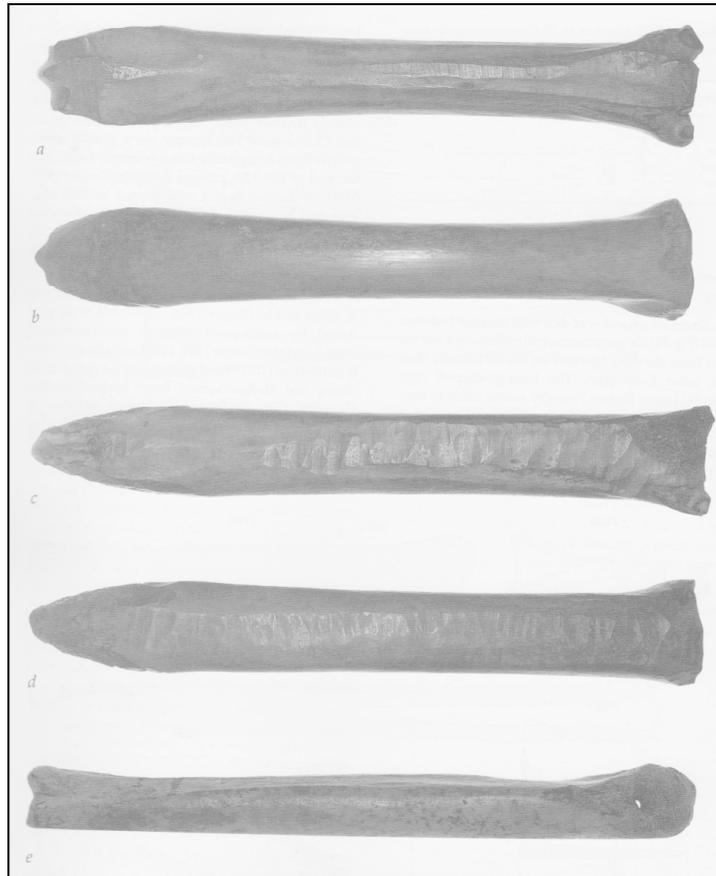


Figure 2: Artefacts from York excavations, from the top:

1. Four combs and a comb case found at Coppergate, all made of antler. Almost 200 combs of this kind were excavated from 10th-11th century layers at Coppergate.
2. Bone and antler tuning pegs from York excavations. Twelve of these objects were excavated, all from the College of the Vicars Choral. It is likely that they came from instruments like harps, lyres or fiddles.
3. Examples of dice excavated at York, all made from bone except from 7736 (antler), 7890-2 (ivory; 7890 walrus ivory). They are likely to be 10th-14th century in date, and all have values inscribed using a ring-and-dot technique.
4. Images of three carved bone items from Coppergate excavations. These are made from a mixture of horse and cattle bones, with a seeming preference for horse, and have been interpreted as skates. Most of the skates recovered show signs of extensive use.

## Activity

1. Using the 'Excavations at Coppergate' box and Figure 1, complete the following table, listing the advantages and disadvantages of urban archaeology. Think about:

- a. What urban artefacts and buildings can tell us about the past
- b. Logistics of excavation in built-up areas
- c. The effects of multiple layers of human occupation



Advantages	Disadvantages

# Activity

2.a. Using the artefacts in Figure 3, choose which best describes the likely social status of the people living in the Coppergate area of York:

Working class

Middle class

Upper class

Support your choice based on the following evidence:

- Artefact category (tools, leisure activities, consumption evidence etc.)
- Artefact material
- Functional or decorative qualities of the items

b. Looking at the **material** these artefacts were crafted from (see artefact descriptions), it could be suggested that they are evidence of either local or international trade. Choose **two** artefacts, and describe where you think the materials may be from.

## Further Reading

Coppergate Dig 1976–1981

<https://www.jorvikvikingcentre.co.uk/about/jorvik-story/coppergate-dig/>

MacGregor, A., Mainman, A.J. and Rogers, N.S.H. (1999): *Craft, Industry and Everyday Life: Bone, Antler, Ivory and Horn from Anglo-Scandinavian and Medieval York*, York: Council for British Archaeology

O'Connor, T. (2003): *The Analysis of Urban Bone Assemblages: A Handbook for Archaeologists*, York: Council for British Archaeology

Walton-Rogers, P. (1997): *The Archaeology of York Small Finds: Textile Production at 16–22 Coppergate*, Council for British Archaeology





## Was there an 'Agricultural Revolution' in the Late Medieval Period?

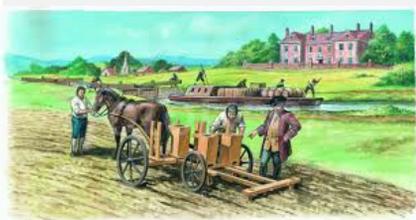
Link to curriculum  
Evaluating contrasting arguments

### TEACHER NOTE

For GCSE History students should be enabled to:

1. Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
2. Demonstrate knowledge and understanding of the key features and characteristics of the period studied.
3. Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
4. Develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them

### INSTRUCTIONS



1. Read and annotate the data source
2. Complete the written activities
3. Explore the further reading
4. You can share any work you produce with the researcher who created this pack by sending it to [assignments@access-ed.ngo](mailto:assignments@access-ed.ngo)
5. Find out more about studying Physics at university

## Data Source

Below are four statements from historians and archaeologists detailing their views on the 'Agricultural Revolution'.



This term has been used to describe a number of periods in English history between 1560 and 1880, and the exact timing and cause of the phenomenon is still very widely debated. However, there is general agreement that there was a significant increase in English agricultural productivity by the 19th century, potentially based upon improved technology and livestock management.

"We have seen that important changes occurred in the type and use of domestic animals between the 15th and the 17th century in England. The time span of these innovations is so wide that we can hardly regard them as a "revolution". However gradual these phenomena could have been, it is clear that by the beginning of the modern era a new economic system of animal husbandry was under way.

The changes were not all simultaneous. We have seen for instance that the replacement of oxen by horses for ploughing may have occurred in some areas more quickly than in others...A more intensive pastoral production was already on its way in the 15th century, and it might have been one of the key factors which encouraged the subsequent demographic growth. At some point the two phenomena – population growth and higher farming productivity – probably started reinforcing each other. More recently the beginning of the mechanization in agriculture and the development of intensive stock rearing gave a further boost to the demographic increase..."

Albarella, U. (1997), pp. 27-8

"...the agricultural revolution took place in England in the sixteenth and seventeenth centuries and not the eighteenth and nineteenth..."

Thus, of the conventional criteria of the agricultural revolution, the spread of the Norfolk four-course system belongs to the realm of mythology; the replacement of oxen by horses is hardly better; the enclosure of common fields by Act of Parliament a broken yardstick; the improvement of implements, inconsiderable and inconclusive; the replacement of bare fallows unrealistic; developments in stock-breeding overrated; and drainage alone seems a valid criterion. The failure of historians to locate the agricultural revolution has thus arisen, in part at least, from mistaken notions of what form an agricultural revolution could have taken.

The chief criteria to be used in assessing the agricultural revolution, then, must be the floating of the water-meadows, the substitution of up-and-down husbandry for permanent tillage and permanent grass for shifting cultivation, the introduction of new fallow crops and selected grasses, marsh drainage, manuring, and stock breeding..."

Kerridge, E. (1967), pp. 15-40

## Data Source (continued...)

"If the criteria for an 'agricultural revolution' are taken to be unprecedented changes in output and in the productivities of land and labour, then it is the period after the mid-eighteenth century that emerges as having experienced such a revolution. It was during the eighteenth century that population was able to break through the ceiling of 5.5 million, that crop yields made a sustained improvement on medieval levels, and land and labour productivity were rising together. There were some productivity improvements in the seventeenth century, especially with livestock, but they cannot compare with the magnitude of changes in the eighteenth century. There were also some important changes in agricultural practice before the eighteenth century. Production was intensified from the sixteenth century, and was becoming more regionally specialized in the seventeenth, but it was not until after 1750 that high yielding fodder crops were grown on a substantial scale enabling intensification through a reduction in fallow and a massive increase in the supply of nitrogen to farmland...

The arguments for an 'agricultural revolution' commencing in the sixteenth century therefore fail to carry conviction. There is some justification in the claim that breaking the distinction between pasture and arable is revolutionary, or at least is a change of potentially revolutionary significance, although the evidence on which the claim is based is open to varying interpretations...

The verdict of this paper, that the agricultural revolution did not get underway until the eighteenth century, echoes the views of an earlier generation of historians although it is based on such new evidence. That evidence overwhelmingly favours the century after 1750 as the period of most rapid and fundamental change in output and productivity, which were associated with equally unprecedented and fundamental changes in husbandry."

Overton, M (1996), pp. 8-20

## Data Source (continued...)

The debate regarding the existence, timing and nature of animal improvements in the later-medieval and post-medieval periods is ongoing. While it is difficult to be certain that an increase in the size of animals is a sufficiently good marker of improvement, agriculture was certainly not static in the later medieval and post-medieval periods. The animal bone data would tend to support Beckett (1990), that particular regions followed their own trajectories of development, and that change in animal husbandry was a much more diverse and gradual process, thus calling the "grand historical narrative" into further question (e.g. Johnson, 1996, p. 5). At Dudley Castle, "improvements" in animal husbandry appear to have been occurring from at least the later fourteenth century as a consequence of the changing agricultural and tenurial landscape. Such changes are not currently archaeologically visible elsewhere until the fifteenth and sixteenth centuries, although it is likely that the stimulus for improvement at any site would have reflected a combination of local, regional and national environmental and socio-economic conditions. This evidence provides some support for the nineteenth-century writings of John Burke, who defines the period during the reign of Edward III (1326–1377) as the "dawn of general agricultural improvement," and contended that these changes continued through the fifteenth and seventeenth centuries (Davis, 1997, p. 414). The data from Stafford Castle would suggest that improvements in animal husbandry did indeed occur in the nineteenth century. However, the extent to which these can be called "revolutionary" is difficult to establish, given the paucity of animal bone assemblages from this crucial period across Britain.

Thomas, R. (2005), pg. 85

# Analysis

1. Based on the statement above, list five factors which historians have put forward as causes of agricultural revolution
2. Choose two of the statements and complete the table below comparing their views:

Statement 1:	Statement 2:
When was the 'Agricultural Revolution'?	When was the 'Agricultural Revolution'?
What were the main causes?	What were the main causes?
Was it a 'revolution'?	Was it a 'revolution'?
How reliable do you think this source is?*	How reliable do you think this source is?

\*Think about the date it was published, where it was published, and the author.

# Analysis

3. The term 'revolution' can be defined as: "a dramatic and wide-reaching change in conditions, attitudes or operation". Based on this definition, and the sources above, consider whether the term 'Agricultural Revolution' is a suitable term to describe the change in farming practice between the late Medieval and the Post-Medieval periods. Use the table below to compare evidence for and against the use of the term 'revolution' in this context.

Revolutionary	Not Revolutionary

## Further Reading

Albarella, U. (1997): Size, Power, wool and Veal: Zooarchaeological evidence for late medieval innovations, in De Bow, G. and Verhaeghe, F. (eds), Environment and subsistence in

Kerridge, E (1967): The Agricultural Revolution, London: George Allen and Unwin Ltd.

Overton, M. (1996): Re-establishing the Agricultural Revolution, The Agricultural History Review, 44(1), 1-20

Overton, M. (2017) Agricultural Revolution in England 1500 – 1850 ([http://www.bbc.co.uk/history/british/empire\\_seapower/agricultural\\_revolution\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml))

Thomas, R. (2005): Zooarchaeology, Improvement and the British Agricultural Revolution, International Journal of Historical Archaeology, 9(2), 71-85

# PART 3: ADVICE AND GUIDANCE

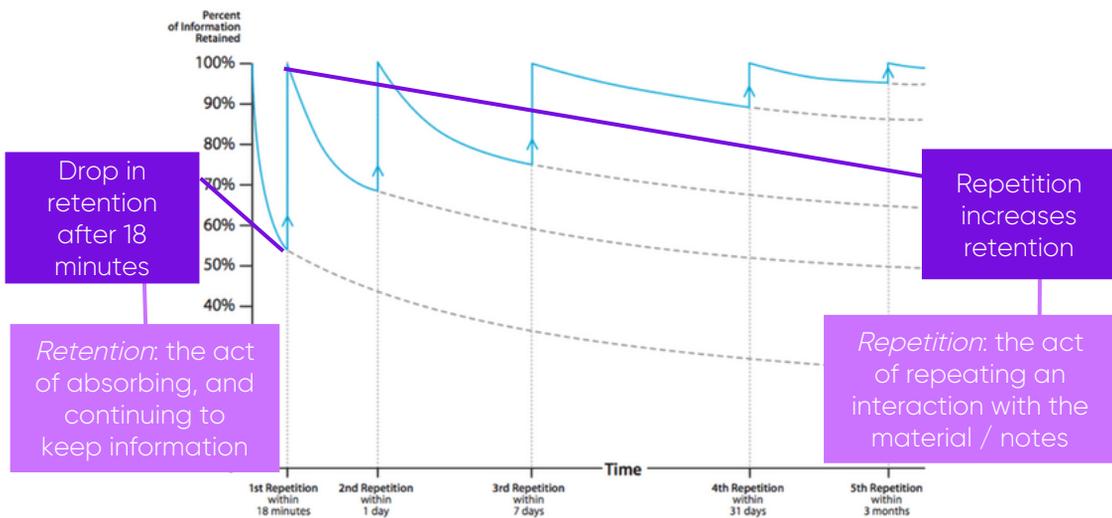


## University Study Skills: Cornell Notes

### Why is good note taking important?

If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

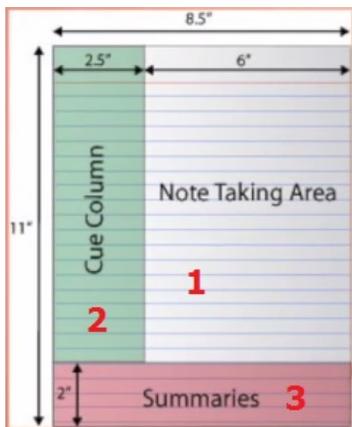
If we take notes effectively, however, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



### Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.

#### Step 1: Note-Taking



1. Create Format: Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.

2. Write and Organise: You then take your notes in area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' /main ideas of information. You can also use bullet points for lists of information to help organise your notes.

## Step 2 Note-Making

1. Revise and Edit Notes: Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour

2. Note Key Idea: Go to box 2 on the left hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:

- Which is most important / significant reason for...
- To what extent...
- How does the (data / text / ideas) support the viewpoint?
- How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella:

Questions:	Notes:
How does C's mother die?	• Cinderella is an only child • Cinderella's dad might <u>spoil</u> her • Cinderella's Step-Mother is <u>jealous</u> of her beauty
Why does C make the Step-M so angry?	• <u>Maybe</u> Cinderella becomes the <u>woman of the house</u> ↳ BUT then the Step-Mother wants that <u>position</u> .
↓ what language shows this?	* <u>Key point</u> → fairy tales teach us <u>morals</u>
* What is the moral of 'C'?	• Cinderella is <u>kind</u> → her Step-M is not
How do I know?	• Is there a <u>reason</u> for C to be badly <del>be</del> treated?
Is this just one side of the story?	

## Step 3 Note-Interacting

1. Summary: Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

<p><u>Summary</u>: Because C is an only child, she takes over as 'woman of the house' when her real M dies. Her Step-M is jealous and angry. We only get C's side of the story so it is difficult to know whether C is really badly treated for no reason.</p>
--

Give the Cornell Note Taking System a try and see if it works for you!



## University Study Skills: Key Instruction Words

These words will often be used when university tutors set youu essay questions – it is a good idea to carefully read instruction words before attempting to answer the question.

**Analyse** – When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.

**Comment on** – When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.

**Compare** – To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.

**Contrast** – When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.

**Compare and contrast** – To write a compare and contrast essay you would examine the similarities and differences of two subjects.

**Criticise** – When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.

**Define** – When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.

**Describe** – To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.

**Discuss** – To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

**Evaluate** – When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to **assess**.

**Illustrate** – If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.

**Interpret** – In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to **explain**.

**Justify** – When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.

**Outline** – Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.

**Prove** – When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.

**Relate** – To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.

**Review** – When you review, critically examine, analyse and comment on the major points of a subject in an organised manner.



## Exploring Careers and Study Options

- ✓ Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- ✓ Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- ✓ See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- ✓ Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- ✓ Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- ✓ Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

## Comparing Universities

- ✓ <https://www.whatuni.com/>
- ✓ <http://unistats.direct.gov.uk/>
- ✓ <https://www.thecompleteuniversityguide.co.uk/>
- ✓ Which? Explorer tool – find out your degree options based on your A level and BTEC subjects: <https://university.which.co.uk/>

## UCAS

- ✓ Key dates and deadlines: <https://university.which.co.uk/advice/ucas-application/ucas-deadlines-key-application-dates>
- ✓ Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- ✓ Get advice on writing a UCAS personal statement at <https://www.ucas.com/ucas/undergraduate/getting-started/when-apply/how-write-ucas-undergraduate-personal-statement>
- ✓ You can also find a template to help you structure a UCAS statement, at <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- ✓ How to survive Clearing: <https://university.which.co.uk/advice/clearing-results-day/the-survivors-guide-to-clearing>

## History at University



- ✓ Studying History allows you to explore great events, extraordinary documents, remarkable people, and long-lasting transformations.
- ✓ Covering anything from the history of the world, to different religions, the writings of different philosophers and archaeological science techniques this subject area covers a diverse range of disciplines.
- ✓ You can find out more about different courses and entry requirements by exploring the UCAS History Guide online: <https://wwwucas.com/ucas/subject-guide-list/historical-and-philosophical-studies/>
- ✓ You can find out more about the different careers by exploring the UCAS History Careers online; <https://wwwucas.com/job-subjects/history>

## A Deeper Look Into History

- ✓ **Listen:** Stuff you Missed in History Class podcasts: <https://www.missedinhistory.com/podcasts>
- ✓ **Listen:** History of Our World podcasts: <http://podcasthistoryofourworld.libsyn.com>
- ✓ **Read:** BBC History Magazine: <https://www.historyextra.com/bbc-history-magazine/>
- ✓ **Read:** Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires Along the Way) by Sue Macy
- ✓ **Browse:** The Royal Historical Society <https://royalhistsoc.org>
- ✓ **Browse:** The Historical Association <https://www.history.org.uk>



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