



Scheme of work (2019)

Norman England, c1066–c1100

This resource provides guidance for teaching Norman England, c1066–c1100 depth studies topic from our new GCSE in History. We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables your students to understand Norman England, focusing on the major events and developments from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. It includes details of how the specified site for the historic environment in 2019 can be incorporated into your teaching of this unit.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources.

When considering primary and secondary evidence, it is worth remembering that the assessment covers students' ability to analyse and evaluate an interpretation (A04); however, as part of your teaching may wish to look at contemporary sources (A03) as well.

Part one: The Normans: conquest and control

Background

Lesson number	Specification content	Guidance	Learning activity	Resources
1		<p>Lessons 1 and 2 give you an opportunity to provide your students with background to the specified content. The content of these lessons will not be tested but might help your students to contextualise the specified content.</p> <p>In lesson 1 your students should learn the chronology of the Anglo-Saxon period concentrating on the quality of the kings, particularly from Alfred the Great. They should be able to comment on the impact the Christian Church had on the kings. What was the role of the Church in this period? In addition, they should understand how England was ruled and the reliance on the strength of the king.</p>	<p>Students create a family tree (starting with Alfred the Great and concluding with Edward the Confessor). They should include a comment about each king's reign; major achievements, battles won/lost and involvement of the Church.</p> <p>Give your students one king each, using their family tree notes, each student should construct an argument about the qualities of their monarch. As a class compile a list of the best to worse kings with reasons.</p>	<p>Anglo-Saxon England bbc.co.uk/history/ancient/anglo_saxons/</p> <p>Articles that give an overview of the period and a comment on Anglo-saxon culture</p> <p>bbc.co.uk/history/interactive/timelines/british/index_embed.shtml</p> <p>BBC Interactive timeline</p>
2		<p>This is an opportunity to develop your students' understanding of Anglo-Saxon society, which will help them with the specified content in Part two: Life under the Normans and will also enable them to</p>	<p>Enquiry question: what was Anglo-Saxon society like?</p> <p>Students create a 'market place' activity from the resources column and investigate Anglo-</p>	<p>Sutton Hoo Burial</p> <p>britishmuseum.org/explore/galleries/europe/gallery_41_europe_ad_300-1100.aspx</p>

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		<p>comprehend the extent of change under Norman rule.</p> <p>Your students should learn about the main characteristics of Anglo-Saxon England. This should be focused on:</p> <ul style="list-style-type: none"> • how society was organised • the wealth created by England • the role of the witan • external and internal threats • the culture within society. <p>Your students should be able to see that England was linked to mainland Europe through family and trade.</p>	<p>Saxon society. Use the following criteria:</p> <ul style="list-style-type: none"> • structure • wealth • trade • religion • literature • way of life. <p>Students should include any other resources they have and add any other criteria headings.</p> <p>They should finish the exercise with a comment/spider diagram including each criteria.</p> <p>Give your students a 'write an account' style question about the development of Anglo-Saxon society.</p>	<p>Beowulf: Anglo-Saxon Poem bl.uk/collection-items/beowulf</p> <p>The Staffordshire Hoard staffordshirehoard.org.uk</p> <p>West Stow Anglo-Saxon Village weststow.org</p> <p>Anglo-Saxon Structure http://regia.org/research/history/Saxons1.htm</p>

Causes of the Norman Conquest

Lesson number	Specification content	Guidance	Learning activity	Resources
3	The death of Edward the Confessor	Your students need to understand the key events of the reign of Edward the Confessor in stabilising the government of England after the reigns of Cnut's sons. The role of the key earls needs to be considered, especially the power of the Godwin family. An appreciation of the growing threat from abroad: Normandy and Norway/Denmark is crucial.	<p>Enquiry question: what was the impact of the death of Edward the Confessor?</p> <p>Students research the reign of Edward the Confessor and produce a timeline of the key events. Your students include the role of the Godwin family.</p> <p>Class debate on the actions of Godwin senior in Dover and Harold, son of Godwin in Normandy.</p> <p>Each student completes a strengths, weaknesses, opportunities and threats (SWOT) analysis of England in January 1066.</p>	<p>Bayeux Tapestry bayeux-tapestry.org.uk</p> <p>Edward the Confessor bbc.co.uk/history/historic_figures/edward_confessor.shtml</p> <p>royal.gov.uk/Home.aspx</p>
4	The claimants and claims	Your students need to understand the strength of the claim for the main protagonists. It's also important for your students to realise that there were no established patterns for inheriting the crown as it didn't automatically go to the eldest son. Other ways someone could place a	<p>Enquiry question: who had the strongest claim to the crown?</p> <p>Using a biography of each claimant, students select who they believe had the best claim to the crown. They should use the biography to make notes for</p>	<p>normaninvasion.info/biography-king-harold-ii-godwinson</p>

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		<p>claim should be explored using the main protagonists. Students should consider factors such as:</p> <ul style="list-style-type: none"> • the wishes of the king (including his last words) • the selection/election of the leading nobles • the armed strength of a claimant. <p>You should cover the following protagonists:</p> <ul style="list-style-type: none"> • Hardrada (his link the claim through Harthacanute's promise to Magnus of Norway). • William (his link to the claim through family, papal support and Harold's promise). • Harold (his link to Edward's death-bed choice and support from Witan). • Edgar Atheling (his link to the claim through Edmund Ironside). 	<p>the class debate.</p> <p>Divide your class into four teams, each representing one of the claimants. Students collate their arguments and present their views to the other teams.</p> <p>As a class, conclude with a simple table to collect information on each claimant – use key criteria in 'guidance' column</p>	

Military aspects

Lesson number	Specification content	Guidance	Learning activity	Resources
5	<ul style="list-style-type: none"> • Battle of Stamford Bridge • Battle of Hastings • military tactics • military innovations, including cavalry. 	<p>This lesson gives you an opportunity to develop your students' understanding of the Battle of Stamford Bridge and to explore military tactics and innovations. You can also use this lesson to provide greater context to the Battle of Hastings.</p> <p>You students need to understand who supported Harold Hardrada; his previous military experience and therefore the fact that victory for Godwinson at Stamford Bridge ended the Viking threat to England for good.</p> <p>An appreciation of the tactics used by both armies is necessary so that a comparison can be made with tactics at Hastings.</p> <p>You could compare and contrast Stamford Bridge with the Battle of Gate Fulford to deepen your students' understanding of why Stamford Bridge was an Anglo-Saxon victory.</p>	<p>You should start the lesson by revisiting Harold Hardrada's claim to the throne of England.</p> <p>Students use a copy of a map to place notes on Harold's allies and his plan.</p> <p>They should record the events of the Battle of Gate Fulford in sequence around the map and do the same for the Battle of Stamford Bridge.</p> <p>Students should identify the differences between the two battles and why Stamford Bridge was an Anglo-Saxon victory.</p>	<p>Battle details</p> <p>karwansaraypublishers.com/pw/medieval-warfare/blog/too-tired-to-fight-harold-godwinsons-saxon-army-on-the-march-in-1066/</p> <p>Gate Fulford</p> <p>battlefieldstrust.com/resource-centre/viking/battleview.asp?BattleFieldId=52</p> <p>Stamford Bridge</p> <p>battlefieldstrust.com/resource-centre/viking/battleview.asp?BattleFieldId=41</p> <p>Overview</p> <p>http://www.personal.psu.edu/users/b/s/bsm5168/Norman.html</p>

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		<p>Develop your students' appreciation of the distances travelled by Godwinson's army as this will help their understanding of the Battle of Hastings.</p>		
6	<ul style="list-style-type: none"> • Battle of Hastings • Anglo-Saxon and Norman tactics • military innovations, including cavalry and castles. 	<p>This is an opportunity to explore:</p> <ul style="list-style-type: none"> • the key events and developments of the Battle of Hastings • to identify key military tactics and innovations • to understand the reasons why the Normans won the battle. <p>Students should understand the differences between William's army of Normans and mercenaries and Harold's fyrd and the impact this had on the outcome.</p>	<p>Enquiry question: why did the Normans win the Battle of Hastings?</p> <p>Start the lesson with a walk-through of Harold's journey to Hastings.</p> <p>Students use a map of Hastings to record the details of each army; numbers; types of soldier; positioning; likely reinforcements and mentality.</p> <p>Using contemporary and later accounts of the battle to go through each stage leading to William's ultimate victory.</p> <p>Students create a table to help record the impact the different elements of William's army had (archers, infantry and cavalry) against Harold's (shield wall, housecarls and fyrd).</p>	<p>Hastings</p> <p>battlefieldstrust.com/resource-centre/viking/battleview.asp?BattleFieldId=17</p> <p>The battle site</p> <p>english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history/</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			Class debate: why did the Normans win the battle?	
7	<ul style="list-style-type: none"> • Anglo-Saxon and Norman tactics • military tactics • military innovations, including cavalry. 	<p>This lesson gives you an opportunity to build on your students' understanding of what early Medieval battlefields were like and explore military tactics and innovations in further detail.</p> <p>In future years', you could use this lesson as an introduction to a specified site as part of a study of the historic environment.</p> <p>Students should look at key features of battlefields such as:</p> <ul style="list-style-type: none"> • size • topography • other features • proximity to the coast • position of armies • tactics. <p>Students need to investigate the sites, such as Hastings and Stamford Bridge and draw conclusions on the impact of the above factors on the outcome of each one.</p>	<p>Use the Battlefields Trust site for images of England showing the location of the two battle sites. (You can also include the Battle of Gate Fulford if you wish to do so).</p> <p>Students construct a table to collect the information for the battles with regards to the factors.</p> <p>They use the information to assess the impact each factor had on the outcome of the battle.</p> <p>They should conclude the activity by making a case for why each battle ended as it did. Remind them to pay particular attention to the role of location, and other physical features.</p>	

Lesson number	Specification content	Guidance	Learning activity	Resources
8	<p>Historic Environment – Pevensey Castle</p> <ul style="list-style-type: none"> • Military tactics • Military innovations, including castles. 	<p>This is an opportunity for you to develop your students' understanding of Norman castles. It is useful for students be aware of what castles were like in the Anglo-Saxon period so that they can fully appreciate the impact Norman castles had on England. You can also get your students to start thinking about the impact castles had on establishing and maintaining control.</p> <p>Overall students should consider the following aspects:</p> <ul style="list-style-type: none"> • What were the key features of a Norman castle? • Why were they built? • Who garrisoned them? • What were their short and long term roles in Norman England? 	<p>Revisit your students' knowledge of medieval castles from Key Stage 3, making sure to focus on motte and bailey castles. You can use a picture of a suitable castle to show the main features.</p> <p>Students research the similarities and differences of Anglo-Saxon and Norman castles. Students may construct a simple table which compares the features of Anglo-Saxon with those of Norman castles</p>	<p>AQA Historic Environment Resource Pack – Pevensey Castle: Resource J</p> <p>spartacus-educational.com/NORcastles.htm</p> <p>bbc.co.uk/history/british/normans/overview_normans_01.shtml</p> <p>medieval-life-and-times.info/medieval-england/medieval-jobs.htm</p> <p>AQA Historic Environment Resource Pack – Pevensey Castle:</p>
9	<p>Historic Environment – Pevensey Castle.</p>	<p>Consider the location of Norman castles. Students should be aware of how simple Motte and Bailey castles were used during the early phase of the conquest as safe places for Norman troops and as a way of impressing on the local population Norman authority.</p>	<p>Enquiry question: Why did the Normans build castles where they did?</p> <p>Give your students a map of castles before 1066 and after 1066. Where did the Normans build castles?</p>	<p>AQA Historic Environment Resource Pack – Pevensey Castle: Resource F, I, J & K</p> <p>Map Resource A of Norman castles.</p> <p>Burh map at: https://en.wikipedia.org/wiki/Burh</p>

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		<p>How the Normans used castles in the early conquest of England? For example:</p> <ul style="list-style-type: none"> • used in southern England to scare Harold's land • the role of Pevensey Castle in establishing a Norman foothold • construction of Hastings castle (evidence in Bayeux Tapestry). <p>The functions of castles changed as time went on. Students need to be aware of the impact of castles on urban areas.</p>	<p>What does the map tell us about the changes brought about by the Normans?</p> <p>Students consider a series of statements about the reasons for the location of castles. Students have to find evidence to prove or disprove the statements.</p> <p>Students may be given a paragraph(s) or short extract(s) from one of the Word format resource documents in the Resource Pack. They have to paraphrase or summarise the extract in no more than 3 bullet points which may be each supported by one factual detail. Students may also be given photographs or illustrations and asked to make no more than 3 comments about what they show.</p>	<p>Textbook Statement worksheet about the location of castles.</p> <p>Locations of castles: http://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/</p> <p>Types of castle: https://www.historyonthenet.com/medieval-life-types-of-castle/ OR https://www.exploring-castles.com/castle_designs/</p>
10	Historic Environment – Pevensey Castle.	Study the position and layout of Pevensey Castle. Ensure students know the advantages of Pevensey as a site.	Enquiry question: Why land Pevensey? Construct a timeline on a map of William's arrival and progression to Hastings. Students to label	AQA Historic Environment Resource Pack – Pevensey Castle: Briefing Document, Resource B-E. Photographs of Pevensey Castle.

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			features/advantages of coast and Castle.	Textbook Internet research Base maps of southern England, English Channel, Normandy
11 and 12	Historic Environment – Pevensey Castle.	Students need to understand the short and long term impact of Norman castle building in England. Working from Pevensey as an example, to consider England as a whole.	<p>Enquiry question: What role did castles play in Norman England?</p> <p>What can we learn from a study of Pevensey Castle about the impact of Norman Castle building had on Anglo-Saxon England?</p> <p>Students may be given a paragraph(s) or short extract(s) from one of the Word format resource documents in the Resource Pack. They have to paraphrase or summarise the extract in no more than 3 bullet points which may be each supported by one factual detail. Students may also be given photographs or illustrations and asked to make no more than 3 comments about what they show.</p>	AQA Historic Environment Resource Pack – Pevensey Castle: Briefing Document, & especially Resources L & M

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			<p>Students construct a spider diagram to show what can be learned focusing on the changes which are:</p> <ul style="list-style-type: none">• strategic• military• administrative• political• economic. <p>As a class, discuss and identify the part played by castles in the conquest. Add examples from elsewhere in England to the spider diagram.</p>	

Establishing and maintaining control

Lesson number	Specification content	Guidance	Learning activity	Resources
13	<ul style="list-style-type: none"> the Harrying of the North Revolts 1067–1075 	<p>This lesson enables you to develop your students' understanding of how the Normans established and maintained control.</p> <p>Your students should be able to locate where the major rebellions took place, who was involved and what the outcome was.</p> <p>They should also be able to form an opinion on why William was ultimately successful. Reasons will include:</p> <ul style="list-style-type: none"> Lack of unified opposition Methods used by William Quality of opposition. 	<p>Enquiry question: how did William establish and maintain control of England?</p> <p>Start by assessing the position William was in after the battle of Hastings. As a class make a list of his strengths and weaknesses, where any threats may come from and any opportunities that you can see.</p> <p>Use a map of England with the appropriate regions marked on it, students should record what happened in each revolt. You can give them the following revolts:</p> <ul style="list-style-type: none"> 1067 Hereford 1068 Exeter 1068 Mercia 1068 York 1069 York 1069 Harrying of the North 1069 South West 1069 East Anglia 1072 Scotland 1075 Revolt of the earls 	<p>Hereward the Wake</p> <p>bbc.co.uk/legacies/myths_legends/england/cambridgeshire/article_1.shtml</p> <p>The aftermath of the battle</p> <p>bbc.co.uk/history/british/normans/after_01.shtml</p> <p>Resources relating to each revolt.</p>

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			<p>Remind your students to consider:</p> <ul style="list-style-type: none"> Who was involved? How did William subdue the revolt? <p>As a class, conclude by assessing William's position in 1075, compare to his position in 1066.</p>	
14	<ul style="list-style-type: none"> King William's leadership and government William II and his inheritance. 	<p>Your students should be able to explain the impact the following factors had on establishing and maintaining control:</p> <ul style="list-style-type: none"> charters marriages the Treasury Surrender of London restoration of Order hostages Lanfranc foreign alliances. 	<p>Ask your students to compile a list of factors (resembling those listed in the guidance column) that need attention in order for William to successfully establish and maintain control.</p> <p>Your students should record information against each heading, including dates.</p> <p>They then construct a 'living graph' and place each 'event' on the graph in its correct chronological place.</p> <p>Your students should then conclude the activity by commenting on:</p> <ul style="list-style-type: none"> the pace of William's actions 	<p>General</p> <p>bbc.co.uk/history/british/normans/after_01.shtml</p> <p>Laws</p> <p>historylearningsite.co.uk/medieval-england/the-laws-of-william-the-conqueror/</p> <p>William</p> <p>britannica.com/biography/William-I-king-of-England</p>

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			<ul style="list-style-type: none"> • the success of William's actions • the position England was in at the time of William's death. <p>As a class, revisit William's family tree. Give your students some background information on William's children. Ask them to decide who they think should inherit and why.</p> <p>Students research what further action William II took to consolidate Norman rule, what challenges he faced.</p>	
15	Review and assessment of Part one: The Normans: conquest and control	This is an opportunity to assess your students understanding of Part one and to develop their exam techniques.	<p>You could give your students exam-style questions, such as: an interpretation question, a 'write an account' question and an explain question which cover Part one of the specified content.</p> <p>Class debate: students consider what they need to think about when answering interpretation, 'write an account' and explain questions.</p>	Specimen paper or mock paper.

Part two: Life under the Normans

Feudalism and government

Lesson number	Specification content	Guidance	Learning activity	Resources
16 and 17	<ul style="list-style-type: none"> • Roles, rights and responsibilities • Landholding and lordship • Land distribution • Patronage • Anglo-Saxon and Norman government systems • Anglo-Saxon and Norman aristocracies • Military service. 	<p>Develop your students' understanding of the difference between Anglo-Saxon and Norman England. What changed under the Normans and what stayed the same?</p> <p>Your students should understand the similarities and differences between:</p> <p>Anglo-Saxon:</p> <ul style="list-style-type: none"> • kings • earls • thegns • ceorls • cottars and serfs. <p>and Norman:</p> <ul style="list-style-type: none"> • kings • barons and Bishops • knights • villeins. <p>Explain terms such as:</p> <ul style="list-style-type: none"> • Curia Regis • Government by writ – the chancery system • Tenant in chief. 	<p>Revisit prior learning from Key Stage 3 in order to establish what feudalism was.</p> <p>Students compare and contrast Anglo-Saxon England to Norman England. You should ensure definition of each 'position' listed in the guidance column is understood.</p> <p>Ask your students to create a table to show the difference between Anglo-Saxon and Norman in the terms of:</p> <ul style="list-style-type: none"> • laws and law-making • land: control • land: distribution • aristocracy • government <p>Students investigate the reasons for changes in power and land distribution.</p>	<p>Lordship and Political Control</p> <p>bbc.co.uk/history/british/normans/hudson_norman_01.shtml</p>

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18	Justice and the legal system such as ordeals, 'murdrum'.	<p>This lesson enables you to develop your students' understanding of the changes the Normans made to the justice and legal system. It might be useful to provide to compare Anglo-Saxon and Norman systems to highlight the extent of change. What were the reasons for change?</p> <p>You should also make your students aware that:</p> <ul style="list-style-type: none"> • Anglo-Saxon system was not uniform across country • trials already existed • Normans kept most of system because it worked and gave legitimacy to Norman rule • system became more uniform. <p>Students should explore:</p> <ul style="list-style-type: none"> • Types of courts in Norman England such as: <ul style="list-style-type: none"> • King (Royal) • Shire • Hundred • Manor • Lords (Honourial) - new • Church. 	<p>Students should consider the following question: what was the justice and legal system like under the Anglo-Saxons? Using images of Anglo-Saxon justice, ask your students to make some points about what this system was like. How effective it might have been? Any problems that need sorting out?</p> <p>Your students should then consider: how did people get justice in Norman England? They should make notes on Norman system (a triangle would represent this well with royal court at the top down to manorial court at the bottom).</p> <p>As part of the exercise they should consider:</p> <ul style="list-style-type: none"> • What did each court do? • How often did they meet? • What sort of 'crime' did they deal with? • What did people think was fair in Norman England? 	<p>Anglo-Saxon Law & Order</p> <p>bbc.co.uk/history/trail/conquest/wessex_kings/anglosaxon_law_05.shtml</p> <p>Norman Rule</p> <p>bbc.co.uk/history/trail/conquest/norman/william_the_conqueror_01.shtml</p>

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		<ul style="list-style-type: none"> • Trial by: <ul style="list-style-type: none"> • Water • Hot Iron • Battle. • Description and effectiveness of 'murdrum' fine. 	<p>Give your students some images of trials and ask them to identify key features.</p> <p>You can also give your students some typical 'crimes' and ask them place them in the correct court. Your students must be able to explain why they have placed them in that court and what the likely outcome would have been.</p>	
19	<ul style="list-style-type: none"> • Inheritance • Domesday Book. 	<p>Here is an opportunity to look at the role of the primogeniture and reasons for change. How did the Normans benefit from this? You should define 'feudal incidents' for your students.</p> <p>In this lesson you can also cover the Domesday Book. Your students should learn about:</p> <ul style="list-style-type: none"> • what the Domesday Book was • its purpose • what it achieved. 	<p>Give your students examples to show how Anglo-Saxons would split land between all sons. What would have been the consequences of this approach? Give your students the opportunity to explain why primogeniture could be beneficial.</p> <p>Use an image of Domesday from local area (if possible) to generate discussion on what it was. Raise question 'why might it be a good idea to know who owns what?'</p>	

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			<p>As a class, investigate areas not included in either books. What does this tell us (land not yet securely conquered, land under church rule or was it too complex?)</p> <p>Ask your students to investigate their local area (or alternative) through Domesday.</p> <p>Class debate: what does the Domesday Book (and Little Domesday) tell us about the Norman Conquest?</p>	

Economic and social changes and their consequences

Lesson number	Specification content	Guidance	Learning activity	Resources
20 and 21	<ul style="list-style-type: none"> Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life Forest Law. 	<p>Lessons 16 and 17 give you the opportunity to develop your students' understanding of the economic and social changes brought about by the Normans and their consequences for society.</p> <p>Lesson 16 focuses on what life was like, how it changed and the consequences of change in villages.</p> <p>When exploring village life, consider the following aspects:</p> <ul style="list-style-type: none"> key features location how did people live in them? <p>In future series, this lesson could be used as an introduction to a specified site.</p>	<p>Enquiry question: What was life like in a Norman village?</p> <p>Using a glossary of village terms and a generic or specific map of a village, ask your students to annotate the key features.</p> <p>In a table, they should note the continuities and changes between Anglo-Saxon and Norman life:</p> <ul style="list-style-type: none"> settlement housing diet jobs. <p>Give your students a list of jobs/roles in village life and ask them to match the roles/jobs to a set of descriptions.</p> <p>Students investigate the seasonal nature of the medieval peasant year by constructing a visual reminder of the jobs to their month.</p>	<p>Wharram Percy</p> <p>loki.stockton.edu/~tompkink/wharram/begin.htm</p> <p>english-heritage.org.uk/visit/places/wharram-percy-deserted-medieval-village/</p> <p>General Village Life</p> <p>timeref.com/life/countrylife.htm</p> <p>Medieval Jobs</p> <p>medieval-life-and-times.info/medieval-england/medieval-jobs.htm</p> <p>witheridge-historical-archive.com/medieval-year.htm</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			Class debate: to what extent did village life change under Norman rule?	
	<ul style="list-style-type: none"> • Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life • Forest Law. 	<p>Lesson 17 focuses on what life was like, how it changed and the consequences of change in towns.</p> <p>When exploring life in towns, consider the following aspects:</p> <ul style="list-style-type: none"> • key features • location • how did people live in them? <p>In future series, you could use this lesson as an introduction to a specified site.</p>	<p>Enquiry question: what was life like in a Norman town?</p> <p>Students note the differences between village and town life. Using the table from Lesson 16, they should add a third column for Normans towns and note the continuities and changes between Anglo-Saxon and Norman life, in terms of:</p> <ul style="list-style-type: none"> • settlement • housing • diet • jobs. <p>Give your students a list of jobs/roles in town life and ask them to match the jobs/roles to a set of descriptions. What differences and similarities can they identify about roles/jobs in towns and villages?</p> <p>Class discussion: how were towns and villages different?</p>	<p>Medieval towns</p> <p>historylearningsite.co.uk/medieval-england/medieval-towns/</p> <p>Southampton</p> <p>localhistories.org/southampton.html</p> <p>Forest Law</p> <p>earlyenglishlaws.ac.uk/reference/essays/forest-law/</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>Students research Forest. They should find out what was Forest law and why was it implemented.</p> <p>Class debate:</p> <ul style="list-style-type: none"> • To what extent did life in towns change under the Normans? • How different would everyday life have been for most people in England after the Normans took over? 	
22	Review and assessment of Part two: Life under the Normans.	This lesson gives you the chance to assess your students' understanding of the specified content in Part two and to develop their exam-technique.	Students could complete exam-style questions which relate to content from Part two, such as: an interpretation question, a 'write an account' question and an 'explain' question.	

Part three: The Norman Church and Monasticism

The Church

Lesson number	Specification content	Guidance	Learning activity	Resources
23	<ul style="list-style-type: none"> The Anglo-Saxon Church before 1066 Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals. 	<p>Lesson 19 enables you to establish what the Church was like before 1066 and to develop your students' understanding of reforms made by the Normans. You could also explore the ways in which the Church helped the Normans to establish and maintain control.</p> <p>Explore problems with English Church, such as: simony, nepotism, pluralism and clerical Marriage.</p> <p>Develop your students' understanding of the changes brought about by the Normans, such as:</p> <ul style="list-style-type: none"> old bishops replaced with new, hardworking foreign ones. reorganisation of dioceses raising the position of archdeacon building of new cathedrals (Romanesque style). The move to a monastic structure. <p>Students should consider whether</p>	<p>Enquiry question: in what ways did the Church change under the Normans?</p> <p>Give your students an overview of the Church and its position in Anglo-Saxon society.</p> <p>Students create a before and after table showing the Norman impact on:</p> <ul style="list-style-type: none"> bishops dioceses Archdeacons new cathedrals monastic cathedrals parishes and priests <p>Your students should then analyse how the changes would have affected the population.</p> <p>In groups, students investigate Lanfranc's reforms:</p> <ul style="list-style-type: none"> the primacy Canterbury Councils Church and the law courts 	<p>Norman Church</p> <p>christianity.com/church/church-history/timeline/901-1200/william-conquered-england-and-its-church-11629787.html</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>the lives of the parish priests changed at all and how changes to the Church affected the lives of ordinary people.</p> <p>Look at Lanfranc's role in:</p> <ul style="list-style-type: none"> • Primacy of Canterbury. • his use of councils to impose his will. • introduction of church courts. 		
24	<ul style="list-style-type: none"> • the Anglo-Saxon Church before 1066 • Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals. 	<p>This lesson considers what a study of Durham Cathedral can tell us about the Norman period. It will identify some of the typical features of a Norman Cathedral.</p> <p>Students should consider the following things:</p> <ul style="list-style-type: none"> • What were the key features of a Norman church and cathedral? • What does the design tell us about the culture, values and fashions of the time? • What was its role and function to the local area and to Norman England? • How does it reflect Norman reforms of the Church? • Where did its wealth come 	<p>Enquiry question: what does Durham Cathedral tell us about the Norman period?</p> <p>What was Durham Cathedral like? In a table, ask your students to record the characteristics of Durham Cathedral's:</p> <ul style="list-style-type: none"> • design/Layout • uses • quarters • decorations • dedication • location • windows. <p>They can cut and paste images of these features to help understand them.</p>	<p>Information and resources relating to Durham Cathedral, such as the AQA Resource Pack or other sources of information.</p> <p>Layout diagram of Durham Cathedral</p> <p>http://www.bbc.co.uk/history/british/architecture_cathedral_01.shtml</p> <p>historic-uk.com/HistoryMagazine/DestinationsUK/Cathedrals/</p> <p>durhamcathedral.co.uk/</p> <p>en.wikipedia.org/wiki/Durham</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		from?	<p>Students consider a series of sources about Durham Cathedral. They find information from the sources to support a series of statements.</p> <p>Students can create a virtual museum a 'display' answering the question 'what does Durham cathedral tell us about the Norman period?'</p>	<p>Cathedral</p> <p>durhamworldheritagesite.com/management-plan</p> <p>Durham Cathedral: a timeline of the development of Durham Cathedral.</p> <p>Student's short introduction to Saint Cuthbert.</p> <p>http://englishbuildings.blogspot.co.uk/p/english-architecture-c-600-1500.html</p>
25	<ul style="list-style-type: none"> • Church organisation and courts • Church-state relations • William II and the Church • Wealth of the Church. 	<p>Develop your students' understanding of key institutions:</p> <ul style="list-style-type: none"> • bishoprics • monasteries • nunneries. <p>Explore the character of William II and its impact on his dealings with the church. Consider with your students the problems with the evidence in making a sound judgement on William II. You should also cover William II's illness and Anselm, and The Council of</p>	<p>Give your students an overview of how the Norman Church was organised and explain what key institutions did.</p> <p>Use the trial of William of Calais and ask your students to evaluate the strength of the new church courts. They should consider what the result was and who won.</p> <p>Ask your students to research and write a character profile of</p>	

Lesson number	Specification content	Guidance	Learning activity	Resources
		Rockingham.	<p>William II, highlighting the traits that might help or hinder his relationship with the Church.</p> <p>In groups ask students to consider the following questions:</p> <ul style="list-style-type: none"> • How far did William II's 'piety' improve with Anselm as archbishop of Canterbury? • What resolved the conflict between king and archbishop? <p>As a class, conclude with an assessment of the position of the Norman Church in England by c1100.</p>	
26	<ul style="list-style-type: none"> • William II and the Church • The wealth of the Church • relations with the Papacy • The Investiture Controversy. 	<p>This is your opportunity to build on Lesson 20 by exploring the Norman Church's and the Crown's relations with the Papacy. You may want to consider the following aspects with your students:</p> <ul style="list-style-type: none"> • The idea that William as a righteous king. What evidence for this do we have? • What were relations between William and Pope Gregory VII like? 	<p>Provide the class with a definition of what the Investiture Controversy was.</p> <p>Give your class some basic information on the Investiture Controversy so that your students can select the key events and make their own timeline or living graph. They should place the events in England on the graph in a</p>	<p>Investiture Controversy</p> <p>faculty.umb.edu/gary_zabel/Courses/Phil%20281b/Philosophy%20of%20Magic/Dante.%20etc/Philosophers/End/bluedot/invest2.html</p> <p>brianmckinlay.hubpages.com/hub/King-v-Pope-the-investiture-controversy-and-</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<ul style="list-style-type: none">• William II and church vacancies.• The significance of the trial of William of Calais.	different colour. As a class, conclude by determining the position of the English throne in relation to the papacy by c1100.	the-English-medieval-church

Monasticism

Lesson number	Specification content	Guidance	Learning activity	Resources
27	<ul style="list-style-type: none"> The Norman reforms, including the building of abbeys and monasteries Monastic life. 	<p>Develop your students' understanding of Norman reforms to monastic life. It will be useful when assessing the extent of the changes for your students to understand what Anglo-Saxon monasteries had been like.</p> <p>You should give your students an outline of following aspects:</p> <ul style="list-style-type: none"> the range of religious orders in England and their work/beliefs the revival of monasteries in the north the role of Cluny in reform of monasticism Augustinians and Cistercians orders and reasons for their success. 	<p>Enquiry question: how did monasteries change under the Normans?</p> <p>Students conduct research into the range of religious orders and write short profiles of each order. They should include where they have settled in England and a recent history (pre and post-conquest).</p> <p>What was the role of a monk in each order? Students draw a comparison table to show differences and similarities between each order.</p> <p>OR</p> <p>Students produce a 'guide to being a Benedictine Monk'.</p> <p>As a class, focus on Cluny and assess the role of this order in the reform of monasteries across England.</p>	<p>Monastic Revival</p> <p>historytoday.com/hugh-lawrence/monastic-revival</p> <p>Location</p> <p>britainexpress.com/Where_to_go_in_Britain/Abbeys_and_Monasteries/Abbeys1.htm</p> <p>Monasticism</p> <p>britannia.com/church/ch10.html</p>
28	<ul style="list-style-type: none"> The Norman reforms, including the building of abbeys and monasteries 	<p>Lesson 23 gives you the opportunity to develop your students' understanding of what abbeys and</p>	<p>Enquiry question: what was a Norman abbey or monastery like?</p>	<p>Battle Abbey</p> <p>english-</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
	<ul style="list-style-type: none"> Monastic life. 	<p>monasteries were like and how they changed under Norman rule. Students should consider what the key features were, what went on in an abbey/monastery, how did life change under the Normans?</p> <p>For the purposes of this lesson, you could use a particular Norman abbey or monastery as a case study, such as Battle Abbey.</p> <p>In future this lesson could be an used as introduction to a specified site.</p>	<p>Give your students diagrams/floor plans of an abbey or monastery and have them label the key features.</p> <p>In groups, ask your students to research an abbey or monastery of their choice and put together their own virtual tour. They could use PowerPoint.</p> <p>As a class, brainstorm key features of monastic buildings and key features of monastic life. Consider what changed under the Normans.</p>	<p>heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/</p> <p>Isleham Priory</p> <p>english-heritage.org.uk/visit/places/isleham-priory-church/</p>
29	<ul style="list-style-type: none"> Learning Schools and education Latin usage and the vernacular. 	<p>This lesson seeks to help students understand the type of education in Norman England, who benefited from it and develop the idea that monasteries were centres of learning.</p>	<p>Enquiry question: what was education like in Norman England?</p> <p>Students complete a mind map showing:</p> <ul style="list-style-type: none"> What type of learning that went on in Norman England? Who was educated and in what? Who did the teaching? Who spoke Latin? 	<p>Textbook and internet research</p> <p>Academic article on Norman language</p> <p>iasj.net/iasj?func=fulltext&ald=66838</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<ul style="list-style-type: none"> • What other languages else were spoken? <p>Class debate (which ties in Lessons 22, 23 and 24) students consider the following questions:</p> <ul style="list-style-type: none"> • How did abbeys and monasteries contribute to Norman society? • If you were an Anglo-Saxon monk what changes would you have experienced under Norman rule? 	
30	Review and assessments of parts one, two, three and four of the specified content.	This is your opportunity to assess your students' understanding of the specified content and develop their exam technique.	<p>You could give your students a specimen paper or devise your own mock paper.</p> <p>Alternatively, your students could write an essay to the following question: what difference did the Normans make to Anglo-Saxon England?</p>	