Scheme of work (2020)

Norman England, c1066–c1100

This resource provides guidance for teaching Norman England, c1066–c1100 depth studies topic for the AQA 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 2020 can be incorporated into your teaching of this unit. The specified site for 2020 is the Battle of Hastings.

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 (AO4); however, as part of your teaching may wish to look at contemporary sources (AO3) as well.

Part one: The Normans: conquest and control

Background

Lesson number	Specification content	Guidance	Learning activity	Resources
1		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. 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.	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. 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.	Anglo-Saxon England Articles that give an overview of the period and a comment on Anglo-saxon culture BBC Interactive timeline
2		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 comprehend the extent of change under Norman rule. Your students should learn about the main characteristics of Anglo-Saxon England. This should be focused on:	Enquiry question: what was Anglo-Saxon society like? Students create a 'market place' activity from the resources column and investigate Anglo-Saxon society. Use the following criteria: • structure • wealth • trade • religion • literature	Sutton Hoo Burial at the British Museum Beowulf: Anglo-Saxon Poem The Staffordshire Hoard West Stow Anglo-Saxon Village Anglo-Saxon Social Structure

Lesson number	Specification content	Guidance	Learning activity	Resources
		• how society was organised • the wealth created by England • the role of the witan • external and internal threats • the culture within society. Your students should be able to see that England was linked to mainland Europe through family and trade.	• way of life. Students should include any other resources they have and add any other criteria headings. They should finish the exercise with a comment/spider diagram including each criteria. Give your students a 'write an account' style question about the development of Anglo-Saxon society.	

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.	Enquiry question: what was the impact of the death of Edward the Confessor? 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. Class debate on the actions of Godwin senior in Dover and Harold, son of Godwin in Normandy. Each student completes a strengths, weaknesses, opportunities and threats (SWOT) analysis of England in January 1066.	Bayeux Tapestry Textbook Edward the Confessor
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 the eldest son. Other ways someone could place a claim should be explored using the main protagonists. Students should consider factors such as: • the wishes of the king (including his last words) • the selection/election of the leading nobles	Enquiry question: who had the strongest claim to the crown? 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 the class debate. Divide your class into four teams, each representing one of the claimants. Students collate their arguments and present their views to the other teams.	Harold Godwinson Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
		• the armed strength of a claimant. You should cover the following protagonists: • 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).	As a class, conclude with a simple table to collect information on each claimant – use key criteria in 'guidance' column	

Military aspects

Lesson number	Specification content	Guidance	Learning activity	Resources
5	• **Battle of Stamford Bridge** • Battle of Hastings • military tactics • military innovations, including cavalry.	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. Your 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. An appreciation of the tactics used by both armies is necessary so that a comparison can be made with tactics at Hastings. 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. Develop your students' appreciation of the distances travelled by Godwinson's army as this will help their understanding of the Battle of Hastings.	You should start the lesson by revisiting Harold Hardrada's claim to the throne of England. Students use a copy of a map to place notes on Harold's allies and his plan. 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. Students should identify the differences between the two battles (worksheet) and why Stamford Bridge was an Anglo-Saxon victory. To conclude - explain the outcome of the battle (worksheet).	Battle details Work sheet Gate Fulford Stamford Bridge [n.b. download pdfs of battle site] Textbook, map, Internet research

Lesson number	Specification content	Guidance	Learning activity	Resources
6 & 7	• **Battle of Hastings** • Anglo-Saxon and Norman tactics • military innovations, including cavalry and castles.	This is an opportunity to explore: • 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. Students should aim to understand the basic sequence of events at the end of these 2 lessons. 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.	Start the lesson with a revision and walk-through of Harold's journey to Hastings, and the background to arrival of both armies at the battlefield. Brief video account of battle Students use a map of Hastings to record the positions and composition of each of the armies i.e. William's army had (archers, infantry and cavalry) against Harold's (shield wall, housecarls and fyrd). Using images B – G students create a short captioned PowerPoint presentation to explain key moments in the fighting.	AQA Historic Environment Resource Pack 2020 for The Battle of Hastings. Background information in resource pack and Resource A. Textbook Introductory brief clip to Hastings Blank Map Use the Battlefields Trust site for the location of Hastings battle site. The Hastings battle site AQA Historic Environment Resource Pack 2020 for The Battle of Hastings, Resources B-G Differences between the armies shown in Resource J.
8 & 9	• Anglo-Saxon and Norman tactics • military tactics • military innovations, including cavalry.	Students should begin to try to understand the significance of key features of the battle in determining the outcome of the battle, such as: • size of the 2 armies • size of the battlefield, topography, distinctive features • luck/accident • position of armies in relation to the features of the battlefield.	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. In preparation for lesson 10	AQA Historic Environment Resource Pack 2020 for The Battle of Hastings. Resources I, K, and L

Lesson number	Specification content	Guidance	Learning activity	Resources
		• leadership • communication • tactics. 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. Students may be given individual tasks using contemporary and later accounts of the battle to seed alternative and counterfactual interpretations of the events. This in turn may lead to a discussion and appreciation of the historiography of this famous battle.	students construct a table to collect the information for the battle with regards to the different factors which influenced the outcome of the battle. They use the information to assess the impact each factor had on the outcome of the battle. AND/OR Students construct a spider diagram to show the links between different factors determining the outcome of the battle.	Textbook Contemporary Norman accounts, nineteenth century interpretations, popular representations of the battle.
10		Students should be encouraged to come to some final conclusion about the outcome of the battle. Remind them to pay particular attention to the role of location, the military resources of each side, and their leaders.	Students could have a class debate about the outcome of the battle. Students may be asked to consolidate their understanding by writing a short essay of no more than 330 words to explain their view about the outcome of the battle. This may be then set as a revision exercise to be summarised in no more than 100 words in preparation for Lesson 15.	
11 & 12	• Military innovations, including castles.	This is an opportunity for you to develop your students' understanding of Norman castles. It is useful for students be aware of	Enquiry question: what role did castles play in Norman England?	Useful material is included in the AQA Historic Environment Resource Pack 2019, for Pevensey Castle,

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		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. Overall students should consider the following aspects: • 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? 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. How the Normans used castles in the early conquest of England? (For example, (i) used in southern England to scare Harold's land, (ii) the role of Castles in the Sussex Rapes to secure communications with Normandy, (iii) construction of Hastings castle (evidence in Bayeux Tapestry).	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. Students research the similarities and differences of Anglo-Saxon and Norman burhs/castles. Students may construct a simple table which compares the features of Anglo-Saxon with those of Norman castles Give your students a map of castles before 1066 and after 1066. Where did the Normans build castles? What does the map tell us about the changes brought about by the Normans? 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.	which you might want to re-use for these lessons. Norman castles Invasion overview Life in Norman castle Burh map Textbook Statement worksheet about the location of castles. Locations of castles: Types of castle: OR Castle Design AQA Historic Environment Resource Pack 2019, for Pevensey Castle e.g. Resources D, K, and M for uses of castles. Base maps of southern England, English Channel, Normandy

Establishing and maintaining control

Lesson number	Specification content	Guidance	Learning activity	Resources
13	• the Harrying of the North • Revolts 1067–1075	This lesson enables you to develop your students' understanding of how the Normans established and maintained control. Your students should be able to locate where the major rebellions took place, who was involved and what the outcome was. They should also be able to form an opinion on why William was ultimately successful. Reasons will include: • lack of unified opposition • methods used by William • quality of opposition.	Enquiry question: how did William establish and maintain control of England? 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. 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: • 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 Remind your students to consider: • Who was involved? • How did William subdue the	Hereward the Wake The aftermath of the battle Resources relating to each revolt. Textbook Revision clip on the Norman Conquest in 'Rulers & Ruled' Background clip to the Harrying of the North Newspaper templates are useful.

Lesson number	Specification content	Guidance	Learning activity	Resources
			revolt? As a class, conclude by assessing William's position in 1075, compare to his position in 1066.	
14	• King William's leadership and government • William II and his inheritance.	Your students should be able to explain the impact the following factors had on establishing and maintaining control: • charters • marriages • the Treasury • Surrender of London • restoration of Order • hostages • Lanfranc • foreign alliances.	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. Your students should record information against each heading, including dates. They then construct a 'living graph' and place each 'event' on the graph in its correct chronological place. Your students should then conclude the activity by commenting on: • the pace of William's actions • the success of William's actions • the position England was in at the time of William's death. 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	General Laws of William William Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
			inherit and why. Students research what further action William II took to consolidate Norman rule, what challenges he faced.	
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.	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. Class debate: students consider what they need to think about when answering interpretation, 'write an account' and explain questions.	Specimen paper or mock paper.

Part two: Life under the Normans

Feudalism and government

Lesson number	Specification content	Guidance	Learning activity	Resources
16 & 17	• roles, rights and responsibilities • landholding and lordship • land distribution • patronage • Anglo-Saxon and Norman government systems • Anglo-Saxon and Norman aristocracies • military service	Develop your students' understanding of the difference between Anglo-Saxon and Norman England. What changed under the Normans and what stayed the same? Your students should understand the similarities and differences between: Anglo-Saxon: • kings • earls • thegns • ceorls • cottars and serfs. and Norman: • kings • barons and Bishops • knights • villeins. Explain terms such as: • Curia Regis • Government by writ – the chancery system • Tenant in chief.	Revisit prior learning from Key Stage 3 in order to establish what feudalism was. Students compare and contrast Anglo-Saxon England to Norman England. You should ensure definition of each 'position' listed in the guidance column is understood. Ask your students to create a table to show the difference between Anglo-Saxon and Norman in the terms of: • laws and law-making • land: control • land: distribution • aristocracy • government Students investigate the reasons for changes in power and land distribution.	Lordship and Political Control Establishing Normand control of England clip details, castles, feudal system and Domesday Book Norman control & Rule Background key term Feudalism clip, stress on relations, obligations and on end of feudalism
18	• justice and the legal system such as ordeals, 'murdrum'.	This lesson enables you to develop your students' understanding of the changes the Normans made to the justice and legal system. It might be	Students should consider the following question: what was the justice and legal system like under the Anglo-Saxons?	Anglo-Saxon Law & Order

Lesson number	Specification content	Guidance	Learning activity	Resources

		useful to provide to compare Anglo-Saxon and Norman systems to highlight the extent of change. What were the reasons for change?
		
		You should also make your students aware that:
		• 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.
		
		Students should explore:
		• Types of courts in Norman England such as:
		  • King (Royal)
		  • Shire
		  • Hundred
		  • Manor
		  • Lords (Honourial) - new
		  • Church.
		
		• Trial by:
		  • Water
		  • Hot Iron
		  • Battle.
		
		• Description and effectiveness of 'murdrum' fine.
			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?
			
			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).
			
			As part of the exercise they should consider:
			• 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?
			
			Give your students some images of trials and ask them to identify key features.
			
			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
				Trial by Ordeal clip shows Normans introducing trial by combat
				
				Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
			been.	
19	• Inheritance • Domesday Book	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. In this lesson you can also cover the Domesday Book. Your students should learn about: • what the Domesday Book was • its purpose • what it achieved.	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. 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?' 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?) Ask your students to investigate their local area (or alternative) through Domesday. Class debate: what does the Domesday Book (and Little Domesday) tell us about the Norman Conquest?	A National Archives Guide to the Domesday Book Textbook

Economic and social changes and their consequences

Lesson number	Specification content	Guidance	Learning activity	Resources
20 and 21	• Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life • Forest Law	These lessons offer the opportunity to develop students' understanding of the economic and social changes brought about by the Normans and their consequences for society. Lesson 20 focuses on what life was like, how it changed and the consequences of change in villages. When exploring village life, consider the following aspects: • key features • location • how did people live in them? In future series, this lesson could be used as an introduction to a specified site. Students might be made aware of the changes in some areas to the status of freemen, and of slaves as a result of the Conquest.	Enquiry question: What was life like in a Norman village? Using a glossary of village terms and a generic or specific map of a village, ask your students to annotate the key features. In a table, they should note the continuities and changes between Anglo-Saxon and Norman life: • settlement • housing • diet • jobs. Give your students a list of jobs/roles in village life and ask them to match the roles/jobs to a set of descriptions. Students investigate the seasonal nature of the medieval peasant year by constructing a visual reminder of the jobs to their month. Class debate: to what extent did village life change under Norman rule?	Wharram Percy Wharram Percy Site General Village Life Medieval farming Year Jobs in the medieval village Textbook
	• Anglo-Saxon and Norman life, including towns, villages, buildings, work, food,	Lesson 21 focuses on what life was like, how it changed and the consequences of change in towns.	Enquiry question: what was life like in a Norman town? Students note the differences	Medieval towns Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
	roles and seasonal life • Forest Law	When exploring life in towns, consider the following aspects: • key features • location • how did people live in them? In future series, you could use this lesson as an introduction to a specified site.	between village and town life. Using the table from Lesson 20, they should add a third column for Normans towns and note the continuities and changes between Anglo-Saxon and Norman life, in terms of: • settlement • housing • diet • jobs. 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? Class discussion: how were towns and villages different? Students research Forest law. They should find out what was Forest law and why was it implemented. Class debate: • 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?	The different world of the town can be found at (Changing Lives) Medieval towns. Southampton Forest Law Medieval Manor at Stokesay in 'Changing Times'.

Lesson number	Specification content	Guidance	Learning activity	Resources
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.	[Summary](#) of Conquest to Domesday book

Part three: The Norman Church and Monasticism

The Church

Lesson number	Specification content	Guidance	Learning activity	Resources
23	- the Anglo-Saxon Church before 1066 - Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals.	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. Explore problems with English Church, such as: simony, nepotism, pluralism and clerical marriage. Develop your students' understanding of the changes brought about by the Normans, such as: - old bishops replaced with new ones. - reorganisation of dioceses - raising the position of archdeacon - building of new cathedrals (Romanesque style). The move to a monastic structure. Students should consider whether the lives of the parish priests changed at all and how changes to the Church affected the lives of ordinary people. Look at Lanfranc's role in: - Primacy of Canterbury.	Enquiry question: in what ways did the Church change under the Normans? Give your students an overview of the Church and its position in Anglo-Saxon society. Students create a before and after table showing the Norman impact on: - bishops - dioceses - Archdeacons - new cathedrals - monastic cathedrals - parishes and priests Your students should then analyse how the changes would have affected the population. In groups, students investigate Lanfranc's reforms: - the primacy Canterbury - Councils - Church and the law courts	Norman Church Medieval Church in 'Medieval Mind' (Changing Lives). Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
		• his use of councils to impose his will. • introduction of church courts.		
24	• the Anglo-Saxon Church before 1066 • Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals.	This lesson considers what a study of a Norman cathedral can tell us about this period. It will identify some of the typical features of a Norman Cathedral. For the purposes of this lesson, you could use a particular Norman cathedral as a case study, such as Durham Cathedral. Students should consider the following things: • 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 from?	Enquiry question: what does a study of Norman cathedrals tell us about the Norman period? What was a Norman cathedral like? In a table, ask your students to record the characteristics of a Norman cathedral, such as Durham Cathedral: • design/Layout • uses • quarters • decorations • dedication • location • windows. They can cut and paste images of these features to help understand them. Students consider a series of sources about cathedrals. They find information from the sources to support a series of statements.	You could utilise resources from the 2018 Historic Environment pack relating to Durham Cathedral for this lesson. Cathedrals of Britain Map of Cathedrals in Britain Durham Cathedral and information Architecture and religious buildings Durham Cathedral: a timeline of the development of Durham Cathedral. Student's short introduction to Saint Cuthbert. Textbook
25	• Church organisation and courts • Church-state relations	Develop your students' understanding of key institutions: • bishoprics	Give your students an overview of how the Norman Church was organised and explain what key	

Lesson number	Specification content	Guidance	Learning activity	Resources
	• William II and the Church • Wealth of the Church	• monasteries • nunneries. 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 Rockingham.	institutions did. 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. Ask your students to research and write a character profile of William II, highlighting the traits that might help or hinder his relationship with the Church. In groups ask students to consider the following questions: • How far did William II's 'piety' improve with Anselm as archbishop of Canterbury? • What resolved the conflict between king and archbishop? As a class, conclude with an assessment of the position of the Norman Church in England by c1100.	Textbook
26	• William II and the Church • the wealth of the Church • relations with the Papacy • the Investiture Controversy	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: • The idea that William as a righteous king. What evidence	Provide the class with a definition of what the Investiture Controversy was. Give your class some basic information on the Investiture Controversy so that your students can select the key	Investiture Controversy Textbook European context of the Investiture Controversy for teacher research.

Lesson number	Specification content	Guidance	Learning activity	Resources
		for this do we have? • What were relations between William and Pope Gregory VII like? • William II and church vacancies. • The significance of the trial of William of Calais.	events and make their own timeline or living graph. They should place the events in England on the graph in a different colour. As a class, conclude by determining the position of the English throne in relation to the papacy by c1100.	

Monasticism

Lesson number	Specification content	Guidance	Learning activity	Resources
27	• the Norman reforms, including the building of abbeys and monasteries • monastic life	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. You should give your students an outline of following aspects: • 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.	Enquiry question: how did monasteries change under the Normans? 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). What was the role of a monk in each order? Students draw a comparison table to show differences and similarities between each order. OR Students produce a 'guide to being a Benedictine Monk'. As a class, focus on Cluny and assess the role of this order in the reform of monasteries across England.	Monastic Revival worksheet Location and database of Abbeys and Monasteries Short clip (referencing C12th) but explains background purpose to Monastic life can be found here at Changing Lives. Textbook
28	• the Norman reforms, including the building of abbeys and monasteries • monastic life	Lesson 23 gives you the opportunity to develop your students' understanding of what abbeys and 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?	Enquiry question: what was a Norman abbey or monastery like? Give your students diagrams/floor plans of an abbey or monastery and have them label the key features. In groups, ask your students to	Battle Abbey site Isleham Priory Textbook

Lesson number	Specification content	Guidance	Learning activity	Resources
		For the purposes of this lesson, you could use a particular Norman abbey or monastery as a case study, such as Battle Abbey. In future this lesson could be used as introduction to a specified site.	research an abbey or monastery of their choice and put together their own virtual tour. They could use PowerPoint. As a class, brainstorm key features of monastic buildings and key features of monastic life. Consider what changed under the Normans.	

29	• learning
	• schools and education
	• Latin usage and the vernacular
		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.	Enquiry question: what was education like in Norman England?
			
			Students complete a mind map showing:
			    • What type of learning that went on in Norman England?
			    • Who was educated and in what?
			    • Who did the teaching?
			    • Who spoke Latin?
			    • What other languages else were spoken?
			
			Class debate (which ties in Lessons 22, 23 and 24) students consider the following questions:
			• 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?
				Textbook and internet research
				
				Academic article on Norman language and effect on English

Lesson number	Specification content	Guidance	Learning activity	Resources
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.	You could give your students a specimen paper or devise your own mock paper. Alternatively, your students could write an essay to the following question: what difference did the Normans make to Anglo-Saxon England?	