



Scheme of work

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 2022 can be incorporated into your teaching of this unit. The specified site for 2022 is Castle Acre Priory.

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.

Please note that when accessing clips from the Education Recording Agency a licence from the Educational Recording Agency is required in order to view this clip for educational purposes. To check your school's status, contact ERA era@era.org.uk.

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

Causes of the Norman Conquest

Lesson number	Specification content	Guidance	Learning activity	Resources
1	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 should 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</p> <p>Textbook</p> <p>Edward the Confessor</p> <p>The Witan and government in Anglo-Saxon England.</p>
2	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.	<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</p>	<p>Harold Godwinson</p> <p>Textbook</p>

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		<p>Other ways someone could place a 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 biography to make notes for 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>	<p>The character of William the Conqueror.</p>

Military aspects

Lesson number	Specification content	Guidance	Learning activity	Resources
3	<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>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.</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>Develop your students' appreciation of the distances travelled by Godwinson's army as this will help</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 (worksheet) and why Stamford Bridge was an Anglo-Saxon victory.</p> <p>To conclude - explain the outcome of the battle (worksheet).</p>	<p>Battle details Work sheet</p> <p>Gate Fulford</p> <p>Stamford Bridge</p> <p>Textbook, map, Internet research</p> <p>BBC collections of clips about 1066 ERA</p>

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		their understanding of the Battle of Hastings.		
4 and 5	<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>Students should begin to try to understand the significance of key features of the battle in determining the outcome of the battle, such as:</p> <ul style="list-style-type: none"> • size of the 2 armies • size of the battlefield, topography, distinctive features • luck/accident • position of the armies in relation to the features of the battlefield. • Leadership • communication • tactics. <p>Students may be asked to consider whether a more appropriate question</p>	<p>Enquiry question: why did the Normans win the Battle of Hastings?</p> <p>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.</p> <p>Brief video account of battle</p> <p>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).</p> <p>Using images B – G students create a short, captioned PowerPoint presentation to explain key moments in the fighting.</p> <p>Students construct a spider diagram to show the links between different factors determining the outcome of the battle.</p>	<p>AQA Historic Environment Resource Pack 2020 for The Battle of Hastings; Background information in resource pack, Resource A.</p> <p>Textbook</p> <p>Introductory brief clip to Hastings</p> <p>The Battle of Hastings.</p> <p>Differences between the armies shown in Resource J</p> <p>Blank Map Use the Battlefields Trust site for the location of Hastings battle site.</p> <p>The Hastings battle site</p> <p>AQA Historic Environment Resource Pack 2020 for The Battle of Hastings, Resources B-G</p> <p>Resources I, K, and L</p> <p>Textbook</p>

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		<p>is, 'why did the Anglo-Saxons lose the battle of Hastings?' rather than 'why did the Normans win the battle?'</p>	<p>Class debate: why did the Normans win the battle?</p> <p>Students might consolidate their understanding by writing a short essay of no more than 330 words to explain their view. This may be used as a revision exercise to be summarised in no more than 100 words.</p>	<p>Contemporary Norman accounts, popular representations of the battle.</p>
6 and 7	<p>Military innovations, including castles.</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? • What were their short- and long-term roles or function in Norman England? <p>This lesson will consider early Norman castles. Contrast them with castles in the Anglo-Saxon period so they can appreciate the impact Norman castles had on England.</p> <p>Introduce students to a changing role for Norman castles. Simple Motte and Bailey castles were used during the early phase of the conquest as safe places for Norman troops and later as a way of impressing Norman authority on the local population. Consider how the</p>	<p>Enquiry question: Why did the Normans build castles? And/ Or What role did castles play in Norman England?</p> <p>Revisit knowledge of medieval castles from KS3 with focus on motte and bailey castles. Use an image of MandB 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>Give your students a map of castles before 1066 and after 1066. Where did the Normans build castles? What does the</p>	<p>Useful material is included in the AQA Historic Environment Resource Pack 2021, for the White Tower.</p> <p>The purpose of Castles.</p> <p>Norman castles Norman Motte and Bailey castles Life in Norman castle Castle Design</p> <p>White Tower, Tower of London</p> <p>Textbook</p> <p>Norman Castles and Control</p> <p>Burh map Norman Castles Map (pdf) Locations of castles:</p>

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		<p>location of Norman castles - where they were built initially, and later on.</p> <p>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).</p>	<p>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.</p>	<p>Statement worksheet about the location of castles</p> <p>AQA Historic Environment Resource Pack 2019, for Pevensey Castle also has useful material.</p>

Establishing and maintaining control

Lesson number	Specification content	Guidance	Learning activity	Resources
8	<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>Remind your students to consider:</p>	<p>Hereward the Wake</p> <p>The aftermath of the battle</p> <p>Resources relating to each revolt.</p> <p>Textbook</p> <p>Revision clip on the Norman Conquest in 'Rulers and Ruled'</p> <p>Background clip to the Harrying of the North</p> <p>Newspaper templates are useful.</p>

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			<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>	
9	<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 the success of William's actions 	<p>General textbook</p> <p>Laws of William</p> <p>William</p> <p>Textbook</p> <p>AQA Historic Environment Resource Pack 2021, for the White Tower: Resource M</p> <p>Norman Castles and Control</p>

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			<ul style="list-style-type: none"> 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>	
10	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
11 and 12	<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>Establishing Normand control of England clip details, castles, feudal system and Domesday Book</p> <p>Norman control and Rule</p> <p>Background key term Feudalism clip, stress on relations, obligations and on end of feudalism</p>

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13 and 14	Justice and the legal system such as ordeals, 'murdrum'.	<p>These lessons enable 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 • the 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. • Trial by: <ul style="list-style-type: none"> • Water 	<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>Give your students some images of trials and ask them to identify key features.</p>	<p>Anglo-Saxon Law and Order</p> <p>Trial by Ordeal clip shows Normans introducing trial by combat</p> <p>Textbook</p>

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		<ul style="list-style-type: none"> • Hot Iron • Battle. <ul style="list-style-type: none"> • Description and effectiveness of 'murdrum' fine. 	<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>	
15	<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> <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>A National Archives Guide to the Domesday Book</p> <p>Textbook</p> <p>Domesday Inquests ERA</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<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
16	<ul style="list-style-type: none"> Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life Forest Law 	<p>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.</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>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.</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>Class debate: to what extent did village life change under Norman rule?</p>	<p>Wharram Percy</p> <p>Wharram Percy Site</p> <p>General Village Life</p> <p>Medieval farming Year</p> <p>Jobs in the medieval village</p> <p>Textbook</p> <p>The cultural changes brought to Britain by the Normans ERA</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
17 and 18	<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 17 and 18 focus on what life was like, how it changed and the consequences of change in towns. 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>Students research Forest law. They should find out what was Forest law and why was it implemented.</p> <p>Class debate:</p>	<p>Medieval towns</p> <p>Textbook</p> <p>The different world of the town can be found at (Changing Lives) Medieval towns. Medieval Daily Life</p> <p>Southampton</p> <p>Forest Law</p> <p>Medieval Manor at Stokesay in 'Changing Times'.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<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? 	
19	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
20	<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 20 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"> Anglo-Saxon bishops replaced with new, hardworking Norman 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 the lives of the parish priests changed at all and how changes to</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>Lanfranc and Norman Reform of the English Church</p> <p>Medieval Church in 'Medieval Mind' (Changing Lives).</p> <p>Textbook</p> <p>Reading a Norman church</p>

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		<p>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. 		
21	<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 Norman cathedral can tell us about the period. It will identify some of the typical features of a Norman Cathedral.</p> <p>For the purposes of this lesson, you could use a particular Norman cathedral as a case study, such as Durham 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? 	<p>Enquiry question: what does a study of Norman cathedrals tell us about the Norman period?</p> <p>What was a Norman cathedral like? In a table, ask your students to record the characteristics of a Norman cathedral such as Durham Cathedral:</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 2018 or other sources of information.</p> <p>Cathedrals of Britain</p> <p>Map of Cathedrals in Britain</p> <p>Durham Cathedral and information</p> <p>Architecture and religious buildings</p> <p>Durham Cathedral: a timeline of the development of Durham Cathedral.</p> <p>Student's short introduction to Saint Cuthbert.</p> <p>Textbook</p>

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		<ul style="list-style-type: none"> Where did its wealth come from? 	<p>Students consider a series of sources about Norman cathedrals such as Durham. They find information from the sources to support a series of statements.</p> <p>Students could then create a virtual museum a 'display' answering the question 'what does Durham cathedral tell us about the Norman period?'</p>	
22	<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 Rockingham.</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 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>	Textbook

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			<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>	
23	<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 22 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? • William II and church vacancies. • The significance of the trial of William of Calais. 	<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 different colour.</p> <p>As a class, conclude by determining the position of the English throne in relation to the papacy by c1100.</p>	<p>Investiture Controversy</p> <p>Textbook European context of the Investiture Controversy for teacher research.</p>

Monasticism

Lesson number	Specification content	Guidance	Learning activity	Resources
24	<ul style="list-style-type: none"> The Norman reforms, including the building of abbeys and monasteries Monastic life 	<p>Lesson 24 will give you the opportunity to develop your students' understanding of what abbeys and monasteries were like. Later on, the lessons will develop your students' understanding of the 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: what was a Norman abbey or monastery like?</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>Introduce and define key words.</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>As a class, focus on Cluny and assess the role of this order in the reform of monasteries across England.</p>	<p>Monastic Revival worksheet</p> <p>Location and database of Abbeys and Monasteries</p> <p>Monasticism</p> <p>Short clip (referencing C12th) but explains background purpose to Monastic life can be found here at Changing Lives.</p> <p>Textbook</p> <p>AQA Historic Environment Resource Pack 2022, for Castle Acre Priory: Resources M.</p>
25 and 26	<ul style="list-style-type: none"> The Norman reforms, including the building of abbeys and monasteries Monastic life 	<p>Lessons 25 and 26 give you the opportunity to develop your students' understanding of how they changed under Norman rule. Students should begin to understand this through a study of Castle Acre Priory.</p>	<p>Enquiry question: how did monasteries change under the Normans?</p>	<p>Textbook</p> <p>AQA Historic Environment Resource Pack 2022, for Castle Acre Priory:</p>

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		<p>For these purposes use Castle Acre Priory as a case study. Part of this lesson should allow students to familiarise themselves with the layout of Castle Acre Priory.</p>	<p>Using maps establish the location of Castle Acre Priory in England.</p> <p>Students will add small thumbnail copies of Resource images to a base map of the Priory, labelling and annotating what can be seen in each image OR In groups, ask your students to 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>Background information, and Resources A – D, G, H, I, K.</p> <p>Castle Acre Priory</p> <p>AQA Historic Environment Resource Pack 2022, for Castle Acre Priory Resource L and M</p> <p>Isleham Priory</p> <p>Battle Abbey site</p>
27 and 28	The Norman reforms, including the building of abbeys and monasteries monastic life	<p>The objective should be to learn about the person who founded the Castle acre Priory - William de Warenne and William de Warenne II.</p> <p>Discuss William de Warenne's motives in founding the Priory.</p>	<p>Read the Background information about William de Warenne complete a short work sheet about the founder of Castle Acre Priory.</p> <p>Students write a short essay of no more than 300 words on why William de Warenne chose the Cluniacs to found Castle Acre Priory.</p>	<p>AQA Historic Environment Resource Pack 2022, for Castle Acre Priory: Background information, and Resources L and M.</p> <p>Worksheet on William de Warenne.</p>

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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? • What other languages else were spoken? <p>Class debate (which ties in with previous lessons about abbeys and monasteries) 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? 	<p>Textbook and internet research</p> <p>Academic article on Norman language and effect on English</p>

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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>	