The Norman Conquest

CHRISTOPHER CULPIN
IAN DAWSON
Acknowledgements

Photographs reproduced by kind permission of:
Cover, p.25 t, p.29 and p.33 Michael Holford;
p.25 b Associated Press.

Extract from The Last English King by Julian Rathbone
published by Little, Brown. Used by permission of Time
Warner Books UK.
# Contents

## INTRODUCTION

### The This is History! Series
- How the *This is History!* series covers the Key Stage 3 programme of study
- Why a new series for Key Stage 3?
- A model scheme of work for Key Stage 3 using *This is History!*
- Coherence and progression: using the *This is History!* Passport

### The Norman Conquest
- Aims: why use *The Norman Conquest* in the classroom?
- An overview of the structure of *The Norman Conquest*
- How *The Norman Conquest* links to other books in the *This is History!* series
- How *The Norman Conquest* develops knowledge, skills and understanding
- How *The Norman Conquest* contributes to learning across the National Curriculum
- Teaching and Learning: using *The Norman Conquest* in the classroom
  - Teaching and Learning in Foundation subjects
  - Main features
  - Differentiation
  - Building in progression
  - Assessment
  - Classroom management

## DETAILED NOTES

### Section 1
- Overview
- Unit 1.1 1066!
- Unit 1.2 Why did William win the Battle of Hastings?
- Unit 1.3 Who was telling the truth about being king?
- Unit 1.4 What have you learned about using evidence?

### Section 2
- Unit 2.1 Time to rebel?
- Unit 2.2 Was the Norman Conquest really so important?
- Unit 2.3 The story of the Norman Conquest
- Unit 2.4 Could you live in Norman England?
- Unit 2.5 What happened next?

## PHOTOCOPIABLE WORKSHEETS

## ROLE PLAYS

- The Norman Conquest: or, the hairdryer in history!
- *Je suis le roi:* understanding English reactions to the Norman Conquest
- Stage-by-stage coverage of rebellions: photocopiable script
How the This is History! series covers the Key Stage 3 programme of study

<table>
<thead>
<tr>
<th>Periods/areas of study</th>
<th>British context</th>
<th>European and world context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre 1066</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1066–1500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1500–1750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1750–1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1900–present day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Write Your Own Roman Story** (a European study before 1914)
- **The Impact of Empire**
- **Colonialism 1500–the present (includes a world study before 1914)**
- **Dying for the Vote**
- **The Chartist Movement and the suffragettes**
- **Lost in Time**
- **The Trenches**
- **The Holocaust**
- **The Twentieth Century (a world study after 1914)**

See [www.rsc.ac.uk/shp](http://www.rsc.ac.uk/shp) for an outline of each title.
Why a new series for Key Stage 3?

Although the 2000 National Curriculum is not actually new, it is time for some new thinking about it. With This is History! SHP has developed a course which reasserts the place of history – real, interesting, relevant, in-depth history – as central to so much of pupils’ all-round learning.

So This is History! brings you:

A course

This is History! provides a course for Key Stage 3 – not just ten isolated books, but a course – with a coherent rationale for content (see page 4 of this Teachers’ Resource Book). Although individual books can be used to enhance current provision, our aim is higher than that. This is History! offers progression in the development of knowledge, skills (especially literacy skills) and understanding. The course has clear assessment strategies built in.

A literacy strategy

This is History! delivers a history-based literacy strategy for Key Stage 3. History can be the best vehicle for literacy – a fact acknowledged by the way the Key Stage 3 literacy strategy has been planned and delivered. This is History! will develop pupils’ ability to:
- communicate effectively in writing in a range of different genres
- seek meaning in a range of complex texts.
You can see a summary of the literacy outcomes on pages 13–16.

A citizenship resource

This is History! addresses, in a history context, many of the issues, knowledge, skills and understanding required by the citizenship curriculum. This is History! aims to make pupils more aware of:
- the value of democratic constitutions and the dangers of nationalism and totalitarianism
- the need for respect for cultural diversity
- the importance of resolving conflict fairly and peacefully, and the reasons why this does not always happen
- the impact of world events on British history and vice versa, and the need to act as global citizens.
It also uses tasks which develop the skills of enquiry and participation that are central to the citizenship curriculum.

Pace and variety

This is History! takes an SHP approach to content organisation, to provide pace and variety. This is History! has:
- depth studies, using good stories about real people to illuminate how and why people did what they did
- development studies, focusing on one aspect of history over time to build up chronological understanding and grapple with the ‘content overload’ problem
- modern world studies, to show pupils (and parents and senior management) that history is not only relevant to but also essential for understanding the modern world.

Historical skills

This is History! builds pupils’ historical skills, as you would expect from SHP. History is about more than just knowledge. This is History! will develop pupils’ ability to:
- handle interpretations
- analyse evidence
- write clearly and persuasively
- understand change
- use ICT
- develop insight into values, beliefs and motives
- assess the role of the individual
...and much, much more.

The Schools History Project

The Project was set up in 1972, with the aim of improving the study of history for students aged 13–16. This involved a reconsideration of the ways in which history contributes to the educational needs of young people. The Project devised new objectives, new criteria for planning and developing courses, and the materials to support them. New examinations, requiring new methods of assessment, also had to be developed. These have continued to be popular. The advent of GCSE in 1987 led to the expansion of Project approaches into other syllabuses.

The Schools History Project has been based at Trinity and All Saints College, Leeds, since 1978, from where it supports teachers through a biennial Bulletin, regular INSET, an annual conference and a website (www.tasc.ac.uk/shp).

Since the National Curriculum was drawn up in 1991, the Project has continued to expand its publications, bringing its ideas to courses for Key Stage 3 as well as a range of GCSE and A level specifications.
A model scheme of work for Key Stage 3 using This is History!

<table>
<thead>
<tr>
<th>Year</th>
<th>Write Your Own Roman Story</th>
<th>The Norman Conquest</th>
<th>King John</th>
<th>Lost in Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>SPECIAL UNIT</td>
<td>SHORT UNIT</td>
<td>MEDIUM UNIT</td>
<td>LONG UNIT</td>
</tr>
<tr>
<td>Year 7</td>
<td>6–8 weeks</td>
<td>6 weeks</td>
<td>8 weeks</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Year 8</td>
<td>‘King’ Cromwell?</td>
<td>Impact of Empire (Colonialism)</td>
<td>Dying for the Vote</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Section 1 (depth study)</td>
<td>Section 2 (overview)</td>
<td>(Combines aspects of a European study before 1900 with a world study before 1914)</td>
<td>(Depth study)</td>
</tr>
<tr>
<td>Year 8</td>
<td>MEDIUM UNIT</td>
<td>LONG UNIT</td>
<td>MEDIUM UNIT</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>8 weeks</td>
<td>2 weeks</td>
<td>12–14 weeks</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Year 9</td>
<td>The Trenches</td>
<td>The Holocaust</td>
<td>The Twentieth Century</td>
<td>Conclusions</td>
</tr>
<tr>
<td>Year 9</td>
<td>SPECIAL UNIT</td>
<td>SHORT UNIT</td>
<td>LONG UNIT</td>
<td>SPECIAL UNIT</td>
</tr>
<tr>
<td>Year 9</td>
<td>8 weeks</td>
<td>8 weeks</td>
<td>12–14 weeks</td>
<td>Teacher determined</td>
</tr>
<tr>
<td>Year 9</td>
<td>28–30 weeks</td>
<td>12–14 weeks</td>
<td>10 weeks</td>
<td>28–30 weeks</td>
</tr>
</tbody>
</table>
◆ Coherence and progression: using the This is History! Passport

We want pupils to build knowledge, skills and understanding together, across the ten books in this series. We have planned the course carefully and, if it is used appropriately, it should help pupils not only to know more history but also to be better at history and to understand historical concepts better. To help teachers and their pupils to develop a more overt sense of this progressive learning, we recommend that you use the This is History! Passport.

On pages 6–7 of this Teachers’ Resource Book you will find photocopiable masters that can be used to create a Passport for each pupil, where they can record their progress in developing knowledge, skills and understanding throughout Key Stage 3 and the whole of the This is History! course. There is a downloadable full-colour version of the Passport on the SHP website (www.tasc.ac.uk/shp).

The idea can, of course, be adapted in all sorts of ways if you have the time and the resources. The best ‘passport’ will be one which you devise yourself, but what follows is a simple and fun method of recording pupils’ development over three years.

The first sheet should be copied on to thin, coloured A3 card and folded twice to form a cover. You could customise the spoof coat of arms before you copy.

The second sheet is a simple template, which should be copied on to A3 paper, then folded to form a four-page inner section. Use as many of these inserts as you wish.

As pupils progress through the course, they fill their Passports with ‘visas’ – summaries of what they have achieved. Pupils write the topic, skill or concept in the appropriate circle or rectangle, with the date. Each of their entries could be stamped if a school stamp or simple ‘Approved’ stamp is available. Pupils may revisit some skills or areas of knowledge and understanding and it is a good idea to encourage them to write in a different colour when they do revisit something. Pupils will be able to collect a good number of visas from The Norman Conquest, enough possibly to fill a page.

© John Murray
The Norman Conquest Teachers’ Resource Book

© John Murray

INTRODUCTION

The Supreme Commander of the Schools History Project and his dedicated Publisher, John Murray, hereby require all those to whom it may apply to allow the bearer of this Passport such assistance and protection as may be necessary to continue with the acquisition of knowledge, skills and understanding through their course.

Name:

School:

This Passport is not to be removed from the possession of the holder.

Events or topics

Life in Roman Towns
The Fall of the Roman Empire
The Norman Conquest
Magna Carta
The Black Death
The Peasants’ Revolt
The Reformation
The Civil War
The Industrial Revolution
The First World War
The Second World War
The Holocaust
The Cold War

Knowledge: I have found out about...

Concepts: I understand that...

Skills: I have learnt how to...

THIS IS HISTORY!

Passport

This Passport is the key to the treasure trove of knowledge contained within this book.

The Norman Conquest Teachers’ Resource Book

© John Murray
Why a new book on the Norman Conquest? After all, it’s not usually a problem topic and it’s well covered in other books – or is it? Does either of these situations ring a bell?

1. We do all that work on sources like the Bayeux Tapestry. The students are good at spotting bias but they don’t know what to do with a source that is biased – and they’re still having trouble with that at GCSE.

2. After we do the Battle of Hastings it goes a bit flat. We do the effects of the Conquest but it’s all a bit distant and irrelevant. The students don’t get involved with it in the same way.

Perhaps this book can help with these problems and more. The Norman Conquest isn’t just a set of interesting but random tasks with some new artwork – it’s been designed to tackle some of the main problems that face teachers during Key Stage 3. Here are nine opportunities that it offers.

1 A strategy for progression in developing students’ understanding of sources
When you look at the Contents page of the Pupils’ Book there’s a fair chance that you’ll wonder, ‘Why is the battle before the claims to the throne? That’s not in chronological order.’ True, but by dealing with the topics this way round we not only start with the big, exciting event but also have the chance to introduce pupils to the problems of sources through a more ordered progression of difficulty. Unit 1.2 on the Battle of Hastings is a gentler look at extracting information from sources. Unit 1.3, on the claims to the throne, deals with the altogether harder idea of bias. Then the concluding Unit 1.4 summarises what’s been covered on the use of sources.

2 A guided introduction to writing about bias in sources
Writing about biased sources is hard. Pupils still have difficulty at GCSE, A level and even at university. It’s all too common for a pupil to say that a source is biased and then two lines later to say that it is or is not useful with no reference to that bias. Section 1 helps pupils through this problem by guiding their writing with model paragraphs and writing frames so that they can see what makes good writing about sources.

3 Fully integrated strategies for developing literacy
This depth study offers varied, relevant and challenging activities, which include practical classroom-trialled techniques and strategies for developing pupils’ literacy. In doing so it empowers pupils to read, write and speak and to listen more effectively in other areas of the curriculum. The Norman Conquest demonstrates the inherent worth of history as a discipline; develops pupils’ ability to analyse texts critically; and the writing frames help pupils of all abilities to write about sources critically, analytically and at length (for example, pages 8–9 of the Pupils’ Book).

4 An introduction to historical empathy
Empathy is central to history but has been in danger of disappearing from our vocabulary. Section 2 brings empathy out into the light of day and explains what it is, why it is important and how it differs from pupils using their imagination in English lessons. Pupils then have the chance to work out the attitudes of the English towards the Normans and why the nature of the sources is central to this task.

5 A way of introducing the neglected concept of significance
One of the deficiencies of the original National Curriculum was the way in which it encouraged an equally shallow treatment of everything so that it was hard to see which events were really important. Unit 2.2 starts pupils thinking about significance by giving them criteria for weighing up the significance of an event and asking them to decide how important the Norman Conquest really was. This lays the foundation for discussions of significance later in Key Stage 3.

6 A range of involving activities
Which would you rather do? Explain the effects of the Norman Conquest or decide whether you would rebel against the Normans in 1087, once William the Conqueror is dead? The material is the same – the Norman treatment of rebels, castles, Domesday Book, their impact on daily life – but which is more motivating and therefore likely to lead to the more effective learning? The activities in The Norman Conquest have been designed to involve pupils rather than making history appear a distant, dry, overly academic subject.
7 Role plays! A chance to move away from the text book without losing control of the class
On pages 57–62 of this Teachers’ Resource Book you will find two brief role plays, introducing (a) the events and (b) the effects of the Conquest. These are effective introductions to people, events, motives and attitudes which will help all pupils, but especially slow readers (and dyslexics), to develop an initial understanding of these main issues before opening a book, thus enhancing their confidence in dealing with the material in the textbook.

8 Clear links to other books in this Key Stage 3 series
Source Testers ‘R’ Us: you’ll use this again, in King John and The Trenches, as a strategy to help pupils to gain confidence through familiarity with concepts. Unit 2.4 asks pupils to decide whether they could live in Norman England, using the same pendulum and criteria sorting grid that they’ll use in Lost in Time when they choose which period in the past they’ll live in if they can’t get back to the twenty-first century. Overall, The Norman Conquest introduces key ideas which will reappear throughout Key Stage 3 – source evaluation, change and continuity, empathy and significance.

9 And there’s a big finish!
Section 2.3 gives you a story-strip of the events and effects of the Conquest but there are no captions. This gives your pupils the chance to work as a team to write their own story, using everything they’ve learned. They can even build in what they’ve learned about the problems of the sources. By using the photocopiable illustrations in this Teachers’ Resource Book (pages 48–54), they can create their own wall-display for the classroom or for a parents’ evening. It’s not just a set of notes in an exercise book but something that looks good and students can be proud of.
An overview of the structure of The Norman Conquest

Section 1  The Battle of Hastings

Unit 1.1 1066!
- Establishes an outline of events
- Activity: what questions do you want to ask?

Unit 1.2 Why did William win the Battle of Hastings?
- Introduces basic aspects of handling sources
- Activity: decide which reason was most important in William’s victory
- Either write an explanation in extended writing or write a report to the King of Scotland on William’s victory

Unit 1.3 Who was telling the truth about being king?
- Introduces bias as a problem
- Helps pupils to write about biased sources
- Activity: explain who had the best claim to the throne

Unit 1.4 What have you learned about using evidence?
- Summary diagram: how to handle sources

Section 2  Did the Norman Conquest change everything?

Unit 2.1 Time to rebel?
- Introduces problems of empathy: are there enough sources?
- Investigate the short-term impact of the Norman Conquest and the attitudes of the English towards the Normans
- Activity: would you rebel against the Normans?
- What would you say about William’s reign as king?

Unit 2.2 Was the Norman Conquest really so important?
- Provides criteria for assessing significance
- Investigates the changes and continuities in English life after 1066
- Activity: decide whether Dr Continuity or Professor Change is right about the importance of the Norman Conquest

Unit 2.3 The story of the Norman Conquest
- Write the captions to the story-strip of 1066 and the Norman Conquest

Unit 2.4 Could you live in Norman England?
- Decide whether to travel back in time to live in the eleventh century

Unit 2.5 What happened next?
- An overview of history from 1066 to the present
How The Norman Conquest links to other books in the This is History! series

**The Norman Conquest**

1. Introduces ideas about sources

2. Explains the impact of the Normans on daily life and the experience of being conquered

**Lost in Time**
A survey of daily life from 1300 to the present

**The Twentieth Century**
A world study examining the impact of war on ordinary people

**Impact of Empire**
A depth study of colonialism

**King John**
Two depth studies that develop pupils’ understanding of sources

**The Trenches**
Two depth studies that develop pupils’ understanding of sources
How The Norman Conquest develops knowledge, skills and understanding

A long-term investment in transferable skills

History is more than just knowledge. The Norman Conquest helps pupils to develop the key historical skills in a stimulating context. Many of the skills are crucial for the rest of Key Stage 3. When trying to raise standards, there is every point in starting work early when Y7 pupils are motivated and intrigued. Core skills will need to be reinforced regularly but, if pupils are taught such skills early on in a memorable and stimulating way, they can transfer these skills to new learning situations. This raises pupil confidence and accelerates the pace at which future units can be taught. The strategies put forward in this book for teaching how to use sources are all transferable to later contexts.

Delivering the National Curriculum

We have emphasised source skills, but all areas of ‘Knowledge, skills and understanding’ in the Key Stage 3 programmes of study are developed through the activities in the Pupils' Book. For example:

<table>
<thead>
<tr>
<th>Aspect identified in the National Curriculum</th>
<th>How The Norman Conquest delivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological understanding</td>
<td>Pupils have to handle two chronologies in this book: the brief chronology of the year 1066 and the much longer overview of William the Conqueror’s reign and beyond. Unit 2.5 particularly develops this sense of the longer chronology.</td>
</tr>
</tbody>
</table>
| Knowledge and understanding of events, people and changes | • Units 1.2, 1.3, 2.1 and 2.4 explore the characteristic features of the Norman Conquest and its impact on the people of England, including ordinary men, women and children (2a and 2b).  
• Units 1.2, 2.1, 2.2 and 2.4 examine the reasons for the Norman success in 1066 and the results of the Norman Conquest (2c).  
• Unit 2.5 explains changes across periods; Unit 2.1 explains links between local, English and European history (2d).  
• Units 1.1 and 2.2 focus on the significance of the events studied (2e). |
| Historical interpretation                   | • Unit 1.2 develops a series of interpretations as ways of answering the main enquiry (3a).  
• Unit 1.3, at the end, examines an interpretation of William the Conqueror and encourages pupils to evaluate it (3b). |
| Historical enquiry                         | • The whole book is enquiry based: each unit is an enquiry within itself.  
• The whole book is designed to develop the skills of using and evaluating sources of many kinds.  
• All the enquiries are source-based (4a).  
• Units 1.3 and 1.4 examine the partiality of sources and how partial sources can be used (4b). |
| Organisation and communication             | Pupils are provided with frequent opportunities to communicate their knowledge and understanding of history using a range of techniques, including spoken language and substantiated explanations. In particular, Units 1.2 and 2.1 develop writing skills over extended enquiries, assisted by modelling and other supportive techniques.  
• Unit 1.3 supports explanatory communication of understanding of evidence.  
• Unit 2.2 offers techniques for developing a balanced argument.  
• Unit 2.3 encourages narrative communication. |

If the teaching of key thinking and communication skills is not incorporated into curriculum planning, pupils will not be able to develop or demonstrate their knowledge and understanding effectively. This book recognises that, to achieve success in history, pupils must organise and communicate their ideas constantly, whether they are doing ‘extended writing’ or not.
How the Norman Conquest contributes to learning across the National Curriculum

The 2000 National Curriculum represents a real opportunity for history departments to re-establish the place of history as central to pupils' all-round learning. Why should the curriculum time allocated to history be cut to make way for citizenship, ICT, literacy and numeracy when history can deliver these new initiatives effectively and in a stimulating context? It is important that history teachers make senior managers, head teachers and governors aware of the range of ways in which history can contribute to whole-school initiatives such as literacy and citizenship. We must raise the profile of history within our schools. We all know that it is the most important subject in the curriculum – now is an ideal time to prove it!

Specific examples of how The Norman Conquest makes a valuable contribution to learning across the curriculum are given below.

Promoting citizenship

How to deliver the content and skills outlined in the Key Stage 3 programme of study for citizenship is a central concern of many schools. How do we provide a stimulating context for the development of the key skills? How do we help our pupils to develop their knowledge and understanding of such varied and complex issues? History can provide the answers!

The table below demonstrates how The Norman Conquest addresses, in a history context, the issues, knowledge, skills and understanding required by the proposed citizenship curriculum. The activities in the Pupils' Book make apparently remote and irrelevant knowledge meaningful, whilst key skills are developed in a stimulating and motivating context.

<table>
<thead>
<tr>
<th>Aspects of citizenship identified in the National Curriculum</th>
<th>How The Norman Conquest delivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding about becoming informed citizens</td>
<td>This book is all about the clash of two very different cultures – Anglo-Saxon and Norman. It examines this clash and demonstrates the different historic identities in the UK.</td>
</tr>
<tr>
<td>Developing skills of enquiry and communication</td>
<td>The Norman Conquest makes an important contribution here in a number of ways: by finding out how to analyse biased sources and then how to use them, and how to reach personal judgements about situations and to justify them in writing.</td>
</tr>
<tr>
<td>Developing skills of participation and responsible action</td>
<td>The Norman Conquest provides opportunities for pupils to use their imagination to consider other people’s experiences and to think about and understand views and situations that are not their own.</td>
</tr>
</tbody>
</table>

Promoting literacy

Literacy matters. It really does! If pupils get better at history they get better at literacy, and vice versa. Literacy is not an optional extra; it needs to be integrated fully into the history curriculum. History can be the best vehicle for literacy if handled appropriately. The Norman Conquest develops literacy in a wide range of different ways:

- the ability to read and use written information
- speaking, listening, writing and critical thinking skills
- the pupils' ability to plan, draft, revise and edit their own writing (see, for example, the extended writing task running through Unit 1.2)
- the ability to understand, use and be able to write in a range of non-fiction text types.

Reading and listening

One of the literacy skills most to the fore in Section 1 is the ability to read text for meaning including inference. If the sources are tape recorded in character beforehand then the core skill is also one of listening for meaning.
Writing

Throughout The Norman Conquest, pupils are expected to write in four main non-fiction text types, as shown in the table below.

**Building on the Literacy Strategy**

The Key Stage 3 Literacy Strategy builds on the achievements of the Literacy Strategy in Key Stages 1 and 2. Pupils using The Norman Conquest will almost certainly be coming to it in Year 7, straight from the earlier stages of the Literacy Strategy. The tasks in this book have therefore been written with this in mind, working with literacy advisers with wide experience of the Literacy Strategy at KS2.

The main task in Unit 1.2 (Why did William win the Battle of Hastings?), for example, uses the language and the teaching style of KS2 literacy teaching. Pupils will therefore know what is expected and will recognise the terms used. In this five-part enquiry, pupils receive considerable support in the first two sections, where 'model' paragraphs have been provided. This 'modelling' technique has been widely successful at KS2 and pupils will be familiar with how to make use of it. They will also be familiar with such technical terms as 'topic sentence' (the opening sentence of a paragraph which makes clear what it is going to be about) and 'connectives' (words or phrases to link sentences or sections of a piece of writing, such as 'firstly, ... secondly, ...', 'However, ...', 'In addition, ...'). The amount of support in this big task in Unit 1.2 is gradually decreased, so that later paragraphs are written with much less assistance. A 'modelled' conclusion is, however, provided for pupils to use to write their own. The task in Unit 1.2 also introduces another important literacy skill: learning how to build up a long answer by breaking down big questions into smaller ones. In this case the book supports pupils by providing all of the smaller questions and dealing with them separately.

This technique of providing considerable support, or 'scaffolding', in early stages and then gradually dismantling it so that pupils become increasingly independent writers is a model for teaching the literacy requirements of history through Key Stages 3 and 4. After all, there is no modelling and there are no writing frames in GCSE, and Year 11 is too late to start teaching them. It would be an important exercise for a history department to identify and list the different literacy requirements (there aren't that many) and to ensure that they are introduced, with plenty of support, in the early parts of Key Stage 3.

Other important literacy skills developed in this book are:

- Unit 1.3: understanding the point of view of the author of a text, first by examining the language used and then by considering the position of the author.
- Unit 2.1: selecting evidence to support each section of an argument.
- Unit 2.3: using pictures as the basis for writing an extended account.

<table>
<thead>
<tr>
<th>Non-fiction text type</th>
<th>Purpose</th>
<th>Example from <em>The Norman Conquest</em></th>
</tr>
</thead>
</table>
| Explanations and accounts of historical events | to explain how and why something happened and what its consequences were | Unit 1.2: pupils build up an argument in five stages to explain why William won the Battle of Hastings  
Unit 2.3: pupils write their own account of the Norman Conquest |
| Persuasive writing            | to argue the case for a point of view             | Unit 1.2: pupils write a speech urging Harold to go ahead and engage William in battle |
| Arguing different viewpoints  | to argue both sides of a case or situation        | Unit 2.1: pupils consider both sides of the argument over whether to rebel against the Normans  
Unit 2.2: pupils consider both sides of the argument over whether the Norman Conquest was really so important |
| Comparisons                   | to compare the experiences of different people, both in the past and today | Unit 2.2: pupils compare different people’s experiences of Norman rule  
Unit 2.4: pupils compare the good and bad side of living in Norman England |
Developing links with your English department

The This is History! series, and The Norman Conquest in particular, provides an ideal opportunity to develop closer links with your English department. One of the aims of the Key Stage 3 National Literacy Strategy has been that pupils should be given the same messages as they move from department to department. This is History! attempts to support that aim, as explained above.

It is also a good idea to invite colleagues from the English department into history lessons, so that they can see theory being put into practice. This demonstrates to even the most sceptical colleagues that history is an excellent vehicle for delivering literacy. With the advent of the Key Stage 3 Strategy, promoting and delivering literacy is no longer seen as the sole responsibility of the English department. All departments, and particularly history, are now having to contribute. For history departments, this is the ideal opportunity to reassert the fundamental importance of history to literacy and of literacy to history. Sometimes the complaint has been ‘There’s too much reading and writing in history’; now we can turn that to our advantage. Page 16 of this Teachers’ Resource Book provides a planning template. Below is an example of how it should be used. It will help to identify the contribution that The Norman Conquest can make to your school’s implementation of the Literacy Strategy, and to form the basis for discussions with those responsible for literacy within your school.

... and there’s more

The development of literacy is obviously a key feature of The Norman Conquest. However, the book also provides opportunities to develop other key skills and to promote meaningful cross-curricular links with other departments.

Promoting key skills

The Norman Conquest provides opportunities for pupils to develop:

◆ communication skills through reading and responding to a range of sources of information, taking part in discussions, asking and answering questions about the past and presenting findings in a variety of different ways

◆ ICT skills (see page 20 of this book)

◆ problem-solving strategies by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions

◆ thinking skills through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of events.

Promoting pupils’ spiritual, moral, social and cultural development

The Norman Conquest provides opportunities to promote these aspects of pupils’ development throughout Unit 2.4 where pupils investigate Norman society ‘in the round’ and can compare aspects of this society with their own.

<table>
<thead>
<tr>
<th>History and literacy planning sheet</th>
<th>Unit: The Norman Conquest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
<td><strong>Aspect of history knowledge, skills and understanding (formerly key elements)</strong></td>
</tr>
</tbody>
</table>
| Why did William win the Battle of Hastings? | KSU 1: Develop chronological understanding  
KSU 2c: analyse and explain reasons for, and results of, historical events, situations and changes  
KSU 2d: identify links between British and European history  
KSU 4a: carry out enquiries from a range of sources  
KSU 4b: evaluate sources, select and record information and reach conclusions  
KSU 5: develop skills in organising and communicating | • Explanations and accounts of historical events  
• Persuasive writing  
• Using information texts  
• Comparison |
<table>
<thead>
<tr>
<th>Task</th>
<th>Aspect of history knowledge, skills and understanding (formerly key elements)</th>
<th>Link with literacy or aspects of literacy education</th>
<th>Literacy menu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Non fiction:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>adverts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>arguing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>different</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>viewpoints;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>biographies;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>captions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>charts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chronological</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reports;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>comparisons;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>debates;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>diaries;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>directions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>texts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>editorials;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>explanations;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>accounts of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>historical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>events;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>fact sheets;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>text on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>historical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>events;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>headlines;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>instructions;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>journals;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>labels;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>leaflets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>criticizing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>complaining;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or protesting;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>letters written</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for a range of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>purposes;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>lists;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>newspaper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>articles;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>accounts or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reports;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>non-chronological</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reports;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>notices;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>obituaries;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>persuasive</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>writing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>posters;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>recipes;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>recounts of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>field visits;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reviews;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>rules;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>slogans;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>statements;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>summaries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fiction:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>empathetic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>story about</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>an issue</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>explored in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>history;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>epitaphs;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>historical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>event retold</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>adventure</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>story;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>imaginary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>reconstruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of events</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>from historical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sources (faction!);</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>play</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>scripts;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>poems based</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>on observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>or interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>of an event;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>prayers;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>songs</td>
</tr>
</tbody>
</table>
Teaching and Learning in Foundation subjects

The Teaching and Learning in the Foundation subjects initiative (TLF) was ‘rolled out’ to all schools in September 2002. It identifies nine basic principles of effective teaching and learning against which all history departments should check their practice. These principles are all deeply embedded in the planning of this book.

### Main features

#### Preparation

All of the units in The Norman Conquest are structured around historical enquiries. It is therefore very important that pupils know the aims of the enquiry or piece of work that they are undertaking. Before beginning an enquiry, always read the questions and activities in the Pupils’ Book and the descriptions and suggestions in this Teachers’ Resource Book. The enquiry may extend over a few lessons, so pupils will need to be reminded of the overall aim. In the Detailed Notes that begin on page 21 of this book, information is given on:

- the purpose of each enquiry
- the best way in which to use the questions in each unit
- ideas for support or extension work.

There are a number of photocopiable worksheets for nearly every unit. These provide support and extension material. Some of them are designed to be suitable for homework where it is impossible for pupils to use the Pupils’ Book.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Focus the teaching</td>
<td>The objectives of this book are to examine the significance of the year 1066 and to learn some important evidence evaluation skills. These are made explicit in the Pupils’ Book.</td>
</tr>
<tr>
<td>2 Provide challenge</td>
<td>The main enquiries of the Pupils’ Book take Year 7 pupils beyond Key Stage 2 expectations.</td>
</tr>
<tr>
<td>3 Make explicit concepts and conventions</td>
<td>The learning objectives are made explicit to pupils throughout and important new skills are modelled by the authors.</td>
</tr>
<tr>
<td>4 Structure the learning</td>
<td>The enquiries in this book have clear starters and structured development.</td>
</tr>
<tr>
<td>5 Make learning active</td>
<td>Pupils are encouraged to debate, investigate hypotheses, solve problems and use role plays.</td>
</tr>
<tr>
<td>6 Make learning engaging and motivating</td>
<td>The writing, photographs and artwork are varied and stimulating. The tasks and enquiries are engaging, particularly the ‘Would you rebel?’ approach.</td>
</tr>
<tr>
<td>7 Develop well-paced lessons with high levels of interaction</td>
<td>The problem-solving approach encourages pupils to develop and express their views at many points in the book.</td>
</tr>
<tr>
<td>8 Support pupils’ application and independent learning</td>
<td>Writing frames, modelling techniques, prompts and data-capture tables form the basis of how pupils work through the book.</td>
</tr>
<tr>
<td>9 Build reflection</td>
<td>Units 1.4 and 2.3 are designed with this specific intention.</td>
</tr>
</tbody>
</table>

**Teaching and Learning: using The Norman Conquest in the classroom**
Using the questions
Not all of the questions in the Pupils’ Book are intended for written work, and the Detailed Notes provide guidance on which questions are best used for class discussion. These questions act as stepping stones towards the main question that dominates the enquiry. All questions, however, should be addressed in class or group discussion in some way, because they are designed either to introduce or to reinforce new ideas, skills and concepts.

Source material
Consistent with our aim of providing useful learning experiences, we have translated, simplified and edited written source material to make it accessible. Make it clear to pupils that spelling and punctuation have been modernised. However, the sense and meaning of all sources have been preserved.

The major historical skills on which this book focuses are (i) recognising and analysing bias and (ii) using biased sources. It is therefore important to encourage pupils to make use of the source lines as an important clue in this analysis.

Supporting pupils
It is important that pupils are not left to tackle each enquiry alone. The course has been written with the expectation that much of the material in the Pupils’ Book will be introduced by the teacher. It is also good practice to read and discuss all sources with pupils. We are attempting to develop skills and understanding, which will not be achieved simply by always leaving pupils to work through the questions by themselves. Group work can also be helpful. Some pupils will contribute to small group discussion, and will risk putting forward ideas and answers, in a way that they would not in front of the whole class. Pupils tend to experiment more in small groups, partly because they are not so worried about getting things wrong.

Differentiation
Making history accessible to all
The questions and activities in the Pupils’ Book are designed to be genuinely accessible to all abilities. We have allowed for differentiation by outcome. The principle is that the overall historical question remains the same for all abilities. What varies, and what determines the question’s accessibility, is the amount of support given in terms of frameworks for research and communication of ideas.

Providing a structure
Pupils need help with how to structure their research and writing. The worksheets in this book provide a range of evidence-collection tables, sorting grids and writing frames.

Helping pupils to find the right language
Most pupils need guidance on how to write in an appropriate style, especially when formal essay writing is required. Both the Pupils' Book and this Teachers’ Resource Book aim to provide this in a stimulating and memorable way, thereby making history accessible to pupils of all abilities. Models of different kinds of writing are offered in the Pupils’ Book for most of the main activities and these have been designed to help pupils to find the right language and to link their ideas together.

Worksheets
This Teachers’ Resource Book provides differentiated support materials. These have been carefully designed so that teachers can offer appropriate levels of support.

Extension activities
The worksheets also provide a series of extension activities that could be used to provide higher attainers with extra challenges. The Detailed Notes (see pages 21–24 of this book) provide specific information on how these extension activities could be introduced.

Building in progression
Moving pupils forward
A central concern of this book has been to move pupils forward in their historical skills. Clear progression is built into the activities in the Pupils’ Book.

Developing independence
Teachers can gradually encourage pupils to move away from a writing frame that offers a great deal of support to one that offers far less assistance. As they progress through the Pupils’ Book and their confidence grows, it is also hoped that pupils will come to use the various structures as models that they can adapt. For example, they should develop the confidence to invent their own sentence starters and connectives.

Building in more complex concepts
Progression is not always achieved by removing structures. It can also be achieved by adding new layers and more complex concepts to the original structure.

Assessment
Meeting National Curriculum requirements
National Curriculum assessment in history requires teachers to reach a judgement about each pupil’s work, based on the evidence of what pupils do as they progress through their Key Stage 3 course. Teachers look for the ‘best fit’ between the level descriptions and the work that the pupil has produced. The level descriptions are lengthy and varied because they derive from the knowledge, skills and understanding set out at the opening of the Programme of Study of Key Stage 3. It follows, therefore, that the work carried out by pupils
should address all aspects of this knowledge, skills and understanding. This is History! provides sufficient opportunities for teachers to carry out their National Curriculum assessment.

For definitive reinforcement for this approach (and possible useful support if your SMT has a different approach) see the National Curriculum website: www.ncaction.org.uk/subjects/history/targets.htm and www.ncaction.org.uk/subjects/history/judgement.htm.

The way in which this assessment is carried out in practice will depend on specific school assessment policies and how history departments interpret them. However, the two most common approaches are:

- to survey all of the work that a pupil has done over a period (say, half a year)
- to set specifically targeted tasks (say, four to six a year) which are the culmination of work done over some time.

This book supports both strategies by providing a number of assessable mini-tasks plus at least two significant assessable major tasks.

The tasks in The Norman Conquest will provide evidence of all aspects of the knowledge, skills and understanding identified in the National Curriculum:

- **Chronological understanding** is provided by the activities in Units 1.1 and 2.1
- **Knowledge and understanding** of events, people and changes in the past, parts a and b, is provided by the activities in Units 1.2, 2.1 and 2.2. Evidence of part c can be found in Units 1.2 and 2.1. Evidence of parts d and e (identifying trends and links, considering significance) is provided by the activities in Unit 2.2
- **Historical interpretation** is provided by the activities in Unit 1.2 and 1.3
- **Historical enquiry** is provided in particular by Units 1.2, 1.3, 1.4, 2.1 and 2.2
- **Organisation and communication** is provided throughout the book. However, the activities in Units 1.2, 2.1 and 2.3 are particularly useful.

If you choose to use the big Activity (‘Why did William win the Battle of Hastings?’) in Unit 1.2, the following task-specific statements will help you to decide at which levels your pupils are working.

**An answer characteristic of Level 3:**
- sticks closely to the modelled paragraphs
- shows some understanding of motives
- uses limited evidence from the sources
- reaches a simple judgement.

**An answer characteristic of Level 4:**
- uses the modelled paragraphs
- shows understanding of motives
- uses evidence from the sources
- reaches a judgement.

**An answer characteristic of Level 5:**
- uses the modelled paragraphs well
- shows clear understanding of motives
- uses a range of evidence from the sources to support statements
- makes some valid evaluation of evidence
- reaches a judgement supported by some argument.

**An answer characteristic of Level 6** (and possibly **Level 7**):
- adapts the modelled paragraphs effectively
- shows balanced understanding of a range of motives
- selects evidence well from the sources to support arguments and evaluates its reliability
- argues an effective personal conclusion.

If you choose to use the big Activity (‘Time to rebel?’) in Unit 2.1, the following task-specific statements will help you to decide at which levels your pupils are working.

**An answer characteristic of Level 3:**
- shows some understanding of motives
- uses limited evidence from the sources and narrative
- reaches a simple judgement.

**An answer characteristic of Level 4:**
- shows understanding of motives
- uses evidence from the sources and narrative
- reaches a judgement supported by some argument.

**An answer characteristic of Level 5:**
- shows clear understanding of a range of motives
- uses a range of evidence from the sources and narrative to support statements
- reaches a supported personal judgement.

**An answer characteristic of Level 6** (and possibly **Level 7**):
- shows understanding that motives will vary according to individual situations
- selects evidence well from the sources and narrative to support arguments
- argues an effective personal conclusion.

**Evidence for assessment**

The questions and activities in the Pupils’ Book are designed to develop understanding rather than produce evidence for assessment. They will, however, provide opportunities to show attainment, although judgements about attainment cannot depend upon one piece of work. Such judgements should be made over a number of pieces of work and over a period of time. Teachers need to think more in terms of a pupil working towards the statement and showing some evidence of attaining that level.

No one judgement based on a single piece of work is definitive. There will always be factors, such as the way a topic was introduced to the class, the amount of support given or how a pupil feels on a particular day, which influence performance. When assessing pieces of work, teachers might wish to consider the following before giving out a grade linked to attainment.
The level of difficulty of the exercise:
- the amount of source material used
- the complexity and length of the source material
- the complexity of the events being studied
- how familiar pupils already are with the content
- how the content is structured
- how the activity is structured
- the complexity of the activity
- how much support the teacher has provided
- how much support the Pupils' Book or a worksheet has provided. Has the pupil, for example, used a writing frame which provides detailed assistance or minimal assistance?

The quality of pupil response:
- breadth and depth of knowledge used
- historical accuracy
- quality of explanations
- selection and relevance of information
- planning and organisation
- independence and imagination
- critical analysis
- balance
- effective communication.

Classroom management

Timelines

Even in a depth study like The Norman Conquest, chronology is important: the chronology of 1066, where even days matter; the chronology of William's reign and opposition to him. A timeline of 1066, using Units 1.1 and 1.2, and of William's reign, based on Unit 2.1, should be displayed and referred to.

Modelling effective writing

Pupils should be encouraged to look beyond the content of their written work and to think carefully about how they organise and express their ideas. They need to be encouraged to think, directly and self-consciously, about all of the different components that go into producing a piece of writing.

Pupils' past work can also be used in whole-class teaching to highlight effective writing: for example, during Unit 1.2, when pupils look at what constitutes an effective introduction and conclusion, or Unit 2.2, when pupils write a balanced response. It is important that the teacher fosters an atmosphere of group co-operation within the classroom. Pupils should be encouraged to evaluate critically and sensitively the work of their peers. Providing that an appropriate environment is created in the classroom, pupils will quickly accept that others in the class will point out the strengths and weaknesses in their work. It is also very motivating for pupils to see that their work is being valued.

Writing frames

The frameworks provided within the Pupils' Book and this Teachers' Resource Book should not restrict pupils' thinking. By modelling the various components of the writing process, the sorting grids and writing frames should give pupils the freedom to express their ideas. Pupils should be encouraged to view them as structures that can be adapted to suit their needs.

Throughout the writing process pupils should be encouraged to mould the frames to suit their own purpose. The frames should mainly be used as a support during drafting. Words may be crossed out, changed or added. Extra sentences may be added. This is very important. Writing frames should give pupils the confidence to develop their own ideas in greater detail and should result in well-structured work. They should not become a strait-jacket that produces constrained, mechanical responses.

Pupils should be encouraged to develop their own sentence starters and connectives. Don’t be surprised if their early attempts fall below what might be regarded as a good answer. Any genuine attempts to become independent should be encouraged. If pupils are worried about getting it wrong they will play safe and their progress will be hindered.

ICT

ICT, like literacy, need not be an optional extra in history lessons. It can be made an integral part of the history curriculum. The National Curriculum states that ‘Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.’ Yet we shouldn’t feel we are doing ICT for the sake of it, to fulfil National Curriculum requirements! History not only develops ICT skills in a rich and motivating context, but ICT can also improve the quality of pupils’ work in history. Consequently, the activities in the Pupils’ Book offer a range of opportunities to use ICT.

Structuring thinking

ICT can be used to help pupils to structure their thinking and therefore their written and oral work. The sorting grids and writing frames that appear in the Pupils' Book and this Teachers' Resource Book can be used to create a series of templates that will help pupils to organise their work more effectively.

Finding relevant information

Pupils should be encouraged to search CD-Roms and the internet purposefully to find relevant information.

Extra research, using CD-Roms or the internet, can be undertaken in most units.

Refining the end product

ICT can be used as a tool to help pupils to amend and refine their work, to enhance its accuracy and to develop supported conclusions, thus enhancing its overall quality. It is an essential part of historical enquiry and communication to be able to present written conclusions clearly, to redraft conclusions in the light of new evidence, and to introduce new findings or further corroborating evidence into an answer.
**Section 1**

**Overview**

As you can see in the chart on page 10 of this Teachers' Resource Book, Section 1 deals with the events of 1066. It starts with an overview of these events (Unit 1.1) and moves on to an extended enquiry into why William won at Hastings (Unit 1.2). This big question requires a big answer, which is carefully built up in five sections with a conclusion. Pupils are thus led into analysing a serious historical problem at length in a way that is within their abilities.

In the course of answering the big question in Unit 1.2, pupils encounter several source-evaluation problems. These are opened up more fully in an enquiry which examines the claims of the two main rivals to the throne (Unit 1.3). The skills and understanding involved in doing this kind of source evaluation are then pulled together in a graphic summary (Unit 1.4).

**Unit 1.1 1066!**

- Pupils' Book pages 2–3 (with preceding two pages)

This spread is intended to establish the basic facts of the story that pupils are going to investigate: who was involved, what they did and in what order. The big map on the preceding two pages should be used in conjunction with the eight events here. The map has been specially drawn for this book and contains only places mentioned in the Pupils' Book.

The double page spread could be introduced as 'the year of three kings'. Talk through the eight items, focusing on the three individuals, with some, but not too much, additional detail. Try to get through the story in ten minutes. Use the Bayeux Tapestry pictures to establish the key figures as recognisably different: Edward the old man, Harold with his moustache, William with his shaved-at-the-back hairstyle.

This may be the best time to use the first Role Play (pages 57–59 of this book), which introduces the events of 1066 and helps pupils to ask questions about the topic.

Pupils should be encouraged to suggest why 1066 is so famous (Activity A, page 2). Their responses should be recorded in order to compare them with the much greater understanding of the significance of 1066 that they will have acquired after completing Section 2.

Some key words that will help weaker pupils to handle the events of the year are: invasion, conquer, conquest, rightful, crowned, castle, possessions.

Activity B on page 3 is important. Throughout pupils’ study of history at school they will be thinking about questions – their own and those put to them by others. First, it is important to establish right from the start that history is a lesson where you ask, and answer, questions and that sometimes the answer might be ‘we don’t know’. Some pupils find this difficult, even infuriating, and it is as well to establish this point very early on.

Then there is the ordering of questions, on which this activity is based. Pupils are introduced here to the idea of big and little questions and it doesn’t matter if they get some wrong at this stage. Historical enquiry, especially in the GCSE Schools History Project course, is based on the concept of different orders of questions. This activity is just an introduction.

**Unit 1.2 Why did William win the Battle of Hastings?**

- Pupils’ Book pages 4–19
- Worksheets 1–7

Although strict chronology would suggest dealing next with rival claims to the throne, pupil interest is most likely to focus on the battle and thus the crux of the question of why William and his Normans won. This therefore comes next, followed by the claimants in Unit 1.3.

The main enquiry question is laid out, followed by an outline of the big literacy task in this enquiry, breaking it into five sub-questions with a conclusion. As pupils build up their answer to this big question, paragraph by paragraph, they are at first given plenty of help, by way of topic sentences and models. This assistance is gradually withdrawn, so that pupils are led to more independent writing in the later sections.

But before the first sub-question is opened up, pupils encounter the two main ‘Problems finding out’ which they will have to deal with throughout Section 1:

- the scarcity of sources for this period
- the bias in every one of them.

The Activity on page 5, supported by Worksheet 1, deals with the first problem. The second is addressed using a graphic idea – Source Testers ‘R’ Us – from another book, *King John*, in the *This is History!* series. Bearing in mind that pupils are likely to use this book first, the team of Source Testers is limited to three: Who? Why? and When?

If you set pupils to work in threes as the Source Testers, try making simple badges or wrist bands out of paper, labelled Who? Why? and When?, for each member of the trio to wear.

The authors of this text have assumed that the book will be used quite early in Year 7. Pupils may already have encountered sources in their KS2 history, but the concept of reliability only appears in the Attainment Target at Level 5 so is probably a new idea. Evaluation of sources is, of course, central to the history that they will do in this Key Stage, at GCSE and beyond. Before working on sources that will help them with the big enquiry question, therefore, pupils have a ‘practice run’ on the Bayeux Tapestry in Activity A on page 7. Worksheet 2 supports this.
Do not omit either the remark made by the Chief Source Tester or Activity B on page 7, about using ‘dodgy’ sources. Teaching about reliability has sometimes started and finished with simply ‘spotting the bias’. This can be very frustrating for pupils. They are left feeling that nothing is any use and without the confidence to go on to take bias and reliability into account when writing their own history. Answering the problem of using biased sources is the main focus of Units 1.3 and 1.4.

Was William a better leader than Harold?
Pupils could be asked to suggest the qualities that a good leader needs, both now and in the eleventh century. Good propaganda and good practical sense sum up most of the key qualities and William’s ability in both is briefly described here. Sources 5, 6 and 7 provide examples. Activity A on page 8 utilises techniques from the Key Stage 2 Literacy Strategy with which pupils in Year 7 should be familiar: the topic sentence and modelling. Teachers of KS3 history may have done these kinds of things before, but it is important to make use of the correct terminology here. The first part of Worksheet 3 supports the Activity.

Was Harold a bad leader?
The approach through modelling in Activity B on page 9 is similar, but this time the technique is used to introduce some word-level ideas: careful language – an important skill throughout KS3 and GCSE. The rest of Worksheet 3 supports the Activity B task.

This book passes rapidly over the Battle of Stamford Bridge as it has other priorities than a detailed chronicle of the time. However, Worksheet 4 gives an opportunity to investigate how a novelist can capture the essence of a battle-scene, giving a powerful picture of what eleventh century hand-to-hand combat could be like.

Did William win because Harold rushed into battle?
This enquiry sets up two different types of writing: persuasive and reporting. The big unanswered question about 1066 is why Harold rushed into Sussex to take on William. In many ways the argument for delay (the left-hand side of the picture on page 10) seems stronger, but it was clearly not in Harold’s character to do this.

In question 1, pupils use the model of the speech to write the counter-argument. In question 2, they write another section of the big enquiry answer, this time with only the topic sentence and no model.

Was William’s army better equipped?
This is a relatively straightforward task, spotting items in Sources 9–15 and putting them in the table – see Worksheet 5. Pupils are then given more independence in the paragraph-writing task by removing the props, in the way of topic sentences and models, which have been supplied for paragraphs 1 to 3.

Did William outwit Harold at Hastings?
The four pages in this section deal with the battle itself, but can be taken quite fast. Worksheet 6 places the battle of Hastings in context. Point out that a battle lasting nine hours must have been very closely fought, suggesting that the two sides were evenly matched. The enquiry is then to discover why William won. The Activity on page 17 gives pupils the opportunity to discuss this issue and add another paragraph to their big answer. The second part of Worksheet 6 shows plans of the battlefield at Hastings at the three stages explained on pages 15 and 16 of the Pupils’ Book.

Conclusion
On page 18 pupils are given support as they write the last paragraph of their answer. Start by using Worksheet 7 to rate the importance of the five sub-questions we have looked at. There is then a model conclusion, also given on Worksheet 7, on which pupils have to improve.

Activity question 4, linked to page 19, offers an alternative way of pulling this enquiry together.

Unit 1.3 Who was telling the truth about being king?
◆ Pupils’ Book pages 20–25
◆ Worksheets 8–10

Many schools have traditionally carried out a kind of choosing exercise between four rival claimants to the throne on the death of Edward. In fact, the events of January 1066 show that there was really no contest as far as the Witan (the Anglo-Saxon assembly) was concerned. However, Worksheet 8 will support this kind of exercise.

The main thrust of this enquiry is about evaluating sources and particularly about trying to move pupils beyond ‘bias-spotting’. The Chief Source Tester explains the problem. Then the questions on page 21 lead pupils through the three stages of source evaluation:
◆ analysis of the point of view of the writer at word level
◆ understanding of the origin and position of the author (the attribution)
◆ saying something about the usefulness of a source, which takes in its bias.

Note the two sections of the modelled answer on page 21. Worksheet 9 supports the exercise.

Exactly the same pattern is used for an evaluation of the sources for the English version of the 1066 story (pages 22–23), except that this time the pupils write the conclusive evaluation, using the model from page 21.

The third spread in this enquiry (pages 24–25) contains language which some pupils might find problematic. If so, it can be omitted. However, it provides interesting reinforcement of the suggested approach in this enquiry and pupils like tripping up an ‘expert’. It would make good homework. Source 7
simply takes three short passages from Professor Douglas’ biography of William and examines whether he has done the same kind of rigorous evaluation of the sources that they have just done. Worksheet 10 supports.

The six questions in the final Activity on page 25 should be answered whether or not pupils have carried out the evaluation of Professor Douglas, as they encourage pupils to wrap up the enquiry with their own conclusions.

**Unit 1.4 What have you learned about using evidence?**

◆ Pupils’ Book pages 26–27  
◆ Worksheet 11

This spread simply summarises in a graphic way the approach to evidence evaluation from Unit 1.3. It may help some pupils to ‘see’ what happens. It would certainly be worth returning to at appropriate points in the following terms and years. Worksheet 11 allows pupils to make their own explanatory notes on it.

**Section 2**

Section 2 investigates the consequences of the Norman Conquest as follows:

◆ Unit 2.1 looks at the immediate effects of the Conquest, asking pupils whether they would have rebelled against the Normans  
◆ Unit 2.2 examines the longer-term significance of the Conquest  
◆ Units 2.3–2.5 provide an overall conclusion.

**Unit 2.1 Time to rebel?**

◆ Pupils’ Book pages 30–41  
◆ Worksheets 12–16

This unit investigates the main events of the Norman settlement and their impact on the English. By the end of this unit pupils should understand:

◆ how the Normans controlled England, using castles and other methods  
◆ the extent of the rebellions and why they failed  
◆ the variety of evidence that helps us to understand English attitudes to the Normans.

Pages 30–31 introduce the central activity in this unit, asking pupils whether they would rebel against the Normans. Their task is to collect evidence (using Worksheet 12) as they work through the unit, in preparation for Activity B on page 41 where pupils decide whether to rebel or not, using the Rebellion Staircase to describe their views. Teachers with a sense of drama could play the role of the Anglo-Saxon chronicler, telling the gory tale of William’s death and asking students whether they will rebel.

A second dramatic route into this topic is to use the role play, Je suis le roi, described on pages 59–62 of this Teachers’ Resource Book. This is particularly useful for establishing the reality of conquest by a foreign power.

Pages 32–39 investigate the details of the Norman impact: the use of castles (pages 32–33), the rebellions and their failure (pages 34–35), the Domesday Book (pages 36–37) and finally a summary of a wide range of effects (pages 38–39). Pupils use this material to collect evidence for and against rebellion. Page one of Worksheet 12 can be used to record this evidence and some pupils could use the sorting cards (summarising the key points) on page two to help with this.

A second strand of questions on these pages focuses on the empathetic reconstruction of the attitudes of the English to the Normans, asking how they might have reacted, whether all reactions would have been the same, what is the evidence for their reactions and how certain we can be about these reactions.

Additional worksheets are provided as follows:

◆ Worksheet 13 to support questions 3 and 4 of the Activity on page 37 on the Domesday Book  
◆ Worksheet 14 to support question 1a of the Activity on page 39 on villagers' reactions.

Pages 40–41 conclude this unit with the Anglo-Saxon chronicler’s obituary of William. (Note that on page 39 the chronicler asks pupils to use their work so far to predict what he will write.) Pupils are asked to make their decision about whether to rebel, using the Rebellion Staircase. Worksheets 15 and 16 will help pupils to record their conclusions.

**Unit 2.2 Was the Norman Conquest really so important?**

◆ Pupils’ Book pages 42–49  
◆ Worksheets 17–20

Unit 2.2 investigates the significance of the Norman Conquest – did it really change everyone’s lives? The unit deliberately draws on and repeats information from Unit 2.1 to consolidate pupils’ knowledge. By the end of this unit pupils should understand:

◆ how the Normans affected everyday life in Britain  
◆ that there were some significant changes but many aspects of life were not changed  
◆ that the Normans did not affect all parts of Britain equally.

Pages 42–43 introduce the major activity, asking pupils to decide whether they agree with the views of Dr Continuity or those of Professor Change. To begin with, pupils should think back over previous work, list possible evidence and decide who they agree with at this stage. Pupils can use Worksheet 17 to build this hypothesis.

Pages 44–45 again focus on the problems of the evidence, showing that History is not a subject that always has easy, certain answers. The ideas in Alternative 2 are based on an article, ‘The Trauma of 1066’, by Dr Elisabeth van Houts in History Today, October 1996. Activity B on page 45 (Worksheet 18)
then asks pupils to collect evidence supporting the arguments for change or continuity. Alternatively, the scales and Table of Uncertainty could be drawn as a large wall display, with the evidence being built up by the class as a whole. **Worksheet 19** provides the topics to go on the scales or table, summarising the material on pages 46–49. Once the scales diagram has been completed, pupils should return to page 45 to decide which interpretation they agree with or whether they prefer to write their own account in answer to question 3 of Activity B. **Worksheet 20** provides a simple writing frame to help with this.

An alternative way of dealing with pages 46–47 is to turn this into an active learning exercise by placing the topics on a change–continuity continuum. Put large signs on either side of the classroom, one saying ‘change’, the other saying ‘continuity’. Make eleven large cards showing the topics listed in the Activity on page 47 (or you could use enlarged versions of the relevant words on Worksheet 19). Give these cards to individual pupils.

Read out the speech bubbles and green text boxes from pages 46–47 one at a time.

a) Ask the pupils who has the topic related to what you have read out.

b) Having identified the topic (e.g. housing), ask the pupil with that card to decide where he/she should stand on the change–continuity continuum. You will probably need to re-read aloud the relevant bubble or text box. The rest of the class can help, agree or disagree.

c) Continue until all topics are arranged along the line, making visible the balance of change and continuity. Some may be in the middle because they experienced a mixture.

There may be topics where it’s easier to use two cards, e.g. a ‘language’ card for the upper-class at the change end of the continuum but also a ‘language’ card for lower classes at the continuity end. The physicality of this activity enables many pupils to deal with a greater complexity of ideas than when simply talking or reading about them.

**Unit 2.3 The story of the Norman Conquest**

- Pupils’ Book pages 50–53
- Worksheet 21

This unit offers pupils the chance to conclude by telling the story of the Norman Conquest in their own words. This may be best done as a whole-class activity with groups of pupils taking responsibility for different segments of the story. This could be organised by first asking each group to draft their part of the story and then asking them to read out their draft or pin it on the wall. Rather than a free-for-all, with everyone commenting on everyone else’s sections, it is more practical for each group to be allocated one other section, or at most two, to comment on. This would lead to suggestions for improvements and then production of a final version, using the seven sheets of **Worksheet 21** which could be displayed on the classroom wall.

**Unit 2.4 Could you live in Norman England?**

- Pupils’ Book pages 54–55
- Worksheets 22, 23

This short summary Activity is similar in structure to the activities in *Lost in Time*, the development study in this series which could be used immediately after *The Norman Conquest*. *Lost in Time* uses the same criteria and the pendulum to compare what it would be like to live in three periods of British history, starting with the 1330s, and so covers all of the social history required by the National Curriculum at Key Stage 3.

Again, this would best be undertaken as a whole-class activity, dividing the class into three groups, one for each of the three people named on page 54 – Norman landowner, English merchant and English farm worker. Within these groups, pairs or individuals could undertake question 1, looking at one of the five criteria, and then the whole group could total up their scores and reach a conclusion for question 2. **Worksheet 22** provides a copy of the sorting grid for question 1. **Worksheet 23** supports question 2.

**Unit 2.5 What happened next?**

- Pupils’ Book pages 56–57

The activity on page 56 provides an opportunity for pupils to compare and contrast the Norman Conquest with other historical events.
**WORKSHEET 1**

◆ **What sources can we use?**

Use this worksheet to help you with the Activity on page 5.

<table>
<thead>
<tr>
<th>Type of source</th>
<th>A battle in the last ten years</th>
<th>The Battle of Hastings, 1066</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye-witness accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books about the battle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visible remains at the battle-site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The diaries and memoirs of those who took part</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Source Testers ‘R’ Us check out the Bayeux Tapestry

Use this worksheet to help you with Activity A on page 7.

<table>
<thead>
<tr>
<th>Check</th>
<th>Question</th>
<th>Your ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>Who ordered the tapestry to be made?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is their position?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How might this affect what the tapestry shows?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td>Does the tapestry try to make anyone look good?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does it try to make anyone look bad?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is it likely to be fair?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is it likely to be accurate?</td>
<td></td>
</tr>
<tr>
<td>When?</td>
<td>When was it made?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did the makers know about, or witness, the events they were portraying?</td>
<td></td>
</tr>
</tbody>
</table>

**My conclusion:**

I give the Bayeux Tapestry _____ marks out of 5 for accuracy.
I give the Bayeux Tapestry _____ marks out of 5 for trustworthiness.
**Was William a better leader than Harold?**

Use this worksheet to help you with Activities A and B on pages 8 and 9.

**Activity A**

1. Underline in red any sentence which makes a simple statement about William in answer to the question `Was he a good leader?'.
2. Underline in blue any sentence which supplies evidence to support these statements about William.
3. Underline in green any comment which shows that the writer has thought about the fairness and accuracy of the evidence.
4. Finally, write the second part of this paragraph. Describe what the tapestry tells you about William’s abilities as an organiser and whether this particular evidence is to be trusted.

William was a good leader in two ways. Firstly, he persuaded people to join his army by getting the support of the Church. One scene from the Bayeux Tapestry shows the Pope’s flag flying from one of his ships. This is almost certainly accurate. The designer of the tapestry was a Norman and tells the story from a Norman point of view, but this is the kind of detail that would be known by many people and so is probably right. Secondly, ...

**Activity B**

1. Complete this paragraph about Harold’s leadership, based on the four items you picked out in answer to question 1 on page 9. (Remember to use careful language.)
2. End the paragraph with a sentence comparing William and Harold as leaders. Choose from:
   - William was probably a better leader because ...
   - Harold was probably a better leader because ...
   - William and Harold were both good leaders because ...

The events of 1066 suggest that Harold was also a good leader. For example, he seems to have reacted very fast to the news of the invasion in the north.
**The Battle of Stamford Bridge**

Read this extract from *The Last English King*, a novel about Harold. The incident in this account is mentioned in stories of the time, but Julian Rathbone’s imagination fills in the details for us.

[A big warrior guards the narrow bridge leading to Harald Hardraada’s camp.] At first some of us thought it was Hardraada himself. He was big enough. All of seven feet in his boots and helmet . . . His coat was plate-mail, and the plates shone in the sunlight . . . Behind him, fastened round the neck by the claws and hung as a cloak, he wore the pelt of a great black bear. His shield was big, bossed with copper and silver.

In his right hand he had a huge battle-axe. Its curved blade, shiny steel, heavy, wedge-like, but honed to a razor-edge, was an arc at least two feet long . . . In short he was a true Berserker – a title given to the bodyguards of Scandinavian kings, but only when they have earned it by deeds of reckless courage accompanied by true war-fury.

The bridge did not allow more than three ordinary mortals to come at him at once. The first three he quickly despatched; one indeed had his head almost severed so the blood briefly fountained a foot or more above his dangling cranium before his legs folded beneath him. The second had his head stove in from the top, for all he was wearing an iron helmet; and the third landed in the river to drift into a bed of reeds where he bled to death from a wound which, in spite of his coat of mail, left exposed the white foam of his lungs and the shards that had been his ribs.

[One of Harold’s men drifts down the river on a raft and spears the giant warrior from between the planks of the bridge.] The man was not yet dead, indeed died slowly over ten minutes or so, during which he remained held upright by the spear as we all rushed past him . . . He remained, impaled there, a dreadful figure, right through the rest of that day and into the next when the crows and kites came down and worked their way into the places our weapons could not reach.


---

**Activity**

1. Which bits of this account are likely to be based on archaeological evidence? Highlight them in one colour.
2. For which bits of this account has the writer used his imagination? Highlight these in another colour.

**Discuss**

3. What would be the strengths and weaknesses of an account based strictly on archaeological evidence?
4. In what ways does this account help you to understand what eleventh century battles were like?
**WORKSHEET 5**

◆ **Was William’s army better equipped?**

Use this worksheet to help you with the Activity on page 13.

<table>
<thead>
<tr>
<th>Weapon</th>
<th>Anglo-Saxon</th>
<th>Norman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helmet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chain-link armour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bow and arrow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Battle-axe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sword</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Image of William's army in battle]
**Worksheet 6**

*Hastings: How they got there and how they lined up*

Use this worksheet to help you to work through pages 14–17.
1 The early Norman attack

Supporting troops

Housecarls

Harold

Best men

Archers

Archers

Infantry

Bretons

William

Normans

Cavalry

Other

French

2 The turning point

Anglo-Saxons

Bretons

Normans

Other

French

3 The end of the Anglo-Saxons

Anglo-Saxons

Infantry

Cavalry

Key

Anglo-Saxons

Normans
**WORKSHEET 7**

◆ **Why did William win the Battle of Hastings?**

Use this worksheet to help you with the Activity on page 18.

1 Rate the five factors.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Not true</th>
<th>True but unimportant</th>
<th>Important but not vital</th>
<th>Vital</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 William was a better leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Harold was a bad leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Harold lost because he rushed into battle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 William was better equipped</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 William outwitted Harold on the battlefield</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Use your rating as you read the conclusion below, which the authors of this book have written.

   a) Underline in blue all the statements that you agree with.

   b) Underline in red all the statements that you think are untrue or unfair.

   William won because he was the better leader. He got the Church to support him, so that people felt God was on their side. He organised the Norman invasion force very quickly and successfully. Harold was not such a good leader. He was too impulsive and rushed into things. He shouldn’t have rushed down to fight William in 1066, but waited for William to hit problems. William’s army was also better equipped, with cavalry horses and more archers. This gave him victory without having to resort to difficult tactics like pretending to retreat and then turning around.

   c) This conclusion is far too definite as it stands. Where are ‘probably’, ‘perhaps’ and ‘possibly’? Add one or more of these words to improve this conclusion.
Who should be king after Edward?

Nowadays we have clear rules about who takes the throne when the king, or queen, dies. But things were not so clearly laid out in 1066. There were various possibilities.

1. My father was Aethelred, King of England, but my mother was a Norman princess called Emma. I spent many years in Normandy, from the age of 13 up to my late thirties. I would have liked to become a monk, but it was not to be. I can still live like a monk, though, and I go to confession every week. This is why they have nicknamed me ‘the Confessor’.

2. When I became king, the most powerful family in England were the Godwins, Earls of Wessex. I’m fairly certain they murdered my brother and they made me marry Harold’s sister Edith. If we had had a son he would have become king after me and the Godwin brothers would be even more powerful as uncles to the king. But I have taken my little revenge on them. I made sure Edith and I had no children. I can see that creates a big problem, but I won’t be around to pick up the pieces. However, I do have some thoughts about who should succeed me.

3. At first I thought Edward the Atheling (‘prince’), son of my half-brother, was the obvious choice. He lived in Hungary and I asked him to come home, but he died in 1057, leaving a boy, Edgar, born in 1051. I know Edgar has royal blood, but he is young and has no followers or lands in England.

4. Sometimes I think I would like to see William, Duke of Normandy, take over England. He is, after all, a distant relation. I like the Normans. They are strong, organised and take religion very seriously.

5. I hear that one of those brutal Vikings, Harald Hardraada, has his eyes on England. God help England if he should be king after me!

6. In the circumstances, Harold would probably make the best king. He is strong and popular. He has been loyal to me for several years now and helps me to rule. I still hate those Godwins, though.

Activity

Edward died on 5 January 1066. If you were an Anglo-Saxon landowner, who would you want to become king next:

◆ Edgar the Atheling
◆ William, Duke of Normandy
◆ Harald Hardraada
◆ Harold Godwinson, Earl of Wessex?

Explain your choice, and why you rejected the other three.
**ACTIVITY**

1. What is the attitude of William of Poitiers, the writer of this piece, towards Duke William?

2. Which *adjectives* and *adverbs* does William of Poitiers use which give him away? Underline them, using one colour for adjectives and another for adverbs.

3. What would happen if you changed these words? For example, change the underlined words to make it seem as if he disliked William.

William . . . took Harold with proper honour to Rouen. There

William sumptuously refreshed Harold with splendid hospitality

after all the hardships of his journey. For the duke rejoiced to

have so illustrious a guest in a man who had been sent him by

the nearest and dearest of his friends. One, moreover, who was

in England second only to the King, and who might prove a

faithful helper between him and the English. . . . And as is

testified by the most truthful and most honourable men who

were there present, he took an oath of his own free will in the

following terms:

   Firstly, that he would be the representative of Duke William
   at the court of his lord, King Edward, as long as the King lived.
   
   Secondly, that he would employ all his influence and wealth
   to ensure that after the death of King Edward the kingdom of
   England should be confirmed in the possession of the Duke.

William of Poitiers
WORKSHEET 10

◆ Writing carefully

Use this worksheet to help you with the star questions on page 25.

ACTIVITY

1 What sources does Professor Douglas say he has used (Source A)?

2 Is he wise to rely on these three sources? What advice would you give the Professor?

3 Use a red pen to underline the words he uses which give away his opinion of William in Source B.

4 Use a blue pen to underline the words he uses which give away his opinion of Harold’s action in Source C.

5 Can you rewrite Source C either in a way which shows that you approve of what Harold did or in a way which reveals no opinion at all?

---

A

Following the three earliest accounts* of these events which have survived, it may, however, seem reasonable to suggest that Harold had been commanded [by Edward] to proceed to Normandy . . . to confirm . . . the grant of the succession to the English throne which had . . . been made by the king to the duke.

(*The Bayeux Tapestry and the accounts by William of Poitiers and William of Jumièges)

B

It is impossible not to admire the high competence of William’s policy in 1063–1064 . . . or the manner in which it was steadfastly directed towards the eventual fulfilment of his English purpose.

C

On the morrow of the Confessor’s death – on the very day of the funeral – Harold . . . had himself crowned as king . . . The indecent haste of these proceedings indicates that Harold’s seizure of the throne was premeditated and that he feared opposition.
Using dodgy sources

We ask a question about the past, then we find some evidence that we think might be useful. What do we do with it?

Our evidence-processing facility looks like this:

- Careful languageTank
- QuestionTank
- What question is the source useful for?
- No? SourceTank?
- Yes? SourceTank
- No? SourceTank
- Yes?
- No? SourceTank
- Yes?
- No?
- For a source of this age, 'Yes' is very unlikely. Look more closely at the source and try it again.
**WORKSHEET 12**

◆ *Will you rebel against the Normans?*

Use this worksheet to help you with question 1 of the Activity on page 31 and with Activity B on page 41.

<table>
<thead>
<tr>
<th>Reasons to rebel against the Normans</th>
<th>Reasons to live in peace with the Normans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Will you rebel against the Normans?**

Use these sorting cards to help you with question 1 of the Activity on page 31 and with Activity B on page 41.

<table>
<thead>
<tr>
<th>1</th>
<th>The Normans built castles to protect their soldiers and to control and frighten the English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Many houses in towns were destroyed so the Normans could build their castles.</td>
</tr>
<tr>
<td>3</td>
<td>Norman soldiers were well armed. Their war-horses gave them a big advantage over English foot soldiers.</td>
</tr>
<tr>
<td>4</td>
<td>The Norman army defeated all the rebellions by the English.</td>
</tr>
<tr>
<td>5</td>
<td>The English never all rebelled together. If they had, they might have been successful.</td>
</tr>
<tr>
<td>6</td>
<td>The Normans punished English rebels very harshly. They destroyed many villages in the Harryng of the North.</td>
</tr>
<tr>
<td>7</td>
<td>The Normans were well organised. They collected information about every village in the Domesday Survey.</td>
</tr>
<tr>
<td>8</td>
<td>The Normans did not change people’s daily lives – their houses, food or clothing.</td>
</tr>
<tr>
<td>9</td>
<td>The Normans’ new forest laws stopped people from hunting for food in the King’s forests.</td>
</tr>
<tr>
<td>10</td>
<td>There were severe punishments for hunting in the royal forests or attacking Norman soldiers.</td>
</tr>
<tr>
<td>11</td>
<td>Some merchants said that it was safer to travel round the country when William was king.</td>
</tr>
<tr>
<td>12</td>
<td>William rebuilt many cathedrals. He was a very religious man but the new, huge cathedrals also showed the English that William was in charge.</td>
</tr>
<tr>
<td>13</td>
<td>The English could not understand what their new King and his lords were saying. This must have frightened many people.</td>
</tr>
<tr>
<td>14</td>
<td>Every year people had to work hard in the fields to make sure that they had enough food to eat. A bad harvest could lead to people starving.</td>
</tr>
</tbody>
</table>
**The Domesday Survey**

Use this worksheet to help you with questions 3 and 4 of the Activity on page 37.

1. Who owns this village?

2. How many people in the village have a radio?

3. How much is the land worth now and how much was it worth in King Edward’s time?

4. How many cows, sheep and pigs are there?

5. How much land is there?

6. How many people have telephones?

7. How many children go to school?

8. Is there a mill in the village?

Can you work out from the sources whether there were any other questions we asked?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Which of these questions did we ask when we visited a village? Put a tick by each question we asked. Use Source 6 on page 36 and Source 8 page 37 to help you.
Will the English rebel again?

Use this worksheet to help you with question 1a of the Activity on page 39. Can you match the topics (1–9) to the right comments of the villagers (A–I)?

1. Religion
2. Daily life
3. Security
4. Forest laws
5. Punishments for crimes
6. Domesday Survey
7. Castles
8. Poor harvests
9. Cruelty
A Why should I rebel? Most things in the village have not changed at all. We still farm in the same way, live in the same houses and wear the same clothes. The Normans haven’t changed what I eat or drink.

B You’re wrong. They have changed what we can eat. We need to hunt for food but these new Norman forest laws say only the King and his lords are allowed to hunt deer and other animals. We are not even allowed to collect wood for our fires.

C And if you are caught with a weapon in the forest then they cut off two of your fingers to make sure you can never draw a bow again. The second time they put your eyes out. These Normans think deer are more important than English people but it’s different if it’s one of them. If a Norman is found dead then everyone in the area has to pay a large fine.

D There’s more important things than forest laws or even Normans. What about the terrible illnesses and great storms we’ve had this year? In some places the harvest was so poor that people starved to death. That’s much worse than a new Norman lord.

E But these Normans can do anything they like. Why are they asking all these questions about our village? They are even counting every sheep and pig. Are they going to collect even more taxes or take our animals back to their farms in Normandy?

F They are ruthless, all right. What about all the places they have destroyed? They’ve forced people to leave their homes so they can make their new forests. They’ve burned villages all across the North. Refugees have been begging food from monks in the South.

G And they knocked down people’s homes to build their castles. They just build them to intimidate us. I hate castles and I hate watching Norman soldiers ride past. They’re so arrogant. They look at you and talk and you don’t know what they’re saying.

H But they are rebuilding cathedrals too, making them larger. King William was very religious and gave a lot of money to churches. Rebuilding cathedrals is a good way to worship God.

I And it feels safer to travel to fairs and markets. These Norman soldiers keep us merchants safe from thieves, at least down here in the South.
**Will you rebel or live in peace? (1)**

Use this worksheet to help you with question 2 of Activity B on page 41.

1. Tick the step on the Rebellion Staircase that you have reached.

2. Explain why you are on that step and not on the others.

---

1. I know there have been a lot of problems since 1066 but the Normans have changed some things for the better.

2. I don’t like some of the changes since 1066. I would like to have an English king again but getting enough to eat and drink is more important to me than rebelling against the Normans.

3. I want to rebel but I will not. We cannot win. The Norman knights and their castles are too strong for us. Look at the way they punished people who rebelled before.

4. I will rebel now, whether we win or lose. We must at least try to put an end to all the deaths and destruction. We want freedom!
**WORKSHEET 16**

◆ **Will you rebel or live in peace? (2)**

Use this worksheet to help you with question 3 of Activity B on page 41.

1. Who are you? Circle your choice.  
2. Tick the step on the Rebellion Staircase that you have reached.

3. Explain why you are on that step and not on the others.

---

**An English lord**

**A villager from the North of England**

**A merchant**

---

4. I will rebel now, whether we win or lose. We must at least try to put an end to all the deaths and destruction. We want freedom!

3. I want to rebel but I will not. We cannot win. The Norman knights and their castles are too strong for us. Look at the way they punished people who rebelled before.

2. I don’t like some of the changes since 1066. I would like to have an English king again but getting enough to eat and drink is more important to me than rebelling against the Normans.

1. I know there have been a lot of problems since 1066 but the Normans have changed some things for the better.
**WORKSHEET 17**

◆ *The Norman conquest – continuity or change?*

Use this worksheet to help you with the Activity on page 43.

1. Fill in this table with evidence that supports these historians. Use the work that you have already done and their words on page 43.

<table>
<thead>
<tr>
<th>Dr Continuity</th>
<th>Professor Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Norman Conquest was NOT very important.</td>
<td>The Norman Conquest WAS very important.</td>
</tr>
</tbody>
</table>

2. Which historian do you agree with, at this stage of your investigation, and why?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
**WORKSHEET 18**

◆ **Was the Norman Conquest really so important? (1)**

Use this worksheet to help you with question 2 of Activity B on page 45.

This is where you put any evidence you are not sure about or that could support both opinions.

**TABLE OF UNCERTAINTY**
### Worksheet 19

**Was the Norman Conquest really so important? (2)**

Use these cards to help you with question 2 of Activity B on page 45. These are the topics covered on pages 46–49.

<table>
<thead>
<tr>
<th>Housing</th>
<th>Farming</th>
<th>Northern England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Deaths in battle/rebellions</td>
<td>The Midlands</td>
</tr>
<tr>
<td>Cathedrals</td>
<td>Medicine</td>
<td>South-west England</td>
</tr>
<tr>
<td>Lords</td>
<td>Forest laws</td>
<td>Landowners</td>
</tr>
<tr>
<td>Castles</td>
<td>Ireland</td>
<td>Ordinary people</td>
</tr>
<tr>
<td>Dress</td>
<td>Scotland</td>
<td>The weather and harvests</td>
</tr>
<tr>
<td>Transport</td>
<td>Wales</td>
<td></td>
</tr>
</tbody>
</table>
WORKSHEET 20
◆ Was the Norman Conquest really so important? (3)
Use this worksheet to help you with question 3 of Activity B on page 45.

Opening statement
I agree with Dr Continuity/Professor Change that the Norman Conquest was not/was a very important event.

Evidence that supports Dr Continuity
The Normans did not change every part of people’s lives. For example, _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

They also did not affect people _________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Evidence that supports Professor Change
The Normans did change important parts of life in Britain. For example, _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

They also changed the lives of people in _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Concluding statement
Overall the Norman Conquest was/not was important. The most important reason/s for deciding this is/are _____________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
WORKSHEET 21

◆ Your Norman story

1

2
WORKSHEET 21  (continued)
WORKSHEET 21 (continued)
WORKSHEET 21 (continued)
WORKSHEET 21 (continued)
**WORKSHEET 22**

**Would you like to live in Norman England? (1)**

Use this worksheet to help you with the Activity on page 54.

1. Jot down notes under each heading of the sorting grid to help you to decide whether you want to live in the past.

<table>
<thead>
<tr>
<th>Criterion 1</th>
<th>Criterion 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How comfortable will I be?</strong></td>
<td><strong>How much work will I have to do?</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Comfort" /></td>
<td><img src="image2" alt="Work" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion 3</th>
<th>Criterion 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What can I do for enjoyment?</strong></td>
<td><strong>What dangers and suffering will there be?</strong></td>
</tr>
<tr>
<td><img src="image3" alt="Entertainment" /></td>
<td><img src="image4" alt="Dangers" /></td>
</tr>
</tbody>
</table>

**Criterion 5**  
**How free and equal will I be?**

I vote for: 

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
**Would you like to live in Norman England? (2)**

Use this worksheet to help you with the Activity on page 54.

1. Fill in the columns of the table with reasons supporting each statement. Include things you would miss about today as well as things, good or bad, about Norman England.

<table>
<thead>
<tr>
<th>I would prefer to live in Norman England rather than today</th>
<th>I do not want to live in Norman England but I could put up with it</th>
<th>I would hate to live in Norman England</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Put a star against the three reasons that are most important in helping you decide whether you want to live in Norman England. They can all be in one column or from different columns.

3. Draw an arrow on the pendulum to show your decision about whether or not you would like to live in Norman England.
The Norman Conquest

Or, the hairdryer in history!

Why role-play the events of 1066? One of the most interesting elements of the story is that it could have happened differently and that concept can be difficult to understand. So, the aims of this role play are to help pupils to develop an understanding of:

◆ the actual pattern of events in 1066
◆ the key people involved in those events
◆ the fact that the pattern of events could have been different
◆ why the sources tell differing stories.

Preparation

A certain amount of preparation is required in order to ensure that this lesson runs smoothly. You will need desks, regular chairs, a larger chair and sufficient sugar paper to make notices for place names, tabards for the main characters, sails for the Normans and a crown. You will also need a stapler, scissors and a hairdryer!

1 Identify the key places using large notices – Normandy, Norway, England, York, London – and place a large chair to act as the throne in London.

2 Mark coastlines using whatever is clear and readily available – a row of chairs, a chalked line.

3 Organise three pairs of desks as shown in the plan. These are for the pupils who will act as chroniclers – one pair writing the Scandinavian version of events, another the English version, the third the Norman account. Working in pairs, pupils can share the task – it’s best to choose pairs who are already comfortable working together. You could have a fourth pair providing an illustrated or cartoon story from the Norman viewpoint. (You don’t have to tell them about the Tapestry at this stage. Save that for later.)

4 Allocate roles to pupils. You have probably eight chroniclers/illustrators. The rest become Normans, Norwegians, northern English or the English court group based around Edward and Harold. Individuals need to be nominated as William, Harald Hardrada, Harold Godwinson, Morcar, Edwin and Edward the Confessor. You could have other named individuals if you wish but only you can gauge how many names each class can cope with. Other possible characters are Leofwyne and Gyrth (Harold’s brothers), Odo of Bayeux, Robert of Mortain and Queen Edith. Clearly you will have worked out the groupings beforehand, deciding to use friendship groups or cutting across them, depending on the nature of the class.

5 Give role briefs to the key figures. (The simplest way to identify key roles is by making tabards. In best Blue Peter style, take a piece of sugar paper, fold in half and cut a semi-circle in that edge, through which the head fits. Write ‘Edward’ etc. in large letters on front and back. At this stage you should also prepare a crown and a tabard labelled ‘William the Conqueror’.)

6 Decide whether you wish to have the pupils (other than the chroniclers) sitting or standing during this role play. Sitting may reduce concerns about misbehaviour but may also induce a passive frame of mind. If pupils are to think for themselves, standing is usually the better option but, again, only you can decide in the context of each class.

The basis of the role play is to walk pupils through the main events of 1066, with you acting as ringmaster, asking questions and pushing for decisions from each group.

The events of 1066

Introduction

◆ Announce: ‘It is January 1066. King Edward is near death. He has no children. Three men wish to be King – Harold, Harald and William.’

For an analysis of the value of active learning and a fuller description of the implementation of the second of these role plays, see ‘Thinking from the inside: How active learning can deepen students’ understanding of attitudes and reactions to the Norman Conquest’ by Ian Dawson and Dale Banham, Teaching History, August 2002.
ROLE PLAYS

◆ Ask each contender why he wants to be king. Pupils can reply from role briefs.
◆ Explain the roles of the chroniclers.

Sequence of events
1 Edward’s death
   ◆ Announce the death. Remove Edward’s paper crown, recycle Edward into another group and put the crown on the throne.
   ◆ Ask courtiers who they want as King and how quickly they want him crowned. As with all the following questions, allow a little time for pupils to confer. Prompt them with information or sub-questions if you wish.
2 The courtiers crown Harold swiftly
   ◆ Ask other groups for their reactions and what they will do next. If they suggest invasion, ask what kinds of preparations are needed.
   ◆ Ask Harold how he will respond to threats; where he will station himself.
   ◆ Ask Edwin/Morcar how they will respond to a Norwegian invasion.
3 The first invasion
   ◆ Ask everyone what will determine who invades first.
   If possible, extract the answer that it depends on being able to sail. Then produce the hairdryer! Use the hairdryer as wind – blow in the faces of the Normans. Can they sail into such a wind? Show how wind direction helps the Norwegians.
   The use of the hairdryer may seem utterly frivolous but its very oddity has a powerful role in fixing this issue in pupils’ minds. The only problem comes when pupils later tell you that William was delayed because he couldn’t find anywhere on board ship to plug in his hairdryer! Get the Normans to hold sheets of sugar paper aloft as sails and direct the wind at them.
   ◆ Move the Norwegians on to the English coast. Move the northerners to meet them. Announce the result of the Battle of Fulford.
   ◆ Ask Harold what he will do – march north or stay south? To help, ask northerners what they think of a king who stays in the south during this invasion. Remind Harold of the threat from William. Make clear the difficulty of this issue.
   ◆ Move most of the courtiers north.
   ◆ Announce the result of the Battle of Stamford Bridge and send the Norwegians back home. Take the tabard off Hardraada to show his death.
4 The second invasion
   ◆ Ask Harold what his forces will do immediately after battle – rest, eat, celebrate? Have this group sit on the floor.
   ◆ Move the Normans across to the south coast. Announce the Normans’ arrival to Harold.
   ◆ Ask Harold what he will do – march north or stay? To help, ask northerners what they think of a king who stays in the south during this invasion.
   ◆ Announce the result of the Battle of Stamford Bridge and send the Norwegians back home. Take the tabard off Hardraada to show his death.
   ◆ When Harold asks for advice, ask what will determine what action he will take.
   ◆ Before Harold answers, ask William about his tactics – move inland or stay on the coast? What is he doing to strengthen his position?
   ◆ Move Harold south rapidly, line up the two groups and announce the result of the Battle of Hastings. Remove Harold’s crown and tabard.
5 Resistance? (An optional but interesting stage)
   ◆ Move the surviving English to London.
   ◆ Ask if they will fight William again or accept him as King. This question may help to show that Hastings did not settle everything.
   ◆ After this decision, and only then, give William his crown and the tabard marked ‘William the Conqueror’.

Issues arising
The brief outline above begs a number of issues which need further discussion.

How much information should be included?
The answer to this is determined by both the nature of the class and the amount of time available. You can include as much or as little as is practically possible. You might consider building in a role for Edgar the Atheling, including more named individuals and/or looking at the likely reception for the Norwegians in the north-east. Some elements are more difficult to include, notably the appearance of the comet. That doesn’t matter at this stage. Once pupils have this outline, they can accommodate more detail in future lessons.

Do you stick to what actually happened?
This is perhaps the most vital and difficult issue. A delicate balance has to be achieved between following the actual course of events and allowing pupils to suggest possible alternatives. The best strategy is to allow pupils to walk through the possibilities and then to tell them which one was followed at the time. For example, it is worth changing the direction of the wind, allowing the Normans to arrive first. You can let pupils walk through this sequence of events but then return them to their starting positions. Similarly, allow Harold to remain in the south for the Norwegian invasion and the Norwegians to establish themselves in York. What might have followed from this?

Encompassing both the actual and the possible is difficult but this use of space and movement demonstrates possibilities to pupils more clearly than any amount of reading or talking. Again, the decision about how many possibilities should be discussed must be left to you, who know your own classes.

What to do with the chroniclers?
The idea of using some pupils as chroniclers was originally conceived as a way of keeping all pupils focused on the task in hand. However, it is the ideal way into further work. It does not matter how detailed or comprehensive the
chroniclers' accounts are, provided that they show some semblance of partiality. Therefore, a second lesson could begin by comparing the three or four accounts. Do they include the same details? Do they see events in the same way? This raises issues of bias and also more simple questions of omission, such as lack of time, lack of knowledge or forgetfulness. Once the strengths and weaknesses of these accounts are discussed, compare them with the real sources. If there are similarities of bias and omission, pupils may well have a better informed understanding of why this occurs. As you look at the real sources, you can also add in events (such as the comet) which were missing from the role play.

What if pupils raise questions and problems?
It is likely that during the role play pupils will ask for background information or will be puzzled about some events. You have a choice. You can try to deal with this as you go or you can use a board to note issues for discussion. The latter can be very effective as it can set the agenda for the next group of lessons. It also gives pupils time to think and perhaps come up with answers themselves. As ringmaster you have to think on your feet, deciding whether you need to keep the pace going or you have space to stop and discuss.

The role play described here should fit one lesson – add or discard events to make it fit. Discussion of the characters' accounts is the follow-up lesson. Together these should give pupils a good grasp of the sequence of events, of the fact that it could have happened differently, of the difficulty of the decisions and why they were made and of the reasons why sources tell different stories. From there you could look in more detail at issues such as whether Harold swore to help William to become King and who Edward wanted to be his successor. Do these after, not before, the role play.

Pupils will be helped by doing at least one more of this type of activity in each year. The use of space and the movement of groups can be applied in other situations to introduce pupils to the chronology of events and to the reasons for decisions. It is the ideal way to show the build-up of alliances or, for example, the course of the Civil War. It is also a strategy that can be used at all levels, including A level, simply varying the depth of detail and the complexity of issues.

◆ Je suis le roi

Understanding English reactions to the Norman Conquest

Objectives
This activity has three objectives relating to the understanding of the Norman Conquest. By the end of it, pupils will have developed some understanding of:

◆ the pattern of rebellions against William and why the rebellions did not succeed
◆ the pattern of changes in landownership and why they came about
◆ how the English and Normans felt about each other.

More broadly, therefore, pupils will have the chance to think about whether what individuals, even kings, intend to happen is necessarily what does happen and then to reflect upon why antipathies develop between groups.

Outline of activity
This is an introductory activity to be done before pupils do any work on the events that followed the Battle of Hastings. It is designed to stimulate questions and establish some basic understandings which can then be developed in detail through further work if you wish. The basic plan is to use the room as a map of England and to distribute two-thirds of the class around it as English landowners after the Battle of Hastings; the other third being Norman knights eager for land. The teacher's main role is as William the Conqueror who initially intends to allow the English to keep their lands. However, as rebellion follows rebellion, you replace the English with Normans until all have been replaced. All of this is done by you – in French! You will therefore need a translator so that the English can understand you. (The script and translation are supplied on pages 61–62 of this book.)

This lapse into languages across the curriculum is one way of getting across the reality that the Norman Conquest involved the imposition of alien rule. At the end there are a number of debriefing questions which can lead, if you wish, into further work on the events in England after 1066.

Detailed guidance
1 Split the class into two groups – two-thirds the English, one-third the Normans. You could bring two classes together for this activity, allowing you and your fellow-teacher to act as William and his translator, but this will probably mean using a larger room, such as the hall. If no colleague is available then you will need to use a confident pupil as your translator.

2 Position the English landowners in groups representing five regions: the south-west, south-east, Midlands, East Anglia and the north. If you have sufficient pupils, you could add a group for south Wales. There should be a minimum of two pupils per group. They should sit on desks with the same number of empty chairs alongside (see Stage 2 of the script, page 61 of this book). The Normans need to line up at one side of the room – it may help if they look acquisitive!

3 Introduce the activity in your normal role as teacher: ‘The purpose of this activity is to investigate what happened in England after the Battle of Hastings. Let’s talk to the two groups.’

(a) Ask the English (so all can hear):

◆ What are you afraid of now William is king?
◆ Do you want to rebel?
◆ What might make you rebel?

Through leading questions try to bring out their fear of losing their land, that rebellion depends
 ROLE PLAYS

in part on what happens next, whether they are united in rebellion. (Note that this involves pupils suggesting how they might have felt, not working from previously acquired knowledge.)

(b) Ask the Normans (so all can hear):

◆ What do you hope to gain from victory?
◆ Will you be able to beat the English if they rebel?

Through leading questions try to bring out their hopes of gaining land and that the English are most dangerous if they rebel at once.

So, what happened? Now is the time to go into role!

4 Take the class through the rebellions stage by stage using the script on pages 61–62. William’s words are in bold. The translator’s words are in italics. Your actions and commentary as teacher are in normal type. You will need to step in and out of role as William (unless you have a handy student or other colleague to play William).

5 Debriefing: when the script is finished, everyone can go back to their normal seats or you can keep them in place on the map and ask questions there. Several lines of enquiry are opened up by this activity:

(a) Did William intend from the beginning to give all the land in England to his Norman followers? Why did he change his mind?
(b) Were the English replaced all at once or in stages? Why?
(c) Why weren’t the English rebellions successful? Why might they not have been united? Think about who led these rebellions – was it the same man?
(d) How do you think the English and Normans felt about each other in 1066? How did that develop over the next five years of rebellions? (Bring in discussion of the impact of a foreign language.)

The certainty and depth of the answers to these questions will clearly vary. The answers to (c), for example, will be more hypothetical than for (a) and (b) but this should not be a problem as it will lead on to further investigation. There is also one more key question to ask:

(e) What questions do you want to ask about what happened after 1066 now that you have taken part in these events?

The depth and nature of follow-up work will clearly vary from school to school and class to class. This could focus either on recording the events and explaining the reasons for the failure of the rebellions or on explaining the attitudes of the two groups, using contemporary sources for evidence – or on both. For contemporary reactions you may find useful an article by Dr Elisabeth van Houts in History Today, October 1996, entitled ‘The Trauma of 1066’, which compares the Norman occupation of England with the occupation of western Europe by Nazi forces in the 1940s.

6 Notes and thoughts, or the bits that don’t fit elsewhere, in no particular order:

(a) How much detail you put into an exercise like this can vary a great deal. The script on pages 61–62 of this book picks out the key rebellions but certainly does not cover all of them. Only you will know how much detail your class can cope with, so add more if you wish.
(b) There is no reason why this activity cannot be used at A level, either with more material added or used in this form and then asking students to research what else could have been put in.
(c) If you have time, try making some castles – simply fold an A3 sheet in four for a square keep or roll into a circle for a circular motte and bailey – and distribute these round the room as you put down the rebellions. Create some simple houses and add a few farm animals in the north – then destroy them when the northerners rebel! Even better would be some paper conical helmets for the Normans.
(d) This activity can also lead into work on the Domesday Book. Historians never seem to have reached a consensus on why William ordered the Domesday Survey. One recent suggestion is that, after the chaos of the redistribution of lands in the 1060s and 1070s, he needed the survey to work out who had what – an idea which may be linked back to this activity.
(e) This kind of activity may be particularly useful for stimulating learning for dyslexics and perhaps other students with special needs, or indeed the many who learn best through doing rather than reading and writing.
(f) How much venom should you put into your performance as William? Start off as the voice of reason but slowly become angrier. You’ll know from your relationship with the class whether to make William lose his temper or be coldly furious. You are free to rant loudly in French – your translator will be clear and comprehensible.
(g) A final comforting thought is that, despite the apparent unorthodoxy of this activity, the teacher should be in control at all times. There is minimal movement around the room by pupils and then only because you are telling them to move. There is no simulated fighting or arguing during the rebellions. So, if you have previously established an effective relationship with and control over the class, this activity should not lead to a breakdown of discipline.
Stage-by-stage coverage of rebellions

Stage 1 William’s intentions

William: Je suis le roi Guillaume. Harold est mort et je suis maintenant le roi d’Angleterre.

Translator: I am King William. Harold is dead and now I am King of England.


Translator: You are all important landowners. I could take away your lands and give them to my soldiers. But I don’t want to do that.

William: Je vais donner à mes soldats seulement le terrain des hommes qui sont morts au combat. J’ai été généreux envers vous, donc vous serez dès maintenant fideles envers moi.

Translator: I will give my soldiers only the lands of the men who died in battle. I have been generous to you so from now on you will be loyal to me.

[Teacher action/explanation: Move one or two Normans into the south-east to take over the lands of the dead. Do not move out any English landowners.]

Stage 2 The first rebellions

Teacher: In 1067 an English landowner, Edric the Wild, and some Welsh kings rebelled in the west Midlands. William beat them. This is how William responded.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner votre terrain à mes soldats.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers.

[Teacher action/explanation: Replace half of the English landowners in the Midlands with Normans. Put the English into the empty chairs so that they are sitting lower than their new Norman lords.]

William: [Speaking to the demoted English landowners] Vous, les Anglais, vous allez travailler pour mes Normands.

Translator: You English will work for my Normans.
Stage 3

Teacher: The next year, in 1068, King Harold's sons sailed from Ireland and attacked Bristol. They were defeated. Other rebels took control of Exeter but surrendered after an 18-day siege. William built a castle at Exeter.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner votre terrain à mes soldats et vous aller travailler pour eux.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers and you will work for them.

[Teacher action/explanation: Replace most of the English landowners in the south-west with Normans.]

Stage 4

Teacher: The next year, 1069, there was another rebellion. The Norman commanders in York and Durham were killed by rebels. The rebels made alliances with the Kings of Scotland and Denmark. William marched north, won back control of the area and built two castles in York. However, a large Danish army joined the Northern rebels in another attack on York. William forced the Danes to flee and punished the local people.

William: Cette révolte a été très dangereuse. Je punirai le nord si sévèrement que personne n’osera plus jamais se révolter contre moi.

Translator: This rebellion has been very dangerous. I will punish the north so severely that no one will ever dare to rebel again.

[Teacher action/explanation: Replace all English in the north with Normans.]

Stage 5

Teacher: Another year and still more rebellions. In 1070 there were small rebellions in Cheshire and the Midlands. Then the King of Denmark and his army sailed into the River Humber. This sparked off a rebellion in the Fenlands of East Anglia, led by Hereward the Wake. William made peace with the Danes and forced the rebels to surrender after a long struggle. Many rebels were killed.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner votre terrain à mes soldats et vous allez travailler pour eux.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers and you will work for them.

[Teacher action/explanation: Replace with Normans the rest of the English landowners in the Midlands and East Anglia and any others outstanding elsewhere.]