

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>1. Who were the Anglo-Saxons?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>-To gain an overview of the main people and key aspects of life in Anglo-Saxon England before 1060.</p> <p>-Background on Viking attacks from 793-1066 and creation of the Danelaw.</p> <p>-Creation of England often accredited to Alfred the Great but really only took place under his grandson Athelstan.</p> <p>-Cnut of Denmark becomes King of England in 1016.</p> <p>-Edward the Confessor becomes King of England in August 1042.</p> <p>-Anglo-Saxon social system with the King, followed by earls, thegns, ceorls peasants and slaves.</p>	<p>-Knowledge and understanding</p> <p>-Chronology</p>	<p>- Specification unit handout</p> <p>-Assessment sheet</p> <p>-PowerPoint on 'Who were the Anglo-Saxons'?</p> <p>-Blank map of England</p> <p>-Worksheet on the 'Social system in Anglo-Saxon England'</p> <p>-Homework question sheet.</p>	<p><b>Starter</b></p> <p>1. Teacher starts by handing out specification sheet for Anglo-Saxon and Norman England and going through the topic. Pupils stick in the front of their book. Teacher then gives out assessment sheet and goes through. Pupils stick in their books.</p> <p><b>Development</b></p> <p>1. Teacher talks through the PowerPoint on 'Who were the Anglo-Saxons'? Pupils copy down slides in their books.</p> <p>2. Pupils draw the Anglo-Saxon Kingdoms onto the blank map of England and colour in/stick in book.</p> <p><b>Plenary</b></p> <p>1. Teacher gives out worksheet on the 'Social System in Anglo-Saxon England'. Pupils stick in books.</p>	<p>1. Pupils have an overview of the topic and exam questions.</p> <p>2. Pupils can understand the chronology of a period in English history.</p> <p>3. Pupils understand the significance of individuals in history.</p> <p>4. Pupils can understand how society worked in the past.</p> <p><b>HOMEWORK</b> Answer question sheet on the 'Social System in Anglo-Saxon England' in your book.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>2. How was Anglo-Saxon England governed?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<ul style="list-style-type: none"> <li>-Power of the monarchy and the King's court</li> <li>-Role of the witan</li> <li>-Local government e.g the shires and hundreds with sheriffs who collected taxes, carried out justice and raised soldiers for the army.</li> <li>-Hundreds were divided into 12 villages.</li> <li>-Each hundred had a reeve.</li> <li>-Legal system with punishments such as the wergild, capital punishment and physical punishments such as cutting off hands, ears or noses.</li> <li>-Trials such as trial by jury in a hundred or shire court and trial by ordeal in a Church were carried out.</li> <li>-Life in a village and town and the economy of Anglo-Saxon England.</li> <li>-Power of the Church</li> </ul>	<p>-Knowledge and understanding</p>	<ul style="list-style-type: none"> <li>- Worksheet on 'How was Anglo-Saxon England governed'?</li> <li>-Anglo-Saxon Village picture</li> <li>-Anglo-Saxon Town picture</li> <li>-Fact sheet on Anglo-Saxon towns and villages</li> <li>-Glossary sheet</li> <li>-Revision sheets on 'Anglo-Saxon and Norman England' pages 1-4.5 (up to section 2 on revision sheet).</li> <li>-Factual recall test on Anglo-Saxon Society for start of next lesson. (get pupils to do on lined paper, get another pupil to mark).</li> </ul>	<p><b>Starter</b></p> <p>1. Teacher recaps about the social system in Anglo-Saxon England and then explains that pupils will focus on how Anglo-Saxon society was governed.</p> <p><b>Development</b></p> <p>1. Class read through and discuss the 'How was Anglo-Saxon England governed'? sheet.</p> <p>2. Pupils do table as shown on the sheet.</p> <p><b>Plenary</b></p> <p>1. Class discussion about some of the issues e.g punishments, the power of the Church and how much of the economy was based on bartering.</p>	<p>1. Pupils can understand how government worked in the past.</p> <p><b>HOMEWORK</b></p> <p>Pupils label the pictures of the Anglo-Saxon village and town and stick in their books.</p> <p>Pupils complete the glossary sheet and stick in their books.</p> <p>Revise pages 1-4.5 for factual recall test on this in the next lesson.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>3. How powerful was the House of Godwin?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>-Rising power of Earl Godwin (father of Harold Godwinson) with his marriage to Gytha.</p> <p>-Godwin's role in the government of both King Canute and Edward the Confessor.</p> <p>-Godwin's fall from power</p> <p>-By mid 1060s, Godwin's sons had control of most of England with Harold Godwinson, Earl of Wessex, Tostig Godwinson, Earl of Northumbria, Gyrrh Godwinson Earl of East Anglia and Leofwine Godwinson Earl of Essex and the South Midlands.</p> <p>-Edward the Confessor's marriage to Edith, the daughter of Earl Godwin and sister to Harold, etc.</p> <p>-Harold's embassy to Normandy in 1064.</p> <p>-Uprising in Northumbria in 1065 against Tostig</p>	<p>-Knowledge and understanding</p> <p>-Significance</p> <p>-Causation</p>	<p>- 'Who were the house of Godwin' sheet</p> <p>-Bayeux tapestry sheet</p> <p>-Model answer on 'Explain why there was a rising against Earl Tostig in 1065.'</p>	<p><b>Starter</b></p> <p>1. Teacher hands out 'Who were the House of Godwin' sheet?</p> <p>2. As a class, pupils examine the family tree and answer the questions in their books. Focus on the names e.g Godwinson and Godwinsdatter and Royal connection because Edith Godwinsdatter married King Edward the Confessor.</p> <p><b>Development</b></p> <p>1. Read through the rest of the 'Who were the House of Godwin?' sheet and do the tasks.</p> <p>2. Discuss Harold's embassy to Normandy in 1064 and his 'oath' to William. Can it be believed as it only appears in the Bayeux Tapestry?</p> <p><b>Plenary</b></p> <p>Teacher goes through how to answer the 12 mark question on 'Explain why there was a rising against Earl Tostig in 1065'.</p>	<p>1. Pupils can interpret a family tree and understand how surnames were issued in the past.</p> <p>2. Pupils can understand the complex political relationship between the House of Godwin and Edward the Confessor. Clearly Edward mistrusted them but needed their military strength to stand up to possible Viking attack.</p> <p><b>HOMEWORK</b></p> <p>1. Pupils colour in picture of Bayeux Tapestry.</p> <p>2. Pupils do 3 paragraph exam question on 'Explain why there was a rising against Earl Tostig in 1065.'</p> <p>3. Once teacher has marked this using 1-9 steps, sometime can be spent in the next lesson comparing the model answer to their answer and using the green pen to improve their answer.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>4. Who should be King in 1066?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Halley's Comet appeared in the skies in 1066 which was seen as a bad omen (only appears every 75 years).</p> <p>-5<sup>th</sup> January 1066- death of Edward the Confessor with the Witan choosing Harold Godwinson to succeed on 6<sup>th</sup> January 1066 as Harold II.</p> <p>-Rival claims from;  <b>Edgar the Aethling</b> who was the great-nephew of King Edward and a direct descendant from Alfred the Great, but he was only 14 years old.  <b>Harald Hardrada</b> who had a weak claim based on a secret deal done between Harthacnut and previous King Magnus of Norway.  <b>William of Normandy</b> – who claimed to have been promised the throne in 1051 by Edward himself and confirmed by Harold Godwinson in 1064.</p>	<p>-Knowledge and understanding  -Interpretation  -Causation</p>	<p>- Starter PowerPoint  -Cards on 'Who should be King'? (You will need to cut these up for your classes in advance).  -Table sheet on 'Who should be King in 1066?'  -Revision sheets pages 4.5-9.5  -Factual recall test (to be done at the start of the next lesson)</p>	<p><b>Starter</b>  1. Teacher talks through the 'Starter PowerPoint'. Pupils copy down slides 2 and 3.  2. Teacher explains that Halley's comet only appears every 75 years and it is shown in the Bayeux Tapestry. This was seen as a bad omen.</p> <p><b>Development</b>  1. In pairs pupils sort the cards into a pile for Harold Godwinson, one for Edgar the Aethling, one for Harald Hardrada and one for William of Normandy.  2. Pupils then fill in table with the various reasons why each man thought he had a claim to the throne.  3.Pairs need to give a mark out of 10 based on how strong they think each person's claim was with 10 being 'very strong'.</p> <p><b>Plenary</b>  Class discussion about 'Who they think should be King'?</p>	<p>1. Pupils can analyse information to reach a conclusion.</p> <p><b>HOMEWORK</b> revise pages 4.5-9.5 for a factual recall test on the Godwins and the rival claimants for the English throne in 1066.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>5. What happened at the battles of Gate Fulford and Stamford bridge?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Threats to Harold II before the battles of Gate Fulford and Stamford Bridge i.e waiting for an invasion force from William of Normandy and Tostig's raid on the South-East coast.</p> <p>-Battle of Gate Fulford on 20<sup>th</sup> September 1066 – Harald Hardrada and Tostig v Earls Edwin and Morcar. It was a Norwegian victory with the armies of Northumbria and Mercia virtually destroyed.</p> <p>-Battle of Stamford Bridge 25<sup>th</sup> September 1066 between Harald Hardrada and Harold II. A huge victory for Harold II with the deaths of Hardrada and Tostig.</p>	<p>-Knowledge and understanding</p> <p>-Causation</p> <p>-Significance</p>	<p>- PowerPoint Starter</p> <p>-Worksheet on 'What was the importance of the battles of Gate Fulford and Stamford Bridge'?</p> <p>-Model answer 'Why were the battles of Gate Fulford and Stamford Bridge significant'?</p>	<p><b>Starter</b></p> <p>1. Teacher shows PowerPoint starter and pupils copy down slides in their books about 'Threats of Invasion'.</p> <p><b>Development</b></p> <p>2. Pupils read worksheet on 'What was the importance of the battles of Gate Fulford and Stamford Bridge' and do activities.</p> <p><b>Plenary</b></p> <p>Teacher tells class that as Harold II's men were celebrating their victory, news came that William of Normandy had landed on the South coast with about 7,000 troops. What now?</p>	<p>1. Pupils can understand the significance of an event in shaping history.</p> <p><b>HOMEWORK</b></p> <p><b>Pupils do 12 mark exam question;</b></p> <p>'Why were the battles of Gate Fulford and Stamford Bridge significant'?</p> <p>Once marked, model answer can be given out in a future lesson with pupils' green penning their answer to improve it.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>6. Why did William win the battle of Hastings?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p><b>- William's knights =</b> Professionally trained and heavily armoured with a kite shaped shield, chain mail armour, lances, swords, javelin, mace, a Gonfanon (battle pennant used for signalling manoeuvres) and war horses shipped over from Normandy.</p> <p><b>-Harold's housecarls =</b> Elite foot soldiers of Europe who were very disciplined. They had chain mail armour plates sewn onto leather and weapons such as the javelin, long axe.</p> <p><b>-Ordinary soldiers –</b> Normans = Normans and mercenaries and Anglo-Saxons or fyrd were often only equipped with agricultural equipment.</p> <p><b>-Why did William win?</b></p> <ul style="list-style-type: none"> <li>-Superior tactics</li> <li>-William's leadership</li> <li>-William's luck</li> <li>-Harold's leadership</li> </ul>	<ul style="list-style-type: none"> <li>-Knowledge and understanding</li> <li>-Causation</li> <li>-Significance</li> </ul>	<ul style="list-style-type: none"> <li>- You Tube clip 'The Battle of Hastings 1066- The Normans – BBC Two' 7 mins 26 secs.</li> <li>'The Armies of Harold II and William of Normandy at the battle of Hastings?' sheet</li> <li>-Picture sheet of Harold's housecarls</li> <li>-Picture sheet of William's knights</li> <li>-Cards about the Battle of Hastings.</li> <li>-Teacher copy of the cards about the battle of Hastings</li> <li>-PowerPoint slides on significant points in the battle of Hastings and tasks and plenary.</li> <li>-Model answer</li> </ul>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Pupils watch YouTube clip and discuss.</li> </ol> <p><b>Development</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the first task on the PowerPoint. In pairs, pupils place cards in chronological order and then write notes in their books. (Teacher copy with cards in correct chronological order).</li> <li>3. Teacher shows key scenes from the Bayeux tapestry on the PowerPoint.</li> <li>4. Teacher shows Task 2 on PowerPoint. Pupils draw a table and categorise cards into William's leadership, tactics, Harold's leadership and Luck.</li> </ol> <p><b>Plenary</b></p> <p>Teacher gets pupils to copy down slide on PowerPoint about the end of the battle of Hastings.</p>	<ol style="list-style-type: none"> <li>1. Pupils can understand the significance of an event in shaping history.</li> </ol> <p><b>HOMEWORK</b></p> <p><b>Pupils do 16 mark exam question;</b></p> <p>'The English lost the battle of Hastings because their military tactics were outdated compared to the Normans'. How far would you agree with this statement? (16 marks)</p> <p>Once marked, model answer can be given out in a future lesson with pupils' green penning their answer to improve it.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>7. How did William establish his control over England? Part 1- Submission of the Earls</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- Overview of rebellions in William I's reign.            -Witan appoint Edgar the Aethling to be King supported by Archbishops Stigand and Ealdred and earls Edwin and Morcar.            -William's march to London laying waste to land to intimidate the Anglo-Saxons into submission.            -Stigand's submission at Wallingford and Edwin, Morcar and Ealdred's submission at Berkhamstead.            -William is crowned King on Christmas Day 1066.</p>	<p>-Knowledge and understanding            -Causation</p>	<p>- Timeline of rebellions 1066-1087            -Timeline events            -'What problems did William face after becoming King' sheet.</p>	<p><b>Starter</b>            Pupils do a timeline of the main rebellions by copying the timeline events onto the timeline. Discussion about when most rebellions were and any foreign threats.</p> <p><b>Development</b>            Pupils do tasks on the 'What problems' sheet in their books.</p> <p><b>Plenary</b>            Class discussion about whether the earls were right to submit to William.</p>	<p>1. Pupils can analyse information to reach a conclusion.            2. Pupils can empathise with people in the past.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>8. How did William establish his control over England? Part 2- An overview of the conquest and the building of castles</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Overview of the Norman Conquest e.g building of castles, cathedrals, crushing rebellions e.g harrying of the North, Hereward the Wake, Domesday Book and William's death.</p> <p>-Building of about 500 castles in William's reign.</p> <p>-Design of motte and bailey castles.</p> <p>-Why the castles were built and where i.e. as a base for the Norman lord, for defence in strategic locations, to dominate towns and to intimidate the Anglo-Saxons.</p>	<p>-Knowledge and understanding</p> <p>-Change and continuity</p> <p>-Causation</p>	<p>- YouTube clip 'The Normans 2 – (2010) from 5mins 44secs to 34 mins 46 secs.</p> <p>-Video question sheet</p> <p>-Motte and bailey diagram sheet</p> <p>-'William consolidates his power Part 2 -Motte and bailey castles' sheet</p>	<p><b>Starter</b> Pupils watch video and answer questions. Stick question sheet in their books.</p> <p><b>Development</b> 1. Class discussion about video. 2. Pupils label 'Motte and bailey' diagram sheet, colour and stick in their books.</p> <p><b>Plenary</b> Pupils read and do tasks on 'William consolidates his power' sheet in their books.</p>	<p>1. Pupils can assess to what extent England changed because of the Norman Conquest.</p> <p><b>HOMEWORK</b></p> <p>1. Complete classwork</p> <p>2. Research a motte and bailey castle shown on the map (on the sheet). Find out 10 facts and include a picture.</p>



<b>Key Idea/Question</b>	<b>Content</b>	<b>Concepts</b>	<b>Resources</b>	<b>Teaching/Learning Activities</b>	<b>Assessment as Evidence</b>
<p><b>9. How did William establish his control over England? Part 3- Controlling the Welsh borders</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- William rewarded his followers e.g paid mercenaries with money raised from geld tax.</p> <p>-Divided the Godwinson's earldoms up e.g gave William's half-brother Odo, Bishop of Bayeux all of Kent, gave his trusted adviser and relative William FitzOsbern the Isle of Wight and much of Hampshire, gave Robert of Montgomery (who had governed Normandy in William's absence) land in Essex and Sussex and made him Earl of Shrewsbury.</p> <p>-Did allow Edwin and Morcar to keep their earldoms and Stigand and Ealdred to keep their Archbishoprics. Allowed an Anglo-Saxon lord Gospatric to become Earl of Northern Northumbria for money.</p> <p>-Established three new earldoms in the Welsh Marches (border between Wales and England) in Hereford, Shrewsbury and Chester to keep the border secure.</p> <p>-Gave Marcher earls special privileges to help secure border.</p>	<p>-Knowledge and understanding</p> <p>-Causation</p>	<p>- Worksheet on 'How did William establish his control over the Welsh Marches?'</p> <p>-Blank map of Wales and the Marches (4 maps on 1 sheet to speed up photocopying).</p>	<p><b>Starter</b></p> <p>Teacher explains that when William first became King he hoped for a smooth turn-over of power and so allowed some Anglo-Saxons to keep their land, whilst rewarding his followers with that of the Godwinsons.</p> <p><b>Development</b></p> <p>1. Teacher explains that William needed to control the border between England and Wales known as the Welsh Marches</p> <p>2. Pupils read sheet and do tasks.</p> <p><b>Plenary</b></p> <p>Class feedback on the 4 mark exam question.</p>	<p>1. Pupils can understand the motives of people in the past.</p> <p>2. Pupils improve exam technique.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>10&amp;11 How did William establish his control over England Part 4–Crushing Anglo-Saxon Resistance and Rebellion 1067-1071.</b></p> <p><b>Timing: 2 lessons and 1 homework</b></p>	<p>- 1067 William returns to Normandy in triumph taking earls Edwin, Morcar, Edgar the Aethling and Stigand to humiliate them.</p> <p><b>-Revolt in the South-West in 1068</b> with 18 day siege of Exeter organised by the sons of Harold Godwinson. Fails and William builds a castle at Exeter.</p> <p><b>-Revolt of Edwin and Morcar 1068</b> caused by various factors such as Edwin being promised he could marry William's daughter and then not allowed and both Edwin and Morcar having the size of their earldoms reduced. Easily crushed because as William marched north he built castles e.g at Warwick and Nottingham.</p> <p>-Rebellions in the North in 1069 led by Edgar the Aethling and Malcolm III of Scotland.</p> <p>-Murder of Norman Robert Curiam who William had made Earl of Northumbria. Uprising in York but crushed and William fitzOsbern made castellan of York Castle.</p>	<p>-Knowledge and understanding</p> <p>-Cause and consequence</p> <p>-Change and continuity</p> <p>-Significance</p>	<p>- Starter PowerPoint</p> <p>-Overview diagram showing Anglo-Saxon resistance and rebellion 1067-1071.</p> <p>-‘Anglo-Saxon rebellions’ sheet.</p>	<p><b>Starter</b></p> <p>-Teacher shows PowerPoint about how William thought everything was under control and visited Normandy, taking Edwin, etc. to humiliate them. Pupils copy slide down into their books.</p> <p>-Recap about Anglo-Saxon rebellions shown in video seen in lesson 8.</p> <p><b>Development</b></p> <p>1. Pupils stick overview diagram into books. Teacher questions pupils as to why there is so much resistance from the Anglo-Saxons to Norman control. Class discussion about Norman rule e.g heavy taxation, castle building, attacks on Anglo-Saxon women, land grabs, etc.</p> <p>2. Pupils read ‘Anglo-Saxon rebellions’ sheet. Discuss in detail. Look at common causes, events and results.</p> <p>3. Pupils complete table shown on sheet in detail.</p>	<p>1. Pupils can empathise with people in the past.</p> <p>2. Pupils can understand the causes and consequences of Anglo-Saxon rebellions.</p> <p>3. Pupils can understand how the rebellions changed William's policies towards the Anglo-Saxons.</p> <p>4. Pupils can practice exam technique.</p> <p><b>HOMEWORK</b></p> <p>Pupils answer 3 exam questions on Anglo-Saxon rebellions.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>10&amp;11 How did William establish his control over England Part 4–Crushing Anglo-Saxon Resistance and Rebellion 1067-1071.</b></p> <p><b>Timing: 2 lessons and 1 homework</b></p>	<p>- A second rebellion in the summer of 1069 following invasion of Danish fleet led by King Sweyn supported by Edgar Aethling. York sacked and approximately 3,000 Normans killed.</p> <p>-William's response is the 'Harrying of the North' in 1069 called 'genocide' by some historians with mass starvation caused by scorched earth policy. 20 years later Domesday Book records that 60% of Yorkshire was still waste.</p> <p>-Hereward the wake and the rebellion at Ely 1070-1071 led by a Lincolnshire thegn who on returning from exile found his lands stolen by the Normans and his brother murdered. Supported by King Sweyn of Denmark, Edwin and Morcar -sacked Peterborough Abbey and hid on the Isle of Ely. Failed because William paid off the Danes.</p>	<p>-Knowledge and understanding</p> <p>-Cause and consequence</p> <p>-Change and continuity</p> <p>-Significance</p>	<p>- See above</p>	<p><b>Plenary</b></p> <p>-Teacher goes through exam questions with pupils which they will complete for homework.</p>	<ol style="list-style-type: none"> <li>1. Pupils can empathise with people in the past.</li> <li>2. Pupils can understand the causes and consequences of Anglo-Saxon rebellions.</li> <li>3. Pupils can understand how the rebellions changed William's policies towards the Anglo-Saxons.</li> <li>4. Pupils can practice exam technique.</li> </ol> <p><b>HOMEWORK</b></p> <p>Pupils answer 3 exam questions on Anglo-Saxon rebellions.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>12.How did William consolidate his royal power in England?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- William consolidates his power through military strength, removal of Anglo-Saxon landowners and rewarding Norman followers, use of writs and a central coinage, taxation through the Domesday Book, propaganda i.e stressing legitimacy of his claim, wearing crown and travelling through the country and swearing of oaths.</p> <p>-Changes in land ownership before and after the conquest i.e William owns all the land but gives large chunks to 11 tenants-in-chief who sub-divide to tenants. This means a chain is established back to William.</p> <p>-Domesday Book shows that by 1085 only 5% of the land in England was still held by the Anglo-Saxons.</p>	<p>-Knowledge and understanding</p> <p>-Change and continuity</p> <p>-Causation</p>	<p>- Starter PowerPoint</p> <p>-Card sort on how William established his royal power</p> <p>-Diagram sheet for card sort</p> <p>-Changes in Land ownership sheet</p>	<p><b>Starter</b></p> <p>1. Teacher shows PowerPoint slide and asks pupils in pairs to discuss how William could establish his royal power i.e crushing rebellion, taxation, giving land to his followers, propaganda, etc.</p> <p>2. Teacher hands out card sort and diagram sheet. Pupils copy out key points onto the diagram sheet.</p> <p>3. Teacher questions class 'Did William do what they suggested in their starter discussion?'</p> <p><b>Development</b></p> <p>1. Teacher gives out land ownership sheet. Class read and then do activities shown on the sheet.</p> <p><b>Plenary</b></p> <p>Discussion that by his death in 1087, William had established complete authority over England.</p>	<p>1. Pupils can analyse a situation in history and offer solutions.</p> <p>2. Pupils can assess how rapidly change can take place in history.</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>13. Why was the 'Revolt of the Earls in 1075 significant?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Conspirators = <b>Roger de Breteuil</b> - Earl of Hereford (Norman) and son of William FitzOsbern (one of William's most trusted followers who he had made the Earl of Hereford, a Marcher earldom with extensive powers). <b>Ralph de Gael</b> – Earl of East Anglia (Norman)- son of an Anglo-Norman who had served Edward the Confessor and then been rewarded with lands in East Anglia by William (Gyrth Godwinson's land) in 1066. <b>Waltheof – Earl of Northumbria Anglo-Saxon).</b></p> <p><b>-Causes = loss of land and power</b></p> <p><b>-Events =</b> Waltheof betrayed them to Archbishop Lanfranc and so rebel armies defeated.</p> <p><b>Significant-</b> Anglo-Saxons supported royal rather than rebel armies, failure of Danish attack showed Vikings no longer a threat, Norman Earls now opposing William.</p>	<p>-Knowledge and understanding -Causation -Change and continuity -Significance</p>	<p>- Starter PowerPoint -Sheet on 'Revolt of the Earls' 1075 -Revision sheets (pages 15-26) -Factual recall test to be done in the next lesson.</p>	<p><b>Starter</b> 1. Teacher shows PowerPoint slide and discusses how this revolt was different because showed opposition amongst some Norman earls to William I.</p> <p><b>Development</b> 1. Teacher gives out sheet and pupils read and have class discussion. 2. Pupils do tasks on sheet.</p> <p><b>Plenary</b> Discussion about the significance of the revolt in terms of execution of the last Anglo-Saxon earl Waltheof, Anglo-Saxon support for William and some Norman opposition to William. Also weakness of Viking attack showed Vikings no longer a threat.</p>	<p>1. Pupils can analyse the significance of a historical event.</p> <p><b>HOMEWORK:</b> Pupils revise for a factual recall test on how William established his power and the rebellions he faced (pages <b>15-26</b>)</p>

**Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088**

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>14. What was the feudal system?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- Causes= William needed an army to establish his control in England and protect Normandy from attack but very expensive so introduced the feudal system.</p> <p>-190 tenants-in-chief who were given fiefs and in return provided the king with knights and provided justice in banorial courts. Allowed to tax the area and give some to the king but keep some. 11 most powerful tenants-in-chief extremely wealthy e.g Hugh of Chester.-5,000-6,000 knights or under tenants who were professional soldiers, providing 40 days knight service a year in return for land (collection of villages). Some were relatively poor, others were rich. Also expected to preside over manorial courts.</p> <p>-Over 1 million peasants farmed the land and expected to give 2-3 days/week labour service to the lord in return for being able to farm the land</p>	<p>-Knowledge and understanding -Causation -Change and continuity</p>	<p>- Starter PowerPoint slide -Diagram showing how the feudal system worked -'What was the feudal system'? sheet</p>	<p><b>Starter</b> Teacher shows starter slide and questions class as to how William could solve the problem of paying for an army? Class discuss how he could give followers land in return for military service called the feudal system.</p> <p><b>Development</b> 1. Pupils discuss diagram of the feudal system and stick in their books. 2. Read through sheet, discuss and then pupils do tasks in their books.</p> <p><b>Plenary</b> Class discussion about whether the feudal system was a good idea? What does the relief system tell us about William? Discussion about how he clearly felt he could not trust all his tenants-in-chief- link back to the revolt of the earls in 1075.</p>	<p>1. Pupils understand why change took place.</p>

	<p>for themselves.</p> <p>-William introduced homage where the tenants-in-chief and then under tenants had to swear an oath of loyalty.</p> <p>-William introduced the relief system whereby heirs had to pay the king tax called a relief to take over land.</p>				
--	---	--	--	--	--

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>15. How did the Church change under Norman rule 1066-1088?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Anglo-Saxon Church = owned 25% of land but seen as corrupt e.g Archbishop Stigand was a pluralist, priests and bishops were getting married, simony and nepotism were rife.- William I deeply religious e.g built St Stephen's in Caen in 1063. Had the support of pope Alexander II in his invasion of 1066.- Normanisation of the Church = appointment of Archbishop Lanfranc who was very pious. He reorganised the Church e.g Archbishop of Canterbury = most important role in the Church, archdeacons to enforce discipline. Clerical celibacy enforced and church courts created. Revival of monasticism and rebuilding/building of new cathedrals in the Romanesque style e.g Durham, Salisbury, Canterbury, Ely, Winchester. All bishops except Wulfstan were now Norman. Political role of the Church to spread message about William</p>	<p>-Knowledge and understanding -Causation -Change and continuity -Significance</p>	<p>- Starter PowerPoint -'What was the role of the Church in Norman England'? sheet</p>	<p><b>Starter</b> 1. Teacher shows PowerPoint slide and asks the class what all these buildings have in common? They are all Norman cathedrals in England which still stand today, including Durham, Ely, Worcester, Winchester, St Albans.</p> <p><b>Development</b> 1. Teacher gives out sheet and pupils read and have class discussion. 2. Pupils do tasks on sheet.</p> <p><b>Plenary</b> Discussion about the significance of the changes to the English Church in terms of an increase in Norman control.</p>	<p>1. Pupils can analyse the significance of a historical event.</p> <p><b>HOMEWORK: Pupils do 16 mark exam question (shown on sheet)</b></p> <p>'The main consequence of the appointment of Lanfranc as Archbishop of Canterbury in 1070 was an increase in Norman control of England.' How far do you agree? Explain your answer. (16)</p> <p>You may use the following in your answer: • Archbishop Stigand • Monasteries</p> <p>You must also use information of your own.</p>



	being favoured by God and to advise and support the King.				
--	---	--	--	--	--

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>16. To what extent did society and the economy change in England between 1066-1088?</b></p> <p><b>Timing: 1 lesson</b></p>	<p>- <b>Changes</b> – building of castles and cathedrals often meant knocking down houses e.g Gloucester, Oxford, Lincoln and Cambridge.-London became the centre of government not Winchester. -Trade with Scandinavia declined but improved with Normandy and France.- Anglo-Saxon thegns replaced with Norman vassals meaning peasants had new lords. –Slavery was eliminated.-Royal household was replaced with Normans.-Huge Anglo-Saxon earldoms were broken up into smaller areas run by tenants-in-chief.-French words and names became commonly used. – Women lost many of their rights.</p> <p>-<b>Continuities</b> – village life stayed the same in</p>	<p>-Knowledge and understanding -Causation -Change and continuity</p>	<p>- Diagram showing how village life was affected after the Norman Conquest. -Sheet on ‘How did society and the economy change in England in the period 1066-1088?’</p>	<p><b>Starter</b> 1. Teacher gives out diagram sheet. Pupils analyse and discuss change and continuity. Pupils stick in their books. <b>Development</b> 1. Teacher gives out sheet and pupils read and have class discussion. 2. Pupils do tasks on sheet.</p> <p><b>Plenary</b> Discussion about the extent of change and continuity under the Normans. Conclude society changed to a large degree, although the peasant’s life remained one of grinding poverty tied to the land.</p>	<p>1. Pupils can analyse the extent of change and continuity.</p>

	that it was dominated by the seasons.				
--	---------------------------------------	--	--	--	--

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>17. How did the government change between 1066-1088?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- <b>Changes</b> –William wanted to centralise power in his hands so reduced the power of the earls, reduced the size of earldoms and increased the power of the sheriffs by making them accountable only to him. Sheriffs collected taxes, were responsible for law and order in the shire courts.-William increased his power with the introduction of the ‘forest’, destroying villages in places like the New Forest in Hampshire to improve hunting. Introduction of ‘Forest Laws’ made poaching punishable by blinding or execution.-Domesday Book produced in August 1086 recording over 13,000 places. Done to exact tax, knight service. Possibly because of supposed Danish threat in 1085 (did not materialise).</p>	<p>-Knowledge and understanding -Causation -Change and continuity</p>	<p>- Diagram showing how William centralised his power. -Sheet on ‘To what extent did William change the government in England’? -Homework sheet using <a href="http://www.opendomesday.org">www.opendomesday.org</a></p>	<p><b>Starter</b> 1. Teacher gives out diagram sheet. Pupils analyse and discuss change and continuity. Pupils stick in their books. <b>Development</b> 1. Teacher gives out sheet and pupils read and have class discussion. 2. Pupils do tasks on sheet in their books.</p> <p><b>Plenary</b> Discussion about the extent of change and continuity under the Normans. Changes all done to increase William’s control.</p>	<p>1. Pupils can analyse the extent of change and continuity. 2. Pupils can analyse primary evidence.</p> <p><b>HOMEWORK</b> – Pupils use the website (see resources) and the homework sheet to find if the area where they live appears in the Domesday book. They type their postcode into the website.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>18. What were the key features of the Norman aristocracy?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Norman aristocratic culture with wealth displayed through the building of castles, cathedrals and churches. Status shown by shaving of the back of their heads and ritualistic killing of animals for sport not to eat.</p> <p>-Chivalry introduced.</p> <p>-Penance sought to atone for sins on the battlefield.</p> <p>-Disrespect for Anglo-Saxon culture and customs</p> <p>-Introduction of Norman words into the English language e.g beef, armour, castle, etc.</p>	<p>-Knowledge and understanding</p> <p>-Causation</p> <p>-Change and continuity</p>	<p>- Diagram to show the life of the Norman aristocracy.</p> <p>-Sheet on the 'Key Features of the Norman Aristocracy'</p> <p>-Plenary Activity</p> <p>-Teacher answers for plenary activity</p>	<p><b>Starter</b> Teacher gives out diagram sheet. Class discuss and then pupils stick in their books.</p> <p><b>Development</b></p> <p>1. Pupils read through the key features sheet and then do the illustrated spider diagram in their books.</p> <p><b>Plenary</b> In pairs, pupils sort the words into the correct column of the plenary sheet. Teacher goes through answers at the end. Teacher informs class that 'William' was the 10<sup>th</sup> most popular boy's name in England in 2014.</p>	<p>1. Pupils can analyse the impact of the Norman aristocracy on England today.</p> <p><b>HOMEWORK</b> – Revise the whole topic for an exam in 3 weeks' time.</p>

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>19. Why was Bishop Odo a significant person in the Norman Conquest?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Importance to William in his conquest of England e.g they were half- brothers (same mother) and William made him Bishop of Bayeux when he was a teenager.</p> <p>-Odo supplied 100 ships for the conquest and ordered the making of the Bayeux tapestry which shows biased picture of Odo as very important.</p> <p>-Odo made Earl of Kent and owned the second most amount of land in England after William I. Odo used to put down rebellions e.g ‘the revolt of the Earls in 1075 and served at various points as regent in England.</p> <p>-Odo’s fall from power in 1082 when attempted to take some of his knights to Rome, possibly to gain the Papacy. William had</p>	<p>-Knowledge and understanding</p> <p>-Causation</p> <p>-Significance</p>	<p>- Starter slide on Odo</p> <p>Living graph of Odo’s career</p> <p>-Sheet on Odo</p>	<p><b>Starter</b></p> <p>Teacher shows starter slide on Odo from the Bayeux Tapestry where he is shown holding a club and explains that William’s half-brother commissioned the Bayeux tapestry. How significant was he?</p> <p><b>Development</b></p> <p>1. Pupils read through the sheet and then complete a living graph on Odo, plotting the key points of his career to give a visual image of the highs and lows of his career.</p> <p>2. Pupils do tasks on sheet.</p> <p><b>Plenary</b></p> <p>Class discussion about what Odo’s career shows about the ruthless nature of the half-brothers who did not let family loyalty get in the way of their personal ambition.</p>	<p>1. Pupils can analyse the significance of Odo to the Norman Conquest and William’s ruthlessness in punishing him once he became a threat.</p> <p><b>HOMEWORK</b> – Revise the whole topic for an exam in 2 weeks’ time.</p>

	<p>him locked up but released him reluctantly on his death bed in 1087.</p> <p>-Odo's involvement in the rebellion against William Rufus in 1088. Failed and was sent to Normandy in exile for the rest of his life where he served Robert Curthose and died whilst accompanying him on the First Crusade in 1097.</p>				
--	--	--	--	--	--

### Year 10 Scheme of Work on Anglo-Saxon and Norman England 1060-1088

Key Idea/Question	Content	Concepts	Resources	Teaching/Learning Activities	Assessment as Evidence
<p><b>20. What disputes took place between William and his sons in the 1080s?</b></p> <p><b>Timing: 1 lesson and 1 homework</b></p>	<p>- Aspects of William I's personality i.e. political intelligence, military prowess, ruthless nature, religious piety, etc.</p> <p>-William's relationship with his family e.g loved his Queen Matilda deeply (had 9 children) and his favourite son was William Rufus.</p> <p>-Strained relationship with eldest son Robert Curthose leading to Robert's revolt in Normandy 1077-1080.</p> <p>-Weaknesses of William I towards end of reign e.g Robert defeated him in Normandy, invasion in the North by Malcolm III.</p> <p>-William's death bed wish to divide his lands between Robert Curthose who inherited Normandy and William Rufus who succeeded</p>	<p>-Knowledge and understanding</p> <p>-Causation</p>	<p>- 'What character and personality did William I have'?</p> <p>-Sheet on 'The Family of William I'</p> <p>-PowerPoint slides on the death of William I.</p> <p>-Revision sheets on Anglo-Saxon and Norman England.</p> <p>-Exam paper to be done in the next lesson.</p>	<p><b>Starter</b> Teacher hands out diagram sheet on William. Class discuss and pupils stick in their books.</p> <p><b>Development</b> <b>1.</b> Pupils read 'Family of William I' sheet and do tasks in their books. Class discussion about the weaknesses of William I towards the end of his reign.</p> <p><b>2.</b> Teacher shows slides of 'Death of William I' and pupils copy into their books.</p> <p><b>Plenary</b> Discussion about how the Norman Conquest changed England.</p>	<p><b>1.</b> Pupils understand the causes of rebellions.</p> <p><b>HOMEWORK –</b> Revise the whole topic for an exam.</p>



	<p>as King of England.</p> <p>-William's death caused by a ruptured spleen. Appalling farce of his funeral when his obese corpse burst when squeezed in the stone coffin.</p> <p>-Rebellion in 1088 against William Rufus led by his uncles Bishop Odo and Robert of Mortain with the plan to put Robert Curthose on the throne but failed.</p> <p>-Death of William Rufus in a hunting accident in the New Forest in 1100 and succeeded by his younger brother Henry I in 1100 who married Edgar the Atheling's niece Edith and they had a daughter Matilda, combining the old Anglo-Saxon dynasty with the Norman one.</p>				
--	--	--	--	--	--