

AS and A LEVEL

Delivery Guide

H105/H505

Accredited

HISTORY A

Theme: Anglo-Saxon England
and the Norman Conquest
1035–1087 with Norman
England 1087–1107

August 2015



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

KEY



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AS Level content only



Curriculum Content

This topic provides an opportunity to explore issues of conquest, migration and colonisation in the context of the transition from Anglo-Saxon to Norman England. Through a study of the early medieval period and defining aspects of 'our island story', learners will be encouraged to engage with concepts of identity, ethnicity, kingship and feudalism, alongside debates on the significance of events in 1066 and the extent of Conquest. Despite an intended focus on continuity and change in terms of features of government and administration, learners will also be required to assess the impact of monarchy and nobility on religious, economic and social conditions. Rather than adopting a traditionally narrow approach that starts with the events of 1066, learners will adopt a holistic and more appropriate academic method through studying the late Anglo-Saxon kingdoms and rule of Edward the Confessor; prior to assessment of the extent and nature of Normanisation. In this way, they will be able to appreciate the complexity of developments on a 'national', regional and social scale, thus being in a better position to widen their exposure to ongoing developments in the realms of historical research and interpretations. Given the nature of early medieval sources, learners will be challenged to consider their use, while establishing a narrative of the period between 1035 and 1087 in order to assess the motives, causes, features and effects of key events. However, this can then be extended through deepening understanding and analysis of the development of medieval records and chronicles through the Enquiry topic based on the period of William Rufus and Henry I's succession. Throughout both sections of the paper, a number of themes will be continually highlighted, thus giving coherence and opportunity to extend, revise and challenge conceptual understanding, while honing in on specific issues and historical skills. Themes of legitimacy and succession, consolidation of power, the development of government and the role of the Church are crucial aspects of any study of England in the 11th century. The interplay between religion and politics, and the nature of the Anglo-Norman polity, are defining aspects of medieval England, which will undoubtedly inspire learners to realistically assess the nature and foundations of English nationality, government, language and culture.

With the approaching 950th commemorations of the Battle of Hastings, this not only provides a topical historical study but also the opportunity for teachers to deepen learners' enthusiasm and interest through visits to local heritage events and historical sites. The topic will be particularly appealing to learners located near early Norman cathedrals, abbeys or castles or indeed those schools whose foundations and heritage are closely linked to principle sites. Elements of local history or chronological extension beyond the scope of the paper would provide immediate focus in terms of coursework research, such as the Alfredian Renaissance, Thomas Becket, the Battle of Lewes or Magna Carta. Alternatively, extension could be developed to consider the role and impact of the Normans in Sicily. In terms of combination with other papers, the Crusades would be particularly suitable; or conceptual links in terms of kingship and conquest could be made through a study of Charlemagne or Genghis Khan and the Mongol Empire. Alternatively, for the Themes paper, suitable options might be the Early Anglo-Saxons, the Viking Age or English Government and Church. Whether complementing studies of other subjects



Curriculum Content

such as English, history of art, French and Latin, or extending focus beyond the sciences and geography, this topic has the ability to appeal to a wide audience, and could also provide a useful foundation for those learners interested in the fields of law, archaeology and conservation.

As a summary, learners should have studied the following:

Period Study: England 1035–1087

- Anglo-Saxon England 1035–1066: Viking influence (Harold I, Harthacnut); Edward the Confessor; succession, consolidation, government and administration; religion, economy and society
- Norman invasion and Battle of Hastings 1066: plans; course of events; impact
- William I's consolidation of power: securing succession; methods of control; extent of opposition
- Norman government and administration 1066–1087: political structures; role of barons, earls, knights and bishops; the Church; impact on economy and society and the Domesday Book

Enquiry: Norman England 1087–1107

- William II, 'Rufus', and his consolidation of power and government: succession, methods of control, opposition, personality, role of the Anglo-Norman elite, political structures, law and order
- William Rufus and the Church: development of the English Church and relations with the papacy, bishops and clergy
- Death of William Rufus and succession of Henry I: political challenges, circumstances of Rufus' death; issues of succession, Henry's consolidation of power and security of the throne by 1107.

Recommended texts and resources are:

Fellows, N. and Holland, A. *OCR A Level History: Early Medieval England 871–1107*

Barlow, F. (2002) *The Godwins: The Rise and Fall of a Noble Dynasty*

Barlow, F. (2000) *William Rufus*

Carpenter, D. (2003) *The Struggle for Mastery: Britain 1066–1284*

Clanchy, M.T. (1998) *England and its Rulers 1066–1272*

Douglas, D.C. (1999) *William the Conqueror: The Norman Impact upon England*



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Erskine, R.W.H. and Williams, A. (ed. 2003) *The Story of Domesday Book*

Golding, B. (1994) *Conquest and Colonisation: The Normans in Britain 1066–1100*

Harvey, S. (2014) *Domesday: Book of Judgement*

Howard, I. (2008) *Harthacnut: The Last Danish King of England*

Huscroft, R. (2005) *Ruling England 1042–1217*

Huscroft, R. (2009) *The Norman Conquest: A New Introduction*

Loyn, H.R. (2000) *The English Church 940–1154*

Mason, E. (2005) *William II: Rufus the Red King*

Morillo, S. (1996) *The Battle of Hastings*

Morris, M. (2012) *The Norman Conquest*

Mortimer, R. (ed. 2009) *Edward the Confessor: The Man and the Legend*

Stafford, P. (1997) *Queen Emma and Queen Edith*

Thomas, H. (2003) *The English and the Normans: Ethnic Hostility, Assimilation and Identity 1066–c.1220*

Wood, H. (2008) *The Battle of Hastings: The Fall of Anglo-Saxon England*

De Re Militari

Range of articles and resources

<http://deremilitari.org/>

Khan Academy

The Bayeux Tapestry (Dimbleby)

<https://www.khanacademy.org/humanities/medieval-world/latin-western-europe/romanesque1/v/bayeux-tapestry>

Timelines TV

Norman Conquest video clip

<http://timelines.tv/index.php?t=1&e=1>

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Curriculum Content

English Heritage

Battle Abbey resources page with links to articles

<http://www.english-heritage.org.uk/visit/places/1066-battle-of-hastings-abbey-and-battlefield/history/sources/>

Battle 950

Commemoration and events site

<http://www.battlelocalhistory.com/battle-950.html>

Battle 1066

Short biographies, commentaries and links

<http://www.battle1066.com/intro.shtml>

National Archives

Domesday Book

<http://www.nationalarchives.gov.uk/domesday/>

Westminster Hall

Commentary and links

<http://www.parliament.uk/about/living-heritage/building/palace/westminsterhall/>

Essential Norman Conquest (Osprey)

Day-by-day account and links

<http://www.essentialnormanconquest.com/>

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Thinking Conceptually

Due to the nature of late Anglo-Saxon and early Norman chronicles, annals, charters and ordinances, it is recommended that they form a core element of the entire programme of study regardless of the separation in terms of the style of assessment for the Period Studies and the Enquiry. A learner's ability to develop source analysis will be greatly enhanced by continual exposure to the most prominent chronicles and the varied range of primary material available. In addition, some of the chronicles can now be obtained in accessible translation and this provides a perfect opportunity to enthuse learners with the narrative. Teachers may find it fruitful to use one chronicle as a set text throughout their teaching course, such as that of Henry of Huntingdon, thus extending learning progressively in terms of factual content, while building confidence through familiarity with a well-known source prior to focusing on source skills. It is worth remembering that the analysis of contemporary material for the Enquiry need not become a complicated or daunting task for those who are not medievalists. Whether approaching the topic from the perspective of a teacher or learner, a recommended method is to collate a list of the most prominent chronicles keeping careful note of the authors and dates of relevant continuations. The nature of medieval writing within the monastic libraries and the impact of events on copyists and continuators, is clearly an essential element to be covered. However, this needs to be managed carefully to avoid the danger of assuming that any chronicle that is medieval is relevant. A 13th century chronicle is not contemporary to the 11th century anymore than a 20th century history would be for a study of the 19th century, unless it is a continuation and the relevant primary material contained within it is known to be original. If learners are encouraged to recognise

this approach, they are less likely to make anachronistic or simplistic references regarding provenance and they will not be overwhelmed by the complexity, length or quantity of documents teachers may wish to introduce. It would be useful to provide an overview of the remainder of Henry I's reign in order to appreciate the context of relevant continuations completed by those who lived throughout his period; however, learners are not expected to analyse the provenance or context of documents that fall completely beyond the range of the topic. Overall, the primary sources have the potential to engage and enthuse learners in terms of narrative and style, as well as giving them a taste for research and historical method. How far teachers wish to extend this for high-ability learners will obviously be on an individual basis; however, with a generally careful, graded and progressive introduction of core primary material, all learners will gain adequate coverage as well as reassurance and confidence.

In terms of assessment focus for AS and A level, the Enquiry will require learners to analyse and collate three or four sources in relation to a key issue. In order to develop these skills, it is recommended that teachers continue providing smaller practice exercises that have a narrower focus, such as comparison of the utility of two sources. This will enable co-teaching with AS while building all learners' ability to instinctively go beyond simple generalisations when attempting eventual source essays. With regards to the Period Studies, learners are required to recall, select and deploy appropriate knowledge, and communicate this clearly and effectively within traditional essay-based questions. They will be expected to demonstrate an ability to explain, evaluate and analyse the relationships between key features of the period



Thinking Conceptually

studied in order to reach substantiated judgements. At times, this will involve the need to identify elements of progression and stagnation or the need to focus on key individuals and turning-points. Although a variety of historical issues fall within the identified key topics that focus on specific periods and monarchs, learners will also be expected to consider overriding historical arguments that draw on themes relevant to the period. Due to the nature of late Anglo-Saxon and early Norman England, this might obviously encompass issues such as the significance and extent of the Conquest by 1087, or the development of the Anglo-Norman nobility and issues of dynastic or feudal obligation.

Although not an exhaustive list, learners will need to have a sound understanding of the following terms relating to the medieval period:

- Feudalism
- Fealty
- Enfeoffment
- Vassalage
- Orthodoxy
- Doctrine
- Sacrament
- Primogeniture
- Crusade
- Monasticism
- Patronage
- Exchequer
- Palatinate
- Scutage
- Writ
- Diplomata
- Palaeography.

Whether teachers are modernists new to medieval history or medievalists new to teaching the late Anglo-Saxon and early Norman period, there are a number of useful resources available for personal preparation or use within the classroom. The following recommended resources contain useful glossaries, source compilations or introductions to aspects of medieval history, concepts or writing. Chibnall's book on the Norman debate will be particularly useful for teachers and learners alike, while other resources might be adapted and introduced, where necessary, to provide a background to the primary sources of the period and discussion of memory, language and style.

Medieval Writing (Dr J. and Dr D. Tillotson)

Glossary and introductions to palaeography, medieval writing and chronicles

<http://medievalwriting.50megs.com/writing.htm>

Feudal dictionary

Glossary for medieval England

<http://langs.eserver.org/feudal-dictionary.txt>

Domesday Book online

Useful glossary page and commentary

<http://www.domesdaybook.co.uk/glossary.html>

Source Collections and Historical Debate:

Allen Brown, R. (2002) *The Norman Conquest* (Documents of Medieval History 3)

Chibnall, M. (1999) *The Debate on the Norman Conquest*

Clanchy, M.T. (2012) *From Memory to Written Record*

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Davis, R.H.C., Engels, L.J. et al (1979) 'The Carmen de Hastingae Proelio: a discussion' in *Anglo-Norman Studies II: Proceedings of the Battle Conference* (1979) R. Allen Brown (ed.)

Douglas, D.C. and Greenaway, G.W. (ed. 1981) *English Historical Documents 1042–1189*

Gransden, A. (1997) *Historical Writing in England 550–1307*

Stevenson, J. (trans. 1856) *The Church Historians of England*, Vol 4, Part 1

<https://archive.org/details/churchhistorian01englgoog>

Thomas, H. (1999) *The 'Gesta Herewardi': the English and their conquerors' in Proceedings of the Battle Conference on Anglo-Norman Studies 21*

Electronic Sawyer

Online catalogue of Anglo-Saxon charters and links

<http://www.esawyer.org.uk/searchfiles/chartersearch.html>

British History Online

Catalogue of 11th century sources and links

<http://www.british-history.ac.uk/catalogue/11th-century>

Battle Conference on Anglo-Norman Studies

Articles, events and links

<http://www.battleconference.com/battle/index.html>

Fordham (Halsall Texts)

Laws of William the Conqueror

<http://legacy.fordham.edu/Halsall/source/will1-lawsb.asp>

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Chronicles and annals in translation:

Anglo-Saxon Chronicles

- Online Medieval and Classical Library

<http://omacl.org/Anglo/>

- Britannia (includes year entries)

<http://www.britannia.com/history/docs/asintro2.html>

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The Oxford Medieval Texts:

Barlow, F. (1992) *The Life of Edward who rests at Westminster*, 2nd ed.

Chibnall, M. (trans. 1969–80) *The Ecclesiastical History of Orderic Vitalis*

Davis, R.H.C. & Chibnall, M. (ed. 1998) *The Gesta Guillelmi of William of Poitiers*

Darlington, R.R. & McGurk, P. (ed. 1995) *The Chronicle of John of Worcester*

Searle, E. (trans. 1980) *The Chronicle of Battle Abbey*

Van Houts, E.M.C. (trans. 1992–95) *The Gesta Normannorum Ducum of William of Jumièges, Orderic Vitalis and Robert of Torigni*, 2 vols

Other sources:

Penguin Classics (2003) *Domesday Book: a complete translation*

Fairweather, J. (trans. 2005) *Liber Eliensis: a history of the Isle of Ely from the seventh century to the twelfth*

Greenaway, D. (trans. 2009) *History of the English people 1000–1154 by Henry of Huntington*



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Johnson, C. (trans.1961) *Hugh the Chantor: The History of the Church of York 1066–1127*

Riley, H.T. (trans. 1854) *Ingulf's Chronicle of the Abbey of Croyland with the Continuation of Peter of Blois*

<https://archive.org/details/ingulphschronic00ingu>

Rule, M. (ed.1884) *Eadmer, Historia Novorum in Anglia*

Lower, M.A. (trans.1851) *The Chronicle of Battle Abbey*

<https://archive.org/details/chronicleofbatte00batt>

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Sharpe, J. & Giles, J.A. (ed.1847) *William of Malmesbury, Chronicle of the Kings of England*

<https://archive.org/details/williamofmalmesb1847will>

Southern, R.W. (trans. 1962) *The Life of St Anslem by Eadmer*

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Thinking Contextually

The following activities aim to introduce learners to common historical arguments and interpretations that are helpful for an understanding of the period and pave the way for future analysis of key issues. The intention is that the activities might be used at the start of a teaching programme as a way of provoking discussion about stereotypical views and 'national' history, as well as the nature of source material. In this way, an understanding of the Norman debate will inform learner's knowledge and understanding of key topics and enable them to argue persuasively within essays. Within the activities there is also an intentional focus on the development of written skills and these techniques could easily be adapted for use at any stage. It is often the case that learners have the ability to debate and contribute to class discussion, but that the finer points of argument and supporting evidence present a challenge within written work, or particularly within the constraints of timed exam conditions. Therefore, the techniques employed within the activities encourage not only an extension and depth of historical analysis in terms of preparation, but also require learners to hone their written ability. Whether needing to extend a learner's work in terms of depth or breadth, or whether needing to restrain a verbose style to develop succinct argument, the activities offer differentiation and adaptability.

The **Bigger Picture** encourages learners to consider the period as a whole in terms of academic argument about the completion of the Norman Conquest. By initially taking a long view to 1106, learners will be exposed to topical debate and the holistic treatment of the period taken by many historians, while gaining a chronological overview and identifying key turning-points. It should also ensure learners see the interconnectedness of both parts of their exam paper and areas of continuity and change across all key topics, prior to concentration on the same issue within a more defined and narrower chronological range. It should hopefully ensure that learners are familiar with the Norman debate and dangers of popular myth, thus avoiding assertive comments within future essays and demonstrating their need to engage with the finer details of the period within each key topic. An excellent overview of the issues and historical debate is provided by Huscroft (2009), which would form a suitable extension to the following activities.

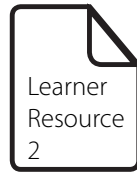




Thinking Contextually

Activities	Resources
<p>Stage 1</p> <ol style="list-style-type: none">1) Together with easy commentaries, maps and timelines, introduce learners to concepts of inheritance, notions of kingship and key defining events of the period before 1035. List the qualities expected of an English king in the early 11th century and the pressures they faced.2) Using Learner Resource 1, prompt learners to consider how conquest could represent positive action and public expectation of war, bravery, strength or stability, rather than negative connotations implying subjugation and occupation. Encourage further consideration of how William of Normandy's initial conquest and coronation in 1066 might be similar or different to earlier forms of succession in England. Did the actions of William the Conqueror become a point of reference to later Norman kings in terms of proving legitimacy? How might this have affected contemporary views of the conquest and their representation in chronicles?3) If Learner Resource 1 is completed at the start of the course, it is unlikely that learners will be able to offer details for pre-existing Norman presence and influence before 1066, possibly highlighting misconceptions and popular interpretations.	 <p>Learner Resource 1</p>

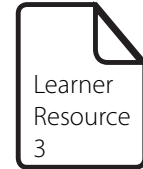


Thinking Contextually

Activities	Resources
<p>Stage 2</p> <ol style="list-style-type: none">1) Learners complete Learner Resource 2 on the basis of general discussion so far, keeping strictly within word limits – no more, no less. They will find this challenging but the intention is that they practise writing and editing their work before submission in order to refine their style. The inclusion of relevant and sufficient detail in a short introduction and adequate but succinct analysis in a conclusion should be encouraged, thus preparing learners to get to the point swiftly within their essays as well as making them realise that a conclusion should merely pull together earlier analysis, rather than being a lengthy afterthought.2) Discuss technique and the issue of filling in the essential explanation, analysis and support within the body of the essay. If Learner Resource 2 is completed before acquiring depth of knowledge of the Norman period, an interesting exercise would be to repeat the activity at the end of the course to compare the two versions, particularly from the perspective of a more informed conclusion. Supply a variety of interpretations where possible to encourage reflection on the wider debate.3) Adapt the activity within the more defined range of the conquest up to 1087, using a timeline, simple commentary and map. Repeat the exercise following in-depth study of the issues prior to writing a full essay. Learners should feel more confident getting started with the essay by defining the arguments and identifying their judgement in order to drive the argument forward, thus leading to greater analysis within the body of the essay and a clear, concise conclusion. <p>Web resources:</p> <p>Maps ETC (University of South Florida) Several maps of Anglo-Saxon and Norman England http://etc.usf.edu/maps/galleries/europe/uk/index.php</p> <p>BBC Radio 4 The Norman Yoke (Melvin Bragg podcast) http://www.bbc.co.uk/programmes/b009q7zm</p>	<div><p>Learner Resource 2</p></div> <div>Click here</div> <div>Click here</div> <div>Click here</div>





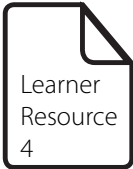


Thinking Contextually

Activities	Resources
<p>Who Do You Think You Are?</p> <p>'Who Do You Think You Are?' intentionally plays on popular presentations of family history in order to provoke full consideration of ancestry, inheritance and influence between Anglo-Saxon, Viking and Norman society whether regarding individual monarchs, nobles or clergy. The aim is to encourage discussion over issues of nationality and conquest, while also providing opportunity for learners to deepen their knowledge through researching the dominant families of the time, such as the Godwins, Warenne or Briouze. This will encourage greater use and confidence with exemplar material in essays as well as in general historical argument. In addition, teachers may wish to harness interest in local history through intentional concentration on prominent earls, bishops or magnates linked to historical sites within their immediate vicinity.</p> <ol style="list-style-type: none">1) Introduce Learner Resource 3 and allow learners to focus on issues of ancestry, at first in relation to the key protagonists before 1066. A copy will be needed for each individual studied and bullet-point notes should be added in each column, where appropriate. At this stage, link the activity to previous ones focused on the big picture and Norman debate to allow learners to gain an overview. Suggested examples: Harold I, Harthacnut, Edward the Confessor, Queen Edith, Harold Godwinson, Hardrada, William of Normandy.2) Once learners have naturally focused on issues of ethnicity, marriage and inheritance, add notes focusing on encounter and contact in terms of connections between the protagonists and Anglo-Saxon, Viking or Norman governments and society before 1066. Learners may wish to colour code their notes, or this might form a secondary activity after completion. Discuss the results in terms of how this affects learners' views of the myth and significance generally given to 1066.3) For a wider view, repeat the activity for William Rufus, Robert Curthose, Henry I. Discuss differences in their experiences and what this suggests about the debate.4) Adapt the activity to analyse the background and contribution of prominent magnates and bishops, while assessing the extent to which there was an Anglo-Norman nobility present in England.	 <p>Learner Resource 3</p>



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Activities	Resources
<p>Web resources:</p> <p>English Monarchs http://www.englishmonarchs.co.uk/index.htm</p> <p>Durham World Heritage Commentary on the Normans and Bishops of Durham with links to heritage sites https://www.durhamworldheritagesite.com/history/normans</p> <p>The Barons de Braose History of the family http://douglyn.co.uk/BraoseWeb/stage.htm</p> <p>Lewes Priory Trust Various resources and links to Cluniac monasticism http://www.lewespriory.org.uk/home</p>	<p> Click here</p> <p> Click here</p> <p> Click here</p> <p> Click here</p>
<p>Chronica</p> <p>Chronica provides learners with an opportunity to compile an overview of prominent sources relevant to the period. It can be used to regard the entire course initially, and a later review can focus specifically on the period of the Enquiry with the reign of William Rufus and succession of Henry I.</p> <ol style="list-style-type: none"> 1) Direct learners to reading material which gives an overview of the most prominent chronicles of the period (e.g. Chibnall, Huscroft). Complete Learner Resource 4 with brief bullet-point notes. Elicit learner's initial impressions of the sources in terms of the interpretations they believe will be offered of the Norman period. Ensure they understand that this is a generalised view only, if based on simple provenance and introductory reading about the sources rather than reading the actual sources. 2) Now provide learners with a chronology of the period up until the end of Henry I's reign. Learners annotate the side of the timeline, recording when each chronicler was writing. Have learners' general perspectives of the sources changed? How does an author's chronological distance from 1066 or his experience of events at the time of writing affect his version of history? Is it relevant to refer to a chronicler's 'English' or 'Norman' origins, particularly as time progresses? Link discussion back to previous activities on the big picture and interpretations about the Conquest alongside consideration of chroniclers' ancestry and experience (Learner Resource 3). 	<p> Learner Resource 4</p>

Thinking Contextually

Extended specification

Unit Y102: British Period Study: Anglo-Saxon England and the Norman Conquest 1035–1087		
Anglo-Saxon England 1035–1066	Condition of England by 1035	<ul style="list-style-type: none"> • impact of Cnut's death and the extent of Viking influence on society • Anglo-Saxon heritage and the legacy of Aethelred the Unready: nature of the four kingdoms of East Anglia, Mercia, Northumberland and Wessex • social groups: slaves, ceorls, thegns and earls • the role of Godwin, Leofric and Siward • religious belief, the condition of the Church and the significance of Cnut's burial at Winchester • nature of claims to succession: Edward, Harthacnut, Swein, Harold • instability, compromise and the assembly at Oxford
	Government and kingship in England 1035–66	<ul style="list-style-type: none"> • the continuation of Viking influence : <ul style="list-style-type: none"> - Aelfgifu's return from Norway - role and impact of Harold I 'Harefoot' 1035–1040 - absence of Harthacnut and return from 1040–1042 - threat from Swein Estrithson and King Magnus of Norway • the role of Emma, Queen of England and the <i>Encomium</i> • Edward's succession as King of England: <ul style="list-style-type: none"> - reasons for his return to England in 1040 - election and coronation in 1043 - consolidation and establishment of power • nature and extent of opposition and challenges to the crown such as: <ul style="list-style-type: none"> - internal threats: Godwins, Swein's murder of Beorn, events at Dover and Count Eustace of Boulogne - relations with the Scots, death of Duncan and role of Macbeth - defeat of the Welsh 1063



Thinking Contextually

Anglo-Saxon England 1035–1066	<p>Government and kingship in England 1035–66</p> <ul style="list-style-type: none">• continuity, change , similarity and difference in methods of government and the nature of kingship between 1035 and 1066:<ul style="list-style-type: none">- role of the crown in Church appointments- relations with the papacy, archbishops and bishops- methods of warfare and dealing with opposition- role of the earls, thegns and bishops- diplomacy, alliances and marriage ties- importance of Winchester and the Domus Dei- law and order- taxation- writs, records and the development of the chancery- role of the bishops and significance of Leofric, Wulfwig and Regenbald- relationship between features of central and local government, the role of Wessex- military organisation• appointment of Robert of Jumièges as Archbishop of Canterbury and the extent of pre-Conquest Norman appointments• the role of Stigand• importance of the Godwin family:<ul style="list-style-type: none">- Edward's marriage to Edith- Earl Godwin and the fall from power 1051–52- death of Godwin and promotion of Harold, Tostig, Gyrrh and Leofwine- conflict between the Godwins in 1065
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Thinking Contextually

Anglo-Saxon England 1035–1066	Government and kingship in England 1035–66	<ul style="list-style-type: none"> reasons for and the nature of the succession crisis by 1066: <ul style="list-style-type: none"> the issue of succession in England Edward's policy and approach visit of William of Normandy 1051–52 the claim of Harald Hardrada Harold Godwinson's claim and Edward's death comparative strength of the claims attitude of the Anglo-Saxon nobility and role of the witangemot in Harold's coronation
	The role and significance of Edward	<ul style="list-style-type: none"> Edward's upbringing: <ul style="list-style-type: none"> education and exile in Normandy personal beliefs, character and religious piety dynastic links, the Godwins and marriage to Edith personal connections and relations with Normandy: previous support of Duke Robert, communication with William the Bastard methods in dealing with the problems he faced and leadership qualities effectiveness as monarch: strength and diplomacy versus weakness and indecision personal involvement in the development of the Church royal patronage and the rebuilding of Westminster Abbey
	Nature and impact of Anglo-Saxon rule on religion, society and economy	<ul style="list-style-type: none"> social groups and the three orders: those who fight, those who pray or those who work effect of local government, taxation and law on: <ul style="list-style-type: none"> nature of crime and methods of punishment similarities and differences between rural communities and urban centres distribution of wealth and competition in trade role of the monasteries in literacy and education, medicine and health



Thinking Contextually

Anglo-Saxon England 1035–1066	<p>Nature and impact of Anglo-Saxon rule on religion, society and economy</p>	<ul style="list-style-type: none"> • extent of Saxon, Viking, Norman, French and Flemish influence: <ul style="list-style-type: none"> - monastic libraries and theological tradition - communication and trade - marriage, dynastic and familial ties - religious beliefs and practices - traditions and customs - nature of Anglo-Saxon society and whether it was feudal • royal and noble patronage of Benedictine monasticism and religious houses • purpose and significance of late Anglo-Saxon art, architecture and culture • extent to which pre-Conquest England was civilised, cultured and sophisticated • nature of contemporary records: the <i>Rectitudines singularum personarum</i>, Anglo-Saxon Chronicle, foundation charters
William of Normandy's invasion and the Battle of Hastings 1066	<p>Plans, preparations and events prior to Hastings</p>	<ul style="list-style-type: none"> • William of Normandy's invasion plans and preparations: <ul style="list-style-type: none"> - security of his position and reputation by 1066: military experience, the conquest of Maine, timely deaths of major rivals (Henry of France and Fulk of Anjou) - preparations of the fleet and positioning at the mouth of the Somme • Hardrada's invasion: <ul style="list-style-type: none"> - reputation and experience in Scandinavia, Russia and Byzantium - support of Tostig - advance up the Humber and attacks on York, Scarborough, Cleveland and Holderness • English reactions: <ul style="list-style-type: none"> - reasons for Harold's disbanding of the army and nature of the Anglo-Saxon <i>fyrd</i> - comparative seriousness of the Viking and Norman threats - recall of the southern army and forced march - Battle at Fulford Gate and the role of Edwin and Morcar - the course and outcome of the Battle of Stamford Bridge • the timing and nature of the Norman landings at Pevensey and Harold's response



Thinking Contextually

William of Normandy's invasion and the Battle of Hastings 1066	The course and outcome of the Battle of Hastings	<ul style="list-style-type: none">• comparative strength and skill of the opposing armies:<ul style="list-style-type: none">- the English <i>fyrð</i>, thegns, housecarls, weaponry- Norman knights, cavalry, archers• location and positioning of armies, preparation and timing of the battle• reasons for William's victory: leadership skills, strategy, tactics, resources, logistics, chance• casualties and the nature of Harold's death
	The impact and significance of the Norman victory at Hastings	<ul style="list-style-type: none">• William's methods in establishing control of the local area:<ul style="list-style-type: none">- march through the south and events at Dover and Rochester- arrival in London- significance of symbolism, religious references, anointment and coronation at Westminster Abbey (Christmas Day 1066)• contemporary records and interpretations of the events, such as the Bayeux tapestry• the foundation of Battle Abbey• interpretations of the significance of 1066 to the government of England



Thinking Contextually

William I and the consolidation of power	<p>Aims and methods of consolidating power in England</p> <ul style="list-style-type: none">• nature of the conquest and imposition of Norman rule• similarities and difference in short- and long-term goals: extension of power beyond the south, consolidation and maintenance• the nature of William's kingship and control of England:<ul style="list-style-type: none">- role of the Norman barons and individuals such as William fitzOsbern, Odo of Bayeux, Robert of Mortain- removal or submission of Anglo-Saxon earls- brutality dealing with rebellions- bribing the Danes- feudal ties , loyalty and obligations- castles- taxation and land grants- diplomacy and treaty with Scotland at Abernethy (1072)- the Domesday inquest- extent to which control was gained through Normanisation- the maintenance of Anglo-Saxon systems: shires, sheriffs, earldoms, laws and taxes• the role, development and significance of castle building:<ul style="list-style-type: none">- motives, timing and location- techniques in building, style and strengthening of existing fortifications- effectiveness in maintaining authority- whether they represent oppression or security- the importance of specific locations such as London, Durham, York, Dover, Rochester, Exeter, Shrewsbury, Chepstow• impact of rebellions on William's policy towards the earls• extent to which William used diplomacy and conciliation or brutality and violence• extent to which security was only truly achieved after 1075
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Thinking Contextually

William I and the consolidation of power	Nature and extent of challenges to William	<ul style="list-style-type: none"> • significance and impact of William's departure to Normandy in 1067 • reasons for rebellion and opposition, the nature of the threat to power and the effectiveness of William's actions in relation to events such as: <ul style="list-style-type: none"> - Eddic the Wild and the Welsh revolt (1067) - siege of Exeter (1068) and submission of Bristol and Gloucester - Edwin and Morcar (1068) - the North (1069–1070) - Swein Estrithson - Hereward the Wake - the Harrying of the North - rebellion of Norman earls led by Ralph de Gael - alliance of Malcolm of Scotland with Edgar Atheling - King Philip of France's support for Edgar Atheling • comparative seriousness of internal, border and overseas threats • the effectiveness of William's methods of control
William I and the government and administration of England	Structure of government and administration	<ul style="list-style-type: none"> • personality and the power of the king • itinerant nature of kingship and the role of deputies and regents • the royal household (<i>curia regis</i>) • writs, charters, seals, pipe rolls and instruments of government • development of the position of chancellor and the role of Regenbald, Herfast, Osmund, Maurice and Gerard • Ranulf Flambard as keeper of the Great Seal • functions of the sheriffs, royal judges, shire and hundred courts • enlargement of the royal palace at Winchester and building of the new cathedral • relationship between features of temporal and religious government, such as the role of the Bishops of Durham • manipulation of vacant earldoms and creation of new titles • comparative extent of Normanisation or continuation of Anglo-Saxon administration at central, regional and local levels



Thinking Contextually

William I and the government and administration of England	The role of earls, barons and knights	<ul style="list-style-type: none"> • the fate of Anglo-Saxon earls • role and attitudes of Norman barons, knights and castellans: first and second generation, primogeniture • marriage, loyalty and feudal obligations • development of the Anglo-Norman élite • nature and development of manorial land (demesne), baronial households, seignorial rights, power and influence • role of individuals and families such as William de Warenne, William fitzOsbern, Roger Bigod, Hugh d'Ivry, Roger de Montgomery, William de Briouze, Hugh de Montfort
	The role of the Church	<ul style="list-style-type: none"> • relations between the crown, nobility and the Church: <ul style="list-style-type: none"> - the appointment of archbishops , bishops, abbots and priors - effect of overlapping religious titles and earldoms on noble relations, feudal ties and administration - patronage of monasteries, religious houses and churches: foundations, endowments, feudal dues - cathedral-building and development: significance of Durham, York, Canterbury, Winchester, Exeter, Westminster - canon law, ecclesiastical courts and synods • monastic libraries, scribes and the preservation of records: <ul style="list-style-type: none"> - purpose of foundation charters and histories - chronicles and continuations • role of Walcher, Walkelin, Gundulf, William de St. Calais, Ingulf, Lanfranc • the deposition of Stigand, appointment of Lanfranc and the primacy of Canterbury: <ul style="list-style-type: none"> - religious role as Archbishop of Canterbury - personal involvement in government - extent to which he created stability between Church and state - relations with the papacy and Rome

Thinking Contextually

William I and the government and administration of England	Influence of developments on the continent and the affairs of Normandy	<ul style="list-style-type: none"> • involvement in the Norman campaigns: <ul style="list-style-type: none"> - effect of William's absence from England, his aims in Normandy and intentions over succession, relations with his son Robert (Curthose), imprisonment of brother Odo - role of the Anglo-Saxon <i>fyrð</i> and English soldiers in campaigns against Maine - overlapping priorities of the Anglo-Norman élite, second generation barons and knights • influence of Cluniac monasticism and William de Warenne's foundation of Lewes Priory • Peace and Truce of God movement • issue of lay investiture and Gregorian reform
	Impact of government on economy and society	<ul style="list-style-type: none"> • military recruitment and organisation • extent to which feudalism reflected change, continuity or development • Forest Law and creation of the New Forest • royal mint and significance of coinage • trade with Sweden, the Rhineland, Normandy and Flanders • continuation of Anglo-Saxon and Viking beliefs, practices and familial connections; Danelaw customs in the north and east • free tenants, cottars and villeins • crime and punishment, seigneurial courts, new laws



Thinking Contextually

William I and the government and administration of England	Impact of government on economy and society	<ul style="list-style-type: none"> • The Domesday Inquest and Book: <ul style="list-style-type: none"> - naming, descriptio and the Book of Winchester - purpose - architects of the Inquiry: bishops, royal clerks, land pleas, commissioners - role of scribes, landowners, hundreds, localities, checkers - use of Anglo-Saxon procedures - the Ely enquiry and Oath of Salisbury - coinage, treasury and taxation - personality and anonymity - role of Robert and Samson (Bishops of Winchester), William de St Calais, Osmund and Ranulf Flambard - land grants and transfers, relics, oaths, judicial ordeal - Great and Little Domesday - whether it fulfilled its aims or marked the completion of feudal intentions
	Nature and extent of the Conquest, change and continuity	<ul style="list-style-type: none"> • Anglo-Norman assimilation and adaptation • similarity and difference between regional, geographic, urban and rural areas • comparative impact of Norman rule on social groups: barons, earls, tenant farmers, peasants, slaves, monastic communities • the pace of change, turning-points and personal role of William • contemporary opinion and the writing of chronicles



Thinking Contextually

Unit Y102: Enquiry – Norman England 1087–1107		
William II 'Rufus' and the consolidation of power and government	Securing the throne	<ul style="list-style-type: none"> the succession: <ul style="list-style-type: none"> dispute over the Conqueror's inheritance role of Lanfranc and William I's letter inspection of the royal treasury and decisions over coinage and seal William's relationship with Robert role of Odo of Bayeaux and his rivalry with William de St Calais and Lanfranc causes, nature and effect of the rebellion of the Norman barons (1088): <ul style="list-style-type: none"> sieges at Tonbridge, Rochester and Pevensey desertion and trial of William de St Calais William's reaction to the rebels and reasons for magnanimity
	Opposition and control	<ul style="list-style-type: none"> reasons for opposition and extent of threats: <ul style="list-style-type: none"> the issue of Normandy and desire for unity nature of Anglo-Norman priorities and support for Robert Curthose Edgar Atheling the Northumbrian campaigns (1092 and 1094) rebellion in 1095 and Robert de Mowbray aims, needs and methods of securing or extending the frontiers: Scotland and Wales continuity and change in methods of control: <ul style="list-style-type: none"> increase and development of castles completion of the Tower of London development of scutage and use of mercenaries conciliation, leniency, privileges, ruthlessness



Thinking Contextually

William II 'Rufus' and the consolidation of power and government	Opposition and control	<ul style="list-style-type: none">• marriage, fealty and diplomacy, William's relationship with Robert and the issue of Normandy:<ul style="list-style-type: none">- insurrection at Rouen (1090)- siege at Courcy (1091)- role of Odo of Bayeaux and Henry- Robert's departure on crusade and temporary peace- William's recognition as ruler of Normandy 1096–1100- recovery of Maine and Vexin by 1099• impact of unity with Normandy on English government• William's diplomacy in Scotland:<ul style="list-style-type: none">- King Malcolm, homage, the treaty of 1091- construction of the castle at Carlisle- Malcolm's death at Alnwick (1093) and support for Duncan- support of Edgar's claim to the throne (1097)• William and Wales:<ul style="list-style-type: none">- extent to which William built on Harold's previous campaigns- significance of Welsh disunity- Gruffudd ap Cynan- Battle at Brecon 1093 and role of Roger of Montgomery- revolt after 1094 and William's invasion of Wales (1095 and 1097)- role of Hugh d'Avranches and Robert of Rhuddlan
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Thinking Contextually

William II 'Rufus' and the consolidation of power and government	Structure and nature of government and administration	<ul style="list-style-type: none"> political and social implications of Henry's coronation charter continuity, development and impact of Norman rule: <ul style="list-style-type: none"> royal household: legal, military and private functions writs, charters, pipe rolls, the exchequer and taxation military strategy, organisation, recruitment building of the Great Hall at Westminster role of earls, barons and bishops local government: shire, hundred and seigneurial courts, forest laws, criminal law, landholding and disputes the <i>Liber Regius</i> role of Ranulf Flambard: regency council, collection of taxes, reputation role of William, Bishop of Durham, Walkelin, Roger Bigod and Urse d'Abitot William's style of kingship: personality, model ruler versus extravagance
William II 'Rufus' and the Church	Relations between William, papacy and bishops	<ul style="list-style-type: none"> church appointments and the issue of lay investiture William's personal attitude towards the Church: plundering wealth leaving vacant sees, effect of illness in 1093, unwillingness to hold synods role of Lanfranc at the trial of William de St Calais (1088) the political role of bishops and royal administration the primacy of Canterbury death of Lanfranc and role of Richard of York the appointment of and relationship with Anselm as Archbishop of Canterbury (1093) relations with Urban II and the Council of Rockingham (1095)
	Development of the Church in England	<ul style="list-style-type: none"> impact of Anselm's departure to Rome continental influence, Gothic architecture and cathedral building the spread of monasticism, including the Augustinians role and influence of Rufus and the English Church in Wales and Scotland extent to which the Church had been reformed



Thinking Contextually

The death of William II 'Rufus' and the succession of Henry 1107	The demise of William Rufus	<ul style="list-style-type: none"> • William's return to England in 1099 • negotiations with Duke William IX of Aquitaine • Robert's return from crusade • circumstances of William's death in the New Forest • nature of issues of succession and Henry's relations with Robert Curthose: <ul style="list-style-type: none"> - previous quarrels between William I's sons at L'Aigle in 1077 - actions of Robert and support from Philip of France - pawning of Normandy to William II in 1096 • Henry I as the beneficiary of William's death and consecration at Westminster
	Henry I: securing the throne (1100–1101)	<ul style="list-style-type: none"> • Henry's coronation charter, concessions and grants of favour • reorganisation of defences • Henry's marriage to Edith and her adoption of the name Mathilda • imprisonment of Ranulf Flambard, his escape from the Tower and flight to Normandy • nature, extent and effect of the crisis of 1101: <ul style="list-style-type: none"> - reasons for support for either Robert or Henry - Robert's invasion and landing at Portsmouth - role of individuals and groups, such as Robert of Belleme, Robert of Meulan, Arnulf of Pembroke, the court circle and the English Church - Treaty of Alton, negotiation and pension payment to Robert



Thinking Contextually

'Rufus' and the succession of Henry 1107	Henry I's consolidation of power to 1107	<ul style="list-style-type: none">• reasons for the reinstatement of Flambard and significance of his role• relations with Anselm• significance of the marriage of Count Eustace of Boulogne• extent to which Henry achieved his aims:<ul style="list-style-type: none">- the House of Montgomery- the issue of Normandy- the investiture dispute- stability in England• significance and impact of the Battle of Tinchebray (1106):<ul style="list-style-type: none">- surrender of Falaise- imprisonment of Robert at Devizes- William Clito• extent to which Henry's position was secure by 1107
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Learner Resource 1 The big picture

See
page 14

Key question: To what extent was the Norman Conquest complete by 1106?

Discussion point: The Norman Conquest

- What does this really mean or imply?
- What does it suggest about events in 1066?

1. Isolate the word conquest and briefly consider its positive and negative connotations:

Positive	Negative

2. Now consider the adjective 'Norman'. Does this enhance either the positive or negative meaning of conquest? What does it suggest about historical memory and the course of English history? Did medieval society refer to the Norman Conquest or is this a later historical label? Whose actions are highlighted and why?

Discussion point:

Is the Norman Conquest a label commonly used to refer to Norman control of Sicily and southern Italy or is it merely applied to English history?

3. Consider the key question. What does the completion of conquest imply about Norman attitudes, aims, achievements and presence in England? What does the argument presume and what is ignored? Whose actions are highlighted and why?
4. Draw up a table as below, writing brief notes to support each side.

Pre-existing Norman presence and influence in England (before 1066)	'New' Norman presence and influence after 1066

5. Which side of the table was easier to complete and why? What does this tell you about popular representation and historical interpretations?

Discussion point:

What needs to be considered to avoid making generalisations about early Norman England and the nature of the Conquest?

Learner Resource 2

The big picture writing challenge: the beginning and the end

See
page 14

Essay question: To what extent was the Norman Conquest complete by 1106?

William the Conqueror

William Rufus

Henry 1

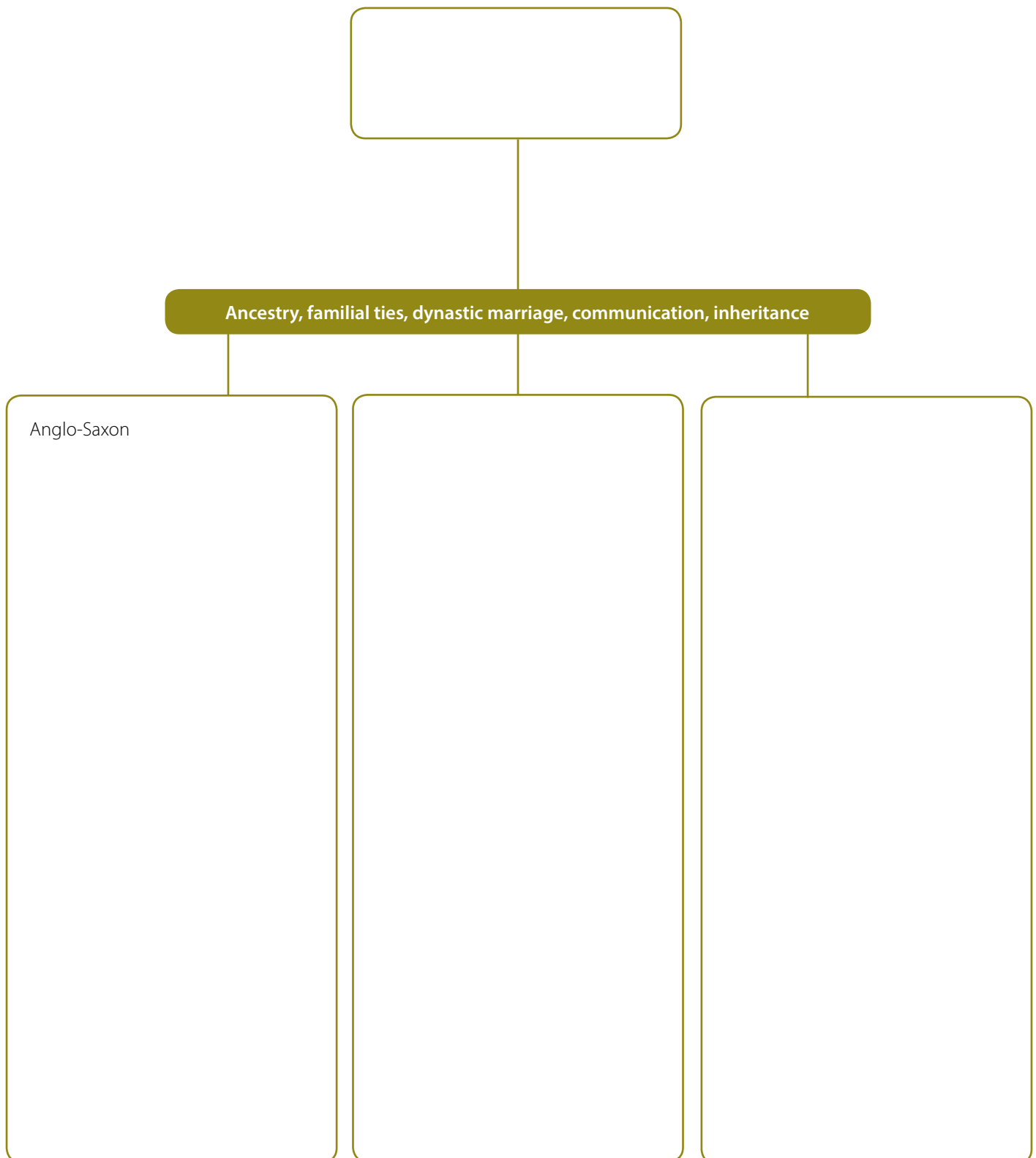
Introduction (40 words)

Identify opinion

Conclusion (50 words)

Learner Resource 3 Who do you think you are?

See
page 16



Learner Resource 4 The sources



Author/chronicler and title	Provenance (date and place of writing)	Date/author/place of any continuations	General content and style





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