

**GCSE (9–1)**

*Teachers' Guide*

# ***HISTORY B*** ***(SCHOOLS HISTORY PROJECT)***

J411

For first teaching in 2016

## **The Norman Conquest, 1065-1087**

Version 1



## Teachers' Guide – The Norman Conquest, 1065-1087

Teachers may use this guide as an example of one possible way of approaching the teaching content for GCSE History B and NOT a prescriptive plan for how your teaching should be structured.

Within the GCSE History B specification there is flexibility that allows you as a teacher to devise your own programmes of study and to choose your own examples to exemplify content or issues. These can – and should! – pick up on your own areas of interest and expertise, and possibly too on history that is particularly relevant to your own local area. This level of freedom can sometimes be worrying as much as welcome and with a more rigid specification you may feel more instantly certain of what you have to teach. But with a more flexible approach to teaching you are given the freedom to construct a course that is interesting and meaningful for you and your students.

What this guide is intended to do, therefore, is to show you what a term's teaching outline might look like in practice. It should then help you to build your own scheme of work, confident that you've covered all the required content in sufficient depth.

Your starting point for each of the topics you choose to teach in History B should be the *Guide to course planning and Options Booklet*, available from the [OCR website](#). These Teachers Guides build on the information and approaches contained within those documents.

This guide is divided into four sections:

- A brief **overview** of the topic including some common misconceptions and things to watch for.
- **Termly planning document:** how you might structure your term's teaching of this topic.
- **Some lesson elements/ideas.** The termly planning document doesn't include suggested activities, partly because the idea is that you exploit the flexibility of the specification to cover your own chosen content or enquiries, but we've put in a couple of suggested lessons in this section as they've been highly recommended by teachers.
- **Candidate style answers.** In time these will of course be replaced by actual exam answers, but until first assessment you may find these useful as indications of what examiners are expecting to look for in answers.

## Introduction and rationale

The Normans is a fascinating British depth study. Students have an opportunity to build on their prior learning at Key Stage 3 and so develop a much deeper understanding of this crucial turning point in English history. Students will look at the main features of late Anglo-Saxon and early Norman England and look at the interplay of political, military, religious, economic, social and cultural forces. Students will have the opportunity to look at a wide range of interpretations – history books, films, novels and illustrations as they study the myth and the myth of 'the Norman yoke'. This guide will provide an overview of the content that could be covered during the Norman Conquest depth study. It is designed to take approximately 24 hours of teaching time to complete this course, a single term, though of course this will be dependent on the curriculum hours provided in your centre. The scheme of work does not contain activities. This is intentional to enable you to choose a series of lessons that compliment your own teaching style and the learning style of students. There is also the opportunity for you to use your own local case studies for example local Domesday Book entries, a local Norman castle and even rebellions. What the guide does provide is a broken down extended specification content, with topics that you would probably wish to cover during the course as well as an indication of how long each section would take to complete. It also contains, for each section, an overarching enquiry to focus the teaching and learning. Most sections are roughly equal in length, though where appropriate this has been altered to reflect the level of content required. The final section focusses on the 13 mark interpretation question, with a guide to what to expect as well as two marked responses. We recommend looking at the other delivery guides for this topic for more information on how to answer other question types.

## Things to consider:

It is important to remember that this unit focuses heavily on interpretations so it will be ideal if you can introduce students to different interpretations throughout the unit. Films, historical novels, popular accounts and stories, illustrations and of course historian's views are crucial. Some reading I have used includes Marc Morris, *The Norman Conquest* (2013) and Peter Rex, *The English Resistance: The Underground War Against the Normans* (2004). The Ladybird book *William the Conqueror* is also quite useful when looking for interpretations of Anglo-Saxon England, the Battle of Hastings and events after the battle as is Schama's work (books or TV programmes). When looking at the differing interpretations encourage students to argue and debate for example include activities like debating boxing matches and get students to recreate a meeting between historians arguing over one of the issues. If you do this get them to really think about why these historians have different interpretations e.g. time period in which they are writing not just different pieces of evidence. Some students may find that they approach this unit thinking they already know what happened so it is good to get them intrigued by some of the more complex ideas straight away. However there is so much to be curious about with this unit and so many wonderful stories that students will quickly be asking questions and debating interpretations with enthusiasm. It is also worth spending a little bit of time introducing the language of the unit to students at the outset e.g. *buhrs*, *erals*, *thegns*, *ceorls* so that students are confident when they come across the terms. Wherever possible local examples of Anglo-Saxon or Norman activity should be drawn upon to help students see the impact on their local area.

## Notes on the termly planning guide

The course is divided into five sections and each section has an interpretive issue to provide a focus for student's learning. In the exam students will be required to analyse, evaluate and make substantiated judgements about historical interpretations so when you plan the scheme of work you need to build in a wide range of written and visual interpretations (academic, educational, popular and fictional).

We recommend that you structure the course around historical enquiries, in order to provide a clear focus for the students' learning.

The specification content is sufficiently broad that you can approach your enquiries in such a way as to emphasize aspects, or use case studies, that you find particularly interesting, and that will help bring the content to life for your learners. Some brief suggestions are made, but this is very much an area where you can exercise your professional judgement. Exam questions will reinforce this by rewarding any relevant and valid knowledge.

GCSE History Specification B (SHP) has the development of deep and wide knowledge and understanding at its heart. **Column 4 in the planner below** should not be seen as a checklist, but does exemplify the knowledge and understanding that can reasonably be expected to be gained as a result of the enquiry your students undertake against each specification point. It has been drafted to be consistent with the forthcoming Normans textbook (Jamie Byrom and Michael Riley, *The Norman Conquest 1065-1087* (Hodder Education, 2016)).

Remember, in this depth study students should be able to describe the main features of Anglo-Saxon and early Norman England and should develop an understanding of the diverse experiences of people (Saxons and Normans) during this period.

Sections and Issues	Enquiry	Specification Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>England on the eve of the conquest</b> Issue: The character of late Anglo-Saxon England	<i>'Too good to be true?' – What was Anglo-Saxon England really like in 1065?</i>	The nature, structure and diversity of late Anglo-Saxon society	<ul style="list-style-type: none"> <li>• What is an interpretation?</li> <li>• Images of Anglo-Saxon England as a 'Golden Age'</li> <li>• What evidence can historians use to find out about Anglo-Saxon England?</li> <li>• Who were the Anglo-Saxons?</li> <li>• Who was who in Anglo-Saxon England? King, earls, thegns, ceorls, thralls, women</li> <li>• Wergilds</li> <li>• How equal was society?</li> <li>• Who had more power; Edward or Harold Godwineson?</li> </ul>	2
		Religion in late Anglo-Saxon England	<ul style="list-style-type: none"> <li>• Who was who in the Christian Church?</li> <li>• Who and what had influenced the English Church? (Roman catholic influences, Celtic influences, language, Dunstan and Alphege)</li> <li>• What did the Pope think of the English church by 1060? (Stigand, Wulfstan and Leofgar; religion or power? Worship, beliefs and behaviour)</li> </ul>	1
		Anglo-Saxon culture: buildings, art and literature	<ul style="list-style-type: none"> <li>• What were Anglo-Saxons interested in? Church manuscripts, Science, Poetry, history, riddles (give examples of manuscript extracts for students to look at and discover for themselves)</li> <li>• What do artefacts from Anglo-Saxon hoards tell us about Anglo-Saxon engraving and skills? (Any local Anglo-Saxon finds?)</li> <li>• Buildings; homes, buhrs, churches (Are there any local Anglo-Saxon sections of churches in the area?)</li> <li>• Was Anglo-Saxon England a 'golden age'?</li> </ul>	1.5

Sections and Issues	Enquiry	Specification Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Invasion and Victory</b> Issue: How and why William of Normandy became King of England in 1066	<i>Lucky Bastard?</i> <i>What made William a conqueror in 1066?</i>	Norman society, culture and warfare pre-1066	<ul style="list-style-type: none"> <li>Who was William the Bastard?</li> <li>What had William learned about control and warfare in Normandy? Role of dukes and feudal system, full time soldiers, fighting on horseback, building castles, church</li> <li>How did William take control in Normandy?</li> </ul>	1
		The succession crisis of 1066	<ul style="list-style-type: none"> <li>Edward's death</li> <li>Who should be king? Claims of the contenders; Harold Godwineson, Edgar Aethling, Harald Hardrada, William of Normandy</li> <li>The Witan and Harold's election</li> </ul>	1
		The battles of Fulford, Stamford Bridge and Hastings	<ul style="list-style-type: none"> <li>The Battle of Fulford and its impact</li> <li>The Battle of Stamford Bridge and its impact</li> <li>The Battle of Hastings; events, turning points</li> <li>Why did William win?</li> </ul>	2

Sections and Issues	Enquiry	Specification Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Resistance and Response</b> Issue: The establishment of Norman rule between 1067 and 1071	<i>'Brutal slaughter' – Is this how William took control of England, 1067-1071?</i>	The first uprisings against Norman rule including resistance in the west and Mercia	<ul style="list-style-type: none"> <li>• What problems did William face after his victory at Hastings?</li> <li>• The Submission, Coronation and rewarding Anglo-Saxon loyalty</li> <li>• Reasons for uprisings in the west and Mercia</li> <li>• What did William do?</li> <li>• Brutal slaughter?</li> </ul>	1
		Northern resistance and William's 'Harrying of the North'	<ul style="list-style-type: none"> <li>• Why was there resistance in the north? Resentment, personal ambition, fear of losing land to Normans, taxes, castles</li> <li>• Key narrative of the northern rebellions</li> <li>• The Harrying of the North and the aftermath</li> <li>• Brutal slaughter?</li> </ul>	2
		The rebellion of Hereward in the east and the end of English resistance	<ul style="list-style-type: none"> <li>• Reasons for the rebellion</li> <li>• Narrative of the rebellion</li> <li>• How did William win?</li> <li>• Brutal slaughter?</li> </ul>	2

Sections and Issues	Enquiry	Specification Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Castles</b> Issue: The nature and purpose of Norman castles to 1087	<i>Military fortresses or status symbols?</i> <i>What can research reveal about early Norman castles?</i>	Pre-conquest fortifications and the first Norman castles	<ul style="list-style-type: none"> <li>Are there any local Norman castles?</li> <li>What was new about Norman castles?</li> <li>Recap burhs and look at burh-geats as fortified enclosures</li> <li>Who built the first motte castles in England?</li> <li>Where did William build his first castles?</li> <li>Did all Norman castles look the same?</li> <li>What was the purpose of Norman Castles? (Super opportunity to get students to choose different interpretations and then ask them to collect evidence to support their interpretation during the sequence of lessons. Hold a debate at the end of the unit)</li> </ul>	1.5
		The distribution and design of Norman castles to 1087	<ul style="list-style-type: none"> <li>Where did the Normans build castles 1066-1071?</li> <li>Did all Norman castles look the same?</li> <li>What were the key features of castles?</li> <li>Where did William build his castles once he had put down the rebellions? (After 1071)</li> </ul>	1.5
		The purpose of Norman castles including their military and economic functions	<ul style="list-style-type: none"> <li>What was the purpose of Norman Castles?</li> <li>Interpretations: military fortress or symbol of power?</li> <li>What evidence can historians use to help them reach their own interpretation?</li> <li>Super opportunity to get students to choose different interpretations and then ask them to collect evidence to support their interpretation. Hold a debate: What was the purpose of Norman Castles?</li> </ul>	2



Sections and Issues	Enquiry	Content	Possible examples - this is not an exhaustive list but rather some possibilities of content to explore	Suggested timing (hours)
<b>Conquest and Control</b> Issue: The impact of the Norman Conquest on English society to 1087	<i>"A truck-load of trouble"</i> <i>What was the impact of the Norman Conquest on the English by 1087?</i>	Domesday Book, its creation and purpose	<ul style="list-style-type: none"> <li>Look at the Domesday Book records for your local town/village. Using the document ask students to work out what questions were asked</li> <li>What changes/continuities can you see in your local town/village between the time of King Edward and the Domesday Book?</li> <li>Who collected the information and how was it recorded?</li> <li>What was the Domesday Book really for: tax? To show the Norman lords owned the land now? To show William was undisputed ruler?</li> </ul>	1
		The social structure of Norman England including changes in the land ownership and the elite	<ul style="list-style-type: none"> <li>Who owned the land by 1086?</li> <li>What did the old English elite do?</li> <li>Feudal system</li> </ul>	1.5
		Changes and continuities: language, laws and Church	<ul style="list-style-type: none"> <li>What changes did the Norman Conquest bring to England?</li> <li>Changes in language – written and spoken</li> <li>Continuity and change to the laws e.g. trial by combat, murdrum and Forest Law</li> <li>Changes to the power of the Church</li> <li>Is the myth of the Norman Yoke accurate?</li> <li>Final presentation: Norman Conquest: change or continuity?</li> </ul>	2

## Assessment strategies

**Teachers may use these exemplar answers as an example of one possible way of achieving the marks given and NOT an exact approach for how an answer should be structured.**

Learners will be credited wherever and however they demonstrate the knowledge, skills and understanding needed for a particular level.

**According to a children's history website [www.MedievalEurope.MrDonn.org](http://www.MedievalEurope.MrDonn.org), following his victory at Hastings, William 'soon had conquered all of England'. How far do you agree with this view? (20 marks)**

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of early Norman England.

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To reach Levels 4 and 5, this must involve considering the pace and geographical completeness of the Conquest.

Answers are most likely to show understanding of the second order concepts of change and continuity (i.e. pace of change) and similarity and difference (diversity of experience across England) or causation (why and how William established control or not but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the success of William's army in the south-east of England and the capture of London; William's coronation at Christmas 1066; the building of castles across England; the successful suppression of risings and rebellions including the 'Harrying of the North'.

Grounds for disagreeing include: it took several years to conquer England; the lack of Anglo –Saxon surrender following Hastings; the number of local risings against new Norman lords; the major rebellions in the south–west, the Midlands and the north; external pressures; the desertion of Norman soldiers in 1068.

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks.**

AO2 Explain and analyse historical events and periods studied using second order historical concepts. **Maximum 5 marks.**

AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks.**

## Level 5 (17–20 marks)

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgement about the interpretation (AO4).

*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

## Level 4 (13–16 marks)

Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgement about the interpretation (AO4).

*There is a well-developed line of reasoning which is clear, relevant and logically structured.*

## Level 3 (9–12 marks)

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).

Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgement about the interpretation (AO4).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

## Level 2 (5–8 marks)

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgement about the interpretation (AO4).

*There is a line of reasoning which has some relevance and which is presented with limited structure.*

## Level 1 (1–4 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgement about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.

*The information is communicated in a basic/unstructured way.*

## Answer A

After the Battle of Hastings in 1066 when Harold Godwinson, King of England was defeated, William became the King of England. Some people might argue that he soon conquered all of England. However, in fact it took him until 1075 to make sure that he controlled the whole of England and there would be no more rebellions.

The website argues that William 'soon had conquered all of England'. Some people might think this as he was crowned King of England on Christmas Day 1066 and by that time he had made the villages between Hastings and London surrender by destroying homes and farms and taken control of the royal treasury at Winchester. The Anglo-Saxon lords, including Edgar Aethling also submitted to William and swore an oath of loyalty to him.

However William only really had control of the south-east by the end of 1066. Many earls didn't surrender after the Battle of Hastings and instead supported small scale risings against the new Norman lords who had been given land by William to thank them for their support. Many areas in England were definitely not under control as can be seen by the number of rebellions that happened in Mercia, the north and in Ely. A king who controls his country doesn't have frequent rebellions. Perhaps the most serious rebellion was in 1069 in Durham and York. The Danes were trying to take England as well as some of the English earls trying to rebel against William. William had to march his soldiers north and storm York to take control. He was also very ruthless and destroyed houses, farms, crops and livestock so that no-one could live there and to show that he was King and must be obeyed. William gave land from Mercia and from the north to his supporters. Finally there was an uprising in Ely. Hereward the Wake fought a guerrilla style war against the Normans but eventually William and his men captured Ely. Morcar (one of the most rebellious earls) was captured by William at Ely and put in prison for the rest of his life.

Over 5 years William had to fight English rebels and build castles around the country to control the people before he could say that he had really conquered England. It was a slow process and there were several times when William could have been defeated. In the end it was his military strength and his ruthlessness that helped him conquer the whole of England but it was gradual and he had to do one area of England at a time. So the interpretation that after the Battle of Hastings William 'soon conquered all of England' is too simplistic. It took him 5 years and many acts of ruthlessness across the country before it could be said that he conquered all of England.

## Commentary

This is a good level 4 response. There is sound knowledge and although there are other examples that could have been used there is enough knowledge to show a sound understanding of the period. (AO1) There is a good understanding of the pace of change and the variation across the country and some reference to reasons why (causation). (AO2) The answer addresses the issue given in the interpretation and sets out a sustained and convincing argument reaching a substantiated judgement about the interpretation. (AO4).

## Answer B

William the Conqueror took control of England after he won the Battle of Hastings and as the interpretation says he did it quickly. He did have rebellions but he built castles to control the English people and people were scared of these new big castles. William was very cruel, he killed lots of people in York when they rebelled against him. He killed all their cows too. William won the Battle of Hastings because he was a good military leader and this made people follow him and obey him because they knew he would win the battles. There was a rebellion in Ely by Hereward the Wake and William beat him too so it shows that he had conquered all of England. The castles William built were in areas where the people rebelled and also on main routes for trade. William was crowned King of England in December 1066 so that shows that he was accepted by the people as their king and this was only 3 months after beating Harold at the Battle of Hastings.

Overall I agree with the interpretation as William was crowned King of England by December 1066 and even though there were rebellions he used his castles and his soldiers to sort out the rebels so he did conquer England quickly.

## Commentary

This is a sound level 2 response. There is some knowledge of key features of the period (AO1) and there is some understanding of the pace of change and causation but this is limited. (AO2) The answer shows an understanding of the interpretation and attempts a basic evaluation with some explanation. (AO4) There is a line of reasoning within a limited structure.



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