



Scheme of Learning	Topic: Norman England
Learning outcomes	• Students will understand the nature of power that the king held in the reign of William of Normandy. This will join to threads across the entire key stage examining how the power of the monarch increases under William before falling away under future monarchs. • Students will also be able to draw connections to ideas around the impact of migration, understanding why people have come to England and how this has helped to shape language and culture. • Students should be able to explain the events of 1066, explaining why there was a battle for the crown and who had the strongest claim to the throne. They will be able to explain the events of the year, including the battles of Stamford Bridge and Hastings and the fate of the key contenders. • Students will be able to explain how William kept control following his seizure of the crown in 1066. They will understand that William brought great destruction, particularly to the north of England in response to the rebellions of the English. • Students will be able explain why is meant by the feudal system, the relationship between those involved and how it allowed William to exert greater control. • Students will be able to explain why William built castles across England and how they enabled him to keep greater control. They should be able to explain how castles which were once mott and bailey castles develop during his reign so that by the end England was home to hundreds of Stone Keep castles. • Students will be able to explain what is meant by the Domesday book. They will be able to explain why William compiled the book and how it enabled him to collect more taxes. • At the end of the unit, students will be able to explain how life changes for people in England during the Norman conquest. They will be able to describe some of the changes that took place and explain which groups benefited from the conquest and which saw themselves disadvantaged.
Key Question	• Did the Norman's bring 'a truckload of trouble?' – The question is taken from the historian Simon Scharma and focuses on students understanding of the impact of the Norman invasion. • The emphasis is on how the Normans changed England following 1066. Students will be able to write about the changes made by William the Conqueror, particularly the introduction of the feudal system which allowed him to control and exert more control. They will also be able to discuss the re-distribution of land to those of Norman ancestry at expense of the Anglo Saxons. This will an



	important moment in English history where the culture of the Normans would seep into everyday life. • Further developments, such as the Domesday book which helped William to better collect taxation and the building of castles as monuments of control are also important in understanding the changes that were brought after 1066.
Knowledge	Key Concepts • In this unit, the key threads are around the nature of power in England. Students should be able to explain how the power of the king was considerable following the Norman conquest and how William acted to empower the monarchy further. Key Skills • Knowledge and understanding • Compare and Contrast • Change and Continuity • Significance • Judgements Key Vocabulary • Heir – A person legally entitled to the property or rank of another on that person's death • The Pope – The leader of the Catholic Church. A person of immense power. • The Witan – This was a group of influential nobles who would gather and determine who should be king. • Decisive - settling an issue; producing a definite result. • Housecarls - a member of the bodyguard of a Danish or English king or noble • Hypothesis – A proposed explanation made on the basis of limited evidence as a starting point for further investigation. • Rebel – somebody who fights against authority



	• Garrison - a group of soldiers stationed within a building • Oppression - unjust and cruel treatment, usually from government or figures of authority • Barons – important land owners • Demesne - a piece of land attached to a manor and retained by the owner for their own use • Knights – men who were given land in exchange for a promise to fight in the kings army 40 days a year • Oath - a promise • Villeins – a peasant who worked the land growing agricultural produce • Tenant in Chief – Another name given to the Lords or Barons • Valuation - An estimation of the worth of something • Monk - A monk is a member of a male religious community that is usually separated from the outside world. They rarely speak, drink only water and dress in basic clothing, devoting their lives to God.
Ongoing Assessment	• Throughout the series of lessons teachers have a list of multiple choice and longer answer questions which are intended to draw out the key misconceptions associated with the unit. • The unit includes homework tasks on <i>Great Tales from English History</i> by Robert Lacey and meanwhile elsewhere on the Byzantine Empire.
Key Assessment	• Students will take part in a national assessment which explores their understanding of why William was victorious at the Battle of Hastings in 1066. The assessment will test student’s knowledge and writing skills.
Clear sequencing of content	• This the first unit on ideas around the nature and location of power. In later units, students will understand how the power of the king steadily declined following the reign of William. They should be able to explain how the power of the monarchy would later be threatened by the barons under John and so will need an understanding of how William combatted this by spreading his Lords out across England. They later be able to explain that the power of the monarchy rose following Henry VIII’s Act of Supremacy before being reduced with the ascent of Parliament and the English Civil War.



Links to Careers	Students will develop their skills of interpretation and enquiry, looking at primary and secondary sources and questioning them effectively. Such a skill is useful in an array of careers and industries, most notably within the law or other careers that require independent research and forensic questioning of material.
Diversity and Inclusion	The unit fits into our wider threads of migration to Britain, considering why people decided to make the journey to Britain and the impact that their culture has had on shaping British culture.
Additional Support	Booklets contain knowledge organisers, key vocabulary ect. All resources are uploaded to the SharePoint.
Challenge	Booklet contains links to podcasts and academic history literature. There is a link to a BBC History Extra podcast on the building of castles in England by Marc Morris