

## Anglo-Saxon and Norman England , c1060-1088

### Anglo-Saxon England c1060-1066

1. What was the social structure in Anglo-Saxon England?
2. How was Anglo-Saxon England governed?
3. How did Anglo-Saxon society function?
4. Why were the Godwins so powerful in Anglo-Saxon England?
5. Why was there a rising against Tostig in 1065?
6. Why was there a succession crisis when Edward the Confessor died in 1066?

#### 7. Knowledge Test

### The Norman Conquest

1. Why did the Vikings win the Battle of Gate Fulford?
2. Why did the Saxons win the Battle of Stamford Bridge?
3. Why were the battles of Gate Fulford and Stamford Bridge significant?
4. Why was Harold and his Saxon army defeated in the Battle of Hastings?
5. *Knowledge Test*

### William in power: securing the kingdom, 1066-1087

1. Why did the earls submit to William in 1066?
2. What were the Marcher Earldoms and why did William create them?
3. Why did William order the construction of Motte and Bailey castles?
4. Why did Edwin and Morcar revolt in 1068?
5. Why did Edgar Aetheling lead a rebellion in the north in 1089?
6. Why did William order the Harrying of the North in 1069-70?
7. Who was Hereward the Wake and why did he lead a rebellion at Ely in 1071?
8. What were the causes and consequence of the Revolt of the Earls in 1075?
9. *Knowledge test*

### Norman England, 1066-1088

1. How did the Feudal System work? How and why did land ownership change after 1070?
2. How did William try to convince the people that he was the legitimate ruler of England?
3. What changes did the Normans make to the church?
4. How did Norman government function?
5. What was the purpose of the Domesday Book?
6. How was language and culture changed by the Norman conquest?
7. Why was Bishop Odo a significant person in Norman England?
8. Why was there a succession crisis in 1088?
9. *Knowledge test*
10. *Assessment Two*

Unit Title	Anglo-Saxon and Norman England c.1060-1088	Number of Lessons	36 (30 teaching plus 6 for assessment/feedback)
Assessment		Resources	
<p>The variety of question types in the assessment of the British Depth Study:</p> <ul style="list-style-type: none"><li>❖ <i>Describe 2 features of (AO1)</i></li><li>❖ <i>Explain why.....(AO1/AO2)</i></li><li>❖ <i>'Quote' How far do you agree? (AO1/AO2)</i></li></ul>		<ul style="list-style-type: none"><li>❖ Edexcel textbook</li><li>❖ Range of legacy textbooks Department-made notes/reading materials</li><li>❖ Clips from DVD '1066'</li><li>❖ YouTube documentary 'The Norman Conquest'</li><li>❖ BBC Teach videos</li><li>❖ SharePoint resources</li><li>❖ Materials from gcsepod</li></ul>	
Homework		British Values-	
<ul style="list-style-type: none"><li>❖ There are fortnightly homework tasks on Sharepoint for this unit</li><li>❖ Some tasks are designed to be 'flip learning' tasks for students</li><li>❖ Some tasks are designed to enhance learning from lessons. With a lot of content to be covered, it is essential that students do further work in their own time to improve depth of knowledge for this unit</li></ul>		<p>Pupils are able to develop their awareness of how people should have freedom to practise religious beliefs, to promote tolerance and acceptance for all religions and people in Britain who contribute to our British culture.</p> <p>We also enable our pupils to explore why extremist views do not fit in to our British democratic views and the detrimental impact that this can have both on our society and on a global basis.</p>	

# MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2a	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
January							
TOPIC (S)	Title:	Title:	Title:	Title:	Title:		Title:
Anglo-Saxon England c1060-1066	What was the social structure in Anglo-Saxon England?	How was Anglo-Saxon England governed?	How did Anglo-Saxon society function?	Why were the Godwins so powerful in Anglo-Saxon England?	Why was there a rising against Tostig in 1065?	Assessment Lesson	Why was there a succession crisis in 1066?
Knowledge & Skills development	Change and Continuity				Cause and Consequence		
	Pupils need to be able to describe the main features of Anglo-Saxon society (see lesson titles above)				Students should be able to provide multi-causal reasons for the power held by the Godwin family, the reasons for the revolt against Tostig in 1065 and the reasons for the succession crisis of 1066		
Assessment / Feedback Opportunities	Formative Assessment				Summative Assessment		
	Range of self and peer assessment (see full scheme)				Extended writing piece-‘Explain why there was a rebellion against Earl Tostig in 1065’		
Cultural Capital	<ul style="list-style-type: none"> <li>Students are taught to compare past social hierarchies with modern-day hierarchies and how they compare.</li> <li></li> </ul>						
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>Students are taught about the Witan and comparison are drawn between the Witan and modern-day Parliament</li> <li>Students are taught about law-making in this period in comparison with modern Britain.</li> </ul>						
Reading opportunities	<ul style="list-style-type: none"> <li>Pearson official textbook-Edexcel GCSE History ‘Anglo-Saxon and Norman England, c1060-1088’</li> <li>Selected text extracts from the internet</li> </ul>						
Key Vocabulary	Anglo-Saxon   Aristocracy   Burh Ceorls   Earls and Earldoms   Fyrd   Geld Tax   Hierarchy   Rebellion   Shire Reeve   Succession   Thegns   Witan						
Digital Literacy	Homework on Firefly VLE						
Careers							

# History-Year 10

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 2a/b	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
February					
TOPIC (S)	Title:	Title:	Title:	Title:	
The Norman Conquest	Why did the Vikings win the Battle of Gate Fulford?	Why did the Saxons win the Battle of Stamford Bridge?	Why were the battles of Gate Fulford and Stamford Bridge significant?	Why was Harold and his Saxon army defeated in the Battle of Hastings?	Knowledge Test
Knowledge & Skills development	Cause and Consequence				
	Students should be able to provide multi-causal reasons for the outcomes of the battles of Gate Fulford, Stamford Bridge and Hastings.				
Assessment / Feedback Opportunities	Formative Assessment			Summative Assessment	
	Range of self and peer assessment (see full scheme)			Knowledge Test	
Cultural Capital					
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	This unit should introduce the concept of Englishness/Britishness being a mixture of Viking, Saxon and Norman origin (as well as Celtic and Roman). Parallels between multi-cultural modern-day Britain should be drawn.				
Reading opportunities	<ul style="list-style-type: none"><li>Pearson official textbook-Edexcel GCSE History ‘Anglo-Saxon and Norman England, c1060-1088’</li><li>Selected text extracts from the internet</li></ul>				
Key Vocabulary	Anglo-Saxon   Aristocracy   Cavalry   Earls and Earldoms   Feigned Retreat   Fyrd   Geld Tax   Hierarchy   Huscarls   Succession   Witan				
Digital Literacy	Homework on SharePoint				
Careers	Focus on how archaeologists work has provided evidence from the Battle of Stamford Bridge.				

