

St Ambrose College History Department Scheme of Work
 Unit Six: Norman Control
 Lesson 1: Norman Tactics

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
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Causation	Relationships between the Norman settlers and the Saxons	How did William use terror and intimidation to complete his conquest?	Students use the text book to write to explain how William gained control of England. What should Hereward do? (group work) Why did Hereward fail?	UH p78 -79 DVD Curriculum Bites Who rules? Module 1 SHP 75 -79
Key processes	Curriculum opportunities			Learning Outcomes
Key processes	Learning Outcomes			Curriculum Opportunities
Historical enquiry	Students understand the effectiveness of terror r tactics on different areas in the British isle e.g. Dover, Exeter, London, the North and the fens Key terms The Harrying of the North Hereward the Wake			Spirituality
				Spirituality

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 Unit 6: Norman Control
 Lesson 2: The Feudal System

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change and Continuity. How did life change for the Saxons? Diversity (Linguistic change)	<i>The development of political power in England.</i>	How did William use the Feudal system to maintain control of England after 1066?	Group work activity to understand the advantages of the Feudal system to William in maintaining control Students copy and explain the Feudal system diagram. Students form a human diagram explaining the Feudal system (kinaesthetic)	<i>Card Sort on the Feudal system</i> <i>UH1 80</i> <i>Heinemann p36 -37</i>
				Curriculum Opportunities
Key processes	Learning Outcomes			Spirituality
Communication during group work	<i>Students understand how the Feudal system was used to complete control</i>			

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 Unit Six: The Norman Control
 Lesson 3: The Domesday Book

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Use of evidence</p> <p>Did the value of the local area change or stay the same as a result of the Norman conquest?</p>	<p>The relationship between the new Norman landowners and the Saxons</p>	<p>How did William use the Domesday Book to maintain control?</p> <p>How can we use the doomsday Book to come to conclusions about society in Norman Britain?</p> <p>What does the Domesday Book tell us about our local area</p>	<p>Students complete a pie chart or graph, showing how Norman Society was made up. Links with Maths</p> <p>Students identify their local area in the Domesday book and come to conclusions about how much their areas was worth and to come to conclusions about the impact of the Norman Conquest (Was he area destroyed by the Harrying of the North?)</p>	<p><i>UH1 p81</i></p> <p>http://www.domesdaybook.co.uk/</p> <p>http://www.nationalarchives.gov.uk/domesday/</p> <p><i>Heinemann p38 -39</i></p> <p><i>SHP</i></p>
<p>Key processes</p>	<p>Learning Outcome</p>			<p>Curriculum Opportunities</p>
				<p>Students identify their local areas e.g. Dunham Massey and Hale in the Domesday book to find out how much it was worth and to come to conclusions about the impact of the Norman Conquest</p> <p>Use of ICT</p>
				<p>Spirituality</p>

St Ambrose College History Department Scheme of Work
 Unit Six : Norman Control
 Lesson 4: Norman Castles

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change and Continuity	The use of castles to develop the political power of the Normans	<p>What were the advantages and disadvantages of Motte and Bailey castles to the Normans</p> <p>How were square keep castles an improvement on motte and bailey castles</p>	<p>Students use the text and sources to understand the strengths and weaknesses of motte and bailey castles and how they were used to maintain control.</p> <p>Video Knights and Castles (visual learning)</p>	<p>UH1 p82 –p83 UH1 p84 -85</p> <p>Video <i>Knights and Castles</i></p> <p>Heinemann p 32 -36</p>
				Curriculum Opportunities
Key processes	Learning Outcomes			
Historical enquiry Use of Evidence	<i>Students will understand how these castles helped the Normans to maintain control</i>			Spirituality

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 Unit Six : The Norman Control
 Lesson 5: Norman Control

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Causation	<i>The development of Political Power</i>	How did William gain control of England after 1066?	Assessment 6 : Students write an essay which is well structured and identifies links between the factors. More able students will be able to identify the most significant method of gaining control	<i>Students previous work and above references in the text book</i>
				Curriculum Opportunities
Key processes	Learning Outcomes			Spirituality
Historical enquiry Communication through an essay	<i>Students produce an essay during class time for their assessment</i>			

