**ENQUIRY: When did the Normans complete their conquest?**

**Guide for teachers**

* **Enquiry aim**

The enquiry focuses on change over time. It is designed to help students to understand that the Conquest was a long, drawn-out process, as opposed to a single event (or series of events within 1066), and that William faced challenges to his rule in England and Wales from various sources throughout his reign. The enquiry will hopefully help students (through the use of primary source material and historical scholarship) to recognise and understand that ‘conquest experience’ was complex, plural and diverse, with differing spatial and temporal dimensions.

The enquiry includes opportunities for evidential thinking, and as such aims to expose students to a range of primary source material and to guide them through analysis with an overarching focus on the enquiry question. Students can be encouraged to appreciate that the sources are not evidence in themselves, and that we can only extract evidence for our enquiry from the sources when we ask particular questions of them, and when we set the information that they give us in the context of our own knowledge of the period and that of other sources.

* **Preliminary work**

For the enquiry to be effective, students will need to have some an understanding of England/Britain pre-1066, and will also have studied the events of 1066 up to and including the Battle of Hastings. As an example, the enquiry that my students studied prior to this one was entitled ‘Who were the “English”, c.410 to 1066 AD?’ This covered the patterns of migration/conquest over these centuries, and allowed students to recognise the interconnectedness of the Anglo-Saxon, Viking and Norman worlds. A good understanding of the significance of figures like Emma of Normandy and the Godwin family really helped to provide important context for the students in their exploration of the events that followed the death of Edward the Confessor in January 1066.

* **Overall structure of the enquiry and possible uses**

The resource is structured as a discrete enquiry, with the overarching enquiry question: ‘When did the Normans complete their conquest?’ In its entirety, the enquiry spans approximately six lessons, beginning in the aftermath of William’s victory at Hastings:

* Lesson 1: London – submission to William
* Lesson 2: Rebellion in the North
* Lesson 3: The Ely Rebellion
* Lesson 4: Scotland
* Lesson 5: Wales
* Lesson 6: Castles, cathedrals and land (including Domesday)

There are a variety of ways in which teachers could use these resources:

* The whole enquiry could be taught lesson by lesson – this covers a lot of ground in curriculums that are squeezed for time (e.g. it covers aspects of Britain rather than just England, and includes the significance of castle building, which is sometimes treated separately).
* However, with some brief modification, the enquiry could be subdivided, e.g. lessons 1–3 could be taught by themselves if teachers were looking for a focus on rebellion/resistance to Norman rule within England; lessons 4 and 5 could be taught if a focus on wider British reaction is required; or indeed lesson 6 could act as a slot-in, and/or be elaborated on if a more in-depth look at these means of control/coercion is required.
* There are also opportunities to branch off and include separate but related mini-enquiries (e.g. see the example enquiry on Wales and the Conquest produced as part of these resources).
* If the whole enquiry is taught, there is an outcome task designed to encourage students to bring their thinking together and provide a piece of extended writing in answer to the enquiry question (structured as an argument against an artificial, more simplistic view).
* **Using the resources**

The resources required for each lesson (e.g. lesson presentation, student worksheets) are included. Extra information for teachers (e.g. further explanation of the historical context and lesson activities, other suggestions for classroom use) can be found in the notes section of each lesson presentation, accompanying the relevant slides. A list of the resources included as part of this enquiry follows here:

* 00 Source booklet – this contains a range of source material that can be used at various points during the enquiry; teachers can choose the most appropriate sources to use to suit the needs to their own lessons
* 01 London presentation
* 02 The North presentation
* 02 The North article, sources and questions
* 03 Ely presentation
* 04 Scotland presentation
* 04 Scotland connections worksheet
* 04 Scotland information worksheet
* 04 Scotland sources-matching task
* 05 Wales presentation
* 05 Wales worksheet
* 06 Castles, cathedrals and Domesday presentation
* 06 Castles worksheet
* 06 Cathedrals and religious change worksheet
* 06 Domesday worksheet
* 07 Outcome task stimulus
* 07 Enquiry summary sheet (student)
* **Examples: detailed explanations of use in the classroom**

**1) LONDON**

**Resource:** Presentation 01

**Worksheets/printing:** Overarching enquiry sheet (Slide 1 – print to A3 size) and whichever source/s you choose to use – Slides 7, 8 and 9 can be printed to use as worksheets

* *Slide 2:* Students complete ‘Do now – which battle?’ quiz to revisit work on the events of 1066 up to and including the Battle of Hastings.
* *Slide 3:* Introduce the new enquiry question: ‘When did the Normans complete their conquest?’ At this stage, I give students the overarching enquiry sheet and ask them to fill in the first box with the key details of the Battle of Hastings. This can be modelled on the board so that students understand how to complete it.
* *Slide 4:* I use this as an opportunity for a quick and more in-depth recap of recently studied events of September/October 1066. I pose this question to the class to generate discussion: If Harold Godwinson is dead, why does William not automatically become king? I might record key points from the discussion on the board – in this era, the English king was ‘elected’ to the position and so needed the support of key magnates/Witan. William only controlled a very small area on the south coast in October 1066 – there was still an entire and diverse kingdom to be subdued. Another problem for William was the existence of someone with a better claim in terms of lineage, e.g. Edgar Aetheling (recap Harold’s seizure of power in January 1066). This might lead to the question: Who might be likely to oppose William’s claim to the throne and why, even after the victory at Hastings?
* *Slide 5:* I use the plain map here to give students a sense of the area controlled by William in October 1066 and the scale of the task ahead of him. In addition to the plain map here, it’s also worth using one that shows the earldoms on the eve of the Battle of Hastings in 1066 – after the battle, Harold, Leofwine and Gyrth were all dead, and the power of the Godwin family had really been shattered. I give students the following questions in paired discussions: What should William do? What does he need to happen? With the whole class, I then discuss his waiting in hope that leading men would come to him to submit, but no such party came. What should he do? Where should he go? Students are likely to come up with London, as the capital – why is this important? We then discuss the 1300 map (obviously later than the period being studied, but it’s good to illustrate London as a city mainly on the north bank of the Thames, etc., so it’s very different from the London with which we are familiar today).
* *Slide 6:* The previous slide should generate questions such as: How does William take London? Is the Conquest complete once London is under his control? Why? Why not? At this stage, it’s crucial that students begin to distinguish between sources and evidence. We can only obtain evidence to help us answer our enquiry question by asking particular questions of the sources – they weren’t created with it in mind! Depending on the class, I usually look at only one or two of the following sources. The individual source analysis leads to a ‘zoom out’ to consider how the information can help us to see the bigger ‘conquest’ picture.
* *Slides 7 and/or 8 and/or 9:* Guided source analysis – this can be undertaken in a number of ways: whole class, individually or paired discussion. The box in the top left is a space in which to write key information about the source (e.g. the sorts of things that are included in the source booklet about each choice). The other five boxes correspond to the sections of coloured text. This breaks the source down for the student so that they can summarise each in turn. Depending on age/key stage, they will likely need a fair bit of teacher support the first time that they attempt this type of analysis. I have found that asking pairs to look at a different part of the coloured text and to try to work out what’s happening in it is quite an effective way in which to engage students without overloading them with the entire source in the first instance. The aim here is to think about what we can learn from the source – we are imposing our own enquiry question on to it – and it is vital that students do not get caught up with issues of provenance (the dreaded ‘bias’!), etc. These can be discussed, but the key focus here is how this source can become evidence to help us with our enquiry. If students have worked on a particular section in pairs, I then ask them to contribute their ideas to the whole class and assemble a shared sense of what the source is telling us on the board. I would suggest that each student has their own completed copy of this for the final task on the big overview sheet (Slide 1). If schools don’t have access to colour printing, it might be good to leave spaces between the separate sections for analysis, or show a coloured version on the board and get students to colour-code their own.
* *Slide 10:* A discussion of the source/s: what can we learn about what happened between the victory at Hastings and William I’s coronation on 25 December 1066? This is a good chance to keep students focused on the enquiry question, and to consider what William had achieved in terms of the Conquest, but also what still needed to be done. There is the potential to also consider other players (e.g. Edgar Aetheling, Edwin and Morcar, and so on) and their situation compared to what it had been, and to speculate on future actions.
* *Slide 11:* Students move to the overarching enquiry sheet (map and boxes). This may have already been modelled earlier in the lesson for the ‘Hastings’ box, but students will definitely need help with correctly labelling the different places and working out the route taken by the Normans to London. Hopefully the source analysis and previous discussion have provided students with plenty of ideas to complete no. 3), but I continue to circulate/provide support, etc.
* *Slide 12:* Lesson 1 conclusion: a quick discussion of some scholarship and links to the enquiry question. There’s a nice opportunity here to discuss William I’s coronation and the difference between English/Norman thinking on legitimacy to rule, e.g. for the English at the time, kingship was ‘elective’ and the coronation ceremony was there to confer God’s blessing, whereas for the Normans a person became a king at the time of their coronation and not before. If there is time, I tell In detail the story of William’s coronation at Westminster on Christmas Day 1066, with the example of the Norman guards on edge outside and at the end of the ceremony – this is all instructive in terms of how ‘in control’ he was. I usually finish with a consideration of the question: How far has William got in terms of conquest, but how far does he (and the Norman kings after him) still have to go?

**2) THE HARRYING OF THE NORTH**

**Resources:** Presentation 02 and worksheet 02 (Article, source and questions)

**Worksheets/printing:** Overarching enquiry sheet (should already have from Lesson 1), worksheet 02

*- Slide 1:* ‘Do now – matching Q&A’ task based on the work done in the previous lesson on London.

*- Slide 2:* Title slide – reminder of the enquiry question and lesson title.

*- Slide 3:* Brief class discussion – what do students remember about Edwin and Morcar, Edgar the Aetheling and the North of England? Try to draw out prior knowledge about Edwin and Morcar’s earldoms, Edgar the Aetheling’s lineage, the situation immediately after Hastings, and the way in which William treated Edwin, Morcar and Edgar (hostages, etc.), and what this suggests about the relationship between them even after they had submitted to William’s rule.

*- Slide 4:* Main lesson task – using the article and source material to learn about the Harrying of the North. With younger groups, I’ve found that this works best when sections are read together as a class and discussed, then answering the questions relating to that particular section before moving on together to the next. The additional challenge in the activity is for students to go beyond simply comprehending what the article is telling them, also considering how the article is related to the source material that survives from the period by using a quotation from the relevant sources as part of their answers.

*- Slide 5:* I usually only use this slide if there’s time, but it allows a consideration of the plight of the survivors, and also perhaps some discussion of Orderic Vitalis’s view of William as an Anglo-Norman.

*- Slide 6:* Class discussion based on the image of William in York in 1069. What has he achieved? Why did he choose to act in this way in the North?

*- Slide 7:* Overarching enquiry sheet (map and boxes). This will be partly complete from the last lesson. Hopefully the main task and previous discussion have provided students with plenty of ideas to complete no. 3), but I continue to circulate/provide support, etc.

*- Slide 8:* Using the historians’ quotations as a stimulus for a final discussion of what this next stage of the Conquest has helped William to achieve, but also what is left to be done…

**3) THE ELY REBELLION**

**Resource:** Presentation 03

**Worksheets/printing:** Overarching enquiry sheet (should already have from Lesson 1) and whichever source/s you choose to use – Slides 6 and 7 can be printed to use as worksheets

*- Slide 1:* Title slide.

*- Slide 2:* ‘Do now’ – keyword bingo.

*- Slide 3:* Introduction to the Ely Rebellion using the Ely railway poster as stimulus material. I get students to discuss the questions on the slide in pairs or threes before discussing as a whole class. Some students may have heard of Hereward, but most probably have not. There is a lot that students usually infer about the significance of the poster, though: that he must be a well-known figure/event that those seeing it would recognise and relate to – heroic imagery, ‘last stand’, etc. Introduce this as the theme for today’s lesson: the events at Ely and what they can tell us about our enquiry question.

*- Slide 4:* This provides the context for the main activity to come. I use a map like the central one here to show where Ely is in relation to the Danish fleet, along with a discussion of the terrain as it would have been in 1066 – inaccessible fenland, etc. – and I also show the image of the causeway and explain what it is. I also give a quick introduction to Hereward the Wake, as it’s the first encounter for some.

*- Slide 5:* Guided source analysis *(the same as in Lesson 1)* – this can be undertaken in a number of ways: whole class, individually or paired discussion. The boxes correspond to the sections of coloured text. This breaks the source down for the students so that they can summarise each in turn. Depending on age/key stage, they will likely need a fair bit of teacher support the first time that they attempt this type of analysis. I have found that asking pairs to look at a different part of the coloured text and to try to work out what’s happening in it is quite an effective way in which to engage students without overloading them with the entire source in the first instance. The aim here is to think about what we can learn from the source – we are imposing our own enquiry question on to it – and it is vital that students do not get caught up with issues of provenance (the dreaded ‘bias’!), etc. These can be discussed, but the key focus here is how this source can become evidence to help us with our enquiry. If students have worked on a particular section in pairs, I then ask them to contribute their ideas to the whole class and assemble a shared sense of what the source is telling us on the board. I would suggest that each student has their own completed copy of this for the final task on the big overview sheet. If schools don’t have access to colour printing, it might be good to leave spaces between the separate sections for analysis, or show a coloured version on the board and get students to colour-code their own.

*- Slides 6 and 7:* Source worksheet slides.

*- Slide 8:* Lesson conclusion: Hereward flees. I sometimes give the rest of the story if there is interest/time, maybe even using Gaimar, but the key point is that, despite his escape, Hereward does not pose a significant threat to Norman rule again. The Danish threat and that of figures like Morcar are now neutralised. Students will probably suggest that the Conquest is more or less complete by now. Encourage them to consider who/where is left that could continue to cause problems for the Normans.

*- Slide 9:* Overarching enquiry sheet (map and boxes). This will be partly complete from the previous lessons. Hopefully the main task and lesson discussion have provided students with plenty of ideas to complete no. 3), but I continue to circulate/provide support, etc.

**3) SCOTLAND**

**Resources:** Presentation 04 and worksheets 04

**Worksheets/printing:** Overarching enquiry sheet (should already have from Lesson 1) and Scotland worksheets 04

*- Slides 1 and 2:* Title slide/introduction. In the last lesson, students may have mentioned Wales and Scotland as potential issues for William and the Conquest – outline the key areas and focus on Scotland for today.

*- Slide 3:* Teacher explanation is required here – the key differences between Scotland and England in the eleventh century are important for students to understand. I use the map to discuss the following: Scotland was an entirely separate kingdom to England, with a different court and royal family. The indigenous Picts had been joined over time by Vikings and Scots, a Celtic people who were originally from Ireland. In the eleventh century, the Orkneys and north-east of Scotland were still under Scandinavian control, separate from the rest of the Scottish kingdom. The Gaelic culture and language of the Scots began to dominate the region by the eleventh century, but disparity in terms of language use and customs continued. The border with England was not clearly defined, and raids/skirmishes often occurred. Discuss the court of Malcolm III and links to English exiles (see worksheet).

*- Slide 4:* I use an Anglo-Saxon family tree to demonstrate the significance of Margaret’s lineage – descending from Alfred the Great and the Anglo-Saxon Wessex kings, sister to Edgar Aetheling, etc. Her marriage to Malcolm is significant because of this in the context of our enquiry question, and I also draw out the importance of the next generation – the marriage of Malcolm and Margaret’s daughter Matilda to Henry I – which later links Norman kings to the old Anglo-Saxon royal house. Students annotate/highlight/make notes around their copy of the family tree in their books.

*- Slide 5:* Students read the information sheet and then complete the connections sheet. The connections task is designed to check/consolidate understanding of the discussions and information in the lesson so far. The final task is to demonstrate awareness of how the source material has informed the information sheet – students highlight the key areas that correspond between the two sheets.

*- Slide 6:* Overarching enquiry sheet (map and boxes). This will be partly complete from the previous lessons. Hopefully the main tasks and lesson discussion have provided students with plenty of ideas to complete no. 3), but I continue to circulate/provide support, etc.

**5) WALES**

**Resources:** Presentation 05 and worksheet 05

**Worksheets/printing:** Overarching enquiry sheet (should already have from Lesson 1), *Brut y Tywysogion* source sheet (Slide 7 prints two per slide) and Wales worksheet 05

*- Slide 1:* ‘Do now – what’s the question?’ With the answers on the board, students need to come up with a question related to our enquiry for three of them.

*- Slides 2 and 3:* Title slide and introduction to the lesson focus, with key questions relevant to our enquiry – Wales.

*- Slide 4:* Present the background that is important for students to understand – I talk to them about this, making reference to the map. Wales was separate to England in the eleventh century, and for most of the time was split into different kingdoms, each with their own ruler. Although Wales was divided politically, it was united in other ways, e.g. through law (the laws of Hywel Dda in the late tenth century codified and built on the existing Welsh common law), culture/identity (the Welsh saw themselves as the true descendants of the ancient Britons; in terms of culture, there was a strong bardic tradition – *The Mabinogion,* which was compiled in the twelfth and thirteenth centuries, was derived from earlier oral traditions, for example) and language (Welsh). The kingdoms of Wales had been briefly unified by Gruffydd ap Llewelyn in 1057 until his death in 1063. Harold Godwinson launched attacks against Llywelyn throughout the 1060s, and it was one of these attacks that ultimately resulted in Llywelyn’s death. As a consequence, the Godwinsons were unpopular figures in Wales. The information on the next slide is useful to illustrate some of this.

*- Slide 5:* I suggest printing small versions of this information for students to stick into their books. There is lots to discuss here, and it’s really useful for students to connect Wales to their understanding of other important figures that they’ve already studied, like Edwin and Morcar or Harold Godwinson. Students are often particularly surprised at Edith (sister of Edwin and Morcar, wife of Gruffydd) having to marry Harold Godwinson after Gruffydd’s death in January 1066.

*- Slides 6 and 7:* Students read the extracts from the *Brut y Tywysogion* and respond to the questions. I explain that the *Brut y Tywysogion* is a Welsh chronicle, and as such provides us with a uniquely Welsh perspective on events that we often only consider from an English or Norman perspective. Through reading and considering the source, students begin to understand that in 1066 the Conquest felt distant to many in Wales, and the death of Harold Godwinson was actually welcomed by many because of his role in the death of Gruffydd ap Llywelyn.

*- Slides 8 and 9:* Students can have the information on these slides printed on the 05 worksheet for them. We usually read and discuss it together before students attempt the question on the worksheet. The key information that students need to understand here is that, for the Welsh, 1093 was a more significant year than 1066 – this is when the sources tell us that Norman incursions and their role in events such as the death of Rhys ap Tewdwr demonstrated a real attempt to fully conquer Wales, and the threat was deeply felt. Ultimately, as the Huntington source tells us, the Normans decided that this was perhaps more trouble than it was worth, and instead were content to secure the English border through castle building and to control significant areas in the south instead (the suggested map for the worksheet shows this well). As such, in terms of the enquiry question, the Norman Conquest with respect to Wales was only completed when the decision was made to consolidate control over the border area, rather than to continue to attempt to subdue the entirety of Wales under Norman rule.

*- Slide 10:* Overarching enquiry sheet (map and boxes). This will be partly complete from the previous lessons. Hopefully the main tasks and lesson discussion have provided students with plenty of ideas to complete no. 3), but I continue to circulate/provide support, etc.

**6) CASTLES, CATHEDRALS AND DOMESDAY**

**Resources:** Presentation 06 and worksheets 06

**Worksheets/printing:** Overarching enquiry sheet (should already have from Lesson 1), all the 06 worksheets

*- Slides 1 and 2:* Enquiry title slide and lesson title slide.

*- Slide 3:* Discussion task – in pairs/groups, students have a few minutes to discuss the questions on the slide. This encourages them to consider the change of emphasis to ordinary people/landscape/land ownership/overlordship, etc. for this lesson.

*- Slide 4:* Castles – this slide can be printed, but I usually use it for discussion and give the students the ‘Castles’ worksheet. As a class, I usually do a quick Q&A about what each image can tell us about the Conquest in terms of time, scale and the way in which it would impact on ordinary people. The students then read the worksheet and complete the question at the end.

*- Slide 5:* Cathedrals/religious change – similar to the castles slide, this could be printed but I use it for discussion. We talk about the differences between the two images. With the second, why did the Normans decide to rebuild Canterbury Cathedral in this way? What are they saying about themselves and about their religion? You could perhaps discuss Lanfranc and the Norman approach to religion. Also, how would these changes be those that ordinary people would definitely have come into contact with? Students can then read and respond to the ‘Cathedrals and religious change’ worksheet to consolidate this knowledge.

*- Slide 6:* Domesday – I explain what the Domesday Book was and how it was created and ask the students to suggest why William may have wanted this information. We look at the sources together to discuss the level of detail further and why this was useful information for the Normans at the time, but also what it can tell us now about England during the period of conquest. Students then read and respond to the final ‘Domesday’ worksheet.

*- Slide 7:* Quick discussion of the key lesson themes.

*- Slide 8:* Overarching enquiry sheet (map and boxes). For this one, students don’t need to link the box to a particular place on the map. This will be partly complete from the previous lessons. Hopefully the main tasks and lesson discussion have provided students with plenty of ideas to complete no. 2), but I continue to circulate/provide support, etc.

**7) OUTCOME TASK**

**Resources:** Presentation 07 and summary sheet 07

**Worksheets/printing:** Useful for students to have a printout of the 07 presentation slide and the 07 summary sheet (their enquiry map sheet needs to be used for this too)

*- Slide 1:* This is the outcome stimulus. Students need to carefully read the account and identify any claims that they may question, given the knowledge and understanding that they have gained during the enquiry. They will then use this to write a response to the Professor, challenging his claims using evidence of their own. I usually get my students to do this in the style of a formal letter.