

	TOPIC	GRADES	SMSC	LITERACY	ASSESSMENTS
A U T U M N	<p><b>PAPER 2: SHAPING THE NATION (Section B)</b>  <u>Norman England, c1066 – c1100</u>  <b>The Normans: conquest and control</b></p> <ul style="list-style-type: none"> <li>• Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.</li> <li>• Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.</li> <li>• Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.</li> </ul> <p><b>Life under the Normans</b></p> <ul style="list-style-type: none"> <li>• Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as</li> </ul>	<p><i>Grade 1/2: To be able to <b>identify</b></i>  <i>Grade 4/5: To be able to provide a <b>detailed description/explanation</b></i>  <i>Grade 7/8: You can <b>analyse</b> and <b>evaluate</b></i></p>	<p>What influence have other countries had on our culture?  How is the law enforced?  What is the role of punishment?  How does government work?  Why are laws important?  What structures exist in society?</p>	<p>Confessor, Claim, Throne, Tactic, Stamford Bridge, Battle of Hastings, Norman, William, Harold, Cavalry, Harrying, Revolt, Government, Inheritance, Feudalism, Anglo-Saxon, Distribution, Patronage, Aristocracy, Society, Military, Legal, Ordeals, Murdrum, Domesday Book, Economic.</p>	<p>Assessment: <b>Write an account of why the Normans had better tactics in the Battle of Hastings</b>  Assessment: <b>‘The biggest change the Normans brought was the Feudal system.’ Do you agree with this statement</b></p>

<p>ordeals, 'murdrum'; inheritance; the Domesday Book.</p> <ul style="list-style-type: none"> <li>Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.</li> </ul>				
<p><b>PAPER 2: SHAPING THE NATION (Section B)</b>  <u>Norman England. c1066 – c1100</u>  <b>The Norman Church and monasticism</b></p> <ul style="list-style-type: none"> <li>The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.</li> <li>Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.</li> </ul> <p><b>The historic environment of Norman England</b>  Students should be able to identify key features of the specified site and understand their connection to the wider historical</p>	<p><i>Grade 1/2: To be able to <b>identify</b></i>  <i>Grade 4/5: To be able to provide a <b>detailed description/explanation</b></i>  <i>Grade 7/8: You can <b>analyse</b> and <b>evaluate</b></i></p>	<p>What influence does religion have on our culture?  What influences have other countries had on our culture?  How has our language developed?  Why is education important?</p>	<p>Anglo-Saxon, Church, Arch Bishop, Cathedral, State, Wealth, Papacy, Investiture, Controversy, Abbeys, Monasteries, Latin, Vernacular, Location, Function, Structure, People, Design, Values, Culture, Fashions.</p>	<p>Assessment: <b>Explain what was important about the reforms of the monasteries for Norman England</b></p>

	<p>context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.</p> <p>The following aspects of the site should be considered:</p> <ul style="list-style-type: none"> <li>• location</li> <li>• function</li> <li>• the structure</li> <li>• people connected with the site eg the designer, originator and occupants</li> <li>• design</li> </ul>				
S P R I N G	<p><b>PAPER 2: SHAPING THE NATION (Section B)</b>  <u>Norman England. c1066 – c1100</u>  <b>The historic environment of Norman England</b></p> <p>Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at that time, how they were governed and their beliefs and values.</p> <p>The following aspects of the site should be considered:</p> <ul style="list-style-type: none"> <li>• location</li> <li>• function</li> <li>• the structure</li> </ul>	<p><i>Grade 1/2: To be able to <b>identify</b></i></p> <p><i>Grade 4/5: To be able to provide a <b>detailed description/explanation</b></i></p> <p><i>Grade 7/8: You can <b>analyse</b> and <b>evaluate</b></i></p>			<p>Assessment: <b>‘The main change that Norman castles brought about was that they allowed the Normans to defend their new lands’.</b></p> <p><b>How far does a study of _____ support this statement?</b></p> <p><b>Explain your answer.</b></p> <p><b>You should refer to _____ and your contextual knowledge.</b></p>

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	REVISION	<p><b>Grade 1/2:</b> To be able to <b><u>identify</u></b></p> <p><b>Grade 4/5:</b> To be able to provide a <b><u>detailed description/explanation</u></b></p> <p><b>Grade 7/8:</b> You can <b><u>analyse</u></b> and <b><u>evaluate</u></b></p>			
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