Year: 7	Subject: History	Unit title: The Normans	Term: Spring

Knowledge (Learn that):

- Scholars know that Edward the Confessor's death without a clear heir created a succession crisis in 1066.
- Scholars know that William defeated Harold Godwinson after a year of invasions, forced marches and battles, and was crowned King of England.
- Scholars know that William secured control by gaining the submission of English leaders, rewarding loyal followers with land and building castles in strategic locations.
- Scholars know that Norman rule changed landholding, government and society through the feudal system, homage, forfeiture, new laws and the Domesday Book.
- Scholars know that William replaced leading Anglo-Saxon churchmen and Lanfranc reformed the Church, while Christian beliefs, Latin worship and the Church's everyday role continued.
- Scholars know that Norman rule was resisted in different regions and that William used violence, land redistribution, castles and religious buildings to establish control.
- Scholars understand that the Norman Conquest produced significant but uneven change: power and government changed profoundly, while much of ordinary life and religious belief showed continuity.

Core Vocabulary:

Succession crisis, Witan, Cavalry, Shield wall, Feigned retreat, Motte-and-bailey, Feudal system, Homage, Forfeiture, Forest laws, Murdrum fine, Domesday Book, Lanfranc, Diocese, Romanesque, Change, Continuity

Vocabulary to Encounter:

Submission, Legitimacy, Nobility, Tenants-in-chief, Labour service, Centralised, Church courts, Harrying of the North, Rebellion, Hereward the Wake, Causeway

Vocabulary to retrieve:

Anglo-Saxon, Earl, Fyrd, Burh, Shire, Hundred, Latin, Christianity, Monastery, Abbey, Pope

Teaching Sequence:

Lesson 1: The Claimants
Lesson 2: The Battles
Lesson 3: Taking Control
Lesson 4: Society and Government
Lesson 5: Religion
Lesson 6a: The Normans in Yorkshire
Lesson 6b: The Normans in Cambridgeshire
Lesson 7: Planning Lesson
Lesson 8: Essay Writing Lesson
(There will also be a knowledge test and whole class feedback lesson related to this content)

Disciplinary aims:

The primary disciplinary aim is for scholars to understand **change and continuity**.

Scholars will be encouraged to:

- Understand that conquest can produce change and continuity at the same time.
- Identify changes and continuities across leadership, landholding, government, society, religion and local experience.
- Describe the extent of change using precise language such as transformative, significant, partial, uneven, limited and unchanged.
- Recognise that the scale and pace of change differed between groups and regions.
- Distinguish changes to institutions and elites from continuities in the lives of ordinary people.
- Use comparisons between Anglo-Saxon and Norman England to support claims about the extent of change.
- Select and organise evidence to reach a reasoned judgement about whether the Norman Conquest was a turning point.

This enquiry develops scholars' understanding that historical change is rarely complete or uniform and that historians judge its extent by considering what changed, what continued and for whom.

Writing curriculum:

Throughout this unit, scholars use writing to practise historical comparison and judgements about change and continuity.

- Scholars are introduced to disciplinary terms such as change, continuity, extent, transformative, significant, partial and uneven and are expected to use them accurately in writing.
- Vocabulary is continually revisited through retrieval practice, comparison tables and extended writing.
- Scholars regularly use structures such as "because, but, so" to connect explanation, qualification and consequence.
- Writing progresses from identifying individual changes and continuities to comparing Anglo-Saxon and Norman England across themes.
- Scholars learn to support claims about extent with precise evidence and to recognise that change affected nobles, peasants and different regions unevenly.
- The final essay requires scholars to weigh changes against continuities and reach a judgement about how far the Norman Conquest changed life in England.

Links to other units:

Why this and why now?

The Norman Conquest enquiry follows the development of an English nation and uses 1066 as a point from which scholars can examine the extent to which conquest changed an established kingdom. It is deliberately positioned at this point in Year 7 to:

- Build directly on substantive knowledge: Scholars retrieve knowledge of Anglo-Saxon kingship, the Witan, earls, shires, burhs, the Church and the creation of a unified English kingdom.
- Introduce a new disciplinary lens: Earlier enquiries have foregrounded causation and evidence. This unit introduces change and continuity and requires scholars to compare England before and after conquest.
- Develop qualified judgement: By distinguishing dramatic changes at the top of society from continuities in religion and everyday life, scholars learn that turning points can affect groups and places differently.

How does this speak to what came before?

The preceding Anglo-Saxon England enquiry explains how English identity, monarchy and government developed before 1066. This booklet:

- Returns to familiar institutions such as the Witan, earls, shires, hundreds, burhs and the English Church so that scholars have a secure basis for comparison.
- Extends earlier work on causation through the succession crisis and William's victory, but places the main emphasis on what changed after conquest.
- Uses prior knowledge of Christianity, Latin and monasteries to help scholars distinguish reform from religious continuity.

How does this prepare scholars for what comes next?

This unit lays the groundwork for later enquiries across KS3:

- In Year 7, it prepares scholars to understand medieval monarchy, Church-state relations, landholding, rebellion and the ways rulers established and maintained authority.
- In Year 8, the contrast between institutional reform and continuity provides a reference point for studying religious and political change, including the Reformation.
- In Year 9, scholars return to invasion and conquest through the causes of the Second World War.

Links to the national curriculum:

This unit supports the key stage 3 requirement to study the development of Church, state and society in Medieval Britain 1066–1509. It provides a depth study of the Norman Conquest and its consequences for political power, landholding, government, religion and society.

Linking to the KS3 National Curriculum

- Scholars study the succession crisis of 1066, the battles that led to Norman victory and the methods William used to establish control.
- Scholars examine changes to landholding, law, government and the Church, including castles, the feudal system, the Domesday Book and Lanfranc's reforms.
- Regional studies of resistance show that Norman control was contested and developed over time.
- The enquiry enables scholars to understand historical change and continuity and to use evidence to make claims about the extent of change.

Moving Beyond the KS3 National Curriculum

1. Disciplinary Literacy and Judgement

- The unit teaches scholars to move beyond describing change by judging its scale, pace and reach.
- A shared vocabulary of extent supports increasingly precise and qualified historical writing.

2. Change, Continuity and Uneven Experience

- Scholars compare change across power, society, religion and locality rather than treating 1066 as a single, complete break.
- They consider how conquest affected nobles and ordinary people differently and why regional experiences varied.

3. Turning Points and Periodisation

- The enquiry question invites scholars to test whether 1066 deserves to be treated as a turning point in English history.
- Scholars learn that a political turning point can coexist with continuities in belief, language and daily life.

4. Bridging Earlier and Later Medieval History

- The unit connects the institutions of Anglo-Saxon England to the monarchy, Church and social structures of the later Middle Ages.
- It gives scholars a secure comparative framework for future enquiries into authority, religion, rebellion and social change.