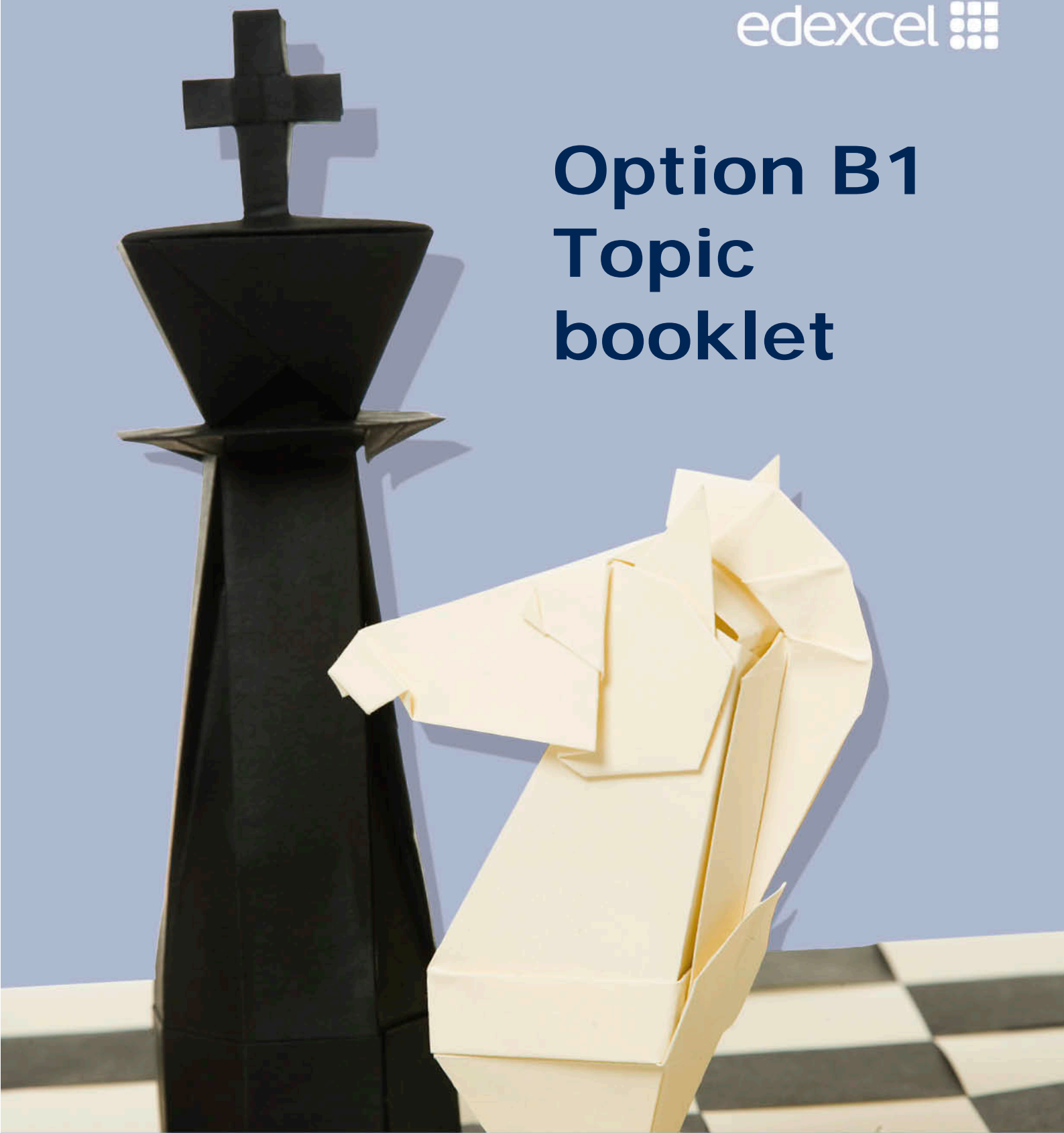


# Option B1 Topic booklet



**Anglo-Saxon and Norman England, c1060–88**

**GCSE (9-1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)**

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## Version 2 (September 2019)

This topic booklet has been updated to provide further clarification of the content in the topic, and to refer to the free support material available on the Edexcel website and to new resources created since the original lists were assembled in 2015.

# 1. Overview

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1066 is a landmark event in History. While the date is instantly recognisable, few realise the trauma and suffering the Norman Conquest wrought. This depth study, focused on the period 1060–1088, allows students to develop a deeper appreciation of this pivotal time. The content is divided into three key topics broadly covering Anglo-Saxon England, the Norman Conquest and subsequent rebellions and finally, the nature of the Anglo-Norman state.

From *Lord of the Rings* to *Game of Thrones*, Anglo-Saxon England has long held a place in the popular consciousness. This GCSE option gives students the opportunity to discover the real Anglo-Saxon England, and analyse its political, economic and social structures. Many of the features of today's Britain were already apparent in this kingdom.

It was, above all, an age of warriors and 1066 witnessed a clash between larger than life characters. The battles of Harold Hardrada, Harold Godwinson and William the Conqueror provide the drama of military history. Post-conquest England acts as a fascinating case study into how a country responds to foreign occupation. As well as the many countless acts of defiance against the Normans, England was shaken by major rebellions and it took almost a decade to subdue a hostile population. Shock and awe tactics went only so far and had to be supplemented with conciliation and reform. This depth study therefore provides a fascinating glimpse into statecraft.

England, by the time of the Conquerors' death, was a country locked down by castles and presided over by a fabulously wealthy foreign elite. Already though, life was moving on and the first intermarriages were taking place between Normans and Anglo-Saxons. Change and continuity is a key focus of history and the study of the period 1060-1088 highlights perfectly how, despite something as brutal as a military occupation, the underlying direction of a country is far harder to change.

The three key topics provide a framework for teaching and understanding the option but should not be taken in isolation from each other. There is chronological overlap between the topics and this structure helps highlight the complexity and interplay of different aspects within society.

## 1.1 Assessment

Students answer one question in three parts for the British depth study.

From summer 2019 onwards, Paper 2 is separated into two physical question-and-answer booklets, one for the period study (booklet P) and one for the British depth study (booklet B). Students are provided only with the questions for topics they have studied.

- 1(a): this is compulsory and targets AO1. It focuses on describing features.
- 1(b): this is compulsory and targets AO1/AO2. It focuses on causation.
- 1(c): students have a choice of two questions: (i) or (ii). These target AO1/AO2 and require a judgement. They may focus on any of the following: similarity, difference, change, continuity, causation or consequence.  
(Note: there is no SPaG mark awarded.)

Detailed information and guidance on assessment can be found in the separate [Getting Started Guide](#).

## 2. Content guidance

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### 2.1 Summary of content

#### **Anglo-Saxon England and the Norman Conquest, 1060–66**

The first key topic is focused on the final years of Anglo-Saxon England, covering its political, social and economic make-up, as well as the dramatic events of 1066. While the popular view is often of a barbarous Dark-Ages kingdom, students should recognise that in reality Anglo-Saxon England was prosperous and well governed. They should understand that society was characterised by a hierarchical system of government and they should appreciate the influence of the Church. They should also be aware that while Edward the Confessor was pious and respected, real power in the 1060s lay with the Godwin family and, in particular, Earl Harold of Wessex.

Students should understand events leading up to the death of Edward the Confessor in 1066: Harold Godwinson's succession as Earl of Wessex on his father's death in 1053, so inheriting the richest earldom in England; his embassy to Normandy and the claims of disputed Norman sources that he pledged allegiance to Duke William; his exiling of his brother Tostig, removing a rival to the throne. Harold's powerful rival claimants – William of Normandy, Harald Hardrada and Edgar – and their motives should also be covered. Students should understand Harold's precarious position once crowned king and the direct challenge posed by both Harald and William in 1066. Students should understand the range of causes of William's victory at the Battle of Hastings, including the superior generalship of his opponent, Duke William of Normandy, the respective quality of the two armies and Harold's own mistakes.

#### **William I in power: securing the kingdom, 1066–87**

The second key topic is focused on the period after the Battle of Hastings and students should appreciate the immense task William faced in translating his victory into meaningful control over a hostile Anglo-Saxon population. Students should understand how control was established, including how, despite the submission of the earls, by 1068 rebellion had broken out in the North of England, helped by the leadership of the surviving Anglo-Saxon earls, Edwin and Morcar. Students should also cover the renewed uprising in the North in 1069, which escalated out of control as a result of the leadership of Edgar Atheling and aid from Denmark and Scotland, and in 1070–71 the gathering of English rebels in the marshes of Ely to make what turned out to be a last stand.

Students should appreciate how and why William defeated the uprisings, such as the militarisation of England with a programme of castle building; power being delegated to trusted men and a group of compact earldoms along the Welsh border; William's willingness to unleash total violence, as the population of Yorkshire discovered in the Harrying of the North; and the steps taken to ensure that very few Anglo-Saxons continued to enjoy positions of wealth or power. Students should consider why, while the will of the English had been broken by the close of 1071, in 1075 a trio of William's own earls attempted, unsuccessfully, to oust him from power. This was the last challenge William would face in England.

#### **Norman England, 1066–88**

The final key topic is focused on the nature of Norman England and the implications of William's death. Students should consider changes to the nature of landownership as William laid claim to the whole of England, granting it out under strict conditions in a process historians have termed feudalism. In the Church, students should understand that Anglo-Saxon influence was squeezed out, while Lanfranc, William's carefully chosen Archbishop of Canterbury to replace Stigand,

embarked on a process of modernisation and church building. In the realm of government, students should appreciate that Anglo-Saxon practices such as writs continued while others such as the use of earls and sheriffs were modified. The growth in royal power should be covered, demonstrated by the ambitious Domesday survey, the hated royal forests and the unrestrained greed of Bishop Odo of Bayeux, William's half-brother. They might note that in the economy, the single currency continued but slavery steadily declined.

Students should cover William's relationship with his sons, particularly Robert; the revolt in Normandy, 1077-80; William's death in 1087 due to battle wounds and the result of his decision to divide his realm between his three sons: Robert Curthose's attempt in 1088 to oust the middle son, William Rufus, from the English throne.

### Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. Students should be familiar with the terminology found in the specification content.

The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

- |                      |                    |
|----------------------|--------------------|
| • demesne            | • motte and bailey |
| • earldom            | • Normanisation    |
| • feudal(ism)        | • papacy           |
| • finance            | • sheriff          |
| • forfeiture         | • submission       |
| • fyrd               | • succession       |
| • hierarchy          | • thegn            |
| • homage             | • Welsh Marches    |
| • housecarl          | • Wergild          |
| • itinerant kingship | • Witan            |
| • local government   | • writ             |

## 2. Content guidance

### 2.2 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content and other relevant material illustrating aspects of the specification can be used.

Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66		Exemplification
1 Anglo-Saxon society	<ul style="list-style-type: none"><li>• Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system.</li><li>• The economy and social system. Towns and villages. The influence of the Church.</li></ul>	<ul style="list-style-type: none"><li>• Anglo-Saxon England as a highly centralised state. The king as the ruler over the whole country. Small group of earls, as the king's agents, ruling over vast regions.</li><li>• Division of England, for the purposes of administration, into shires or counties, further divided into hundreds. The legal system and the use of Wergild.</li><li>• Life in villages and towns. The social system: the king, earls, thegns, slaves and peasants.</li><li>• The power of the Church, including the role of Church figures as advisors to the king. The influence of the Church in everyday life.</li></ul>
2 The last years of Edward the Confessor and the succession crisis	<ul style="list-style-type: none"><li>• The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins.</li><li>• Harold Godwinson's embassy to Normandy. The rising against Tostig and his exile. The death of Edward the Confessor.</li></ul>	<ul style="list-style-type: none"><li>• Domination of English politics by the house of Godwin. Harold Godwinson's succession on his father's death in 1053 as Earl of Wessex, the richest earldom in England. Addition to the family's power with Harold's brothers Tostig, Gyrth and Leofwine being granted earldoms. Godwin control of almost all of England by mid-1060s.</li><li>• The features of Harold Godwinson's embassy to Normandy, c1064 and its significance as seen in the disputed Norman (e.g. Bayeux Tapestry) and Anglo-Saxon sources.</li><li>• Northumbrian rebellion against Tostig in 1065. Harold exiling his brother so undermining Godwin family strength.</li><li>• Death of Edward the Confessor without an heir and the problem of succession.</li></ul>

3 The rival claimants for the throne	<ul style="list-style-type: none"> <li>• The motives and claims of William of Normandy, Harald Hardrada and Edgar.</li> <li>• The Witan and the coronation and reign of Harold Godwinson.</li> <li>• Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• 15-year-old Edgar the Atheling's claim to the throne as the king's nephew – side-lined by more powerful rivals. Duke William's claim that Edward had promised him the throne. Harald Hardrada, King of Norway's claim as a descendant of Cnut, the Viking King of England 1016–35.</li> <li>• Earl Harold's coronation with the backing of the Witan and preparations for the inevitable invasion.</li> <li>• Hardrada's victory at Gate Fulford. The fighting ability of the Vikings and the inexperience of the Anglo-Saxons led by the young earls, Morcar and Edwin.</li> <li>• Harold's victory at Stamford Bridge. The surprise attack, leaving his army severely weakened.</li> </ul>
4 The Norman invasion	<ul style="list-style-type: none"> <li>• The Battle of Hastings.</li> <li>• Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>• The events of the Norman invasion centred around the Battle of Hastings. The features of the Battle such as the relative preparedness of each side, the geographical position of the armies, the leadership of Harold and William, the nature of the fighting and the tactics used. The make-up of the armies with mainly the fyrd or peasant conscripts in the Anglo-Saxon army, but mainly professional soldiers in the Norman army.</li> <li>• Reasons for William's victory in relation to the bullet point above, for example, the Norman tactic of feigned flights, criticism of Harold for engaging William too quickly in battle.</li> </ul>

## 2. Content guidance

Key topic 2: William I in power: securing the kingdom, 1066–87		Exemplification
1 Establishing control	<ul style="list-style-type: none"> <li>• The submission of the earls, 1066.</li> <li>• Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms.</li> <li>• Reasons for the building of castles; their key features and importance.</li> </ul>	<ul style="list-style-type: none"> <li>• William's brutal march through South-East England after Hastings and impact on Anglo-Saxon resistance. William's receipt of the submission of earls Edwin and Morcar, Edgar the Atheling and Stigand, the Archbishop of Canterbury.</li> <li>• Protection of the Welsh border with the establishment of three earldoms, centred on Chester, Shrewsbury and Hereford.</li> <li>• The psychological as well as military impact of motte and bailey castles, unknown in Anglo-Saxon England. The design of motte and bailey castles.</li> </ul>
2 The causes and outcomes of Anglo-Saxon resistance, 1068–71	<ul style="list-style-type: none"> <li>• The revolt of Earls Edwin and Morcar in 1068.</li> <li>• Edgar the Aethling and the rebellions in the North, 1069.</li> <li>• Hereward the Wake and rebellion at Ely, 1070–71.</li> </ul>	<ul style="list-style-type: none"> <li>• William's initial aim to rule in conjunction with the remaining Anglo-Saxon aristocracy. Edwin and Morcar's defection from William's court in 1068 due to lack of real power. William's crushing of their rebellion.</li> <li>• The challenge of 1069, with two rebellions in the North led by Edgar Atheling and supported by King Malcom III of Scotland and the Danes.</li> <li>• Hereward the Wake and the final act of English resistance in the marshlands of East Anglia.</li> </ul>



<p>3 The legacy of resistance to 1087</p>	<ul style="list-style-type: none"> <li>• The reasons for and features of Harrying of the North, 1069–70. Its immediate and long-term impact, 1069–87.</li> <li>• Changes in landownership from Anglo-Saxon to Norman, 1066–87.</li> <li>• How William I maintained royal power.</li> </ul>	<ul style="list-style-type: none"> <li>• William's aim to destroy the spirit of rebellion in the North. His army's systematic destruction or harrying of Yorkshire. Flood of refugees south. Designation in Domesday Book in 1086 of a third of Yorkshire as 'waste'.</li> <li>• William's attitude to the native aristocracy as a result of the rebellions – by the end of his reign they had been eclipsed. Of 1000 tenants-in-chief listed in Domesday, only 13 were English.</li> <li>• Maintenance of royal power, including during William's absences, through e.g. government, landholding, castle building, personal authority.</li> </ul>
<p>4 Revolt of the Earls, 1075</p>	<ul style="list-style-type: none"> <li>• Reasons for and features of the revolt.</li> <li>• The defeat of the revolt and its effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Uprising staged in 1075 by three members of William's ruling elite: Ralph de Gael, Earl of Norfolk, Roger de Breteuil, Earl of Hereford and Waltheof, Earl of Northumbria, the last surviving Anglo-Saxon earl.</li> <li>• The crushing of the revolt by Archbishop Lanfranc, William's regent, while William remained in Normandy, indicating that the revolt did not seriously challenge him. The defeat of the revolt as the end of Anglo-Saxon rebellion.</li> </ul>

## 2. Content guidance

Key topic 3: Norman England, 1066–88		Exemplification
1 The feudal system and the Church	<ul style="list-style-type: none"> <li>The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.</li> <li>The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I.</li> <li>The extent of change to Anglo-Saxon society and economy.</li> </ul>	<ul style="list-style-type: none"> <li>William's claim of ownership over all of England, granting out land to key allies who became his tenants-in-chief. The development, and features, of the feudal system – probably taking several decades to develop.</li> <li>The huge power wielded by the Church in medieval times. William's control of the Church, with only one Anglo-Saxon bishop in office by 1088.</li> <li>The removal of Stigand in 1070 and the appointment of Lanfranc, as Archbishop of Canterbury. Reforms including outlawing clerical marriage and the buying and selling of Church offices. The building of vast new cathedrals, including Durham. Concept of Normanisation.</li> <li>The extent to which the Norman Conquest transformed England in relation to the society and economy. Nature of change, for example, changes that were not negative, such as the gradual decline in slavery.</li> </ul>
2 Norman government	<ul style="list-style-type: none"> <li>Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.</li> <li>The office of sheriff and the demesne. Introduction and significance of the 'forest'.</li> <li>Domesday Book and its significance for Norman government and finance.</li> </ul>	<ul style="list-style-type: none"> <li>William's more intensive use of existing Anglo-Saxon institutions of government and his domineering personality resulting in the expansion of the power of the crown. The delegation of power to regents such as Lanfranc as William spent three-quarters of his time outside England.</li> <li>The greater role of sheriffs in local government. Royal forests as a hated symbol of royal power for ordinary people.</li> <li>The Domesday survey ordered in December 1085. Its information about who owned what land and their obligations to William and its significance for government and finance.</li> </ul>

3 The Norman aristocracy	<ul style="list-style-type: none"> <li>• The culture and language of the Norman aristocracy.</li> <li>• The career and significance of Bishop Odo.</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxon as the language of the defeated following the conquest. Norman-French as the language of the new ruling class. Latin, the administrative language of Europe, as the language of official documents. Norman culture, for example in architecture.</li> <li>• Bishop Odo of Bayeux as an example of how the Conquest radically changed fortunes. His involvement as William's half-brother, in helping organise the invasion of England and in the Battle of Hastings, with the reward of the earldom of Kent, making him one of England's richest men. His arrest in 1082 for misgovernment.</li> </ul>
4 William I and his sons	<ul style="list-style-type: none"> <li>• Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80.</li> <li>• William's death and the disputed succession. William Rufus and the defeat of Robert and Odo.</li> </ul>	<ul style="list-style-type: none"> <li>• William's bullying treatment of his eldest son, Robert Curthose, denying him real power. Robert's open rebellion from 1077–80, for example even fighting his father in pitched battle at Gerberoy, France.</li> <li>• The division of William's realm on his death: Robert became Duke of Normandy, England passed to his second son William Rufus, while his youngest son, Henry, received £5000.</li> <li>• Disapproval of this division from sections of the Norman elite. The belief that England and Normandy should remain united under the eldest son. The plot by Bishop Odo of Bayeux (following his release from prison) and Duke Robert, joined by six of William's ten greatest landholders, to invade England and overthrow William. Its defeat before Duke Robert crossed the channel.</li> </ul>

## 3. Student timeline

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The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1064	Harold's disputed visit to Normandy
1065	The Northumbrians' revolt against Earl Tostig
January 1066	Death of King Edward Harold's coronation
Mid-September 1066	Tostig and Harald Hardrada, King of Norway, sail into the Humber
20 September 1066	Battle of Gate Fulford
25 September 1066	Battle of Stamford Bridge
28–29 September 1066	William crosses the Channel, landing at Pevensey
c28 September –13 October 1066	On hearing of William's landing Harold's forces march south via London.
14 October 1066	The Battle of Hastings
October–December 1066	William subdues South East England and is crowned king on Christmas Day
Summer 1068	William defeats the first rebellion in the North
1069	The Normans face multiple uprisings in the North, South West and Welsh borders
December 1069	William holds Christmas amid the burnt-out ruins of York
1069–1070	The Harrying of the North
1070	Lanfranc is appointed as Archbishop of Canterbury
1070–71	Hereward the Wake leads an uprising in East Anglia
1075	The revolt of the Norman earls
1077–80	The revolt of Robert Curthose

### 3. Student timeline

1082	Bishop Odo of Bayeux is arrested
Christmas 1085	William orders the Domesday survey – followed by visitations
August 1086	First draft of Domesday survey
9 September 1087	The death of William the Conqueror Robert Curthose becomes Duke of Normandy and William Rufus, King of England
1088	Bishop Odo leads an attempted uprising against William Rufus

## 4. Resources

The sections below list a range of resources that could be used by students and teachers for this topic.

The first section lists information on free support materials available on the Edexcel website. On the [GCSE History \(9–1\) from 2016](#) page:

- select the [Teaching support](#) tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the [Course materials](#) tab, and then select the appropriate tab for [Specification and sample assessments](#), [Exam materials](#), or [Teaching and learning materials](#).

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

Links to third-party websites are controlled by others and are subject to change. There are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but please exercise care before sharing social media links with students.

### 4.1 Free support materials

Resource	Details
<a href="#">Specification, sample assessment materials</a> and <a href="#">specimen papers</a>	The starting point for information on content and assessment in GCSE (9–1) History.
<a href="#">Past papers, mark schemes and examiner reports</a>	An <a href="#">Edexcel Online</a> login is required to access files with a silver padlock – check with your exams officer if you can't open them.
<a href="#">Getting Started Guide</a>	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification.
Guidance on Paper 2	Teaching approaches and ideas for the period study and British depth study, with case studies from practising teachers – to follow in early 2020.
<a href="#">Schemes of work</a>	Sample outline schemes of work for each topic in the specification, in editable Word files. A digital <a href="#">interactive scheme of work</a> is also available for both KS3 and GCSE.
<a href="#">Mapping documents</a>	Mapping documents to help support teachers in moving to Edexcel GCSE History.

Resource	Details
<a href="#">Exemplar student answers</a>	Exemplar student answers, including from summer 2018, with examiner commentaries and mark schemes.  Exemplar student answers from summer 2019 will be available from late 2019.
<a href="#">Pre-recorded feedback events</a>	Pre-recorded feedback by senior examiners on every option from the summer 2018 series, including exemplar student answers.  Feedback on the summer 2019 series will be available from November 2019.
<a href="#">Past training content</a>	Packs from past training events, such as getting ready to teach, mocks marking, and network meetings.
<a href="#">KS3 and KS4 baseline tests</a>	Editable baseline tests to assess students at the start of each key stage and track progress from KS3 to KS4; developed as part of the Pearson Progression Service.

## 4.2 Endorsed resources\*

[Pearson](#) – Designed to help develop confident, articulate and successful historians.

[Hodder Education](#) – The Hodder GCSE History for Edexcel students' book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

[Zigzag Education](#) – Photocopiable resources for learning, revision and exam practice.

[Anglia Tours](#) – A range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification.

\* You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.

## 4.3 Resources for students

Resource	Details
<i>Edexcel GCSE History (9–1) Anglo-Saxon and Norman England, c1060–88</i> (Pearson, 2016)	Simple, inclusive and inspiring student book covering the key knowledge for this Edexcel topic, plus exam advice and sample answers.
<i>Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Guide and Workbook</i> (Pearson, 2017)	A combined revision guide and workbook, this resource covers the key topic information needed for revision, delivered in short, memorable chunks of content, as well as worked examples of how to tackle the exam questions, and further questions for students' independent practice.

<i>Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Revision Cards</i> (Pearson, 2019)	Pocket-sized revision cards which cover the key facts in small digestible chunks so you can learn on the go. Each card has a question to test your knowledge and each pack contains an overview of the exam. Customers get a free online copy of the Revision Guide with each pack.
<i>Revise Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England Practice Papers Plus</i> (Pearson, 2020)	A skills-focused companion to the Revise Edexcel GCSE (9–1) History revision guide on the same topic, this resource gives detailed guidance on each type of exam question, as well as a full practice paper, allowing students to put their skills to the test independently, but in a supported way.
<i>Target Grade 5 Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England, c1060–88 Workbook</i> (Pearson, 2018)	Workbook focused on key skills and barriers for students targeting grade 5.
<i>Target Grade 9 Edexcel GCSE (9–1) History: Anglo-Saxon and Norman England, c1060–88 Workbook</i> (Pearson, 2018)	Workbook focused on key skills and barriers for students targeting grade 9.
Esther Arnott, Libby Merritt, <i>Hodder GCSE History for Edexcel: Anglo-Saxon and Norman England, c1060–88</i> (Hodder, 2016)	Student book written for this option in the new specification.
<i>My Revision Notes: Edexcel GCSE (9–1) History Anglo-Saxon and Norman England, c1060–88</i> (Hodder, 2017)	A revision guide featuring key content coverage, exam-style questions, revision tasks, activities and practical tips.
Steward Binns, <i>Crusade</i> (Penguin Books, 2012)	A historical novel following the fortunes of Edgar the Atheling, the last Anglo-Saxon heir to the throne, in the period after the Norman Conquest. It is an excellent way of increasing students' enjoyment of this period.
Richard Holmes, <i>The Complete War Walks</i> (BBC Books, 1997)	The chapter on the Battle of Hastings provides a gripping but analytical account of the fighting. Useful for higher ability students. The BBC documentary series <i>War Walks</i> including an episode on Hastings can also be accessed via YouTube.
Peter Marren, <i>1066: The Battles of York, Stamford Bridge and Hastings</i> (Pen and Sword, 2004)	Useful for higher-level students, this is an in-depth analysis of the three battles of 1066. The maps, graphics and details of weaponry are particularly engaging for students.
Bayeux Tapestry Online Reading Museum <a href="http://www.bayeuxtapestry.org.uk/">www.bayeuxtapestry.org.uk/</a>	This website allows a scene-by-scene examination of the tapestry.



The National Archives Online <a href="http://www.nationalarchives.gov.uk/domesday/discover-domesday/">www.nationalarchives.gov.uk/domesday/discover-domesday/</a>	An online exhibition packed full of information about Domesday.
BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/zgdk4j6">https://www.bbc.co.uk/bitesize/topics/zgdk4j6</a>	BBC Bitesize is a useful revision website. The link provided is for the Normans.
Robert Bartlett, <i>The Normans</i> (BBC DVD, 2010)	An accessible documentary by one of the leading authorities on the Norman Conquest. It is useful for the background information it provides on the young William of Normandy, as well as how his conquest changed England.
Dan and Peter Snow, <i>Battlefield Britain</i> (BBC DVD, 2006)	A documentary providing a detailed military account of the Battle of Hastings. The computerised battle reconstructions make this particularly useful.
David Starkey, <i>Monarchy Series 1</i> (Channel 4 DVD, 2007)	An accessible documentary. The three episodes 'A Nation State', 'Aengla Land' and 'Conquest' highlight the rise and fall of Anglo-Saxon England. It is very useful for gaining a broad understanding of the period.
<i>1066</i> (Channel 4 DVD, 2009)	A full-length film, it provides a vivid portrayal of the battles of Stamford Bridge and Hastings, as well as being replete with Tolkien Middle Earth references. Rated 15.
1066 and the Norman Conquest <a href="https://www.youtube.com/watch?v=3_sCOVe1r_g">https://www.youtube.com/watch?v=3_sCOVe1r_g</a>	'Ten Minute English and British History' Very quick overview of a wide range of topics. Very quick and concise but popular with students.
1066, a year to invade England <a href="https://www.youtube.com/watch?v=mBxFpEv33i4">https://www.youtube.com/watch?v=mBxFpEv33i4</a>	A 16-minute video covering the main events of 1066. Some wind noise at points but interesting and useful.
The Rise of Earl Tostig <a href="https://www.youtube.com/watch?v=dH7MBfMjIsk">https://www.youtube.com/watch?v=dH7MBfMjIsk</a>	A five-minute animation on the rise of Earl Tostig.
Revolt of the Earls 1075 <a href="https://www.youtube.com/watch?v=BqCiAo034qc">https://www.youtube.com/watch?v=BqCiAo034qc</a>	A five-minute animation on the Revolt of the Earls, 1075. Concise and very useful.
Horrible Histories <a href="https://www.bbc.co.uk/cbbc/shows/horrible-histories">https://www.bbc.co.uk/cbbc/shows/horrible-histories</a>	The iconic CBBC series that brings history alive. Not all episodes are available but between iPlayer and YouTube many can be found.

## 4.4 Resources for teachers

Resource	Details
Toby Purser, <i>Heinemann Advanced History: Medieval England 1042–1228</i> (Heinemann, 2004)	An A Level student textbook. The first half covers England 1042–1100.
G. Blair, S. Davis and S. Taylor, <i>Conquest, Control and Resistance in the Medieval World</i> (Pearson Education, 2015)	An A Level student textbook covering Anglo-Saxon England and the Anglo-Norman Kingdom, c1053–1106, as well as the crusades c1095–1204, and England and the Angevin Empire 1154–89.
Matthew Bennett, <i>Campaigns of the Norman Conquest</i> (Osprey Publishing, 2001)	A detailed account of the Battle of Hastings and the subsequent rebellions. It is rich in battle maps and illustrations.
R. Allen Brown, <i>The Norman Conquest of England</i> (The Boydell Press, 1995)	A collection of sources and documents about the Norman Conquest. It is most useful for the accounts of Hastings by the Norman chroniclers, William of Jumieges and William of Poitiers.
James Campbell (ed.), <i>The Anglo-Saxons</i> (Phaidon, 1982)	A highly accessible book that made an important contribution to Anglo-Saxon scholarship and which has retained its academic value some forty years after publication.
Kevin Crossley-Holland, <i>The Anglo-Saxon World. An Anthology</i> (Oxford University Press, 2009)	A collection of Anglo-Saxon sources including the epic poems <i>Beowulf</i> and the melancholic <i>Fortunes of Men</i> . Both are useful for highlighting the Anglo-Saxon mindset.
Colin McEvedy, <i>The New Penguin Atlas of Medieval History</i> (Penguin Books, 1992)	A series of annotated maps highlighting the key political, social and economic changes in medieval Europe. It is useful for learning about the medieval world beyond England.
Marc Morris, <i>The Norman Conquest</i> (Hutchinson, 2012)	An extremely readable yet detailed account of the Norman Conquest, up to William's death.
Michael Swanton, <i>The Anglo-Saxon Chronicles</i> (Phoenix Press, 2000)	An Anglo-Saxon history, compiled annually by monks from the fifth to the twelfth centuries. It is an invaluable primary source.
Michael Wood, <i>In search of the Dark Ages</i> (BBC Books, 2005)	A narrative overview of Britain from the collapse of Roman power up to the Norman Conquest. It is good for highlighting the rise and fall of Anglo-Saxon rule.
Marjorie Chibnall, <i>The Debate on the Norman Conquest</i> (Manchester University Press, 1999)	An overview of the controversies surrounding the Norman Conquest.

<p>John Blair, <i>The Anglo-Saxon Age: A Very Short Introduction</i> (OUP, 2000)</p> <p>John Gillingham and Ralph A. Griffiths, <i>Medieval Britain: A Very Short Introduction</i> (OUP, 2000)</p> <p>George Garnett, <i>The Norman Conquest: A Very Short Introduction</i> (OUP, 2009)</p>	<p>Oxford University Press, A Very Short Introduction Series</p> <p>An interesting and well-written series covering a wide variety of topics that serve as an excellent overview.</p>
<p>The PASE Project Online</p> <p><a href="http://www.pase.ac.uk/index.html">http://www.pase.ac.uk/index.html</a></p>	<p>A high-level analytical tool created by Cambridge University and based on the Domesday survey. It is particularly useful for highlighting the decline of the great Anglo-Saxon families after 1066.</p>
<p>School History website</p> <p><a href="http://www.schoolhistory.co.uk">http://www.schoolhistory.co.uk</a></p>	<p>A very comprehensive website with resources for teaching history. GCSE resources are arranged by exam board and cover most modules. Some resources are free but to get the full range available there is a subscription payment (currently £72 per year).</p>
<p><a href="https://www.tes.com/teaching-resources/hub/secondary">https://www.tes.com/teaching-resources/hub/secondary</a></p>	<p>A comprehensive bank of resources for teachers, some free, some paid-for.</p>
<p>Teachit History website</p> <p><a href="https://www.teachithistory.co.uk/british-studies/anglo-saxon-and-norman-england/tags/3737">https://www.teachithistory.co.uk/british-studies/anglo-saxon-and-norman-england/tags/3737</a></p>	<p>A collection of resources for Anglo-Saxon and Norman England.</p>
<p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382">https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382</a></p>	<p>Collection of six animated short films covering: 'Claims to the Throne', 'The Battle of Fulford', 'The Battle of Stamford Bridge', 'The Battle of Hastings', 'King William and Domesday Book' and 'Revolt and Resistance'. Slightly dated but still useful.</p>