

EMMANUEL COLLEGE

THE HISTORY DEPARTMENT

Year 11



Year 11	Autumn Half Term 1	Autumn Half Term 2	Spring Half Term 1
Unit Title	Britain in the Twentieth Century	Causes of the Norman Conquest	Life in Norman England
Key Question(s)?	How and why did Britain's relationship with the Empire change?	How did the Normans establish their control over England?	How did life in England change as a result of the Conquest?
Threshold Concepts	<p>The British Empire ended because of the impact of the First and Second World Wars and the growth of nationalism and independence movements within the colonies.</p> <p>There are several legacies of Empire, including the 'Windrush' generation of Caribbean migrants.</p> <p>The Falklands War tested Britain's relationship with states within the Commonwealth and contributed to the re-election of Margaret Thatcher as Prime Minister in 1983.</p>	<p>The Norman Conquest took place because of the conflict over who should inherit the English throne in 1066.</p> <p>The Conquest came in the aftermath of conflict between three of the four notable claimants. Historians debate the most significant cause of William of Normandy's victory at Hastings in 1066.</p> <p>William of Normandy asserted his authority as king through a combination of terror and compromise.</p> <p>The rebellions of William's reign led to the use of castles and the feudal system to assert greater control over the population. William also planned effectively for his succession.</p>	<p>The Normans made significant changes to the legal systems of England, moving towards primogeniture and a legal system based on fines rather than brutal punishment. French became the administrative language. Peasants faced significant challenges in their daily lives. Norman villages were hierarchical; the bailiff, reeve, priest and miller were all significant.</p> <p>The Normans enhanced the status of some towns, such as London and Norwich, at the expense of others which had been key Anglo-Saxon towns previously. Trade with Norman territories was prioritised.</p>
Link to Prior Learning	<p>This unit builds upon the narrative started in the Key Stage 3 curriculum regarding Britain's decline as a world power in the second half of the twentieth century.</p> <p>In our aim for a representative curriculum we hope to have addressed the misconception that black people did not migrate to Britain until 1948.</p>	<p>The Norman GCSE unit revisits a number of the key themes explored in the Year 7 curriculum regarding life in medieval Britain.</p> <p>Firstly, it revisits the knowledge of Anglo-Saxon England and the Viking invasions to understand the nature of English kingship at this time and the predicament England was left</p>	<p>This unit revisits the social and economic changes taught during the Year 7 curriculum in more detail. In particular, the focus on William's motivations for the balance he struck between change and continuity.</p>

	The study of post-war migration is treated as the next chapter in the ongoing narrative regarding the contributions of different ethnic groups to Britain's development rather than seeing 1948 as a start point.	in by Edward the Confessor's death. Secondly, it also revisits a number of political elements of conquest such as the use of castles, how the crown dealt with rebellions and the feudal system. These concepts were recurring in the Year 7 curriculum.	
	Spring Half Term 2	Summer Half Term 1	
Unit Title	Religious Change and Historic Environment	Revision and Exams	
Key Question(s)?	How did the Normans change religious life in England?		
Threshold Concepts	<p>Norman rule saw changes in the architecture of churches to the 'Romanesque' style and the division of dioceses into archdeaconries and deaneries. Key figures in the Roman Church, including Anselm of Canterbury and Pope Gregory VII, had a significant impact on life in Norman England. Norman cathedrals performed a religious and political purpose. They provided a centre for religious observance but also an imposing physical reminder Norman control.</p> <p>The Benedictine order of monks made four vows: poverty, chastity, obedience and stability.</p> <p>Monasteries played a key role in the education provided in England. Norman knights prioritised the education of their young and this led to a growing education system.</p>		
Link to Prior Learning	This unit provides the students with an in-depth study of the practical ways in which kings changed religious practice to fit their own political needs. This builds upon the different concepts of papacy, reform and secular control taught in the Year 7 and 8 curricula.		

<p>Knowledge and Sequencing Rationale</p>	<p>AQA Migration, Empire and the Peoples Part 4 – Britain in the Twentieth Century This unit covers the decline and end of the British Empire in the twentieth century. Students look at the range of factors which contributed to this fall including the rise of nationalism, economic problems in Britain and the impact of the wars.</p> <p>AQA Norman England 1066-1135 Part 1 – Causes of the Norman Conquest. This unit covers the context to England in 1066 to understand the reasons why there was a succession crisis after the death of Edward. This enables a subsequent understanding of how and why the Norman Conquest happened.</p> <p>AQA Norman England 1066-1135 Part 2 – Life in Norman England. This unit focuses around the changes which took place in Norman England for the aristocracy and the peasants to assess the extent to which the Norman Conquest was a period of change and continuity.</p> <p>AQA Norman England 1066-1135 Part 3 – Religion changes. This unit focuses on the religious changes brought to England by the Norman kings and the extent to which these reforms were politically or religiously motivated.</p>
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