

Education Support Pack

Key Stage 3 *Normans*

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Introduction

This Pack

The activities in this pack have been written to help you to get started with Kar2ouche. They provide examples of just some of the ways in which *Normans* can be used in the classroom. The teacher notes provide the overview, while the student notes (reproduced from the Activity screen in Kar2ouche) give step-by-step instructions. As you get used to using Kar2ouche, you will undoubtedly work out activities of your own to match your students' needs and interests more closely.

Kar2ouche *Normans* provides a wide range of backgrounds, characters, props and soundfiles that will enable you and your class to engage with this fascinating period of history. The Characters palette contains the kings from the period as well as Thomas Becket, Matilda and a range of people from all levels of society. A selection of modern characters is included in the palette, to enable students to create storyboards of interviews or TV documentaries. There are also depictions of people, horses, boats and so on from the Bayeux tapestry so that students can create their own Bayeux-style scenes and even animate them if they wish! The Backgrounds palette contains interiors and exteriors of various Norman buildings. You can also load your own digital images into Kar2ouche, so that your students can set their storyboards in a Norman building that they have visited during their study of this period.

All the lesson plans provide opportunities for cross-curricular learning, and link closely with the National Curriculum programme of study for History. The teaching objectives from the Framework for English that are covered by each activity are set out in Appendix D.

Structure

The pack is divided into sections.

- **Introduction:** This comprises an overview of the activities, an introduction to Kar2ouche and some handy hints for customising and creating your own activities.
- **Activities:** The twelve activities provide suggestions for how Kar2ouche *Normans* can be used in the classroom. However, they are only suggestions to get you started. Kar2ouche provides the tools so you can devise your own lessons to supplement or replace those provided.

- **Activity 1 Who Should Be King?** The students watch a storyboard about the three main claimants to the English throne in 1066: Harold Godwin, William of Normandy and Harald Hardrada. They carry out further research using reference books and/or the Internet, and then complete a storyboard in which a modern character interviews the three candidates.
- **Activity 2 Bayeux Tapestry** The students complete a storyboard by sorting information about the Bayeux Tapestry into fact and opinion. They then create four frames in the style of the tapestry showing the Normans landing at Pevensey, Harold's men on Senlac Hill, Normans attacking the English shield wall, and the death of Harold.
- **Activity 3 Why Did William Win?** The students read and/or listen to an account of the Battle of Hastings and carry out additional research from a variety of available resources. In pairs or small groups, they then produce a storyboard (with their own recorded commentary) of a news programme for 14th October 1066.
- **Activity 4 The Domesday Survey** The students watch a storyboard in which William and his barons decide to commission the Domesday Survey. In pairs, the students carry out research, and create a storyboard showing how the Domesday Survey was carried out and what information was recorded. Still in pairs, they discuss the value of the work today, and use their ideas to complete a storyboard of a TV interview with two students.
- **Activity 5 Why Build Castles?** The students watch an introductory storyboard in which a Norman baron asks William for permission to build a castle for his family. They find out about the design and construction of motte and bailey castles. They then open a storyboard in which the baron takes his wife on a tour of the completed castle and the students supply the answers to her question about the security of the building.
- **Activity 6 The Feudal System** After watching a brief storyboard that introduces the topic, the students carry out research into the feudal system. They then complete a storyboard in which a member of each layer of Norman society explains how the feudal system affects him.
- **Activity 7 Was William I a Good King?** The students identify the qualities of good and bad monarchs by selecting words from a storyboard frame, and justifying their choices in the caption window. In pairs the students then take on the role of

a medieval TV producer who has to produce a brief proposal for a documentary about the reign of William I following his death.

- **Activity 8 Who Shot William Rufus?** The students watch an introductory storyboard, which sets the scene for the death of William Rufus. After carrying out research from available sources, the students complete a storyboard in which they put Walter Tirel and Henry Beauclerc, in the hotseat and question them about the King's death.
 - **Activity 9 Could Women Rule?** The students watch a storyboard in which Henry I receives the news that his son has drowned. After carrying out research into the strengths and weaknesses of Matilda and Stephen's claim to the throne of England, they then create a storyboard in which the two claimants present their case to Henry I.
 - **Activity 10 A Monk's Day** Students watch an introductory storyboard about the growth and importance of monasteries in Britain after the Norman Conquest. They then carry out research into life in a monastery during this period, and complete a storyboard about the daily routine of a monk.
 - **Activity 11 Why Was Becket Murdered?** The students watch a storyboard showing how Becket was murdered. After carrying out research into the events leading up to the murder, they complete a storyboard which sets out the reasons why he was murdered.
 - **Activity 12 Odd One Out** The students open an interactive quiz storyboard and click on the odd one out in each frame. Working in pairs, they then devise their own quiz storyboards using the template given.
- **Appendices:** This section consists of the following photocopiable resources.
 - **Appendix A** Kar2ouche and Special Needs
 - **Appendix B** Material from the Text/audio palette which you can photocopy and use away from the computer as necessary.
 - **Appendix C** List of useful reference books.
 - **Appendix D** A grid showing Literacy coverage.
 - **Appendix E** Glossary

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationship between characters • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • offer interpretations of texts/situations • create multimedia texts • respond imaginatively to texts/situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in collaborative working and dialogue • review, modify and evaluate work produced.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in group discussion • present ideas to a group • use visual aids and images to enhance communication • listen, understand and respond critically to others • read for meaning <ul style="list-style-type: none"> – extract meaning beyond the literal – analyse and discuss alternative interpretations, ambiguity and allusion – explore how ideas, values and emotions are portrayed – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Making Your Own Activities Using Kar2ouche

You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not always readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – what happens next?

Animations

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- opening sequence of a film or credits (representing a particular genre)
- advertisement
- musical score
- fashion show, to show fashions of the time.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software you'll find the possibilities almost endless.

Useful Hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the Utilities screen and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip is effective at Comic Sans 14 bold. You will be asked to type in your password. The default password is 'password' – but your network manager may have changed this, so check first.

Saving

It's good practice to remind students to save work shortly after they have begun. Tell them that they need to give the storyboard a distinctive name. You can set the automatic save time and save path in the Utilities screen.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. On the other hand, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2003, but may be photocopied for use within the purchasing organisation.

Adding text and images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the PC, and inserted as additional backgrounds. To insert these go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory.

Websites

Where appropriate, reference has been made to a number of websites. All were live at time of writing, but it is worth checking their currency and suitability for your classes before using them in your lessons.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

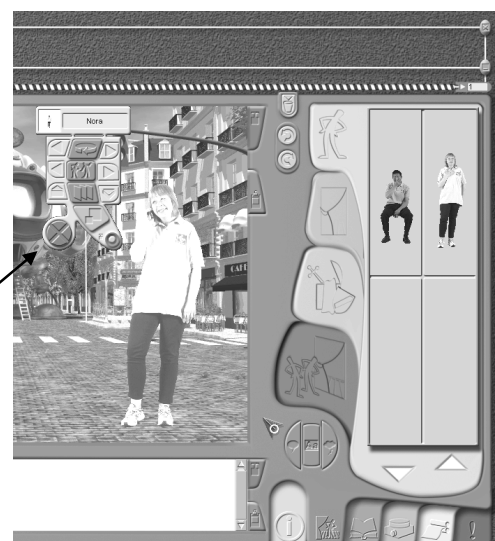
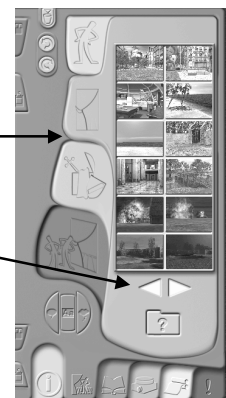
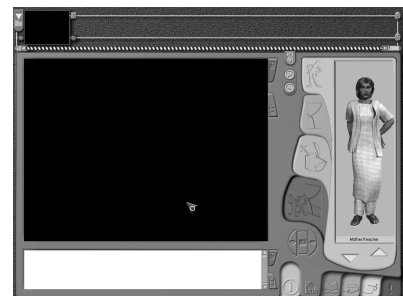
- visiting our web page **www.kar2ouche.com**
- e-mailing **esp@kar2ouche.com**
- writing to – Education Support Packs, Immersive Education, The Old Malthouse, Paradise Street, Oxford OX1 1LD.

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide, or work through the Apprentice Activities in Kar2ouche *Composer*. However, if they haven't had time to do this, a good way of showing them the main functions is to demonstrate how to create a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up other skills as they go.

To create a title slide

- 1 Ask students to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.

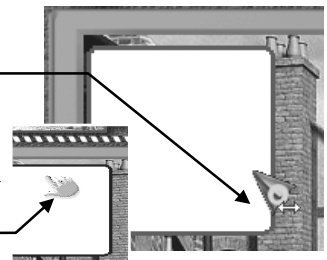
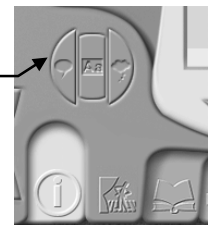


- To rotate the character students click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



- 4 Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

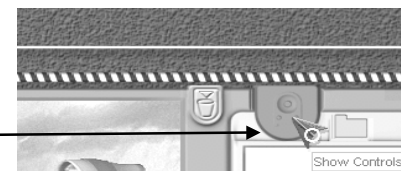
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame.

Activities

Teacher Notes

Activity I Who Should Be King?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However students may work through this activity on their own.
Suggested Timing	2-3 one-hour lessons. The students should be able to view the introductory storyboard and complete their research in one lesson and homework, and create their own storyboard interview in the second lesson.

Overview of Task

The students watch a storyboard about the three main claimants to the English throne in 1066: Harold Godwin, William of Normandy and Harald Hardrada. They carry out further research using reference books and/or the Internet, and then complete a storyboard in which a modern character interviews the three candidates.

Objectives

All students will: understand that at least three people had a claim to the English throne in 1066.

Most students will: understand in some detail the competing claims for the throne in 1066, and will form a judgement about which claim was the strongest.

Some students will: analyse the claims of William, Harold Godwin and Harald Hardrada, and consider the claims of other contenders such as Edgar the Atheling.

Curriculum References

National Curriculum History

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2c to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied; **2e** to consider the significance of the main events, people and changes studied.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5b** to accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a completed storyboard interview with Harold Godwin, William of Normandy and Harald Hardrada
- a poster promoting one of the claimants
- an essay in response to the question, 'Who Should Be King?'

Resources

Kar2ouche *Normans*

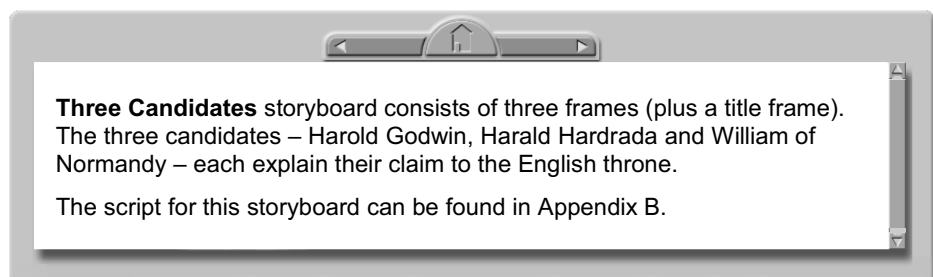
- **Three Candidates** storyboard
- **Who Should Be King?** storyboard
- Sheet 1.1 *Interview Research*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.bbc.co.uk/history/war/normans/index.shtml>
 - <http://www.historylearningsite.co.uk/>
 - http://www.normanconquest.co.uk/three_kings.htm
 - <http://www.spartacus.schoolnet.co.uk/Normans.htm>

Activities

Introduction



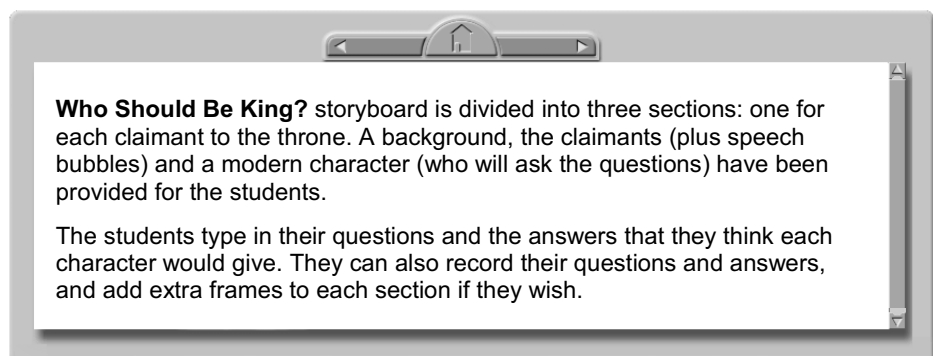
1. The students open the **Three Candidates** storyboard.



Development



2. Using Sheet 1.1 *Interview Research* to guide them, the students carry out research into the strength of the claims of the three candidates.
3. The students open the **Who Should Be King?** storyboard.



Plenary

4. The students view a selection of their fellow students' work and discuss it. They should be asked to decide who had the best claim to the throne of England in 1066 – and why.

**Extension/
Homework**

5. The students produce a poster or leaflet in support of the person they believe was the best claimant to the throne. This could be done using Kar2ouche (if students have access to it during lunch times or in an after-school club), with a word-processing package, or by hand.
6. The students find out about any other people who had a claim to the English throne in 1066.
7. The students write an essay in response to the question, 'Who had the best claim to the throne of England in 1066?' (There is a sheet available – Sheet 1.2 *Essay Plan* – to support students in this task if necessary.)

Student Notes

Activity 1 Who Should Be King?

Objectives

By working through this activity, you'll find out about three people who thought that they should be King of England in 1066. You'll have the chance to create a storyboard interview with these people, and you can then decide who had the strongest claim to the throne.

Outcomes

By working through this activity you will:

- create a storyboard of an interview with Harold Godwin, William of Normandy and Harald Hardrada.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 1.1 *Interview Research*
- Sheet 1.2 *Essay Plan*

Activities

Introduction

1. First open the **Three Candidates** storyboard. In this storyboard, three men – Harold Godwin, Harald Hardrada and William of Normandy – will each tell you why he thinks that he should be the next King of England.



to open the **Three Candidates** storyboard

Development

2. Using reference books or the Internet to help you, check the information from the storyboard against other sources. Sheet 1.1 *Interview Research* will help you to record your ideas.
3. What would you like to be able to ask these people? And how do you think they would answer? Open the **Who Should Be King?** storyboard and fill in the empty speech bubbles with the information you have found.



to open the **Who Should Be King?** storyboard

Plenary

4. You will now have the chance to look at a selection of storyboards created by students in your class. Discuss what people have found and what they think. You should now be able to decide who had the best claim to the throne of England in 1066 – and why.

Student Notes**Extension/Homework**

5. Produce a poster or leaflet in support of the person you believe had the best claim to the throne in 1066. You may be able to use Kar2ouche for this during a lunch time or in an after-school club. If not, you can use a word processor, or do it by hand.
6. Find out about any other people who wanted to become King of England in 1066.
7. Write an essay which answers the question, 'Who had the best claim to the throne of England in 1066?' (There is a worksheet available - Sheet 1.2 *Essay Plan* - to help you to plan this.)

Who Should Be King? Sheet 1.1

Interview Research

Find out about the people who had a claim to the throne of England in 1066. In the table below, record all the points in their favour, and all the points against their claim.

NAME	FOR	AGAINST
Harold Godwin		
Harald Hardrada		
William of Normandy		

You are going to have the chance to interview all three candidates. List below ideas for questions you would like to ask them:

-
-
-
-
-
-

Who Should Be King? Sheet 1.2**Essay Plan**

TITLE: Who had the best claim to the throne of England in 1066?

Use the grid below and the notes you made on Sheet 1.1 *Interview Research* to plan your essay.

Paragraph	Main points
1 Introduction	<p><i>There were at least three people who thought they should become King of England in 1066. Their names were ...</i></p> <ul style="list-style-type: none"> • • • <p><i>(Give their names and say who they were and where they were from.)</i></p>
2	<p><i>Harold Godwin had a good claim to the English throne. His main claim was ...</i></p> <ul style="list-style-type: none"> • <p><i>He also felt he should be king because ...</i></p> <ul style="list-style-type: none"> • • <p><i>However some people thought he should not be king because ...</i></p> <ul style="list-style-type: none"> •
3	<p><i>William of Normandy was another strong candidate. He had many reasons to claim the throne ...</i></p> <ul style="list-style-type: none"> • • <p><i>However, the English did not want him as their king because ...</i></p> <ul style="list-style-type: none"> •
4	<p><i>Harald Hardrada also felt he should be king because ...</i></p> <ul style="list-style-type: none"> • • <p><i>The weakness in his claim was that ...</i></p> <ul style="list-style-type: none"> •
5 Conclusion	<p><i>I think that the person with the strongest claim was ... This is because....</i></p> <ul style="list-style-type: none"> • <p><i>(Don't repeat the whole claim – just state briefly the MAIN reasons.)</i></p>

Key Words

claim

claimant

oath

loyalty

Witan

Viking

Teacher Notes

Activity 2 Bayeux Tapestry

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	2-3 one-hour lessons. The students should be able to view the introductory storyboard and complete their research in one lesson and with homework, and then create their own storyboard interview in the second lesson.

Overview of Task

The students complete a storyboard by sorting information about the Bayeux Tapestry into fact and opinion. They open a second storyboard in which a nun is being briefed on what to depict in four sections of the tapestry. The students create these frames showing the Normans landing at Pevensey, Harold's men on Senlac Hill, Normans attacking the English shield wall, and the death of Harold.

Objectives

All students will: study the Battle of Hastings as it is depicted in the Bayeux Tapestry.

Most students will: consider the value and importance of the Bayeux Tapestry as a source of information about the Battle of Hastings.

Some students will: demonstrate an understanding of the events depicted in the Bayeux Tapestry, and evaluate the reliability of this source.

Curriculum References

National Curriculum History

Pupils should be taught:

Knowledge and understanding of events, people and changes in the past

2c to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied; 2e to consider the significance of the main events, people and changes studied.

Historical interpretation

3a how and why historical events, people, situations and changes have been interpreted in different ways; **3b** to evaluate interpretations.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7c** aspects of the histories of England, Ireland, Scotland and Wales where appropriate; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard (with commentary) of key scenes from the Bayeux Tapestry.

Resources

Kar2ouche *Normans*

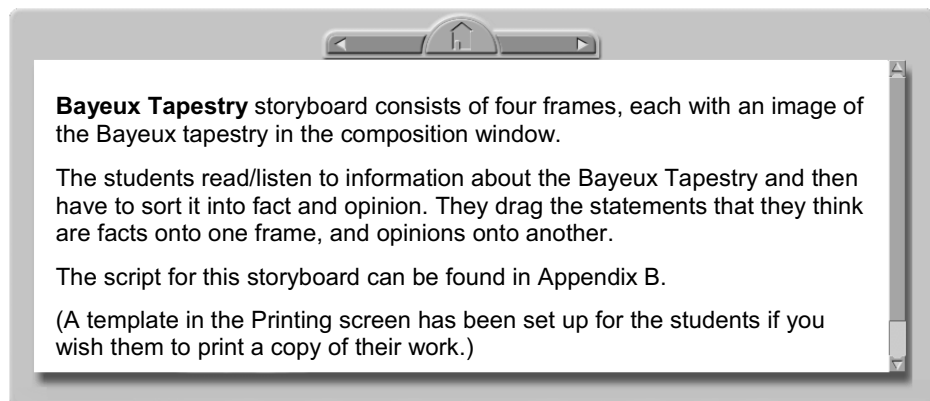
- **Bayeux Tapestry** storyboard
- **Bayeux Scenes** storyboard
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://hastings1066.com/history.shtml>
 - <http://www.eyewitnesstohistory.com/bayeux.htm>

Activities

Introduction



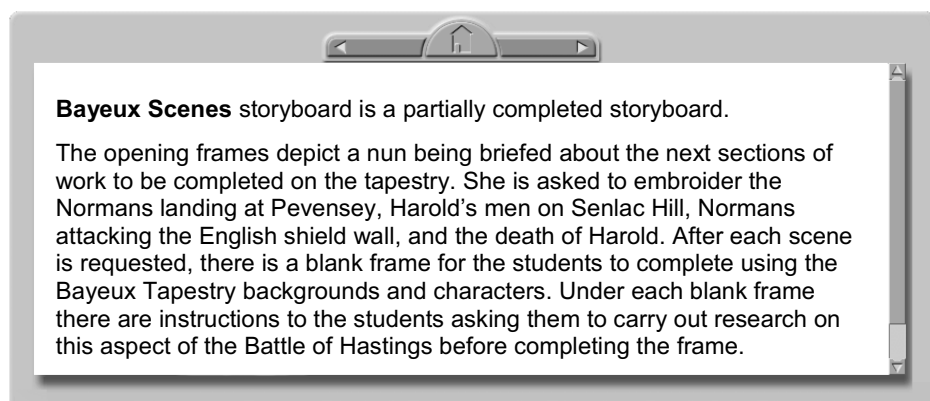
1. The students open the **Bayeux Tapestry** storyboard.



Development



2. The students then open the **Bayeux Scenes** storyboard. (They will need access to reference materials while they are working on this storyboard.)



Plenary

3. The students view a selection of other students' work and discuss it. The discussion should focus on the reliability and value of the Bayeux Tapestry as a primary source.

**Extension/
Homework**

4. The students write three paragraphs in response to the questions:
 - What is the Bayeux Tapestry?
 - What does it show?
 - Why is it important to us today?
5. Ask the students to make a list of suggestions in response to the following statement and question. 'The Bayeux Tapestry is an important and powerful account of a turning point in history. What records or artefacts from our time will interest historians in the year 3000?'
6. Some students may like to build on the scenes they created during class time and produce a short animation of a scene from the Bayeux Tapestry.

Student Notes

Activity 2 Bayeux Tapestry

Objectives

This activity will give you the chance to create your own scenes from the Bayeux Tapestry! You will investigate this important source of information about the Norman Invasion, and consider its value to us today.

Outcomes

By working through this activity you will:

- work through a storyboard about the Bayeux Tapestry, sorting the facts from opinion
- research and create four scenes from the Bayeux Tapestry.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*

Activities

Introduction

1. First, open the **Bayeux Tapestry** storyboard and follow the instructions in the caption windows.



to open the storyboard

Development

2. Now open the **Bayeux Scenes** storyboard. You will need to use reference books or websites that give information about the Bayeux Tapestry as you work on this storyboard.



to open the **Bayeux Scenes** storyboard

Plenary

3. You will have the chance to look at some of the work that the rest of your class has done during this activity. Think about these questions together.
 - How important is this source of information?
 - How reliable is this source of information? Think about when it was made, by whom and why.

Student Notes**Extension/Homework**

4. Write a paragraph in response to each of these questions:
 - What is the Bayeux Tapestry?
 - What does it show?
 - Why is it important to us today?
5. Make a list of ideas in response to the following question. 'The Bayeux Tapestry is an important and powerful account of a turning point in history. What records or artefacts from our time will interest historians in the year 3000?'
6. Why not create a short animation of a scene from the Bayeux Tapestry!

Teacher Notes

Activity 3 Why Did William Win?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner, particularly when working on their news bulletins.
Suggested Timing	1-2 one-hour lessons. The students watch the introductory storyboard and carry out research during the first lesson and spend the second creating their TV news storyboard.

Overview of Task

Students read and/or listen to an account of the Battle of Hastings in the Text/audio screen, and carry out additional research from a variety of available resources.

In pairs or small groups, they then produce a storyboard (with their own recorded commentary) of a news programme for 14th October 1066.

Objectives

All students will: understand the broad sequence of events that occurred on 14th October 1066.

Most students will: study at least two accounts of the Battle of Hastings and consider possible reasons for the discrepancies between these.

Some students will: investigate several sources of information about the Battle of Hastings and assess their reliability.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2c to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied; **2e** to consider the significance of the main events, people and changes studied.

Historical interpretation

3a how and why historical events, people, situations and changes have been interpreted in different ways; **3b** to evaluate interpretations.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard of a news broadcast for 14th October 1066.

Resources

Kar2ouche *Normans*

- **Battle of Hastings** storyboard
- **TV News** storyboard
- Sheet 3.1 *Battle Research*
- Sheet 3.2 *Essay Outline*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.battle1066.com/battle.shtml>
 - http://www.bbc.co.uk/history/war/normans/key_events_03.shtml
 - <http://www.essentialnormanconquest.com/>
 - <http://www.spartacus.schoolnet.co.uk/NORhastings.htm>
 - <http://www.stephen.j.murray.btinternet.co.uk/hastings.htm>

Activities

Introduction

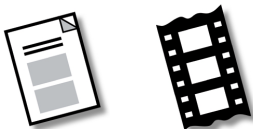


1. The students watch a short storyboard account of the Battle of Hastings.

Battle of Hastings storyboard consists of four frames plus a title frame. There are backgrounds of the battlefield site and a commentary.

The script for this storyboard can be found in Appendix B.

Development



2. Using Sheet 3.1 *Battle Research* to help them, the students carry out their own research using a variety of available resources.
3. When they have gathered their information, the students open the **TV News** storyboard.

TV News storyboard has been partly set up for the students to work on. The opening frames consist of a news studio surrounded by a TV screen. A TV presenter introduces the item and hands over to the reporter at the scene. The students complete the following frames with their summary of the main events of the day and, in their final frame, sum up for the viewers the reasons for the Norman victory.

Plenary

4. The class view and discuss a selection of the storyboards that have been produced. The discussion should focus on the two questions:
 - Why did William win?
 - Why did Harold lose?

**Extension/
Homework**

5. The students write an essay in response to the question, 'Why Did William Win the Battle of Hastings?' (There is a sheet available – Sheet 3.2 *Essay Outline* – to support students in this task if necessary.)
6. More able students could create a storyboard news broadcast for a specified audience (English or Norman) and tackle the issue of bias in source material.

Student Notes

Activity 3 Why Did William Win?

Objectives

You will find out about the Battle of Hastings from several sources and then make a storyboard of a Norman TV news programme for 14th October 1066.

Outcomes

By working through this activity you will:

- create the storyboard for a TV news bulletin on 14th October 1066.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 3.1 *Battle Research*
- Sheet 3.2 *Essay Outline*

Activities

Introduction

1. First watch a short storyboard account of the Battle of Hastings by clicking on the link below.



to open the **Battle of Hastings** storyboard.

Development

2. You are going to create a TV news bulletin for the evening of 14th October 1066. First you need to gather some more information (from several sources) to help you with this task. During your research, think about the main reasons why William won and Harold lost the battle.
3. When you have finished your research, you can begin to create your news programme. Click on the icon below to open the storyboard.



to open the **TV News** storyboard.

Plenary

4. You will have the chance to show your class the work you have done during this activity and to see other students' work too. How do you think the broadcast would be different, if it had been produced in London rather than Normandy?

Extension/Homework

5. Write an essay in response to the question, 'Why Did William Win the Battle of Hastings?' (There is a worksheet available – Sheet 3.2 *Essay Outline* – to help you with this.)

Why Did William Win? Sheet 3.1**Battle Research**

Use the following questions to help you to structure your research into the Battle of Hastings.

1. Where was the battle fought?
2. What were the two armies like? (How big? What weapons did they have?)
3. How did William prepare for the battle?
4. Harold and his army had just come from fighting a battle at Stamford Bridge. What effect did this have on his army?
5. What mistakes did Harold make?
6. Sum up below the main reasons why you think William won and Harold lost.

Why Did William Win? Sheet 3.2**Essay Outline**

‘Why Did William Win the Battle of Hastings?’

Paragraph	Outline
1 Introduction	<i>The Battle of Hastings is an important turning point in English history. It was the last time that England was invaded successfully. William the Conqueror became King of England by beating King Harold in the battle.</i>
2	<i>Harold faced problems even before the battle ...</i> <ul style="list-style-type: none"> • Explain that Harold had just marched his army from fighting a battle in the north of England and so his army was tired and smaller as a result.
3	<i>Harold's chances of winning were affected by the mistakes that he made ...</i> <ul style="list-style-type: none"> • Write about the English army leaving their position on the hill when William's army retreated. • Should Harold have tried to attack the Normans rather than just defending his position on the hill?
4	<i>William was a brave and intelligent leader ...</i> <ul style="list-style-type: none"> • Write about William's preparations for the battle, his bravery, the loyalty of his men and the way he tricked the English.
5 Conclusion	<i>I think the most important reason why William won the Battle of Hastings was ... because ...</i> <ul style="list-style-type: none"> • <u>Briefly</u> give the reasons for your conclusion – but don't repeat all your ideas in detail.

Teacher Notes

Activity 4 The Domesday Survey

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	1-2 one-hour lessons. The students watch the introductory storyboard and carry out research during the first lesson. In the second session they complete two storyboards and discuss their work.

Overview of Task

The students watch a storyboard in which William and his barons decide to commission the Domesday Survey. In pairs, the students carry out research, and create a storyboard showing how the Domesday Survey was carried out and what information was recorded. Still in pairs, they discuss the value of the work today, and use their ideas to complete a storyboard of a TV interview with two students.

Objectives

All students will: find out about the Domesday Survey and its importance to students of history today.

Most students will: understand how the information gathered during the Domesday Survey helped William I to secure control of his new country. They will also appreciate the value of this document today.

Some students will: show a detailed knowledge of the importance of the *Domesday Book* – to William I and to students from many disciplines today.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2e to consider the significance of the main events, people and changes studied.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; 4b to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; 5b to accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information; 5c to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: 7a significant events, people and changes from the recent and more distant past; 7e some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard showing how the Domesday Survey was carried out and what information was recorded
- a completed storyboard interview with two students about the value of the *Domesday Book* today.

Resources

Kar2ouche Normans

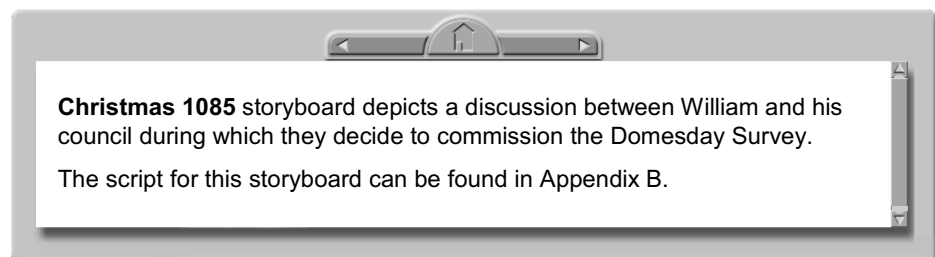
- **Christmas 1085** storyboard
- **Domesday Survey** storyboard
- **Domesday Today** storyboard
- Sheet 4.1 *What Does Domesday Tell Us?*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - http://www.bbc.co.uk/history/war/normans/after_14.shtml
 - <http://www.domesdaybook.co.uk/story.html>
 - <http://www.historylearningsite.co.uk/domesday.htm>

Activities

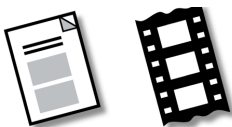
Introduction



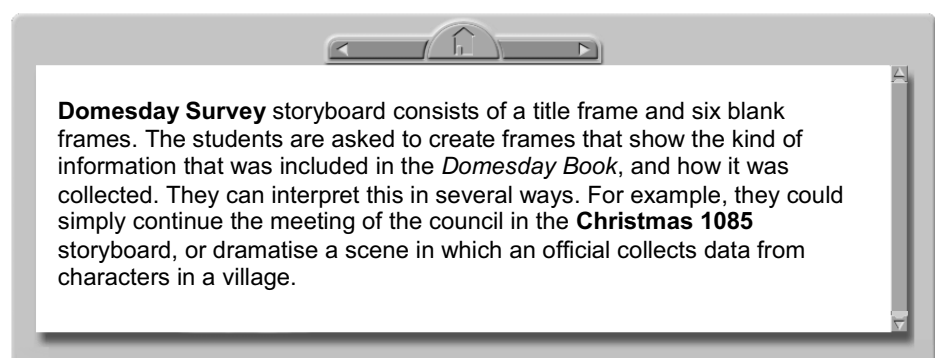
1. The students open the **Christmas 1085** storyboard.



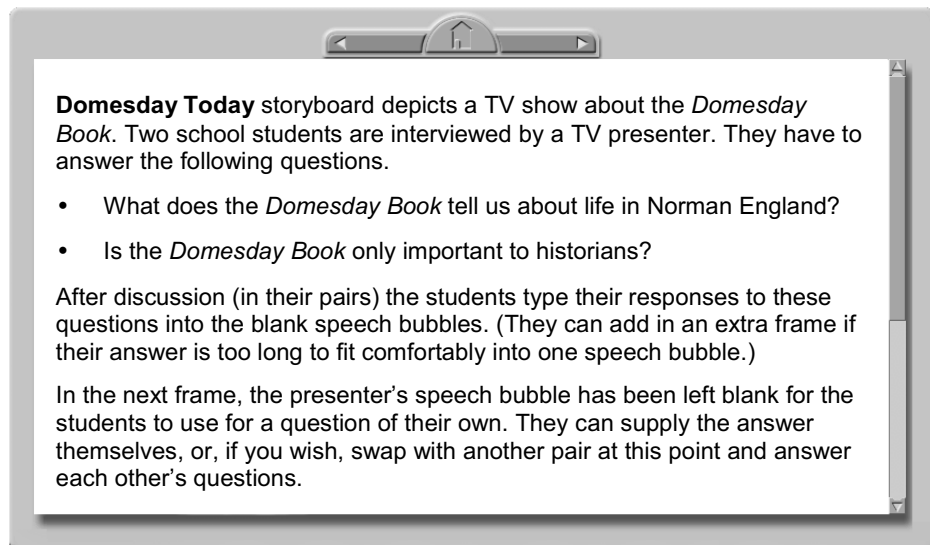
Development



2. The students use Sheet 4.1 *What Does Domesday Tell Us?* to help them with their research into the Domesday Survey.
3. The students open the **Domesday Survey** storyboard.



4. Still in pairs, the students discuss the value of the *Domesday Book* to scholars today. They then open the **Domesday Today** storyboard.

**Plenary**

5. The students view a selection of the storyboards they have worked on during the lesson, and consider the importance of the *Domesday Book* – both in the 11th century and today.

**Extension/
Homework**

6. The students write an entry – in the style of the *Domesday Book* – for the house where they live.
7. The students find out about a *Domesday Book* entry for a place that they know well, or one near to where they live. They are asked to find out about:
 - the changes that took place between 1066 and 1087, and
 - the changes that have taken place since 1087.

Student Notes

Activity 4 The Domesday Survey

Objectives

This activity will introduce you to the unique resource of the *Domesday Book*. You will find out how and why the *Domesday Book* was created, and what it can tell us about life in Norman England. You'll also have the chance to think about why it is still so important today.

Outcomes

By working through this activity you will:

- create a storyboard about how and why the Domesday Survey was carried out
- complete a storyboard interview about the importance of the *Domesday Book* today.

Resources

To complete the activity you will need:

- Kar2ouche Normans
- Sheet 4.1 *What Does Domesday Tell Us?*

Activities

Introduction

1. First watch the **Christmas 1085** storyboard, which shows William the Conqueror discussing an important matter with his barons.



to open the **Christmas 1085** storyboard.

Development

2. Ask your teacher for Sheet 4.1 *What Does Domesday Tell Us?* Use reference books or the Internet to help you to find the answers to the questions.
3. When you have finished your research, click on the icon below to open the **Domesday Survey** storyboard. You are going to create a storyboard showing how the Domesday Survey was carried out and what data was collected. You can either do this by showing the rest of William's council meeting, or you could dramatise an official collecting information from a village.



to open the **Domesday Survey** storyboard.

4. Now discuss with your partner why the *Domesday Book* is such an important resource to people today. What does it tell us about life in Norman England?
5. Now open the **Domesday Today** storyboard. Here you will find a TV interview with two students who have been studying the *Domesday Book*. Follow the instructions in the caption windows.

Student Notes**Plenary**

6. This is your chance to watch some of the storyboards that other students have made during the lesson, and to discuss what you have learned about the importance of the *Domesday Book* – both in Norman times and today.

Extension/Homework

7. Write an entry – in the style of the *Domesday Book* – for the house where you live.
8. Find out about a *Domesday Book* entry for a place that you know well, or one near to where you live. What can you find out about:
 - the changes that took place between 1066 and 1087?
 - the changes that have taken place since it was written?

The Domesday Survey Sheet 4.1

What Does Domesday Tell Us?

1. What did William want to find out about England in 1066?	
2. What did William want to find out about England in 1085?	
3. William wanted to find out how much tax he could get from the English. What is tax?	
4. How was the information for the <i>Domesday Book</i> collected?	
5. How did William make sure that the information was accurate?	

Teacher Notes

Activity 5 Why Build Castles?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	2-3 one-hour lessons. During the opening session the students will need access to reference materials and/or the Internet. (They could continue this research for homework.) In the next sessions the students will spend time creating a storyboard and discussing their work with other students.

Overview of Task

The students watch an introductory storyboard in which a Norman baron asks William for permission to build a castle for his family. They find out about the design and construction of motte and bailey castles. They then open a storyboard in which the baron takes his wife on a tour of the completed castle and the students supply the answers to her questions about the security of the building.

Objectives

All students will: investigate the main features of motte and bailey castles.

Most students will: investigate motte and bailey castles and consider how these structures contributed to William I's control over the conquered territories.

Some students will: investigate a range of castles types built by the Normans, and show a clear understanding of their function and effect.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Knowledge and understanding of events, people and changes in the past

2a to describe and analyse the relationships between the characteristic features of the periods and societies studied including

the experiences and range of ideas, beliefs and attitudes of men, women and children in the past.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries.

Organisation and communication

5c to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a completed storyboard about the security features of motte and bailey castles
- a completed grid comparing the features of different types of castle
- an advertisement for a Norman castle.

Resources

Kar2ouche *Normans*

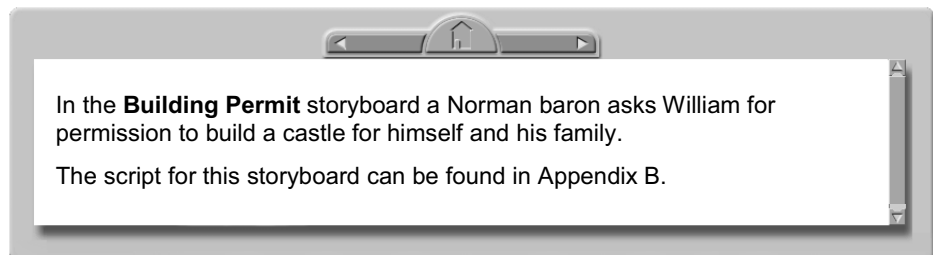
- **Building Permit** storyboard
- **Castle** storyboard
- Sheet 5.1 *Castle Crossword*
- Sheet 5.2 *Castle Comparisons*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://kotn.ntu.ac.uk/castle/view.html>
 - <http://www.castles-of-britain.com/castle6.htm>
 - <http://www.nationalgeographic.com/features/97/castles/enter.html>

Activities

Introduction



1. The students open the **Building Permit** storyboard.



Development



2. The students carry out research into the design and construction of motte and bailey castles using available resources. When they have finished, there is a crossword available on Sheet 5.1 *Castle Crossword* for the students to test their knowledge.

Answers

Across:

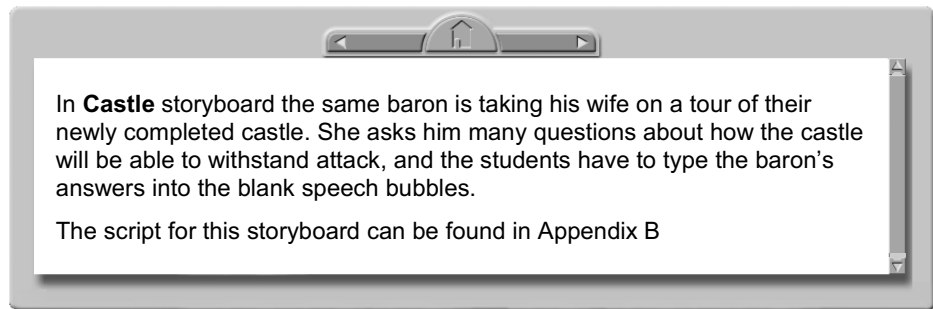
- 1 Wood
- 5 Bailey
- 7 Tower
- 9 Garderobe
- 10 Motte
- 11 Well

Down:

- 2 Drawbridge
- 3 Keep
- 4 Moat
- 6 Siege
- 8 Stone



3. The students open the Castle storyboard.



Plenary

4. As a class the students discuss the following questions.
 - What were the strengths and weaknesses of motte and bailey castles?
 - How did these castles help William to secure control of England?

Extension/ Homework



5. The baron and his wife didn't like their new home after all, and so it is going to be sold. The students write the sales advertisement for the castle.
6. The students find out about square keep castles and complete the grid on Sheet 5.2 *Castle Comparisons*. (This work could form the basis for a written piece on the development of Norman castles.)

Some students may like to create their own storyboard tour of other types of castle. They can load their own images as backgrounds if they wish.

Student Notes

Activity 5 Why Build Castles?

Objectives

Why did the Normans need castles? In this activity you will find out about the design and construction of motte and bailey castles, and think about how the Normans used them to keep control of their new land.

Outcomes

By working through this activity you will:

- complete a storyboard which shows how motte and bailey castles were able to withstand attack
- fill in a grid which compares the strengths and weaknesses of motte and bailey and square keep castles.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 5.1 *Castle Crossword*
- Sheet 5.2 *Castle Comparisons*

Activities

Introduction

1. Open the **Building Permit** storyboard and meet a Norman baron who wants to build a new home in England for his family.



to open the storyboard.

Development

2. Use reference books and/or the Internet to find out about the design of motte and bailey castles. If you have time, find out about other types of castles that the Normans built in England. You can test your knowledge with the *Castle Crossword* on Sheet 5.1.
3. Open the **Castle** storyboard by clicking on the link below. You can use the information from your research to help the baron to answer his wife's questions about their new home.



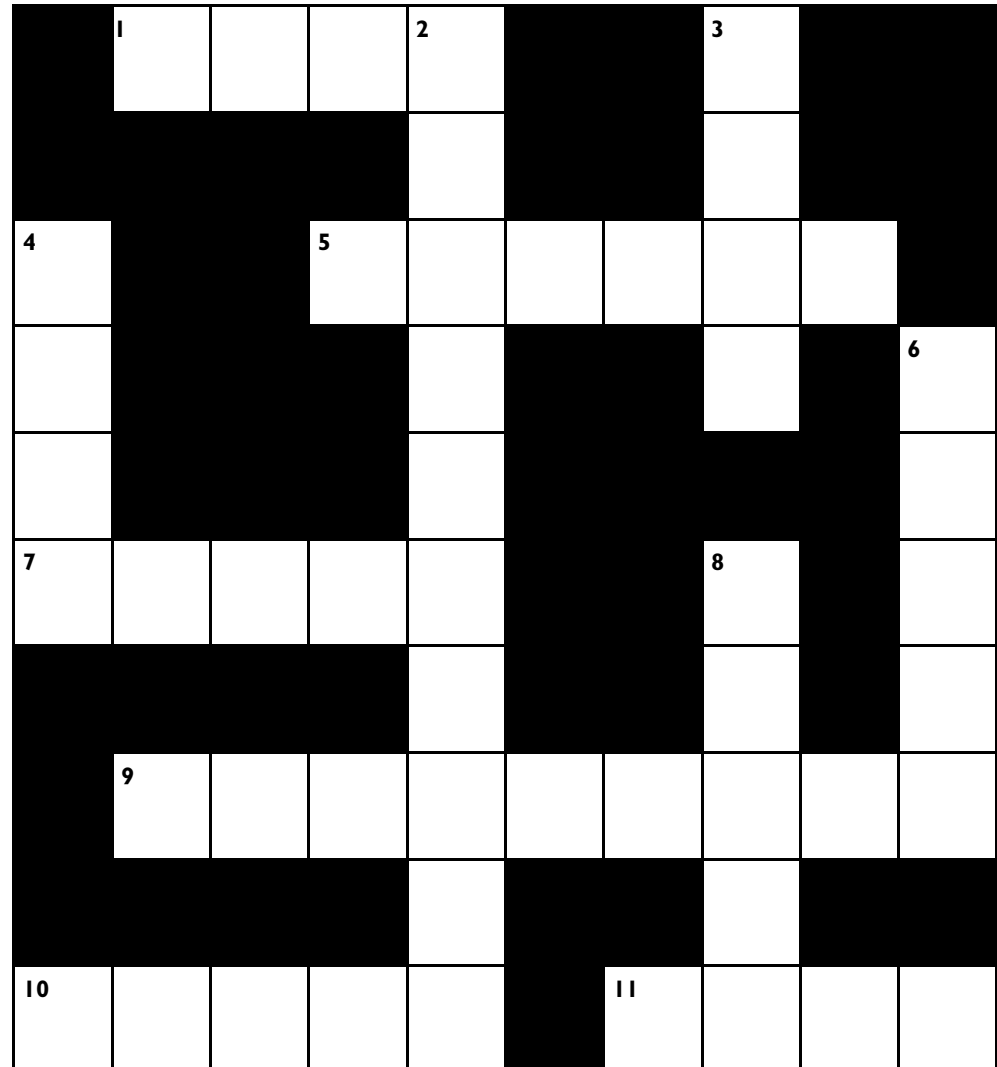
to open the storyboard.

Plenary

4. Think about and discuss the following two questions as a class.
 - What were the strengths and weaknesses of motte and bailey castles?
 - How did these castles help William to secure control of England?

Student Notes**Extension/Homework**

5. The baron and his wife didn't like their new home after all, and so it is going to be sold. Write the sales advertisement for their castle.
6. Find out about square keep castles and complete the grid on Sheet 5.2 *Castle Comparisons*.
7. If you have time, create a storyboard tour of another type of Norman castle. (You can load your own images as backgrounds if you wish.)

Why Build Castles? Sheet 5.1**Castle Crossword****Across**

1. Motte and bailey castles were built from this (4)
5. A courtyard inside the castle walls (6)
7. A tall narrow structure that can be square or circular (5)
9. The castle toilet! (9)
10. A man-made hill on which a wooden castle was built (5)
11. A deep hole in the ground containing water (4)

Down

2. Connects a castle to the land outside usually across a moat or a ditch (10)
3. The main part of a castle (4)
4. A water-filled ditch around a castle (4)
6. Surrounding a castle for a long time to starve the people inside (5)
8. Later castles were built from this (5)

Why Build Castles? Sheet 5.2**Castle Comparisons**

	Motte and Bailey	Square Keep
What materials were used to build each type of castle?		
Which type was stronger and why?		
Where could they be built?		
How big were they?		
How comfortable was each type to live in?		
Which type was easier and quicker to build – and why?		
Which was easier to defend – and why?		

Teacher Notes

Activity 6 The Feudal System

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	1-2 one-hour lessons. During the opening session the students will need access to reference materials and/or the Internet. (They could continue with their research for homework.) In the next session, the students will spend time completing a storyboard and plenary discussion.

Overview of Task

After watching a brief storyboard that introduces the topic, the students carry out research into the feudal system. They then complete a storyboard in which a member of each layer of Norman society explains how the feudal system affects him.

Objectives

All students will: understand that medieval society was hierarchical.

Most students will: understand that the feudal system was an exchange of land for services and a means by which William controlled the English.

Some students will: find out about the rights and duties of each layer of society under the feudal system, and will understand that this was one of the means by which William I secured control of England.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2a to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5b** to accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard showing the rights and duties of each member of society under the feudal system.

Resources

Kar2ouche Normans

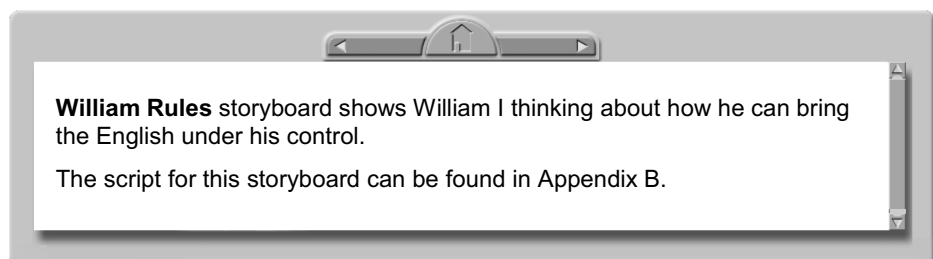
- **William Rules** storyboard
- **Feudal System** storyboard
- Sheet 6.1 *How Did The Feudal System Work?*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.historylearningsite.co.uk/feudal.htm>
 - <http://www.schoolhistory.co.uk/year7links/1066/FeudalSystem.pdf>
 - <http://www.spartacus.schoolnet.co.uk/NORfeudal.htm>

Activities

Introduction



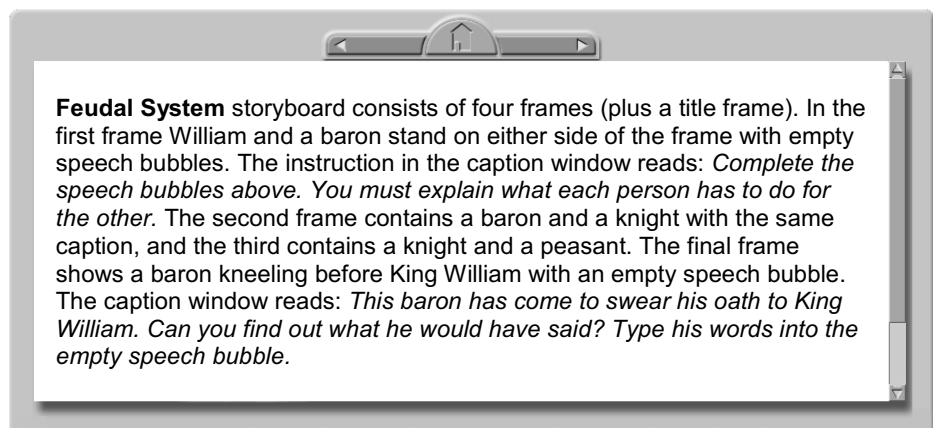
1. The students open the **William Rules** storyboard.



Development



2. The students investigate the feudal system using a range of available resources. There is a sheet available (Sheet 6.1 *How Did The Feudal System Work?*) to help the students to structure their investigation.
3. The students open the **Feudal System** storyboard.



Plenary

4. The students have an opportunity to watch a small selection of the storyboards they have created and discuss them. Pose the question:
 - Why was it so important to swear the oath of loyalty?

**Extension/
Homework**

5. The students draw a labelled diagram of the feudal system. This could be done by hand or, if students can gain access, during lunch breaks or after school, using Kar2ouche.
6. The students describe and explain the structure and organisation of their school.

Student Notes

Activity 6 The Feudal System

Objectives

You will look into the way in which English society was organised after the Norman Conquest, and think about how this helped William to keep control of his new land.

Outcomes

By working through this activity you will:

- complete a storyboard showing how the feudal system affected each layer of society.

Resources

To complete the activity you will need:

- Kar2ouche Normans
- Sheet 6.1 *How Did The Feudal System Work?*

Activities

Introduction

1. Open the **William Rules** storyboard which shows King William thinking about how he can bring the English under his control.



to open the **William Rules** storyboard.

Development

2. Find out about the feudal system in Norman England using reference books and/or the Internet. Your teacher may give you a worksheet (Sheet 6.1 *How Did The Feudal System Work?*) to help you to organise your research.
3. When you have found some information about the feudal system, open the **Feudal System** storyboard by clicking on the link below, and follow the instructions in the caption windows.



to open the **Feudal System** storyboard

Plenary

4. You will be able to see some of the storyboards that members of your class have made during the lesson and discuss them. Talking point:
 - Why was it important for the knights and barons to swear oaths of loyalty under this system?

Extension/Homework

5. Draw a labelled diagram of the feudal system. You can do this by hand or using Kar2ouche during lunch breaks or in an after-school club.
6. Describe and explain the structure and organisation of your school.

The Feudal System Sheet 6.1

How Did The Feudal System Work?

1a) What did the King gain from the feudal system?	
1b) What did the King get in return?	
2a) What did the barons (tenants-in-chief) gain from the system?	
2b) What did they get in return?	
3a) What did the knights gain from the feudal system?	
3b) What did the knights get in return?	
4a) What did the villeins gain from the feudal system?	
4b) What did the villeins get in return?	
5) What was the oath of loyalty and why was it important?	

Teacher Notes

Activity 7 Was William I a Good King?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner.
Suggested Timing	2-3 one-hour lessons. The students will need access to computers for the opening session and also in the final stages to create their storyboards. The central part of the activity involves research, which could be timetabled in a classroom or library.

Overview of Task

The students identify the qualities of good and bad monarchs by selecting words from a storyboard frame, and justifying their choices in the caption window. In pairs the students then take on the role of a medieval TV producer who has to produce a brief proposal for a documentary about the reign of William I following his death.

Objectives

All students will: think about the qualities needed by a good medieval monarch and show knowledge of the career of William I.

Most students will: think carefully about the qualities needed by a good medieval monarch and show knowledge of the main achievements of William I during his reign.

Some students will: show detailed knowledge of the reign of William I and relate this to their understanding of the qualities needed by medieval monarchs.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2e to consider the significance of the main events, people and changes studied.

Historical interpretation

3a how and why historical events, people, situations and changes have been interpreted in different ways; **3b** to evaluate interpretations.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard showing the qualities displayed by good and bad monarchs
- a storyboard showing the key aspects of King William's reign.

Resources

Kar2ouche Normans

- **Good King Bad King** storyboard
- **William Remembered** storyboard
- Sheet 7.1 *William Remembered*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.britannia.com/history/monarchs/mon22.html>
 - <http://www.schoolshistory.org.uk/monarchs/williamI/index.htm>

Activities

Introduction



1. The students open the **Good King Bad King** storyboard.

Good King Bad King storyboard consists of three frames.

In the first frames are a number of text boxes containing the following words: brave, rich, cowardly, intelligent, honest, easily led, good looking, good communicator, strong leader, lazy, ruthless, dishonest, greedy.

The caption window asks: *What qualities did a good medieval king need?*

Choose five from the selection above, and drag each of them onto the blue Good King frame at the top of the screen. Now choose five qualities that would make up a bad medieval king, and drag these onto the green Bad King frame.

The second frame contains the heading Good King. The caption window states:

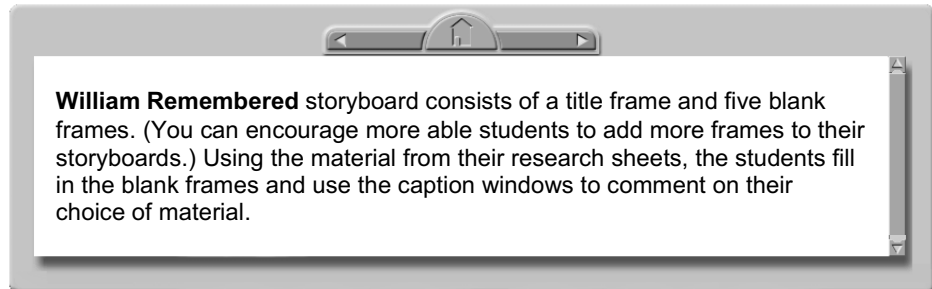
Type below the reasons why you think a good king needs these qualities.

The third frame contains the heading Bad King. The caption window states:

Type below the reasons why you think a bad king has these qualities.

Development

2. The students are asked to take on the role of a medieval TV producer who has to create a brief proposal for a documentary about the life and achievements of William the Conqueror following his death in 1087. Sheet 7.1 *William Remembered* will help students clarify their thinking on this. They carry out research (using the Internet or other available resources) into the key aspects of William the Conqueror's reign and record these on the sheet.
3. The students open the **William Remembered** storyboard.

**Plenary**

4. The class view a selection of storyboards and discuss the questions:
 - What good qualities did William show as King of England?
 - What bad qualities did William show as King of England?

**Extension/
Homework**

5. The students prepare for a class debate on the subject 'William the Conqueror was a great medieval king'.
6. Students write the script for 'William the Conqueror – This is Your Life'.

Student Notes

Activity 7 Was William I a Good King?

Objectives

This activity begins with a storyboard, which gives you the chance to think about the qualities of good and bad kings in the Middle Ages. You then take on the role of a medieval TV producer who has to create a brief proposal for a documentary about the reign of William I following his death.

Outcomes

By working through this activity you will:

- complete a short storyboard about good and bad kings
- create a storyboard showing key moments in the life of William the Conqueror.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 7.1 *William Remembered*

Activities

Introduction

1. Open the **Good King Bad King** storyboard, and follow the instructions in the caption window of the first frame.



to open the **Good King Bad King** storyboard.

Development

2. You are now going to take on the role of a medieval TV producer who, after William the Conqueror's death, has to present a proposal for a documentary about his achievements. First of all you need to find out the good and bad things about his reign. Your teacher may give you a worksheet (Sheet 7.1 *William Remembered*) to help you to organise your research.
3. Now open the **William Remembered** storyboard and use the ideas from your research to fill in the blank frames. You can use the caption windows to comment on your choice of topics.



to open the **William Remembered** storyboard.

Student Notes**Plenary**

4. You will have the chance to look at some other students' storyboards and talk about the items they have included. As a class, discuss the questions:
 - What good qualities did William show as King of England?
 - What bad qualities did William show as King of England?

Extension/Homework

5. Prepare for a class debate on the subject 'William the Conqueror was a great medieval king'.
6. Write the script for 'William the Conqueror – This is Your Life'.

Was William I a Good King? Sheet 7.1

William Remembered

1. What was William the Conqueror's greatest achievement – and why?	
2. Why else will he be remembered?	<i>Think about law and order; the wealth of the country; the church ...</i>
3. What things could he be criticised for?	<i>Think about how he put down rebellions, especially in the North ...</i>
4. What is your final assessment of him? (This will make up the closing minutes of your programme – so make an impact with this point!)	

Teacher Notes

Activity 8 Who Shot William Rufus?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. You may wish to give some thought to how you group the students while they are working on their hotseating storyboards. For example, you may wish to pair weaker students with more able students for this part of the activity.
Suggested Timing	2 one-hour lessons. During the opening session the students will need access to reference materials and/or the Internet. (They could continue with their research for homework.) In the next session, the students will spend time completing a storyboard and in plenary discussion.

Overview of Task

The students watch an introductory storyboard, which sets the scene for the death of William Rufus. After carrying out research from available sources, the students complete a storyboard in which they put Walter Tirel and Henry Beauclerc in the hotseat and question them about the King's death.

Objectives

All students will: understand that there is more than one account of the death of William Rufus.

Most students will: examine the differences between the accounts and think about the reasons for these discrepancies.

Some students will: come to reasoned conclusions about the reliability of both versions of the death of William Rufus.

Curriculum References

National Curriculum History

Pupils should be taught:

Knowledge and understanding of events, people and changes in the past

2c to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied; 2e to consider the significance of the main events, people and changes studied.

Historical interpretation

3a how and why historical events, people, situations and changes have been interpreted in different ways; **3b** to evaluate interpretations.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard in which Walter Tirel and Henry Beauclerc are questioned about their involvement in the death of William Rufus.

Resources

Kar2ouche *Normans*

- **2nd August** storyboard
- **Hotseat** storyboard
- Sheet 8.1 *Research Sheet*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - http://www.activehistory.co.uk/1sts/murder_of_king_rufus.htm
 - <http://www.historyonthenet.com/Chronology/timelinewilliamrufus.htm>
 - <http://www.schoolshistory.org.uk/monarchs/williamII/index.htm>
 - <http://www.spartacus.schoolnet.co.uk/MEDwilliamII.htm>

Activities

Introduction



1. The students open the **2nd August** storyboard, which sets the scene for the death of William Rufus.

2nd August storyboard consists of 3 frames plus a title frame.

Frame 1 William Rufus with an attendant. The caption window reads: *William Rufus had not slept well. He had been woken by a terrible dream. He dreamt that a doctor had taken blood from him. His blood then flowed into the sky and blotted out the sun.*

Frame 2 William proposes a hunting trip. The caption window reads: *He drank a lot of wine with his meal that day. Then he decided to organise a hunting trip into the New Forest near Brockenhurst.*

Frame 3 William and Walter ride into the forest. The caption window reads: *The hunting party set off late in the afternoon. They spread out into the forest to hunt deer. William's brother, Henry, was in the group, but only William's good friend, Walter Tirel, stayed with the King.*

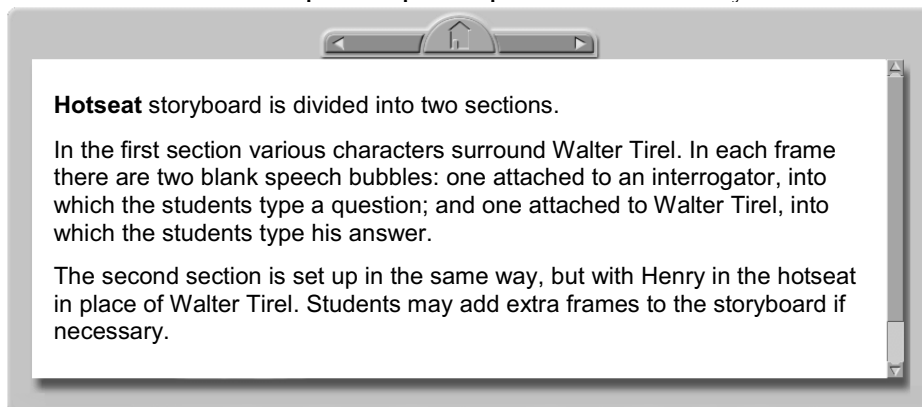
Development



2. The students then carry out research into the varying accounts of the death of William Rufus. There is one version in the Text/audio screen to get the students started, but they should consult other sources too. There is a sheet available (Sheet 8.1 *Research Sheet*) to help students with this part of the activity.



3. They then use the information they have gathered to put two of the suspects – William’s brother, Henry Beauclerc, and his friend, Walter Tirel – in the hotseat. **Hotseat** storyboard has been set up for them in order to speed up this part of the activity.



You may wish to give some consideration to how to group the students when they are working on this storyboard. For example, each pair could fill in only the interrogators’ speech bubbles, and then swap with another pair before considering how Walter and Henry might answer the questions. Or able and weak students could be paired with each other to discuss their choice of questions and answers before filling in the storyboard together.

Plenary

4. The students view a selection of completed storyboards and discuss them. They should consider the following questions:
 - Was William Rufus’s death an accident or murder?
 - Who was responsible for his death?

Extension/ Homework

5. The students write a newspaper report of the death of William Rufus as it might have appeared on 3rd August 1100.
6. The students carry out further research into William Rufus’s reign and write his obituary, giving their assessment of his reign.

Student Notes

Activity 8 Who Shot William Rufus?

Objectives

Was William Rufus murdered, or was his death an accident? This activity will give you the chance to examine the evidence and come to your own conclusion.

Outcomes

By working through this activity you will:

- create a storyboard in which you hotseat two of the murder suspects: Henry Beauclerc and Walter Tirel.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 8.1 *Research Sheet*

Activities

Introduction

1. First open the 2nd **August** storyboard, which sets the scene for the fatal hunting expedition.



to open the storyboard.

Development

2. Now you need to find out about what happened during the hunting expedition and how William Rufus met his death. Try to find accounts written at the time (primary sources) as well as information written by later historians (secondary sources). There is one account of the death of William Rufus in the Text/audio screen to get you started, but you need to look for other information too. Your teacher may give you a worksheet (Sheet 8.1 *Research Sheet*) to help you to organise your research.
3. When you have finished your research, open the **Hotseat** storyboard and follow the instructions. You are going to have the chance to put some questions to two of the suspects - William's brother, Henry Beauclerc, and his friend, Walter Tirel.



to open the **Hotseat** storyboard.

Student Notes**Plenary**

4. You will have the chance to look at some other students' hotseating storyboards and discuss the questions and answers they have included. Think about the following questions together:
 - Was William Rufus's death an accident or murder?
 - Who was responsible for his death?

Extension/Homework

5. Write a newspaper report of the death of William Rufus as it might have appeared on 3rd August 1100.
6. Find out about the reign of William Rufus and then write his obituary. (An obituary is a newspaper article about a famous person who has recently died.)

Who Shot William Rufus? Sheet 8.1**Research Sheet**

Henry Beaclerc	Walter Tirel
Who was Henry Beaclerc?	Who was Walter Tirel?
Was he present at the time?	Was he present at the time?
What did he gain from William's death?	What did he gain from William's death?
What did he do after William was shot?	What did he do after William was shot?
Other information	Other information

Continue your notes on another sheet if necessary

Teacher Notes

Activity 9 Could Women Rule?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner.
Suggested Timing	2-3 one-hour lessons. The students should be able to view the introductory storyboard and complete their research in the first lesson, and create their storyboards and discuss them in the second.

Overview of Task

The students watch a storyboard in which Henry I receives the news that his son has drowned. After carrying out research into the strengths and weaknesses of Matilda and Stephen's claim to the throne of England, they then create a storyboard in which they present their case to Henry I.

Objectives

All students will: consider Stephen and Matilda's claim to the throne of England.

Most students will: think about how succession to the English throne was determined in medieval times, and the reasons for and against Matilda becoming queen of England.

Some students will: argue the case for both Stephen and Matilda succeeding to the throne of England, and consider the position of women in medieval society.

Curriculum References

National Curriculum History

Pupils should be taught:

Chronological understanding

1 to recognise and make appropriate use of dates, vocabulary and conventions that describe historical periods and the passing of time.

Knowledge and understanding of events, people and changes in the past

2a to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past; **2c** to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods studied; **2e** to consider the significance of the main events, people and changes studied.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard which sets out the respective claims of Matilda and Stephen to the English throne.

Resources

Kar2ouche *Normans*

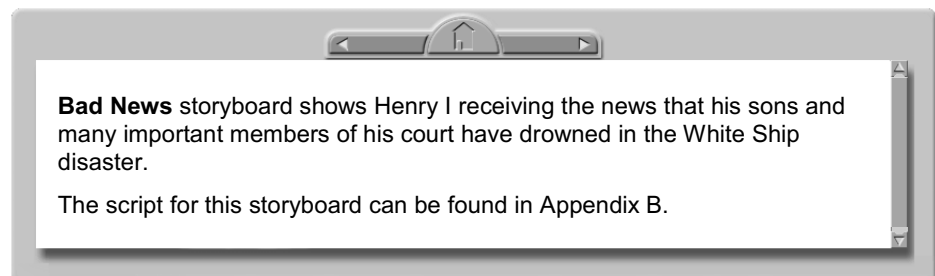
- **Bad News** storyboard
- **Who Should Rule?** storyboard
- Sheet 9.1 *Matilda v Stephen*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.berkshirehistory.com/bios/matilda.html>
 - <http://www.britannia.com/history/monarchs/mon25a.html>
 - <http://www.eamont.com/~paul/history/kingstephen.htm>

Activities

Introduction



1. The students watch the introductory **Bad News** storyboard.



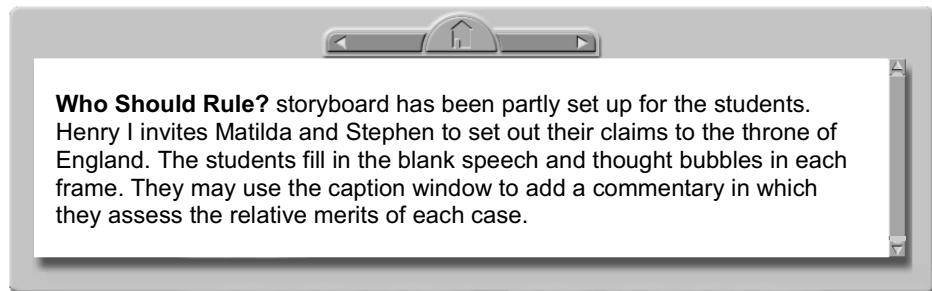
Development



2. Using Sheet 9.1 *Matilda v Stephen* to record their findings, the students carry out research into the claim that Stephen and Matilda had to the English throne. (There is a short account in the Text/audio screen to get them started, but they should consult other sources as well if at all possible.)



3. The students open the **Who Should Rule?** storyboard.



Plenary

4. The class view a selection of storyboards and discuss the following questions.
 - Who had the best claim to the throne after Henry I died?
 - What difficulties would Matilda have faced as queen?

Extension/ Homework

5. Ask the students to find out about the position of women in medieval England in preparation for a class discussion. Some groups of students could find out about individuals such as Eleanor of Aquitaine and Margaret Paston, while others carry out research into the lives of women from different social backgrounds.

Student Notes

Activity 9 Could Women Rule?

Objectives

What was the position of women in medieval England? Could women rule the country – or only men? This activity tackles these questions. You will look into the claims of the two rivals, Stephen and Matilda, who both wanted to rule England after the death of Henry I.

Outcomes

By working through this activity you will:

- complete a storyboard in which Matilda and Stephen set out their claim to the throne of England.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 9.1 *Matilda v Stephen*

Activities

Introduction

1. Open and watch the **Bad News** storyboard.



to open the storyboard.

Development

2. You need to find out about Henry I's daughter Matilda and his nephew Stephen. Both of these people wanted to rule England after Henry I. You can read about these people in the Text/audio screen, and find out more from reference books and Internet sites. Use Sheet 9.1 *Matilda v Stephen* to record your findings.
3. Now open the **Who Should Rule?** storyboard and follow the instructions in the caption window.



to open the storyboard.

Plenary

4. You will have the chance to look at some of the storyboards that members of your class have completed, and to discuss the following questions.
 - Who had the best claim to the throne after Henry I died?
 - What difficulties would Matilda have faced as queen?

Extension/Homework

5. Find out about the position of women in medieval England in preparation for a class discussion. Your teacher may give you a specific individual or class of women to research.

Could Women Rule? Sheet 9.1**Matilda v Stephen**

In the table below, list the arguments for and against Matilda and Stephen ruling England after the death of Henry I:

	Matilda	Stephen
FOR		
AGAINST		

Teacher Notes

Activity 10 A Monk's Day

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	2-3 one-hour lessons. The students should be able to view the introductory storyboard and complete their research in one lesson, and create their storyboards and discuss them in the second lesson.

Overview of Task

Students watch an introductory storyboard about the growth and importance of monasteries in Britain after the Norman Conquest. They then carry out research into life in a monastery during this period, and complete a storyboard about the daily routine of a monk.

Objectives

All students will: find out about and describe daily life in a monastery and the rules that governed this.

Most students will: select and combine information from different sources in order to explain the daily life of a medieval monk.

Some students will: evaluate the sources of information they have used in order to find out about daily life in a monastery, and will show an understanding of differences between orders, and between the work of monks and nuns.

Curriculum References

**National
Curriculum
History**

Pupils should be taught:

Knowledge and understanding of events, people and changes in the past

2a to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5b** to accurately select and use chronological conventions and historical vocabulary appropriate to the periods studied to organise historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a storyboard account of the daily life of a medieval monk.

Resources

Kar2ouche *Normans*

- **Monasteries** storyboard
- **Daily Life** storyboard
- Sheet 10.1 *What Did Monks Do All Day?*

- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.britainexpress.com/History/medieval-monastery.htm>
 - <http://www.spartacus.schoolnet.co.uk/NORmonasteries.htm>

Activities

Introduction

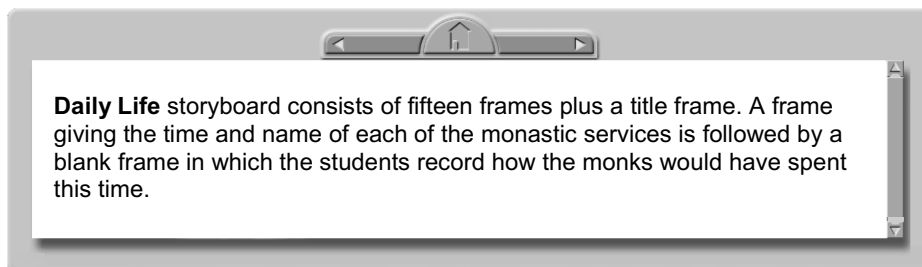


1. The students open and watch the **Monasteries** storyboard. (The script for this storyboard can be found in Appendix B.)

Development



2. The students find out about daily life in a medieval monastery. There is a short account of daily life in a monastery in the Text/audio screen to get them started with their research, but they will need to look at other sources of information too. There is a sheet available (Sheet 10.1 *What Did Monks Do All Day?*) for them to use to record the information they find.
3. When they have completed their research, the students open the **Daily Life** storyboard, and follow the instructions in the caption windows.



Plenary

4. The students watch a selection of completed storyboards and discuss the following questions.
 - Why did monks lead such strict lives?
 - Why did people become monks?

Extension/ Homework

5. Students could find out about different monastic orders, or the different people who worked in medieval monasteries.
6. Students could find out about the daily life of nuns in the Middle Ages, and see how their daily life compared to that of the monks. They could then use this information to write a letter from a novice to a member of her family telling them how she spends her day.

Student Notes

Activity 10 A Monk's Day

Objectives

Why did so many people become monks and nuns in the Middle Ages? What was daily life in a monastery like at this time? By working through this activity, you will have the chance to find the answers to these questions.

Outcomes

By working through this activity you will:

- create a storyboard showing daily life in a medieval monastery.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 10.1 *What Did Monks Do All Day?*

Activities

Introduction

1. First watch the **Monasteries** storyboard by clicking on the link below.



to open the storyboard.

Development

2. So what did a medieval monk do all day? There is a short account of a monk's day in the Text/audio screen to get you started with your research, but you will need to look at other sources of information too. There is a worksheet available (Sheet 10.1 *What Did Monks Do All Day?*) for you to use to write down the information you find.
3. When you have completed your research, open the **Daily Life** storyboard by clicking on the link below, and follow the instructions in the caption windows.



to open the storyboard.

Plenary

4. You will have the chance to look at some of the storyboards that other students have created and to discuss them. As a class, try to answer these questions.
 - Why did monks lead such strict lives?
 - Why did people become monks?

Student Notes**Extension/Homework**

5. Find out about different monastic orders, or the different people who worked in medieval monasteries.
6. Find out about the daily life of nuns in the Middle Ages, and see how their daily life compared to that of the monks. You could use this information to write a letter from a novice (new nun) to a member of her family telling them how she spends her day.

A Monk's Day Sheet 10.1**What Did Monks Do All Day?**

Use the table below to plan your storyboard. Try to find out what kinds of things the monks did between the services. Don't worry if your research shows different service times – these did change from summer to winter and between monasteries.

MIDNIGHT	MATINS
1 a.m.	LAUDS
6 a.m.	PRIME
9 a.m.	TERCE
12 NOON	SEXT
3 p.m.	NONES
5 p.m.	VESPERS
7 p.m.	COMPLINE

Teacher Notes

Activity 11 Why Was Becket Murdered?

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	2-3 one-hour lessons. The students should be able to view the introductory storyboard and complete their research in one lesson, and create their storyboards and discuss them in the second lesson.

Overview of Task

The students watch a storyboard showing how Becket was murdered. After carrying out research into the events leading up to the murder, they complete a storyboard which sets out the reasons why he was murdered.

Objectives

All students will: learn how and why Thomas Becket was murdered.

Most students will: also understand that there was a struggle for power between church and monarchy throughout the Middle Ages.

Some students will: consider different interpretations of the murder of Becket, and analyse the relationship between the monarchy and the church.

Curriculum References

National Curriculum History

Pupils should be taught:

Knowledge and understanding of events, people and changes in the past

2a to describe and analyse the relationships between the characteristic features of the periods and societies studied including the experiences and range of ideas, beliefs and attitudes of men, women and children in the past; **2b** about the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world; **2c** to analyse and explain the reasons for, and results of, the historical events, situations and changes in the periods

studied; **2e** to consider the significance of the main events, people and changes studied.

Historical interpretation

3a how and why historical events, people, situations and changes have been interpreted in different ways; **3b** to evaluate interpretations.

Historical enquiry

4a to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries; **4b** to evaluate the sources used, select and record information relevant to the enquiry and reach conclusions.

Organisation and communication

5a to recall, prioritise and select historical information; **5c** to communicate their knowledge and understanding of history, using a range of techniques, including spoken language, structured narratives, substantiated explanations and the use of ICT.

Breadth of study

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a completed storyboard showing the events that led to the murder of Thomas Becket.

Resources

Kar2ouche Normans

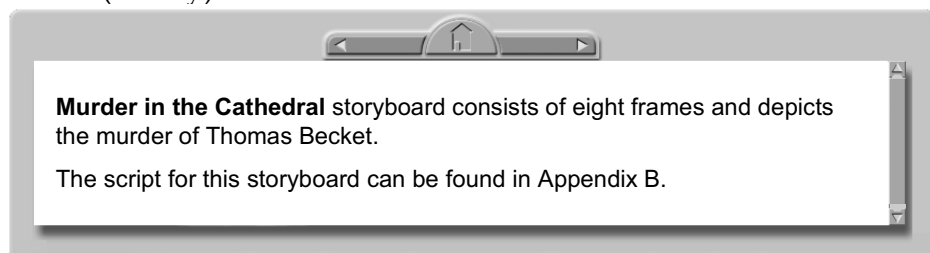
- **Murder in the Cathedral** storyboard
- **Crown and Church** storyboard
- Sheet 11.1 *Becket and Henry*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.eyewitnesstohistory.com/becket.htm>
 - <http://www.historylearningsite.co.uk/becket.htm>
 - <http://www.loyno.edu/~letchie/becket/>
 - <http://www.spartacus.schoolnet.co.uk/NORbeckett.htm>

Activities

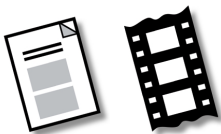
Introduction



1. The students watch the **Murder in the Cathedral** storyboard – which (briefly) shows *how* Becket was murdered.



Development



2. The students are now invited to find out (from available sources) *why* Becket was murdered. There is one account of Becket and Henry's quarrel in the Text/audio screen, but they will need to compare this information with other sources to get a more detailed and accurate picture of the situation. There is a sheet available (Sheet 11.1 *Becket and Henry*) which gives prompt questions to guide students with their research. They then open the **Crown and Church** storyboard. In this storyboard, some of the frames have the composition window blank, and some have the caption window blank. Students use the information from their research to complete the storyboard. (More able students should be encouraged to insert frames into the storyboard at various points so that they can use their research to explain points in greater detail.)

Crown and Church storyboard consists of eight frames.

Frame 1 Title Frame. The caption window reads: *King Henry II tried to gain more control over the Church in England. He wanted one system of justice in the country instead of the church having its own courts for priests who committed crimes.*

Frame 2 The composition window contains only a text box which reads: *Use this frame to illustrate the information given in the caption window below. (Drag this text box to the Waste Bin first!)*

The caption window reads: *King Henry II tried to gain more control over the Church in England. He wanted one system of justice in the country instead of the church having its own courts for priests who committed crimes.*

Frame 3 Henry stands in the composition window saying: *My good friend Thomas Becket will be my Chancellor. Together we can stop the barons from holding unfair courts in this country.* A text box reads: 1154-1161.

The caption window reads: *(Use this frame to explain what you have found out about Henry and Becket's relationship during this part of Henry's reign.)*

Frame 4 Henry watches Becket who is kneeling. He is thinking: *I thought he'd help me to sort out the Church courts if I made him Archbishop. All he does now is pray!*

A text box reads: 1162.

The caption window reads: *Use this frame to explain how Becket's life (and his friendship with Henry) changed when he became Archbishop of Canterbury.*

Frame 5 The composition window contains only a text box which reads: *Use this frame to illustrate the information given in the caption window below. (Drag this text box to the Waste Bin first!)*

The caption window reads: *Henry II passed a law that anyone who was found guilty in a church court had to be punished in the King's court - where the punishments were usually much worse. Becket agreed to this at first, but then he changed his mind. Henry was so angry that Becket left for France where he lived as a monk.*

Frame 6 The composition window contains only a text box which reads: *Use this frame to illustrate the information given in the caption window below. (Drag this text box to the Waste Bin first!)* A text box reads: Early in 1170.

The caption window reads: *In 1170, while Becket was still in France, Henry made the Archbishop of York crown his son as the next King. This should have been done by the Archbishop of Canterbury. Later that year Henry II and Becket met in France. They sorted out their quarrel and Becket went back to England. Henry stayed in France.*

Frame 7 Becket says: *I have also asked the Pope to punish the Archbishop of York for supporting Henry while I was in France.* A text box reads: Early December 1170.

The caption window reads: *(Use this frame to explain what happened when Becket returned to England.)*

Frame 8 The composition window contains only a text box which reads: *Use this frame to illustrate the information given in the caption window below. (Drag this text box to the Waste Bin first!)* A text box reads: December 1170.

The caption window reads: *Some bishops went to France and told Henry what Becket had done. Henry was furious. While in a terrible rage, he asked why no one would get rid of this troublesome priest. Four of his knights heard this and decided to act.*

Plenary

3. As a group, the students view a selection of their completed storyboards and discuss the following questions.
 - Why was Thomas Becket murdered?
 - Who was to blame?

**Extension/
Homework**

4. Students write a newspaper report for 30th December 1170 giving instant reaction to the murder of the Archbishop. They may use Kar2ouche to do this (in an after-school club or lunch time), use a word-processing package or create the document by hand.

Student Notes

Activity 11 Why Was Becket Murdered?

Objectives

What was the relationship like between the church and king in medieval times? And why did four of Henry II's knights murder the Archbishop of Canterbury? During this activity you will find out the events that led to the murder of Thomas Becket, and decide who was to blame for his death.

Outcomes

By working through this activity you will:

- complete a storyboard showing the events that led to Becket's murder.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*
- Sheet 11.1 *Becket and Henry*

Activities

Introduction

1. Click on the link below to watch the **Murder in the Cathedral** storyboard, which shows how Thomas Becket was murdered.



to open the storyboard.

Development

2. Now you need to find out about the events that led to Becket's murder. There is one account of Becket and Henry's quarrel in the Text/audio screen, but you will need to compare this information with other sources to get a more detailed and accurate picture of the situation. Your teacher may give you Sheet 11.1 *Becket and Henry* to help you with your research.
3. Open the **Crown and Church** storyboard by clicking on the link below. Use the information from your research to complete the blank composition and caption windows. (You can add frames to this storyboard at any point if you wish to explain a point in more detail.)



to open the **Crown and Church** storyboard.

Plenary

4. You will have the chance to look at some of the storyboards that other students have completed. Think about the following questions.
- Why was Thomas Becket murdered?
 - Who was to blame?

Student Notes**Extension/Homework**

5. Write a newspaper report for 30th December 1170 giving instant reaction to the murder of the Archbishop. You may be able to use Kar2ouche for this during a lunch time or in an after-school club. If not, you can use a word processor, or do it by hand.

Why Was Becket Murdered? Sheet 11.1**Becket and Henry**

Who was the head of the English Church?	
How did King Henry II try to gain more control over the Church in England?	
When he became King, what job did Henry give to Becket?	
Why did Henry make Becket Archbishop of Canterbury?	
How did Becket change when he became Archbishop?	
Why did Becket go to live in France?	
Why did Becket return to England in 1170?	
What did Becket do to make Henry angry again	
Who killed Becket and why did they do it?	

Teacher Notes

Activity 12 Odd One Out

Key Stage/Year Key Stage 3/Year 7

Group Organisation This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner.

Suggested Timing 1-2 one-hour lessons. The length of the activity depends on how many quiz questions the students devise. The students will need access to reference materials whilst writing their questions.

Overview of Task

The students open an interactive quiz storyboard and click on the odd one out in each frame. Working in pairs, they then devise their own quiz storyboards using the template given.

Objectives

All students will: be reminded of key facts from their study of the Norman period.

Most students will: be reminded of key facts from their study of the Norman period, and will have the opportunity to consolidate their knowledge when devising their own questions.

Some students will: revise the work they have done on the Normans, and will extend and consolidate their understanding when devising their own quiz questions.

Curriculum References

National Curriculum History

6 During the key stage, pupils should be taught the **Knowledge, skills and understanding** through three British studies, a European study and two world studies.

7 In their study of local, British, European and world history, pupils should be taught about: **7a** significant events, people and changes from the recent and more distant past; **7b** history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific; **7e** some aspects in overview and others in depth.

8 Britain 1066-1500 A study of major features of Britain's medieval past: the development of the monarchy, and significant events and characteristic features of the lives of people living throughout the British Isles, including the local area if appropriate.

Outcomes

By the end of this activity students will have:

- a quiz storyboard on aspects of the Norman period.

Resources

Kar2ouche *Normans*

- **Odd One Out** storyboard
- **My Odd One Out** storyboard
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.btinternet.com/~mrfield/Conquest/quiz/Quiz.htm>
 - <http://www.schoolhistory.co.uk/lessons/keypoints/normanconquest/nckeypointsquiz.htm>
 - <http://www.schoolhistory.co.uk/quizzes/godwinson/harold.htm>

Activities

Introduction



1. The students open the **Odd One Out** storyboard.

Odd One Out storyboard consists of a number of hyperlinked frames. Each quiz question frame consists of four text boxes. The students read the words in these boxes and click on the odd one out. If they get the answer right, they are taken to a frame which confirms the answer and takes them to the next question. If they get the answer wrong, they are taken to a frame which gives them the correct answer (with an explanation) and takes them to the next question.

The questions are as follows (answers in **bold**).

Edward	Harold	William	Thomas
bailey	pilgrimage	drawbridge	motte
peasant	king/queen	monarch	ruler
Hastings	Stamford Bridge	Westminster	Fulford
The Wake	The Conqueror	The Lion Heart	Rufus

Development

2. The students are then asked to revise their work on the Normans in order to construct an *Odd One Out* activity of their own. Each student or pair could be given a different focus (for example, specific topics or people) or the whole class could be asked to work on the period as a whole. There is scope here to set tasks which will provide the right level of challenge for the ability level of individual students.
3. The students then construct their own quiz storyboards using the template provided (**My Odd One Out** storyboard). Note that it is not possible for the students to hyperlink their own storyboards. The students type their words (or drag characters or props) into the text boxes, and when they have completed all the frames, they swap their storyboard with another pair of students. The students work through this storyboard and type their answers in the caption windows. They are asked to type in a reason for their choice in each case. The groups who devised the questions, then mark them.

Plenary

4. The class looks at some of the *Odd One Out* storyboards that have been devised and discuss them.
 - Can anyone make a convincing case for more than one word being the odd one out in any group?

**Extension/
Homework**

5. Students could be asked to revise a particular topic from this period and then create another *Odd One Out* quiz based on this work.

Student Notes

Activity 12 Odd One Out

Objectives

This activity will help you to revise the work you have done on the Norman period.

You will:

- take part in an interactive quiz on the Normans
- research specific topics you have studied so that you can work out questions of your own.

Outcomes

By working through this activity you will:

- complete the *Odd One Out* quiz in the Activity screen
- produce a quiz based on your work on the Normans
- answer quiz questions which have been written by other students.

Resources

To complete the activity you will need:

- Kar2ouche *Normans*

Activities

Introduction

1. First open the interactive **Odd One Out** storyboard and work through the questions.



to open the **Odd One Out** storyboard.

Development

2. Now you can make up an *Odd One Out* quiz of your own and test your friends with it. Your teacher will tell you which aspect of the Norman period you should cover in your quiz. You will need to re-read the work you have done on this topic, and do some more research to help you to work out your quiz questions – and the answers!
3. Now open the **My Odd One Out** storyboard, and type your questions into the text boxes in the composition windows. You can drag characters or props into the text boxes instead of words if you like. (Don't type the answers into the caption windows – but do make a note of them on a piece of paper!)



to open the **My Odd One Out** storyboard.

4. You will have the chance to test your knowledge on an **Odd One Out** quiz that one of your class has made up – and they will be able to try out your quiz.

Student Notes**Plenary**

5. You'll have the chance to look at some of the other storyboards that have been devised and discuss them.
 - Can you find a reason to make another word the odd one out in any of the questions you look at?

Extension/Homework

6. Pick a particular area of work on the Normans that interests you and create another *Odd One Out* quiz based on this topic.

Appendices

Appendix I

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that pupils not only were more autonomous, but also more motivated.

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a soundfile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil's vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. 'Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief sound-clips support dyslexic children many of who find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded soundfiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

Appendix B

Extracts from Text/Audio Palette

Three Candidates

HAROLD GODWIN

I'm Harold Godwin. I'm English and I'm the brother of Edward The Confessor's wife.

I'm the head of the powerful Godwin family; my father was King Edward's chief adviser. I have been helping to run this country for many years.

King Edward promised the throne of England to me just before he died. The Witan then elected me as the next King of England.

I am a good soldier, and control the English army.

HARALD HARDRADA

I am Harald Hardrada and I am King of Sweden. I am related to the old English royal family through King Cnut.

I am popular with the Viking families in the North of England, and they will support me.

I am used to ruling a country. I am a very good soldier. I have a strong army and I have won many battles.

WILLIAM I

I am William, Duke of Normandy. I am a cousin to King Edward the Confessor. He promised the throne to me in 1051.

Harold Godwin swore an oath that he would support my claim to the English throne.

I am an excellent soldier and I have been a strong ruler in Normandy. I would also rule England well.

England has strong ties with Normandy – Edward the Confessor spent many years here when King Cnut invaded England.

Bayeux Tapestry

The Bayeux Tapestry is the most famous source of information about the Norman Invasion in 1066. It is like a giant strip cartoon, and gives a Norman view of the events that took place.

The tapestry is about 0.6 metres high and 70 metres long. The last section of the work is missing. It is made of wool, sewn on a linen background.

Some people think that the tapestry was made on the orders of Bishop Odo of Bayeux who was William the Conqueror's half-brother and took part in the Battle of Hastings.

Others think that William the Conqueror's wife – Matilda – was behind the project. In France it is sometimes called 'Matilda's Tapestry'.

No one knows for sure who designed or made the work. Some people think it was made in Canterbury by English nuns, but others think it was embroidered in Normandy.

We have evidence that the tapestry was hung in Bayeux Cathedral when it was rebuilt in 1077. It has survived to the present day in good condition – in spite of being used to cover a wagon during the French Revolution!

Bayeux Scenes

- BARON: I want you and your team to start work on four more sections of the tapestry.
- BARON: Show King William's army landing at Pevensey Bay.
- BARON: Now I want you to show Harold's men on Senlac Hill.
- BARON: Someone can show King William's men attacking the English shield wall...
- BARON: ... and another can do the death of Harold.
- BARON: When you've finished these sections, I'll tell you what to work on next.

Battle of Hastings

The Battle began at nine o'clock on October 14th. Harold's army, who had just marched 250 miles from their victory at Stamford Bridge, formed a shield wall about a thousand yards long at the top of Senlac Hill. The fyrd were in the front and on the sides and Harold's housecarls were in the middle. Above them flew their banner of a red dragon.

During the day the Normans charged up the hill a number of times. They were supported by archers firing at the English army. They were unable to break the shield wall and the Normans had to go

back. Both sides suffered heavy casualties, and after each attack the English shield wall grew thinner.

It was late afternoon when a rumour went round the Normans that William was dead. Some began to retreat and the English left the hill to pursue them. William took off his helmet to show his men he was still alive. However, the Normans then pretended to retreat to draw more of the English off the hill. Each time the English were surrounded and cut down.

As evening fell, William began his last attack. The Norman knights charged while their archers fired their arrows high into the air. Finally William's knights broke through, and they hacked down Harold's warriors. Harold himself was killed. The fyrd ran away.

Christmas 1085

NARRATOR: It's Christmas 1085 and King William has now ruled England for 19 years. He is holding court at Gloucester. He is having a meeting with his council to discuss important issues.

WILLIAM: We are not going to remain powerful unless we can get more money from this country.

BARON 1: We could get the people to pay more tax.

BARON 2: Yes, but how much more can they pay?

BARON 1: And how can we find out?

WILLIAM: I also need to know where people live so that I can protect England against invasion and rebellion.

BARON 2: Yes, and it would also help to know exactly who owns each piece of land.

BARON 1: It's very hard to judge cases when people are arguing over land otherwise.

WILLIAM: We need more information. I want to know exactly what this country is worth, where people live and who owns what.

Domesday Today

PRESENTER: Good evening and welcome to *Domesday Today*.

PRESENTER: Our guests tonight are Marcia and Asif who are going to tell us about the work they have been doing on the *Domesday Book*.

- PRESENTER: So Asif, what does the *Domesday Book* tell us about life in Norman England?
- PRESENTER: Marcia, is the *Domesday Book* only important to historians?
- PRESENTER: Well, that's all for now. Join us next week when we'll be looking at the Bayeux Tapestry...

Building Permit

- WILLIAM I Welcome, my friend.
- BARON Thank you, my lord.
- WILLIAM I What can I do for you?
- BARON I have decided to settle here, my lord. I come to ask your permission to build a castle in Wallingford.
- WILLIAM I There has been some trouble in that area. Your castle will have to be strong.
- BARON I know, my lord. I want to build a wooden motte and bailey castle. It won't take long to do it.
- WILLIAM I Perhaps one day you will be able to rebuild it in stone. Are those your plans?
- BARON Yes, my lord.

Castle Storyboard Script

- BARON: So, tell me what you think of your new home?
- LADY: It looks great! But will it be safe for us to live in? We're not very popular with the English, are we?
- BARON: I have made sure it is very strong. Let's have a look around.
- LADY: How does the moat protect the castle?
- LADY: How would we survive if there were a siege?
- LADY: What is the safest part of the castle if there is an attack?
- LADY: How is the entrance to the castle protected?
- LADY: Do you have any plans to make the castle even stronger?

William Rules

- WILLIAM: I must find a way of bringing these English under control.
- WILLIAM: It's no good just using force. Everyone must depend on someone else for their existence.
- WILLIAM: They will have to be loyal to that person just to survive.
- WILLIAM: I will reward my supporters with much land – but they must swear an oath of loyalty to me in return.
- WILLIAM: And I'll make sure the land I give to each baron is dotted around the country, so it will be hard for him to get an army together to attack me.
- WILLIAM: They can then grant some of this land to their supporters – and make sure that these knights swear loyalty to them too.
- WILLIAM: If anyone breaks their promise of loyalty, they will lose their land.

August 2nd

William Rufus had not slept well. He had been woken by a terrible dream. He dreamt that a doctor had taken blood from him. His blood then flowed into the sky and blotted out the sun.

He drank a lot of wine with his meal that day. Then he decided to organise a hunting trip into the New Forest near Brockenhurst.

The hunting party set off late in the afternoon. Among the group were William's brother, Henry, two brothers from the Clare family and a baron named Walter Tirel. They spread out into the forest to hunt deer. Only Walter Tirel remained with the King.

The Death of William Rufus

On 2nd August 1100 William Rufus went hunting in the New Forest. The group split up to hunt. William's companion was called Walter Tirel.

Beaters were driving deer towards the King when an arrow struck him in the chest. William fell heavily onto the arrow and died instantly.

Some accounts tell that Walter Tirel shot the arrow that killed the King. He was considered to be one of the best archers in England. He

shot the arrow at a stag, but he missed his target and hit the King instead. Some versions say that the arrow glanced off a tree. Walter Tirel is said to have sworn that he was not in the part of the forest where the King was hunting.

William's body was left in the forest. None of the nobles in the hunting party stayed with him. Some peasants brought his body back to Winchester.

Walter Tirel fled to Normandy and never returned to England. His son stayed in England and was allowed to keep all of his family's land. William's brother, Henry, rode straight to Winchester and took control of the Treasury. (This was where the country's money was held.)

Henry declared himself King and was crowned on 5th August. Two brothers from the Clare family were in the hunting party on 2nd August. Their family became very wealthy while Henry was King of England.

Bad News

NARRATOR: Henry I and his son, William, have just fought a successful campaign against the French. Henry has returned safely. His son (along with many other barons and members of Henry's family) is expected to return at any moment.

MESSENGER My lord, I bring heavy news to you.

HENRY I Speak on.

MESSENGER The White Ship has sunk with great loss of life ...

MESSENGER ... almost 300 people have drowned.

HENRY I My son?

MESSENGER Prince William is dead, my lord. All the knights and noblewomen on board, your son Richard, the Earl of Chester – all are drowned.

HENRY I (thinks) My son – dead? Now who will rule England when I have gone?

Matilda

Matilda was married to the German Emperor Henry V when she was 12 years old. She lived in the German court until her husband died in 1125.

When Matilda's brother, William, drowned in the English Channel in 1120, her father, Henry I, made his barons swear an oath of allegiance to Matilda. They promised that they would accept her as queen when Henry died.

Henry then found his daughter another husband – Geoffrey of Anjou – and they married in 1128. Geoffrey was only 14 and Matilda was 24. She was not pleased about this marriage, but she did have three sons with this husband. This made Henry feel more secure about the chances of his family continuing to rule England after he died.

However, at the end of his reign, Henry I quarrelled with Matilda and Geoffrey. Matilda was in France when her father died and before she could be crowned queen, her cousin, Stephen, claimed the throne for himself.

Stephen

Stephen was a grandson of William the Conqueror. William's daughter, Adela, was his mother, and Henry I was his uncle. Stephen thought that he should be king when his uncle died.

Henry thought very highly of Stephen. He gave him large amounts of land in England and in Normandy and Stephen became the wealthiest man in the country. While Henry was alive, Stephen swore an oath that he would support Matilda as the next ruler of England. However, he thought that a woman would not make a good ruler, and he gathered support from other powerful men in the country.

Stephen was crowned King on 22nd December 1135. However, Matilda did not give up her claim to the throne and civil war broke out over who should rule England.

Monasteries

In medieval times many people lived in religious communities called monasteries. They wore rough woollen robes called habits and lived by strict rules.

They made three promises (or vows) when they joined the monastery:

- to give away all their possessions (vow of poverty)
- to not marry (vow of chastity)
- to do whatever the head of the monastery said (vow of obedience).

The number of monks in Britain grew very quickly after the Norman Conquest.

By the year 1300, one person in every 200 was a monk. So monks played an important part in medieval life.

In 1066 there were about 50 monasteries in the country. By the year 1320 the number had grown to almost 900.

At this time, most of these monasteries followed the rule of St. Benedict. The monks were called Benedictines – but they were also known as Black Monks because of the colour of their habits. They spent their days in work, study and prayer.

Daily Life in a Monastery

The main work of a monk was to pray. Monks went to services in the chapel eight times a day. The names for their services are Latin words. For example, 'Prime' (meaning 'first') was the service that took place in the first hour of the day (six o'clock) and 'Terce' (meaning 'third') happened in the third hour of the day (nine o'clock).

The monks attended a service called Matins at midnight. This was followed by a service called Lauds.

They went back to bed until Prime at 6.00 a.m. and then they washed and had breakfast.

After Terce at 9.00 a.m. there was a meeting during which the monks were given their jobs for the day.

They then worked until Sext at midday. The monks had their dinner after this service, and read for a while before starting work again.

They went to None at 3 p.m. and then had a short rest.

After Vespers, at about 5 p.m., the monks washed and had supper.

They had a service called Compline at 7 p.m. and then went to bed.

In between services they spent their time working or studying.

Some monks copied books (with beautiful pictures called illuminations) by hand.

Some monks farmed or grew vegetables in the abbey gardens.

Others helped poor people in the villages or towns nearby.

And some helped travellers and sick people by looking after them in the abbey.

Murder in the Cathedral

Henry's knights entered the cathedral in full armour with swords and axes. They called out, 'Where is Thomas Becket, traitor to the king and the country?'

Becket replied, 'I am ready to die for my God, but I forbid you to hurt my people.'

The knights tried to drag him outside to kill him but Becket clung to a pillar.

Becket realised that he was going to die and he put his hands together and bowed his head in prayer.

The first blow struck his head and almost cut the arm off a monk who was trying to protect him.

The second blow also struck his head but he stood firm. At the third blow he fell to his knees and elbows.

The fourth blow split his skull, and his blood spilt out onto the cathedral floor.

Becket and Henry

In the Middle Ages the Church was very rich and powerful. The head of the Church was the Pope in Rome. Many medieval kings were unhappy about this. They wanted to have power over the Church in their country.

King Henry II tried to gain more control over the Church in England. He wanted to stop the Church having its own courts to try priests (and others connected with the Church) who had committed crimes.

When Henry became King in 1154, he made Thomas Becket his chief adviser. They became good friends and worked together to make the non-Church courts fairer.

In 1162 Henry II made Becket Archbishop of Canterbury. He thought Becket would help him to control the Church courts too. However, Becket took his new job very seriously and decided that he should serve God and not the King. He spent a lot of time praying.

Henry II passed a law that anyone who was found guilty in a church court had to be punished in the King's court – where the punishments were usually much worse. Becket agreed to this at first, but then he changed his mind. Henry was so angry that Becket left for France where he lived as a monk.

In 1170, while Becket was still in France, Henry made the Archbishop of York crown his son as the next King. The Archbishop of Canterbury should have done this. Later that year Henry I and Becket met in France. They sorted out their quarrel and Becket went back to England. Henry stayed in France.

In December 1170 Becket arrived back in England. He excommunicated the bishops who had supported Henry. This was a very serious punishment because it meant you could not go to church and take mass, and so you would go to hell when you died.

Some bishops went to France and told Henry what Becket had done. Henry was furious. While in a terrible rage, he asked why no one would get rid of this troublesome priest. Four of his knights heard this and decided to act.

Appendix C

Book List

Aylett, J (1991) *Medieval Realms 1066-1500*, Hodder & Stoughton

Byrom, J et al (1997) *Medieval Minds*, Longman

Collier, M et al (2003) *Think History I: Changing Times 1066-1500*, Heinemann

Dawson, I and Watson, P (1991) *Medieval Realms 1066-1500*, Oxford University Press

Kelly, N et al (1997) *Medieval Realms (Living Through History)*, Heinemann

Gillingham, J (2001) *Medieval Kingdoms*, Oxford University Press

Kidd, J et al (2000) *Life in Medieval Times*, Heinemann

Kidd, J and Richards, L (2002) *Power and the People 1066-1485*, Heinemann

Tonge, N and Heppelwhite, P (1997) *Medieval Realms Britain 1066-1500*, Stanley Thornes

Appendix D

Literacy Across the Curriculum Coverage

Many of the activities found in *Kar2ouche Normans* provide opportunities for students to improve their literacy skills. The grid below shows the teaching objectives from the Framework for English that are covered by each activity.

Activity	Reading	Writing	Speaking and Listening
Who Should Be King?	1, 4, 5, 7	1, 2, 10, 11, 12	13, 14
Bayeux Tapestry	1, 2, 5, 7	1, 2, 11	11, 14
Why Did William Win?	1, 2, 4, 7	1, 2, 11, 12	5, 7, 13, 14
The Domesday Survey	1, 4, 5, 6	2, 14	1, 5, 7, 13, 14
Why Build Castles?	1, 4, 5, 8	2, 10, 11, 15	11, 14
The Feudal System	1, 4, 5, 8	1, 2, 10, 11	11, 14
Was William I a Good King?	1, 4, 5, 8	1, 2, 7, 10, 11	11, 14
Who Shot William Rufus?	1, 4, 5, 8	1, 2, 10, 11, 12	1, 5, 7, 11, 14
Could Women Rule?	1, 4, 5, 8	10, 11, 18	11, 14
A Monk's Day	1, 4, 5	1, 2, 11, 14	11, 14
Why Was Becket Murdered?	1, 4, 5, 8	2, 10, 11, 12	11, 14
Odd One Out	1, 5	2	11, 14

Appendix E

Glossary

Abbey	Place where monks or nuns live, work and worship God
Anglo Saxons	People who lived in England before the Norman conquest
Bailey	Outer wall of a castle protecting the outbuildings and animals
Baron	Powerful nobleman
Chain mail	Armour made out of metal rings linked together
Cloisters	Covered walkway in a monastery
Chronicle	Written account of events – often made by a monk
Demesne	Land that a lord kept for himself and his family
Earl	Powerful nobleman
Excommunicate	Expel from the church
Fealty	Oath of loyalty and obedience sworn to the king
Feudal System	Social system by which people received land in return for some sort of work
Fyrd	Soldiers who were only used when needed. They were farmers and landowners and were less experienced and not as well equipped as the housecarls (see below)
Glebe	Land in a village which belonged to the church
Heir	Person who will get someone's land or possessions after their death
Hide	A measure of land – one hide would support a family. Its size varied according to how fertile the land was
Housecarl	A brave and experienced professional soldier usually armed with a battleaxe
Hundred	A district within a shire with its own court of justice
Keep	High tower surrounded by a wall within a castle
Knight	Important soldier who serves a baron and the king
Monastery	Place where monks or nuns live, work and worship God
Motte	Mound of earth on which a castle keep is built
Oath of allegiance	Solemn promise (made on a holy object) of loyalty to another person
Palisade	Strong fence made out of wooden poles that is used to protect people from being attacked
Pilgrimage	A journey to visit a holy site such as Jerusalem or Canterbury
Shire	Area of land – very similar to a modern county
Tithe	Tax paid to the church amounting to a tenth of the villagers' produce
Villein	Villager who had to work for the lord of the manor and who was not free to leave his lord's land
Virgate	A measure of land – a quarter of a hide (see above)
Vow	Solemn promise
Witan	Council of noblemen who advised English kings

