

What metacognitive strategy will you use to make sure this knowledge sticks? <https://www.catlive.co.uk/learning-videos/>

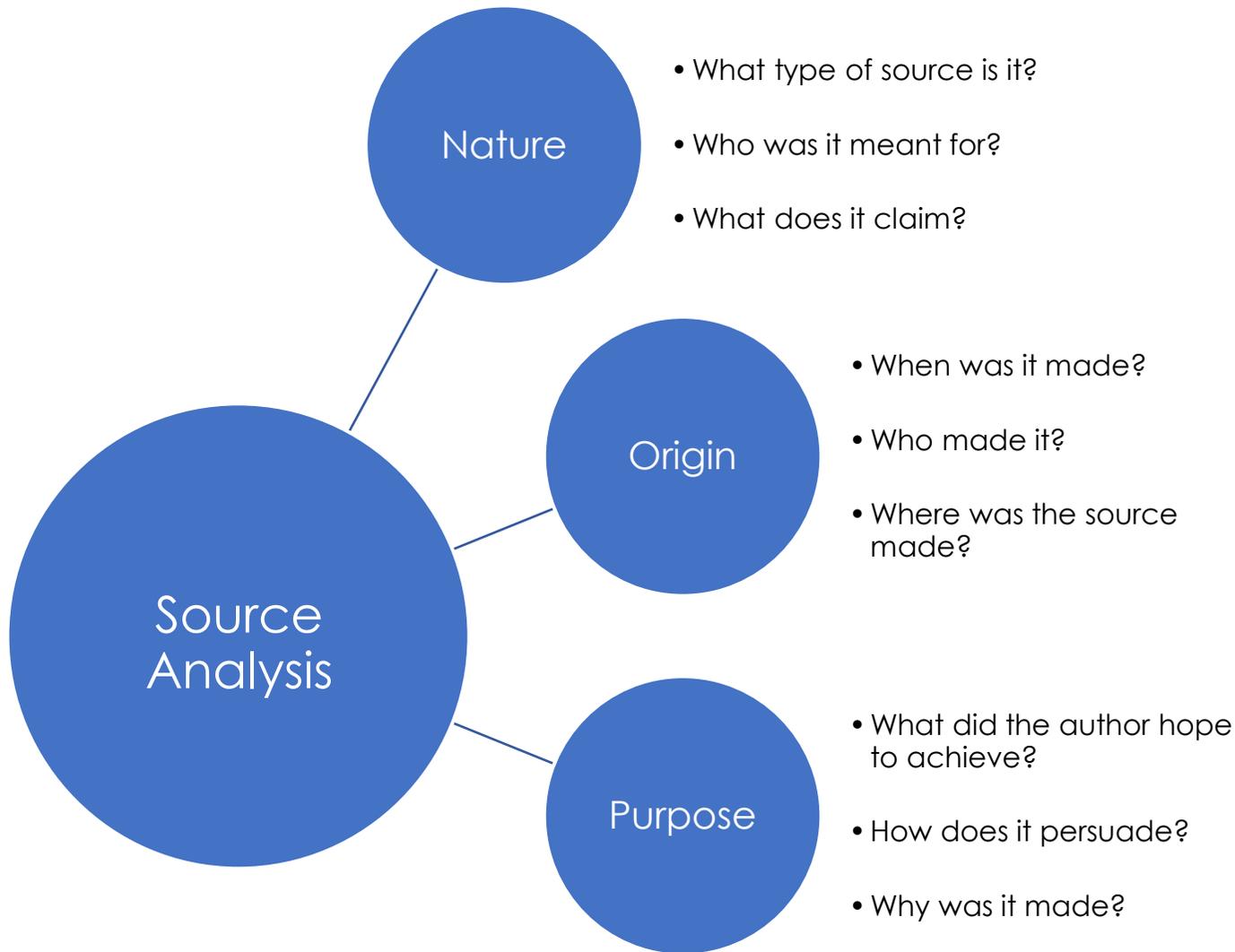
### Key Terms

Sources / evidence / resources	Critically / detailed /balanced	Interpretation / understanding	Perspective / point of view
Social / public / community	Political / government / authority	Bias / one sided / preference	Enquiry / investigation
Primary sources are first-hand accounts taken from there and then. Original information.	Secondary sources interpret or critique primary sources. Analyse and draw conclusions.	Reliability / trusted / likely to be true	Legacy / significance left behind
Nature / kind / type	Origin / basis / starting point	Purpose / reason / aim	Context / setting / situation

### Consider Bias – who's account is more accurate?

<b>WILLIAM OF MALMESBURY</b>  A Benedictine monk with a Norman father and English mother born in Wiltshire. He wrote "Lives of the Kings of England" and a history of the post-conquest church in England. Both are completed by 11120. Tends to favour the English.	<b>ORDERIC VITALIS</b>  A monk with Anglo-Norman parents like William of Malmesbury. He used William Poitiers' work, so there is a tendency to praise William. Balances understanding of English desire for 'liberty' from Norman rule with appreciation of Norman society's benefits.	<b>WILLIAM OF POITIERS</b>  William's Norman chaplain wrote an unfinished book on the life of William. It is written in praise of his master and sees every action of William's as justifiable.	<b>ANGLO-SAXON CHRONICLE</b>  Series of chronicles written by multiple authors at a number of different sites from the 9th century into the 12th. It varies within itself, and different versions don't agree. An excellent overview of the period from monks who did not share the same devotion to the king as Anglo-Norman chroniclers.
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Sources should be viewed critically



Anything left from the past can be considered a source of evidence. Sources provide us with information to help us understand the past. Some examples of sources of evidence are: art, speeches, census data, statues, songs, photographs, letters, stories, newspapers, diary entries and artefacts such as clothing, weapons and cooking utensils. They can be split into two groups: primary and secondary. Every source provides an incomplete picture. It is only one piece of the jigsaw.

Historical enquiry raises questions about evidence

The Norman Conquest brought about the most radical change in society ever seen in England, and the question of whether this was for the better or for the worse is very much open to interpretation. Certain interpretations of evidence are more useful than others depending on what knowledge we have and its accuracy. Would these people all have the same interpretation and opinions? Consider how their versions of events could differ.



A villager from  
the North of  
England



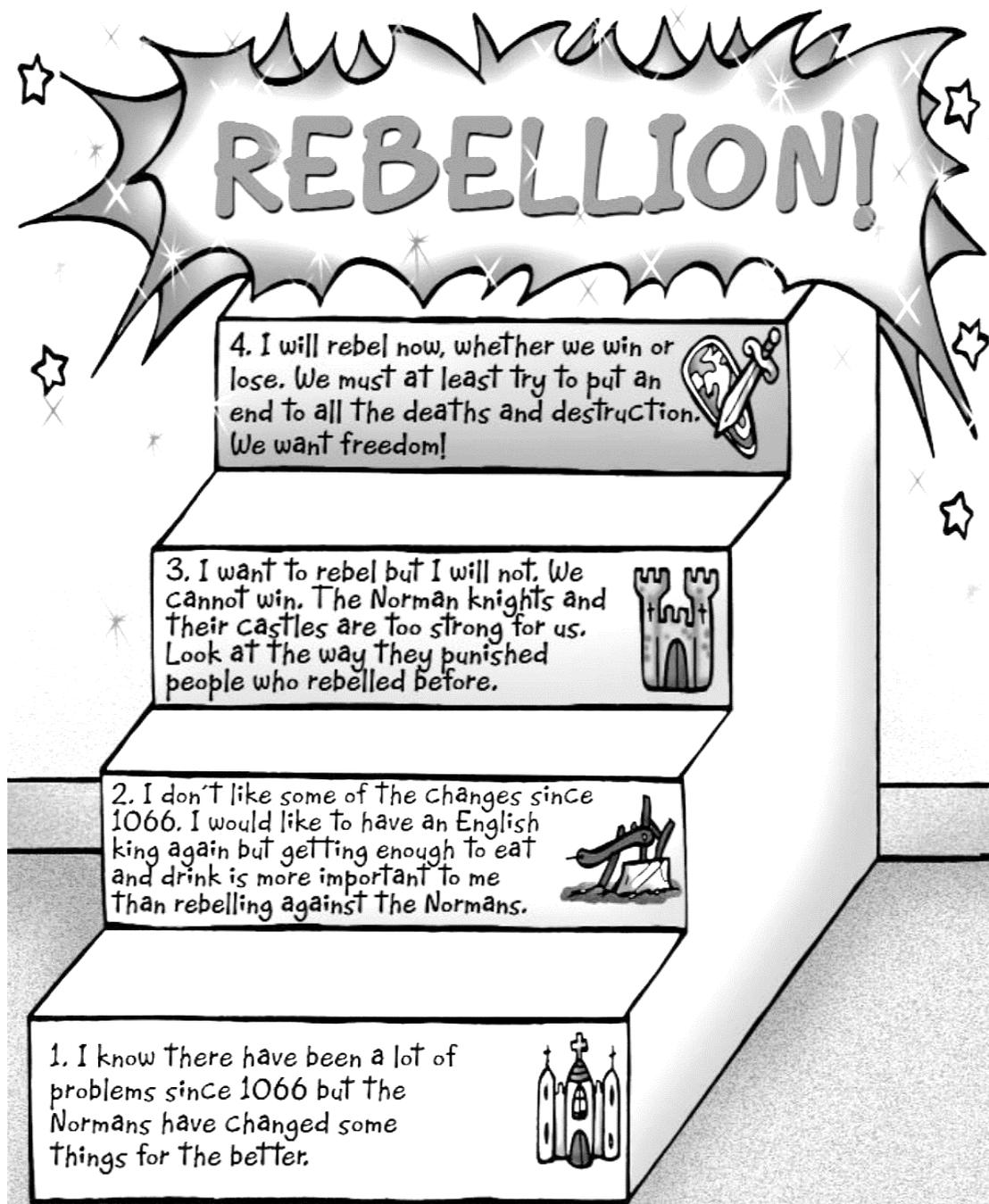
An English lord



A merchant

How successful were the Normans in gaining and controlling England?

Knowledge Organiser Year 7 History – Autumn 2



Source Analysis

	What is the source?	Who created the source?	When was it created?	Primary or Secondary source?	Who produced it?	Why did they produce it?	What tone does it take? Objective or emotional?
What does the source tell you?	 <p>Use as an overlay for analysing a source. Have a go at analysing the Bayeux</p>						
Can you relate it to your current knowledge?							
Does it support or disagree with your current knowledge?							
How useful is the source in helping you with your enquiry?							
What does the source NOT show us that we might need to know? Limitations?							
Can you relate this source to another? Does it support or disagree with it?							

Quizzes

<https://schoolhistory.co.uk/games/the-battle-of-hastings-penalty-shootout-game/>

<https://schoolhistory.co.uk/games/the-norman-conquest-hangman-game/>

Prepare for a class quiz w/c 6 December 2021

Example Question	Model Answer
Why did the Normans build castles?	To show the Saxons their power, for attack and defence and to control the surrounding countryside.
Why did the northerners rebel against William?	William had forced them to accept him by being violent, burning their houses, destroying their land and killing rebels.
What country is Normandy in today?	France
The Domesday Book helped William to decide...	How much to tax people
What language was spoken in government after the Norman Conquest?	French
A law called murdrum was introduced. What was it?	The killing of a human being in a secret manner. This basically was to discourage Saxons killing Normans. The law forced the Anglo-Saxon villagers to prove that any corpse found near their village was not a Norman.
What was the consequence of murdrum?	If it was a Norman found dead, then the whole village was responsible for finding the culprit and had to pay a heavy fine after the murderer was executed.
In Anglo-Saxon times it was common for land to be shared between a number of children. The Normans introduced a law that changed this. What was it?	<b>Primogeniture</b> , which meant that the oldest son inherited all the land - this meant that land would stay in the hands of fewer people so William had more control.

What was Forest Law?	A law that protected the forests for use only by the King. Therefore, peasants could not use the wood, land or animals in the forests.
Who was WILLIAM OF POITIERS? Why is he important?	He trained as a knight then became a priest. Poitier is a trusted source as a priest and his knowledge due to his knighthood. Poitier was close to King William, so he had a good view of the action. This justifies the wide usage of his source.
What three letters do we use to analyse historical sources?	N O P
What does NOP stand for when considering historical sources?	Nature, Origin, Purpose
In historical source analysis, what questions do we ask about the nature of a source?	What type of source is it? Who was it meant for? What does it claim?
In historical source analysis, what questions do we ask about the origin of a source?	When was it made? Who made it? Where was the source made?
In historical source analysis, what questions do we ask about the purpose of a source?	What did the author hope to achieve? How does it persuade? Why was it made?