

## Unit 2 How did medieval monarchs keep control?

### About the unit

This unit explores the nature of medieval monarchy and some of the challenges faced by medieval monarchs. Coherence across the unit is achieved by using monarchy as an overarching theme. In-depth studies of individual monarchs enable pupils to look at the extent and method of government in different periods.

This unit is expected to take 10–15 hours. There is scope to adjust some of the teaching activities to take account of time constraints in different schools.

### Where the unit fits in

This unit begins the section of work on medieval Britain by looking at the ways in which medieval monarchs gained, established and exercised control and at what happened when that control was challenged or threatened.

This unit links with unit 7B ‘What’s in a building?’ in the art and design scheme of work and with unit 15 ‘Crime and the local community’ in the geography scheme of work.

### Expectations

#### At the end of this unit

**most pupils will:** show knowledge of the development of medieval monarchy; provide an account of how medieval English monarchs attempted to maintain control over their subjects and neighbouring people; explain how and why some monarchs were more successful than others in dealing with their enemies; explain the causes of the conflict between church and monarchy; show understanding of how different sources can be used to construct different interpretations of controversial figures such as King John; select, organise and deploy information to produce structured accounts of the challenges faced by medieval monarchs

**some pupils will not have made so much progress and will:** show knowledge of the careers of some medieval monarchs; identify some of the methods used by medieval English monarchs to maintain control; identify aspects of the careers of some successful and some unsuccessful monarchs; suggest reasons why Becket was murdered; identify differences in the way some monarchs have been interpreted; combine information from different sources when describing medieval monarchs; make appropriate use of dates and period terms when producing accounts of medieval monarchs

**some pupils will have progressed further and will:** show detailed knowledge of the development of medieval monarchy; show how English monarchs had only partial success in their attempts to control neighbouring lands; analyse reasons why some monarchs were more successful than others in dealing with their enemies; analyse the relationship between the monarchy and the church; analyse different interpretations of controversial monarchs such as King John; produce well-structured explanations of the challenges faced by medieval monarchs

### Prior learning

It is helpful if pupils:

- have studied Tudor and later monarchs as part of their work at key stage 2
- are familiar with activities involving analysis of cause, and have considered questions of interpretation and significance

### Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- the medieval monarchy, *eg monarchy, nobility, feudal, conquest*

Speaking and listening – through the activities pupils could:

- identify main points of a talk
- ask questions to gain clarification and further information

Reading – through the activities pupils could:

- follow the sequence of actions, processes or ideas being described

### Resources

Resources include:

- a family tree from William I to King John
- a map of Saxon England showing kingdoms and leaders
- a map showing the distribution of Norman castles
- timeline 1066–1485
- an illustration of the death of Thomas Becket
- two contrasting interpretations of the reasons for Thomas Becket’s death
- sources illustrative of women’s position in medieval society
- websites, *eg www.ibiscom.com; castlewales.com/home.html; www.fordham.edu/halsall/*

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## Out-of-school learning

Pupils could extend their knowledge and understanding of the medieval period by visiting:

- royal and baronial castles, *eg Windsor, Caernarfon, Conwy, Stirling, Dover, Warwick, Kenilworth*
- major churches, *eg Westminster Abbey, Worcester Cathedral, Gloucester Cathedral*, and consider evidence for the study of medieval monarchy
- national collections relevant to the study of war and monarchy in the Middle Ages, *eg the Royal Armouries Museum, Leeds*

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## Future learning

Pupils build on their understanding of monarchy, government and power in subsequent studies of monarchs and leaders in the history of Britain and other countries, *eg* in unit 6 ‘Islamic civilisations’, unit 8 ‘The civil wars’ and unit 10 ‘France 1789–94’. Pupils will build on their understanding of why interpretations differ and on how to use evidence to support an argument.

### How did William of Normandy grasp control of England?

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| <ul style="list-style-type: none"> <li>• about William the Conqueror's victory at the Battle of Hastings</li> <li>• about some of the characteristics of successful medieval rulers</li> <li>• to select evidence from the Bayeux Tapestry to support an argument</li> </ul> | <ul style="list-style-type: none"> <li>• Brainstorm pupils' knowledge of the events of 1066 as a whole-class activity.</li> <li>• Introduce the Bayeux Tapestry as a source of information about the events surrounding the Battle of Hastings. Use it to confirm, or refute, the outcomes of the brainstorming session. Ensure that pupils understand the sequence of the main events.</li> <li>• Consider William the Conqueror as a case study of a 'successful' monarch. Ask pupils <i>What was needed to be a successful king?</i> Establish a working list, eg <i>intelligence, bravery, military skill, support from others, forward planning.</i></li> <li>• Return to the Bayeux Tapestry account of the Norman Conquest. Ask pupils to identify aspects of the tapestry that show the qualities needed by a successful king. Ask pupils to think of any qualities that the Bayeux Tapestry does not identify and to speculate what kind of sources might contain such information. Discuss the findings and produce a class list of qualities.</li> <li>• Locate William the Conqueror on the class timeline and family tree.</li> </ul> | <ul style="list-style-type: none"> <li>• follow the sequence of events using pictures and text</li> <li>• select, combine and evaluate information from a source relating to the Battle of Hastings</li> <li>• identify some characteristics of an effective medieval ruler</li> <li>• demonstrate an understanding of why William the Conqueror was successful, using a source (the Bayeux Tapestry) to support opinions</li> </ul> | <ul style="list-style-type: none"> <li>• This activity relies upon the Bayeux Tapestry and it will be helpful to have a range of images from the tapestry. The significance of different episodes in the story of 1066 could be highlighted by providing pupils with pictures from the tapestry and asking them to match jumbled captions to the pictures.</li> <li>• The Bayeux Tapestry illustrates several aspects of William's personality.</li> <li>• Pupils could be asked to discuss clues in 1066 sources which show the Norman belief that God was on William's side.</li> <li>• Throughout this unit check that pupils can relate one monarch to another, either through the family tree or the timeline, as a way of developing an overview.</li> <li>• ICT: pupils could become familiar with the events of 1066 by using a word processor to organise the events into chronological order. They can begin to appreciate the significance of the events by adding appropriate subheadings. Pupils could analyse why Harold lost and William won by cutting and pasting relevant text into a table of causes. A writing frame template could be used to answer the key question <i>Why did William of Normandy grasp control of England?</i></li> </ul> |
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Pupils should learn:

Pupils:

### How did William the Conqueror secure control of England?

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| <ul style="list-style-type: none"> <li>• about Saxon resistance to the invading Normans</li> <li>• to investigate the different ways in which William of Normandy secured the Conquest</li> <li>• why the Saxons and Normans had different views about William the Conqueror</li> <li>• to select and summarise information to support a point of view</li> </ul> | <ul style="list-style-type: none"> <li>• Use the map of the Saxon kingdom to explain the task facing William the Conqueror after defeating Harold Godwinson and the Saxons at Hastings.</li> <li>• Explain to pupils how insecure William was immediately after 1066 because of possible Saxon resistance to Norman rule. Discuss possible ways that William could respond to Saxon resistance. Ask pupils <i>How would you tell William to act if you were barons advising him?</i> Compare pupils' advice with an account of William's actions from 1066 to 1087.</li> <li>• Ask pupils to examine in detail one way in which William established control <i>eg the 'harrying of the North' – the use of terror and destruction to overawe the Saxons; the resistance of Hereward the Wake and the role of the monks of Ely in his betrayal to the Normans; the feudal system – the distribution by William of conquered land to his barons in return for military service; the building of motte-and-bailey castles by William's barons to subdue the conquered territories.</i> This could be through using videos, textbooks, databases, CD-ROMs and websites, and site visits.</li> <li>• Ask pupils to explain how William's actions made his position more secure.</li> <li>• Ask pupils to consider how the Saxons may have felt about his actions.</li> <li>• Through explanation and discussion, consider in what other way William secured control.</li> <li>• Explain to pupils that some Normans and Saxons produced different interpretations of William. Ask them to write a brief account, from a Saxon viewpoint, describing the sort of man that William was. Key vocabulary and correct spelling should be emphasised. Then share with them an eleventh-century account of William. Ask pupils to compare their reconstructions with this view.</li> </ul> | <ul style="list-style-type: none"> <li>• explain how William the Conqueror overcame initial Saxon resistance</li> <li>• describe and explain how William used different methods to consolidate Norman control of England</li> <li>• select, organise and prioritise information relevant to a Saxon view of William's career</li> <li>• use correctly subject-specific keywords</li> </ul> | <ul style="list-style-type: none"> <li>• Extension work could focus on:               <ul style="list-style-type: none"> <li>– the validity of the various claimants to the throne of England</li> <li>– whether Harold Godwinson lost or William of Normandy won</li> </ul> </li> <li>• Links can be made with unit 4 'Medieval church'.</li> <li>• Use historical fiction, <i>eg 'Hereward the Wake' by Malcolm Saville</i>, to add depth.</li> <li>• Key skills: some of these activities will provide opportunities for pupils to demonstrate evidence of IT skills, <i>eg extracting information from a database.</i></li> <li>• ICT: pupils might interrogate a database of Domesday Book entries (containing some Yorkshire data) to find out about some of William's strategies of control, <i>eg What happened to ownership of land during William's reign? How effective was the harrying of the North?</i> Pupils could interrogate a large database of medieval castles to find out numbers and locations of castles built during William's reign and consider how far castle building was part of William's strategy of control. They could use a website to find information about the types of castles built by William.</li> </ul> |
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### How successful were Anglo-Norman monarchs at extending their boundaries?

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| <ul style="list-style-type: none"> <li>• about the extent of Anglo-Norman royal power in France and the Celtic lands</li> <li>• about change and continuity in relationships between England and France, Scotland, Wales and Ireland</li> <li>• how to organise and evaluate information in order to reach and support conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Explain to pupils that after the Norman Conquest the victors soon looked to extend their influence in other parts of the British Isles, and that they also wished to maintain their lands in France.</li> <li>• Discuss the distribution of early Norman castles and ask pupils to work out which areas were part of the early Norman attempt to extend boundaries.</li> <li>• Ask pupils to consider the move from wooden motte-and-bailey castles to stone.</li> <li>• Provide a series of information cards describing episodes in the story of the relationship between England and its neighbours (France, Wales, Scotland and Ireland). These cards could cover a number of episodes, <i>eg the building of the castles in north Wales by Edward I; the revolt of Owain Glyndwr; Henry II and Strongbow in Ireland; English power 'beyond the Pale' in late medieval Ireland; the victories in France of Edward III and Henry V; the end of the Hundred Years War.</i></li> <li>• Ask pupils to consider each information card and decide whether it shows an increase or a decrease in the control exercised by medieval monarchs.</li> <li>• Ask pupils to summarise their findings and contribute to annotating the class map. Ask them to produce an overview of the attempt to extend the boundaries of England.</li> </ul> | <ul style="list-style-type: none"> <li>• identify the extent of early Norman power in the Celtic lands</li> <li>• assess changes in the power of the Anglo-Norman monarchy over neighbouring lands</li> </ul> | <ul style="list-style-type: none"> <li>• ICT: pupils could interrogate a large database of medieval castles to find answers to the questions <i>Were castles built by the Normans to exert their control over Celtic lands? When and why were castles built of stone rather than wood?</i></li> </ul> |
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### How did monarchs use law and order as instruments of control?

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| <ul style="list-style-type: none"> <li>• about the changes Henry II made to the system of royal justice in England</li> <li>• to explore ways in which justice was dispensed in medieval England</li> <li>• that the perceived seriousness of a crime reflected the aspects of medieval justice that monarchs most wanted to control</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the importance of the monarch as a judge of crimes and disputes. Explain briefly that law and order were complicated because there were many competing courts, <i>eg church courts, manor courts, royal courts.</i></li> <li>• Consider how and why Henry II strengthened the position of the royal courts by giving pupils the key elements of royal justice under Henry II in diagrammatic form. See 'Points to note' (Language for learning).</li> <li>• Ask pupils, in groups, to take on the role of a royal court of law. Within each group, one member must be the visiting royal justice, one must be the accused and the others a jury of local people. Provide pupils with briefing cards based on typical cases. Each jury must decide on guilt and each justice must decide the due punishment.</li> <li>• Compare the findings of the different groups and tell pupils the actual (or likely) medieval outcomes. Discuss, and reach conclusions about, what this tells us about the areas of medieval justice that were regarded by the monarch as being in greatest need of control.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate an understanding of the functioning of royal courts under Henry II and how justice was dispensed</li> <li>• reach informed conclusions about the aspects of medieval justice that monarchs wanted to control</li> </ul> | <ul style="list-style-type: none"> <li>• Citizenship: discussing approaches to law and order will create opportunities for pupils to be taught about aspects of the criminal justice system. There are some continuities between medieval and modern approaches to justice. Teachers may also wish to emphasise those aspects of the royal justice system that differ from the modern justice system, <i>eg juries of local men who knew the background to each case; hanging as the penalty for most crimes for people aged 12 or over.</i></li> <li>• Language for learning: pupils will ask questions to gain clarification and answer questions using relevant evidence or reasons.</li> </ul> |
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Pupils should learn:

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### Church or state: who was in control?

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| <ul style="list-style-type: none"> <li>• how and why Thomas Becket was murdered</li> <li>• that there was a struggle for power between church and monarchy throughout much of the Middle Ages</li> <li>• to consider the validity of differing interpretations of the murder of Becket</li> </ul> | <ul style="list-style-type: none"> <li>• Tell the story of the barefoot Henry II being whipped by monks in Canterbury Cathedral in 1174. Use this as a 'hook' to capture interest. Discuss what we can learn from the fact that a powerful king could be humiliated in this way. Ask pupils to speculate on why Henry might have allowed himself to be whipped. Then show a picture of Thomas Becket being killed. Explain to pupils that the story of his death is a story about a power struggle.</li> <li>• Tell pupils the dramatic story that ends with the death of Becket.</li> <li>• Consider the story of the changing relationship between Becket and Henry II. Use textbooks and other appropriate reference material so that pupils can identify and list reasons for their quarrel and the killing of Becket.</li> <li>• Take the story back to before the lifetimes of Becket and Henry to show pupils that arguments took place before this between kings and archbishops.</li> <li>• Give pupils two brief interpretations of why Becket was murdered. One interpretation sees the murder as a personal feud between two former friends who fell out and became enemies. The other goes further and sets the murder in its full context, showing how kings struggled to control the church throughout the Middle Ages. Ask pupils to decide which is the better account of why Becket was murdered and to write about why they chose it.</li> </ul> | <ul style="list-style-type: none"> <li>• identify and explain reasons why Becket and Henry became enemies</li> <li>• begin to analyse different interpretations of the causes of the death of Becket</li> </ul> | <ul style="list-style-type: none"> <li>• The story of Thomas Becket and Henry II is an exciting and dramatic one, and one about which films have been made and plays written, eg <i>'Murder in the Cathedral'</i> by T S Eliot. Use can be made of these and, in doing so, links can be made with English.</li> </ul> |
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### What happened when monarchs lost control?

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| <ul style="list-style-type: none"> <li>• that the selection of sources determines conclusions reached about the nature of the rule of King John</li> <li>• how and why King John argued with his barons</li> <li>• to use evidence to support statements in a written summary</li> <li>• about the significance of Magna Carta in the struggle of monarchs for control</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce pupils to a dramatic story from the end of King John's reign, <i>eg the siege of Rochester Castle in 1215</i>, to which pupils have to listen carefully and take notes in the form of keywords and phrases. Ask pupils what this tells us about the relationship between King John and his barons.</li> <li>• Ask pupils to consider King John's rule in the years before 1215. Use two sets of source cards, one set describing the positive aspects of John's rule, the other the negative aspects. Ask pupils to work in groups and use either the positive source cards or the negative ones to produce a documented interpretation of King John's reign up to 1215. Discuss the differences between the interpretations and the reasons for them.</li> <li>• Using the work done so far, ask pupils to write a summary of why King John went to war with his barons, and to reach conclusions.</li> <li>• Focus on Magna Carta. Explain the circumstances in which it was produced. Give pupils a number of articles from Magna Carta in simplified language. Ask them to judge if it could be considered a declaration of rights for all or if it was simply a list of baronial demands.</li> </ul> | <ul style="list-style-type: none"> <li>• identify the main points in source material and use them to reach a conclusion about the nature of King John's rule</li> <li>• demonstrate an understanding of the importance of the selection of source material</li> <li>• explain why King John lost the support of his barons</li> <li>• make a judgement about the significance of Magna Carta in John's struggle for control</li> </ul> | <ul style="list-style-type: none"> <li>• Some pupils may benefit from a writing frame when explaining why John argued with the barons. This could include a 'stem statement' that identifies a particular cause of the conflict between John and the barons, <i>eg John lost the respect of some barons because he was cruel to some of their families. One example of this was when ...; Barons expected to be involved in running the country. John angered them because ...; John desperately needed money for his wars. The barons did not like the ways he tried to get money from them. These methods included ...</i></li> <li>• Citizenship: pupils could consider the reasons why Magna Carta became famous later in history and talk about modern attempts to produce charters of rights. This links with rights and responsibilities, and consideration of characteristics of parliamentary government.</li> <li>• Language for learning: pupils identify the main points of a talk in the first activity.</li> <li>• ICT: groups of pupils could analyse sources describing the positive or negative aspects of John's rule. They could use a presentation application to present their group's supported findings. After all the presentations have been made, groups could amend their work to create a presentation taking account of evidence contained in the other sources.</li> </ul> |
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### Controlling the succession: could women rule?

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| <ul style="list-style-type: none"> <li>• about the career of Matilda, 'Lady of the English'</li> <li>• about medieval attitudes towards women</li> <li>• to argue a case using relevant contemporary information</li> <li>• how and why it was difficult for a woman to rule during the Middle Ages</li> </ul> | <ul style="list-style-type: none"> <li>• Focus on the nature of succession to the throne and on how it was determined in medieval times.</li> <li>• Discuss the situation facing Henry I as he approached death. Give pupils information cards about the rival claims, and likely supporters, of Matilda and Stephen. Ask pupils to put together a case for Matilda succeeding to the throne and a case for Stephen, which they then put to you, as Henry I.</li> <li>• Explain to pupils the decision Henry made and how controversial this was at the time. Ask them to speculate on why the decision to give power to a woman might be controversial in the Middle Ages. Provide sources, unrelated to the story of Matilda, that illustrate women's place in medieval society. Ask pupils to use this information to explain why Henry's decision was controversial. Ask pupils to use this knowledge to predict whether or not Matilda would be successful as a monarch.</li> <li>• Look at the narrative of Matilda's career as 'Lady of the English' and her struggle with her rival, Stephen. Emphasise the dramatic incidents, <i>eg the capture of her enemy, Stephen, at Lincoln and her escape from Oxford Castle by night across the frozen River Thames</i>. Ask the pupils to identify reasons why Matilda failed in her attempt to rule England.</li> <li>• Ask pupils to explain in writing why Matilda was unable to win control of England.</li> </ul> | <ul style="list-style-type: none"> <li>• use sources to reach and support conclusions about the position of women in the Middle Ages</li> <li>• identify reasons why Matilda failed in her attempt to rule England</li> <li>• prioritise factors to argue a case for either Matilda or Stephen becoming monarch after Henry I</li> </ul> | <ul style="list-style-type: none"> <li>• This activity can be used to develop understanding both of the role of women and the nature of medieval monarchy. There are many aspects of Matilda's story that are both interesting and relate to these broader issues, <i>eg</i> <ul style="list-style-type: none"> <li>– <i>how she was sent to Germany to prepare to marry a future German emperor at the age of eight</i></li> <li>– <i>how she was widowed and ordered by her father to marry Geoffrey of Anjou against her will</i></li> <li>– <i>how she became heir to the throne after the disaster of the White Ship and the death of her brother</i></li> </ul> </li> <li>• When considering why Matilda failed to fulfil her father's wishes and rule England, pupils could be encouraged to look for evidence that men could not accept a woman in power, and that other factors contributed to Matilda's failure.</li> <li>• Citizenship: links with fairness and equality, analysis of information and its sources.</li> </ul> |
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### What challenges did medieval monarchs face? What qualities did they need to be successful?

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| <ul style="list-style-type: none"> <li>• to select, organise and use relevant information from their study of medieval monarchy</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about the way people became monarchs and the fact that there was no certainty they would be able to do the job. Emphasise the importance of accidents of birth and gender in determining who ruled.</li> <li>• Introduce the idea of the education and training a royal child might have received and how it would have been provided. Discuss with pupils the kind of advice and guidance the royal pupils received from their teachers.</li> <li>• Ask pupils, in groups, to review their work on medieval monarchs. Ask them to prepare the advice that a 'tutor' or 'adviser' should give to a royal child. Each group should be given a different sort of child to prepare advice for, <i>eg a male or female heir</i>, together with as many additional details, <i>eg state of the kingdom, state of the royal coffers</i>, as is appropriate.</li> <li>• Ask pupils to compare the advice and tease out common factors that should lead to a successful monarch.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate an understanding of the qualities necessary for a successful medieval monarch</li> </ul> | <ul style="list-style-type: none"> <li>• In order to draw together the knowledge and understanding gained in this unit, gear advice to coping with the challenges that a monarch might encounter, the qualities that a successful medieval monarch would need and the rewards and risks they would have to face. The necessary information for each section of advice should be available in their work so far in this unit.</li> <li>• Key skills: pupils could demonstrate evidence of communication (presenting ideas).</li> </ul> |
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