**Norman England, c1066–c1100**

Part one: The Normans: conquest and control

•• Causes of Norman Conquest, including the death of Edward the Confessor, the claimants and claims.

•• Military aspects: Battle of Stamford Bridge; Battle of Hastings; Anglo-Saxon and Norman tactics; military innovations, including cavalry and castles.

•• Establishing and maintaining control: the Harrying of the North; revolts, 1067–1075; King William’s leadership and government; William II and his inheritance.

Part two: Life under the Normans

•• Feudalism and government: roles, rights, and responsibilities; landholding and lordship; land distribution; patronage; Anglo-Saxon and Norman government systems; the Anglo-Saxon and Norman aristocracies and societies; military service; justice and the legal system such as ordeals, ‘murdrum’; inheritance; the Domesday Book.

•• Economic and social changes and their consequences: Anglo-Saxon and Norman life, including towns, villages, buildings, work, food, roles and seasonal life; Forest law.

Part three: The Norman Church and monasticism

•• The Church: the Anglo-Saxon Church before 1066; Archbishop Lanfranc and reform of the English Church, including the building of churches and cathedrals; Church organisation and courts; Church state relations; William II and the Church; the wealth of the Church; relations with the Papacy; the Investiture Controversy.

•• Monasticism: the Norman reforms, including the building of abbeys and monasteries; monastic life; learning; schools and education; Latin usage and the vernacular.

Part four: The historic environment of Norman England: **Pevensey Castle**

The study of **the historic environment** focuses on a particular site in its historical context and should examine the relationship between **Pevensey Castle** and associated historical events and developments.

The following aspects of the **Pevensey Castle** should be considered:

•• location

•• function

•• the structure

•• people connected with the site eg the designer, originator and occupants

•• design

•• how the design reflects the culture and values of the people at the time

•• how important events/developments from the depth study are connected to the site.

Students will be expected to understand the ways in which key features and other aspects of the site are representative of the period studied. In order to do this, students will also need to be aware of how the key features and other aspects of the site have changed from earlier periods.