

History at King's Academy Ringmer

End point	Knowledge acquired	Skills acquired
YEAR 7		
1 The history road map - what do historians mean?	<p>Chronology/anachronisms</p> <p>How time is measured - centuries, decades, eras</p> <p>An overview of some key eras in Western history - medieval, renaissance. industrial/Victorian, modern</p> <p>Top 5 key words - artefact, chronology, evidence, era, change</p>	<p>Putting things in chronological order</p> <p>Identifying centuries</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of an artefact and a written source</p>
2 POLITICAL Who should rule after 1066?	<p>How was Anglo-Saxon England different from England today?</p> <p>How do we know?</p> <p>Why was there a battle about who would be the King in England in 1066?</p> <p>How can we find out why the Normans won the battle? How reliable is the evidence?</p> <p>Top 5 keywords - bias, cause, succession, monarch, society</p>	<p>Identifying continuity and change</p> <p>Evaluating the utility of a written source</p> <p>Evaluating the utility of a pictorial source</p> <p>Identifying bias</p> <p>Using Point Evidence Explain to compose a written answer</p>
3 POLITICAL Who should be in charge of medieval England?	<p>What was the nature of feudal society?</p> <p>Why was the medieval Church so powerful?</p> <p>What role did monasteries play in medieval England?</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>

	<p>Why did Thomas Becket and Henry II quarrel?</p> <p>Why did the Black Death lead to the Peasants Revolt?</p> <p>Top 5 keywords - hierarchy, revolt, the Church, science, superstition</p>	
<p>4 POLITICAL</p> <p>Who should be in charge of Tudor England?</p>	<p>Henry VIII and the King's Great Matter the Reformation the dissolution of the monasteries the Gunpowder Plot</p> <p>Top 5 keywords - heretic, heir, political, consequence, martyr</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
YEAR 8		
<p>5 SOCIETY-MIGRATION THROUGH TIME</p> <p>Where did the British come from?</p>	<p>Migration up to 1066 - recap - Stone Age, Romans, Saxons, Vikings, Normans</p> <p>Huguenots Jews Irish West Indians Why did each group migrate? How were they received? What impact have they had on Britain?</p> <p>Top 5 keywords - migration, prejudice, economic, religious, impact</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>6 POLITICAL</p> <p>Who should be in charge - why were the King and Parliament arguing?</p>	<p>Charles I and the English Revolution Oliver Cromwell Diggers / Levellers</p> <p>FLUFFY vs SPIKY</p> <p>Top 5 keywords - tax, monarch, parliament, civil war, republic</p>	<p>Evaluating different interpretations</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>

<p>7 POLITICAL Who should be in charge - did anything really change after the Civil War?</p>	<p>Life and scientific ideas in Restoration England How did the power of the King change?</p> <p>Top 3 keywords - democracy, continuity, renaissance,</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>8 SOCIAL/ ECONOMIC the impact of the Atlantic Slave Trade</p>	<p>What is slavery?</p> <ul style="list-style-type: none"> the triangular trade life on a plantation the abolitionists - Wilberforce, Sharp, Toussaint L'Overture, Olaudah Equiano, Clarkson What were the profits from slavery used for? <p>FLUFFY VS SPIKY - bringing about change</p> <p>Top 5 keywords - Slave, trade, racism, resistance, abolition</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>9 SOCIAL/ ECONOMIC the Industrial Revolution</p>	<p>the agricultural revolution, the growth of cities steam power the domestic and the factory systems conditions for factory children health in the factory towns</p> <p>Top 5 keywords - industry, agriculture, urban/, rural, revolution, entrepreneur</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>10 POLITICAL Who should be in charge - how did ordinary</p>	<p>the Luddites the Peterloo Massacre the Suffragists and the Suffragettes Emily Wilding Davison</p> <p>FLUFFY VS SPIKY</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p>

people get the vote?	Top 5 keywords - suffrage, misogyny, protest, trade union,	Identifying bias Evaluating different interpretations Using Point Evidence Explain to compose a written answer
YEAR 9		
11 SOCIAL/ ECONOMIC What were the origins of the British Empire? CASE STUDY - INDIA	The East India Company The Black hole of Calcutta The Indian Mutiny/Uprising The British Raj Top 5 keywords - empire, trade, patriotism, exploitation, commerce	Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written source Identifying bias Evaluating different interpretations
12 POLITICAL How important were the Empires in causing the Great War?	the Triple Alliance and the Triple Entente Imperialism Nationalism The Sarajevo assassination The British Empire at war Top 5 keywords - Nationalism, Alliance, catalyst, arms race, imperialism	Using Point Evidence Explain to compose a written answer Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written source Identifying bias
13 SOCIAL/ ECONOMIC What effect did the Great War have? Including GCSE	new weapons - machine guns, gas, barbed wire the trench system censorship and conscientious objectors the evacuation route new medical ideas and procedures Top 5 keywords - Triage	Identifying continuity and change Identifying the key facts from a piece of text Evaluating the utility of a written/pictorial source Identifying bias

<p>Historic environment The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</p>	<p>Trench Evacuation Terrain infection</p>	
<p>14 POLITICAL How did the Nazis destroy democracy in Germany and what were the results?</p>	<p>the Versailles Treaty Communism Fascism reasons for the rise of Hitler the Holocaust</p> <p>Top 5 keywords - Fascism Communism anti-Semitism Police State indoctrination</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p>
<p>15 POLITICAL Why did the British Empire end?</p> <p>CASE STUDY INDIA</p>	<p>The British Raj the Amritsar massacre Gandhi End of empire (map 1886) Walter Crane</p> <p>Rhodes and South Africa The Partition of India, 1947</p> <p>Top 3 keywords - self-determination, decolonisation, interpretation,</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p>
<p>16 SOCIAL/ ECONOMIC What was</p>	<p>the Empire Windrush 'Rivers of Blood' speech race and Britain today statues/Euros 2021</p>	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of</p>

the effect of colonialism on Britain and the Empire?	Top 3 keywords - Commonwealth, multiculturalism, white privilege	text Evaluating the utility of a written source Identifying bias
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Year 10 (GCSE)

GCSE Paper 1 Medicine through Time Medicine in the medieval period c1250 - c1500	<p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> • Supernatural and religious explanations of the cause of disease. • Rational explanations: the Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen. <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> • Approaches to prevention and treatment and their connection with ideas about disease and illness: religious actions, bloodletting and purging, purifying the air, and the use of remedies. • New and traditional approaches to hospital care in the thirteenth century. The role of the physician, apothecary and barber-surgeon in treatment and care provided within the community and in hospitals, c1250–1500. <p>3 Case study</p> <ul style="list-style-type: none"> • Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating significance/importance/impact</p>
GCSE Paper 1 Medicine through Time Medicine in the Renaissance	<p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. • A scientific approach, including the work of Thomas Sydenham in improving diagnosis. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p>

<p>period C1500 - c1750</p>	<ul style="list-style-type: none"> • The influence of the printing press and the work of the Royal Society on the transmission of ideas <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> • Continuity in approaches to prevention, treatment and care in the community and in hospitals. • Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius. <p>3 Case studies</p> <ul style="list-style-type: none"> • Key individual: William Harvey and the discovery of the circulation of the blood. • Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread. 	<p>Evaluating significance/importance/impact</p>
<p>GCSE Paper 1 Medicine through Time</p> <p>Medicine in the Industrial period C1750 - c1900</p>	<p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> • Continuity and change in explanations of the cause of disease and illness. <ul style="list-style-type: none"> • The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes. <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> • The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale. • The impact of anaesthetics and antiseptics on surgery. <p>• New approaches to prevention: the development and use of vaccinations and the Public Health Act 1875</p> <p>3 Case studies</p> <ul style="list-style-type: none"> • Key individual: Jenner and the development of vaccination. • Fighting Cholera in London, 1854; attempts to prevent its spread; the significance of 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating significance/importance/impact</p>

	Snow and the Broad Street pump	
<p>GCSE Paper 1 Medicine through Time</p> <p>Medicine in the modern period C1900 - present day</p>	<p>1 Ideas about the cause of disease and illness</p> <ul style="list-style-type: none"> Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health. Improvements in diagnosis: the impact of the availability of blood tests, scans and monitors <p>2 Approaches to prevention and treatment</p> <ul style="list-style-type: none"> The extent of change in care and treatment. The impact of the NHS and science and technology: improved access to care; advances in medicines, including magic bullets and antibiotics; high tech medical and surgical treatment in hospitals. New approaches to prevention: mass vaccinations and government lifestyle campaigns. <p>3 Case studies</p> <ul style="list-style-type: none"> Key individuals: Fleming, Florey and Chain's development of penicillin. The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government Action. <p>Students should understand chronological terms, such as medieval, Middle Ages, Renaissance, modern, and that, for example, 'the 1500s' is the sixteenth century and that 'c1900' means 'around 1900'.</p> <p>Other key vocabulary for this</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating significance/importance/impact</p>

	<p>option includes: diagnosis, observation, epidemic, pandemic, purging, bleeding, bloodletting, miasma, supernatural, physician, apothecary, the Church, circulation, dissection, microbe, anaesthetics, antiseptics, inoculation, vaccination, cholera, laissez-faire, genetics, DNA, penicillin, antibiotics, radiotherapy, chemotherapy.</p>	
<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>The Weimar Republic 1918-1929</p>	<ul style="list-style-type: none"> ● The legacy of the First World War. <ul style="list-style-type: none"> ● The abdication of the Kaiser, the armistice and revolution, 1918–19. ● The setting up of the Weimar Republic. <ul style="list-style-type: none"> ● The strengths and weaknesses of the new Constitution. ● Reasons for the early unpopularity of the Republic, including the ‘stab in the back’ theory and the key terms of the Treaty of Versailles. ● Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. ● The challenges of 1923: hyperinflation; the reasons for, and effects of the French occupation of the Ruhr. ● Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. ● The impact on domestic policies of Stresemann’s achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact ● Changes in the standard of living, including wages, housing, unemployment insurance. ● Changes in the position of women in work, politics and leisure. ● Cultural changes: developments in architecture, art and the cinema. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Evaluating different interpretations</p>

<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>Hitler's rise to power 1919-1939</p>	<ul style="list-style-type: none"> ● Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. ● The early growth and features of the Party. <ul style="list-style-type: none"> ● The Twenty-Five Point Programme. ● The role of the SA. ● The reasons for, events and consequences of the Munich Putsch. ● Reasons for limited support for the Nazi Party, 1924–28. <ul style="list-style-type: none"> ● Party reorganisation and Mein Kampf. ● The Bamberg Conference of 1926. ● The growth of unemployment – its causes and impact. <ul style="list-style-type: none"> ● The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. ● The growth of support for the Communist Party. ● Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. ● Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. ● The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. 	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p> <p>Evaluating different interpretations</p>
<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>Nazi control and dictatorship</p>	<ul style="list-style-type: none"> ● The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. ● The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. ● The role of the Gestapo, the SS, the SD and concentration camps. ● Nazi control of the legal system, 	<p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p>

	<p>judges and law courts.</p> <ul style="list-style-type: none"> • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics of 1936. • Nazi control of culture and the arts, including art, architecture, literature and film. • The extent of support for the Nazi regime. • Opposition from the Churches, including the role of Pastor Niemöller. • Opposition from the young, including the Swing Youth and the Edelweiss Pirates. 	Evaluating different interpretations
<p>GCSE Paper 3: Modern Depth Study Weimar and Nazi Germany</p> <p>Life in Nazi Germany 1933-1939</p>	<ul style="list-style-type: none"> • Nazi views on women and the family. • Nazi policies towards women, including marriage and family, employment and appearance. • Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. • Nazi control of the young through education, including the curriculum and teachers. • Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. • Changes in the standard of living, especially German workers. The Labour Front, Strength Through Joy, Beauty of Labour. • Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities. • The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>Abdication, armistice, communist, constitution, depression,</p>	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p> <p>Assessing why interpretations are different or change</p> <p>Evaluating different interpretations</p>

	hyperinflation, persecution, rearmament, reparations, trade union, autobahn, Freikorps, Führer, Kaiser, Mein Kampf, putsch, Reichstag, Rentenmark.	
YEAR 11 (GCSE course)		
<p>GCSE Paper 2: Period Study Superpower relations and the Cold War, 1941-91</p> <p>Key topic 1 The origins of the Cold War, 1941-58</p>	<ul style="list-style-type: none"> • The Grand Alliance. • The outcomes of the Tehran, Yalta and Potsdam conferences. • The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. • The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe. <ul style="list-style-type: none"> • The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. • The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). • Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and the German Democratic Republic. • The significance of the arms race and the formation of the Warsaw Pact. • Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. • The international reaction to the Soviet invasion of Hungary. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>
Superpower relations and the Cold War,	<ul style="list-style-type: none"> • The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p>

<p>1941-91</p> <p>Key topic 2: Cold War crises, 1958-70</p>	<ul style="list-style-type: none"> • Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. • Opposition in Czechoslovakia to Soviet control: the Prague Spring • The construction of the Berlin Wall, 1961. • The events of the Cuban Missile Crisis. • The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. • Impact of the construction of the Berlin Wall on US Soviet relations. Kennedy's visit to Berlin in 1963. • The consequences of the Cuban Missile Crisis: the 'hotline', the Limited Test Ban Treaty 1963; the Outer Space Treaty 1967; and the Nuclear Non-Proliferation Treaty 1968. • International reaction to Soviet measures in Czechoslovakia. 	<p>Identifying the key facts from a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>
<p>Superpower relations and the Cold War, 1941-91</p> <p>Key topic 3: The end of the Cold War, 1970-91</p>	<ul style="list-style-type: none"> • Détente in the 1970s, SALT 1, Helsinki, and SALT 2. • The significance of Reagan and Gorbachev's changing attitudes. • Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty 1987. • The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. • Reagan and the 'Second Cold War', the Strategic Defence Initiative. • The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. • The significance of the fall of the Berlin Wall. • The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Writing a narrative account</p> <p>Explaining significance</p>

	Capitalism, communism, containment, doctrine, ballistic missiles, thaw, détente, ultimatum, summit meeting, pact, Comecon, Cominform, NATO, SALT, SDI, INF, Novikov, Khrushchev, Brezhnev, Gorbachev, Czechoslovakia.	
<p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 1: Anglo-Saxon England and the Norman Conquest, 1060–66</p>	<ul style="list-style-type: none"> • Monarchy and government. The power of the English monarchy. Earldoms, local government and the legal system. • The economy and social system. Towns and villages. The influence of the Church. • The house of Godwin. Harold Godwinson's succession as Earl of Wessex. The power of the Godwins. • Harold Godwinson's embassy to Normandy. The uprising against Tostig and his exile. The death of Edward the Confessor. • The motives and claims of William of Normandy, Harald Hardrada and Edgar. • The Witan and the coronation and reign of Harold Godwinson. • Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge. • The Battle of Hastings. • Reasons for William's victory, including the leadership skills of Harold and William, Norman and English troops and tactics. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>
<p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 2: William I in power:</p>	<ul style="list-style-type: none"> • The submission of the earls, 1066. • Rewarding followers and establishing control on the borderlands through the use of earls. The Marcher earldoms. • Reasons for the building of castles; their key features and importance. • The revolt of Earls Edwin and Morcar in 1068. • Edgar the Aethling and the rebellions in the North, 1069. • Hereward the Wake and rebellion at Ely, 1070–71. 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>

<p>securing the kingdom, 1066–87</p>	<ul style="list-style-type: none"> • The reasons for and features of Harrying of the North, 1069– 70. Its immediate and long term impact, 1069–87. • Changes in landownership from Anglo-Saxon to Norman, 1066– 87. • How William I maintained royal power. <ul style="list-style-type: none"> • Reasons for and features of the revolt. • The defeat of the revolt and its effects. 	
<p>Paper 2: British Depth Study Option B1: Anglo-Saxon and Norman England, c1060–88</p> <p>Key topic 2: William I in power: securing the kingdom, 1066–87</p>	<ul style="list-style-type: none"> • The feudal hierarchy. The role and importance of tenants-in chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture. • The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc. The Normanisation and reform of the Church in the reign of William I. • The extent of change to Anglo Saxon society and economy. • Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents. • The office of sheriff and the demesne. Introduction and significance of the 'forest'. • Domesday Book and its significance for Norman government and finance. • The culture and language of the Norman aristocracy. • The career and significance of Bishop Odo. • Character and personality of William I and his relations with Robert. Robert and revolt in Normandy, 1077–80. • William's death and the disputed succession. <ul style="list-style-type: none"> • William Rufus and the defeat of Robert and Odo 	<p>Using Point Evidence Explain to compose a written answer</p> <p>Identifying continuity and change</p> <p>Identifying the key facts from a piece of text</p> <p>Evaluating the utility of a written source</p> <p>Identifying bias</p>

	Feudal(ism), demesne, fyrd, hierarchy, homage, housecarl, itinerant kingship, motte and bailey, papacy, sheriff, thegn, Welsh Marches, Witan, writ.	
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