

## Edexcel GCSE History A and B

### Controlled Assessment

# CA15: The medieval castle – a thematic study

## What are the changes to content from 2013?

This is a new topic added for the 2013 specification. **It is available for the History B (Schools History Project) specification only.** The content is structured into the following three bullet points:

- Castle design: the nature of and reasons for changes from 1066 to the late thirteenth century.
- The castle in conflict and in peace: defence and attack: the castle community: organisation, life and work.
- The role of the castle in the Norman Conquest: symbol of lordship or weapon of conquest?

The third bullet point forms the representation focus.

## Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this GCSE Controlled assessment topic.

The following books may be useful:

*The English Castle: 1066-1650* by John Goodall

*Castles in Context: Power, Symbolism and Landscape, 1066 to 1500* by Robert Liddiard

*Castle: A History of the Buildings that Shaped Medieval Britain* by Marc Morris

*Battle Castles: 500 Years of Knights and Siege Warfare* by Dan Snow

*The English Castle: An Account of Its Development as a Military Structure* by A. Hamilton Thompson

*Castles: Their Construction and History* by S. Toy

Websites, such as those below, are also useful sources of information.

- [www.medieval-castle.com/](http://www.medieval-castle.com/)
- [www.theheritagetrail.co.uk/alpha\\_lists/castlelist.htm](http://www.theheritagetrail.co.uk/alpha_lists/castlelist.htm)
- [www.exploring-castles.com/medieval\\_castle\\_layout.html#.UotxtsS9nTp](http://www.exploring-castles.com/medieval_castle_layout.html#.UotxtsS9nTp)
- English Heritage: [www.english-heritage.org.uk/daysout/castles](http://www.english-heritage.org.uk/daysout/castles)
- National Trust: [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

Many castles have their own websites with information about their history, plans etc.

## Topic timeline

We have provided the timeline below as an additional resource for students.

9th century	King Alfred begins the construction of burhs as a defence against Viking raids.
c.1000	Saxon wooden 'keep and bailey' castles.
1066	Norman Conquest; William the Conqueror brings a number of pre-fabricated wooden castles with his invasion force. Norman wooden 'motte and bailey' castles.
1067	Work starts on Chepstow castle, building in stone.
1070s	Work starts on the stone keep at the Tower of London.
1087	Death of William the Conqueror; 86 stone Norman castles in England.
12th century	Shell keeps eg Arundel, Restormel.
1215	King John captured Rochester Castle by mining under a corner tower; the collapsed tower is later rebuilt as a round tower.
c1270	Concentric castles, eg Beaumaris, Dover.
1277-1284	Edward I's campaign in Wales.

## Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p><b>Overview (Parts A and B):</b></p> <ul style="list-style-type: none"> <li>Castle design: the nature of and reasons for changes from 1066 to the late thirteenth century.</li> <li>The castle in conflict and in peace: defence and attack: the castle community: organisation, life and work.</li> </ul> <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> <li>Part A will require analysis with a focus on explanation of change, causation or consequence.</li> <li>Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how.</li> </ul> <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> <li>Part B will always require some sort of judgement.</li> <li>Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different.</li> </ul>	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>

Generic scheme of work	Subject content	15-week programme
<p><b>Part B Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>• how to find, select and use sources of information</li> <li>• supporting candidates in the process of their research</li> <li>• includes write-up.</li> </ul>	<p><b>Generic</b></p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> <li>• Students to highlight key points of information or identify key views using a source that is not related to the enquiry.</li> <li>• Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use.</li> <li>• Students to compare different ways of recording it, for example, bullet points, charts, diagrams.</li> </ul> <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while teaching the content for this bullet point or the bullet point for Part C.</p>
<p><b>Part C Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<ul style="list-style-type: none"> <li>• The role of the castle in the Norman Conquest: symbol of lordship or weapon of conquest?</li> </ul>	<p>Weeks 11–12</p>

Generic scheme of work	Subject content	15-week programme
<p><b>Part C Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write-up of Part C, 1 hour.</p>