



HANDS ON HISTORY

THE NORMANS




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– Domesday Book: Overview

Contents

Learning Outcomes and Curriculum Links Overview of learning outcomes and links to UK curriculums.	Page 2
The Domesday Book: Background Information and images Background information to the Domesday Book, ideal for introducing the subject to the class.	Page 3
Introductory Activity: Domesday Extract An interactive introduction to the Domesday Book and the language used at the time.	Page 6
Hands on Activity 1: Carry out a Domesday Survey Students use a variety of research techniques to create a picture of life around them.	Page 8
Hands on Activity 2: Create an Illuminated Manuscript Develop creative skills and produce a medieval-style illuminated manuscript.	Page 15
Evaluation and Review Questions	Page 18

Symbol key

-  – Teacher guidance: instructions, information and support to help you run your lesson.
-  – Class resources to be handed out to pupils or put on your interactive whiteboard.
-  – Suggested timings for the session. These can be adapted for the age and skills of your class. The 'Hands on' activities can be extended into projects.

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– Domesday Book

Learning outcomes:

- I understand what the Domesday Book and survey were.
- I have explored what we can learn from the Domesday survey as a historical source.
- I have considered how elements of the survey can still be seen in society today.
- I understand how to conduct a survey and interpret the results.
- I understand what an illuminated manuscript is.
- I have used art and design skills to create an illuminated manuscript.

National Curriculum Links:

England

History (The Norman Invasion)
English
Art and Design
Design and Technology
Mathematics

Activity

All Activities
All Activities
Hands on Activity 2
Hands on Activity 1 and 2
Hands on Activity 1

Northern Ireland

The World Around Us – History
The World Around Us – Geography
Language and Literacy
The Arts
Mathematics and Numeracy

All Activities
Hands on Activity 1
Introductory Activity/Hands on Activity 2
Hands on Activity 2
Hands on Activity 1

Scotland

Social Studies (The Medieval Wars of Independence)
Literacy and English
Art and Design
Mathematics

All Activities
Introductory Activity/Hands on Activity 2
Hands on Activity 2
Hands on Activity 1

Wales

History (History – The Age of Princes)
English and/or Welsh
Expressive Arts
Mathematics
Geography

All Activities
Introductory Activity/Hands on Activity 2
Hands on Activity 2
Hands on Activity 1
Hands on Activity 1



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– Domesday Book: Background information

The Domesday Book was drawn up in 1086, twenty years after the defeat of the Anglo-Saxons by the Normans. It was written up by one man and it is believed it took him 12 months to write.

1086 was a terrible year in Britain with torrential rain, cold and famine ruining wheat and fruit crops. People were already living a miserable existence in medieval England and, to many, the appearance of the King's Commissioners asking them to explain what they owned was the final straw. Many people would have dreaded their arrival.

When the Commissioners in a village or town arrived, they selected a jury which included people such as the village priest and reeve (the Lord of the Manor's trusted official who lived there permanently). They were selected because the Commissioners spoke French or Latin but the local people spoke Saxon English so they needed people who could understand both languages. The jury had to decide whether or not the local people were telling the truth about their land and animals.

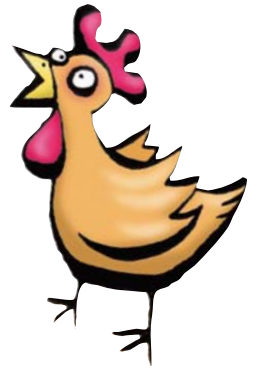
A contemporary source: The Ely Inquiry records the questions the Commissioners had to ask:

“the name of the estate: who held it; in the time of King Edward; who holds it now; how many hides; how many ploughs on the demesne (lords land); how many among the men; how many villeins; how many cottars; how many serfs; how many free men; how many spokesmen; how much wood; how much meadow; how much pasture; how many mills; how many fishponds; how much has been added or taken away; how much, taken altogether, it used to be worth and how much now; how much each freeman or spokesman had or has. All this three times, that is, in the time of King Edward, as it was when King William first gave the estate, and as it is now; also whether it is possible that more could be taken from the estate than is being taken now”

William the Conqueror commissioned the Domesday survey for a number of reasons:

- To ensure that he was getting as much money as possible from taxes to pay for the expensive management of England, such as ensuring his large army was fully equipped and fed. Although he had conquered England, William still had to defend himself against Welsh and Scottish attackers, as well as threats from the French and Bretons against his land back in Normandy.
- To find out exactly how much land his feudal lords owned and how much revenue they had. He wanted to ensure they were not holding money back and that they could not become a threat to his power.
- To legalise and record arguments over the ownership of land, as there had been a great deal of unjust seizure of land since 1066.

The Domesday Book is a valuable source of historic information especially as it shows the regional variations in the social structures and language, for example the various names given to a freeman. However, it did miss out places and excluded some important towns such as London and Winchester.





The Anglo-Saxon Chronicle

The Anglo Saxon Chronicle was first compiled on the orders of King Alfred the Great in around AD890.

There are nine surviving manuscripts which are collectively known as the Anglo-Saxon Chronicle. The manuscripts were written by monks. A number of copies were made and sent to monasteries throughout England where they were often independently updated. It is not an objective account of history; in places events are left out, it is anti-Norman and occasionally copies contradict each other, depending upon the part of the country in which they were written. However, it is still a very valuable and unique historical source and includes important information about how the English felt about King William and the Domesday Book survey.

The Domesday Book and Norman Language

Surnames

The Domesday Book did not tend to contain surnames as we know them. This was because in small places everyone knew each other and they were identified by their first name or a nickname. As the population grew, and because Norman barons who had been given new land wanted to distinguish their men in a way they could understand, they needed to give people surnames. At first people took surnames that meant 'son of', or described their job. Later they took surnames that referred to the place they lived or nicknames. The Norman noblemen also selected names connected to their ancestral lands in France.

Some examples of Norman surnames and their origins:

Family names:

Fitzwilliam: son of William ('Fitz' often indicated someone of Norman descent)

Powell: son of Hywell

Place names:

Beaumont, Richmond, Lancaster: Places in England

Welsh and Walsh: A Breton, someone from Brittany in France

Geographical names:

Nash: lived by an ash tree

Moss and Carr: lived near mossy and/or marshy ground

Occupational names:

Fletcher: maker of arrows

Cheeseman: maker of cheese

Position names:

Reeve: the lord of the manor's representative on an estate of land

Clark: scholar, a person who can read and write

Nicknames:

Dunn or Donne: dark hair or complexion

Armstrong: strong arm

Kidd: behaves like a young goat

Cruickshank: bent legs

Puttock: greedy





Place Names

After William invaded England he gave land to French nobles. They often added their name to the area to assert their ownership over the land and/or to show their loyalty to William. Where they built new castles, they had to create their own names such as Beaumaris in Wales meaning beautiful marsh (although the area around the castle was given the English name of Newborough or Grosmont which means large mound and refers to the hill on which the castle was built). In many places they selected a new name that described the landscape such as Camber in East Sussex, which comes from the French *cambre* (room or chamber) to describe the original harbour, or they added a prefix such as 'Beau' and 'Bel' meaning beautiful. Some places were named after monasteries in Normandy such as Charterhouse on Mendip, named after the location of the first Carthusian monastery at Chartreuse in France. Some place names were changed in order to resemble Latin words as Latin was the language in which the Normans wrote down official information. For example, Pontefract is derived from the Latin word *Pontefracto* (broken bridge).

Some further examples below:

Beaulieu in Hampshire: beautiful place

Herstmonceux in Sussex: Belonged to the Monceux family

Rievaulx in Yorkshire means: The valley of the River Rye





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– Domesday Book: Introductory Activity

Directions

1. Display the extract from the Domesday Book on the interactive whiteboard or print off as a hand-out.
2. Point out individual words and work out their meaning together. You can use the answers in the 'word meaning' box below to prompt suggestions and give clues for some of the trickier words.
3. As a class rewrite the extract in modern English. You may want to use dictionaries to help with some words.
4. Discuss the points below:
 - What questions would the Commissioners have had to ask to get the information they needed? For example:
 - How much land do you own?
 - How many cattle do you have?
 - What is your job?
 - What can you learn about peoples' lives in Norman England from this source?
 - How do you think that William aimed to use the information from the survey? See the Background Information sheet for more details.
5. Tell pupils that we record information such as surnames and place names, addresses, occupation, marital status, number of children, length of marriage, and religion in a census survey every 10 years. The next census is taking place in 2011.
6. Discuss the points below:
 - Why is it important to hold a regular census?
 - How has the modern census developed from the Domesday survey? – For example we now have surnames, a wider range of religions and choices of jobs and many people don't own land.
 - Do you think that people like completing the census? An older class may be interested to know that people didn't like the religion question in the 2001 census. A small group chose to put 'Jedi'.

Word meanings from the extract

1. **Carucate** – in theory about 120 acres of land (the space needed to feed one peasant household). However, this was shown to vary according to the place and time.
2. **Bovate** or **oxgang** – between 15 and 20 acres, the area of land requiring one ox to plough it.
3. **Demesne** – land kept for the owner of the land.
4. **Villein** – Highest class of dependent peasant.
5. **Sokeman** – farmer who farmed land that was attached to a manor to whom they owed service or rent.

Other words used throughout the Domesday Book

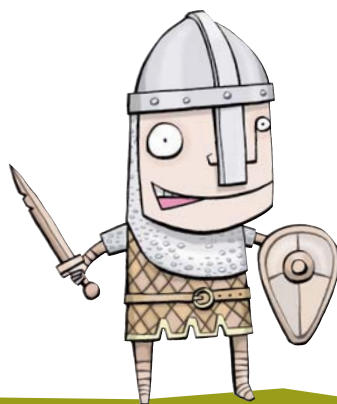
6. **Freeman** – a man who could owe rents or duties to a lord but made personal decisions.
7. **Cottar** – lowest level of peasant, often called cottages, who farmed about four acres of land.
8. **Serfs** – people owned by the lord of the manor.



Extract from the Domesday Book

Cockerington, Aschil and Ulgrin has three carucates of land and one bovate... There is land for six teams. Ilbert, the bishop's man, had two teams, there is demesne and 7 villeins ... and 27 sokeman, having 3 teams. There are 80 acres of meadow there, and 60 acres of wood, and 2 parts of a mill rendering two shillings. Then [in the time of King Edward, the Confessor] it was worth 60 shillings; now the same.

Modern translation





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Domesday Book: Hands on Activity 1 Carry out a Domesday Survey

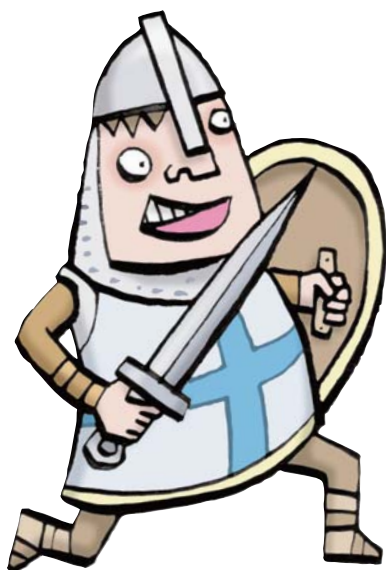
Use these two tasks to create elements of a survey similar to that carried out for the Domesday Book and the modern census.

The Household Survey gives a quick introduction to collecting and analysing data. The class can then use what they have learnt to undertake the Local Area Survey

You can run these sessions back-to-back or divide them over two days.

Household Survey – Teacher Guidance

1. Introduce the Domesday Book. You can use the Background Information sheet included in this pack to help.
2. Hand out a Household Survey Form to each pupil and give them approximately 30 minutes to complete the table.
3. Split the class into four groups and hand out the Household Survey Analysis Cards.
4. Give the groups approximately one hour to compare, collate and analyse the findings from each member of their group and to complete the two tasks on their card.
5. Ask each group to present their findings to the rest of the class either together or by nominating a spokesperson. Cover both of these points:
 - a. Task One – What did you find out about the age of the household members from your group and how did you work it out?
 - b. Task Two – What did you find out from completing task two and what sort of chart have you used to illustrate your findings?





Household Survey Form

Complete the information below based on your home:

	Bungalow	1-storey house	2-storey house	3-storey house	Cottage	Flat in a block	Flat in a house	Other
What sort of accommodation do you live in?								

	0	1	2	3	4	5	6	7	8	9	10	More than 10
Number of rooms												

Complete the information below based on the people living in your home:

Name	Position in the household e.g. mother, son, friend.	Age	Occupation

BBC

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Household Survey Analysis Cards

Group 1:

Task One: Age

What is the mean average age of all the people in your households?

You work this out by adding up all the numbers you have and dividing by how many ages you added together. For Example:

- You have the ages 70 years, 50 years, 42 years, 11 years and 9 years
- You add $70 + 50 + 42 + 11 + 9 = 182$
- Then divide 182 by 5 (the number of ages added together) which equals 36.4
- Your average is 36.4

Task Two: Accommodation

Using the data you have collected, work out how many of each different types of accommodation you have in your group, for example you may find your group has two Bungalows, four cottages and one flat in a block. Produce a **bar graph** to show your results.

Which is the most common type of accommodation in your group?

Group 2:

Task One: Age

What is the mode average of the age of all the people in your households?

The mode is the number that appears the most. For Example:

- You have ages 40 years, 40 years, 9 years and 7 years
- 40 years is the mode as it appears more times than any other number.

Task Two: Room numbers

Using the data you have collected, work out how many people have 1–10 or more rooms in their households. Produce a **pie chart** to show your results.

Which is the most common number of rooms in your group?



Group 3:

Task One: Age

What is the median value of the ages of people in all your households?

The median is the number in the middle when the numbers are in order.

Example:

- You have the ages 43, 40, 38, 14, 10, 7, 5 in your household.
- The median value is 14.

Task Two: People

Using the data from everyone in your group, work out how many people have 1–10 or more people in their households. For example two people have five household members, three people have two household members and one person has four household members.

Produce a **pie chart** to show your results.

What is the most common number of household members in your group?

Group 4:

Task One: Age

What is the range of the ages of people in all your households?

The range is the largest and smallest number.

Example:

- You have 40, 32, 10, 5.
- The range is 5 years to 40 years

Task Two: Pets

Using the data from everyone in your group, work out how many people have 1–10 or more pets in their households. For example two people have five pets, three people have two pets and one person has four pets. Produce a **pie chart** to show your results.

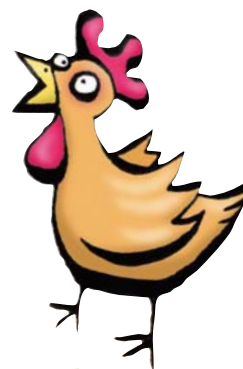
What is the most common number of pets in your group?



Local Area Survey – Teacher Guidance

1. Break the class into four groups: Houses; Community Amenities; Shops and Restaurants; Surroundings. Give each group a set of 'Local Area Survey' cards – enough to have one for each pupil in the group.
2. As a class, take a 20-minute walk around the local area. This will require planning a safe route in advance and ensuring enough assistants are available to lead the group safely.
3. While walking, ask pupils to complete their Local Area Survey cards.
4. Once back in the classroom, ask the pupils to return to their groups and compare their results. They should have found the same results, but they may differ which can lead to some interesting discussions. If they do differ, ask the group to choose one person's results to use for their analysis.
5. Give the groups 10–20 minutes, depending on the level and age of the class, to use what they learnt from the Household Survey to find the mean, mode, median and range of their results. They may need some prompting.
6. Now ask the group to choose the best chart for presenting their results (bar or pie) and to draw one. They can do this either as a group, or do one each.
7. Ask each group to present their findings to the rest of the class either together or by nominating a spokesperson.
8. Once they have given their presentations, discuss together:
 - What would a historian of the future learn from your survey results about the local area and community?
9. Once the activities are completed, place all of the information in a folder and let the class select a name for the survey – like 'Domesday'.

For a less advanced group, students can survey their school or their class:
Count the number of pupils on a given day; measure the outside space of the school or the size of the classroom; count the number of books, tables and chairs in each classroom.





Local Area Survey Cards

Group one – Houses

Record the types of houses that you see using a tally system:

Bungalow	
1-storey house	
2-storey house	
3-storey house	
Flat/apartment in a block	
Flat/apartment above a shop	
Cottage	
Other	

Additional notes:

Group two – Community Amenities

Record the types of community amenities that you see using a tally system:

Playing field	
Park	
Children's playground	
Community Centre/Village Hall	
Swimming pool	
Sports Centre/Gym	
Place of worship	
School	
Youth Centre	
Library	
Other	

Additional notes:



Group Three – Shops and restaurants

Record the number of shops and restaurants that you see using a tally system:

Post Office	
Newsagent/convenience shop	
Supermarket	
Greengrocer	
Bank	
Butcher	
Baker	
Hairdresser	
Estate Agent	
Hardware Shop	
Off-Licence	
Public House/bar	
Restaurant	
Coffee shop	
Other	

Additional notes:

Group Four – Surroundings

Record the number of things you see in your surroundings using a tally system:

Telephone box	
Postbox	
Lamppost	
Farmland/field	
River/stream	
Factory	
War memorial	
Bus stop	
Pedestrian crossing	
Railway station	
Bridge	
Other	

Additional notes:

Hands on Activity 2

– Create an Illuminated Manuscript



1. Put the **Quotes from The Anglo-Saxon Chronicle** included in this pack on the interactive whiteboard or hand out as a worksheet. Explain that these are comments from that publication about the Domesday survey and King William. It is written from the Anglo-Saxon point of view (see the Background Information sheet included in this pack for more information on the Anglo-Saxon Chronicle).
2. As a class discuss the points below. This should take around 20–30 minutes.
 - What words does the author use to describe William?
 - Do you think that he likes William?
 - What words does he use to describe the people of England?
 - Do the people of England sound happy or unhappy?
 - Why might this author have disliked William?
 - How would farmers have felt about the Domesday survey?
 - How would Saxon nobles have felt about the Domesday survey?
3. Ask pupils to imagine that they are a monk who has just spoken to a freeman and a Saxon Lord about how they feel about the Domesday survey taking place.
4. As that monk, write a short paragraph for the Anglo-Saxon Chronicle entitled 'Local reaction in (add the name of the school here) to the Domesday survey'. To create a medieval tone, pupils could begin their paragraph with the phrase: 'In the year of our Lord ten hundred and eighty-six'.
5. Explain to the class what illuminated manuscripts were and how they were made and tell the class that they are going to make one to display the text they have written in point 4 above.
6. Hand out the **Make an Illuminated Manuscript** worksheet. Use the notes below to explain how the materials and task relate to how a medieval manuscript would originally have been made.
7. Give the class around one hour to complete the task.
8. Display the illuminated manuscripts together on a wall.

Materials Needed

Pale yellow A4 card or paper, paints and brushes/pens, PVC glue, gold, silver, blue glitter and tubs to tip glitter into when it is shaken off, newspaper, rulers, pencils

Two-stage process

Illuminated manuscripts were produced in monasteries by a series of scribes. It is thought that one would do the writing while another would draw the intricate design and decoration of the first letter. (*This is why the class are asked to produce the design in stages.*)

Vellum

They were produced on vellum which was made from animal skin such as calf, goat or sheep. A whole sheepskin was required for a large manuscript. To create vellum, the skin went through a process of scrubbing and washing so that it was exceptionally smooth, then it was stretched between posts hammered into the ground and left in the sun to dry. This is why it ended up a pale yellow colour. (*This is why the class is given pale yellow cards.*)

Glitter

The word illumination comes from the Latin 'lit up' which explains the use of bright and sparkling colours. Expensive colours such as gold (made from gold heated and banged into a thin layer like a leaf), silver (made from silver leaf like gold or ground down into a powder) or blue (made from semi-precious stone lapis lazuli) were used very carefully and mainly concentrated in the initial letter. (*This is why they have glitter for these colours.*)



Quotations from *The Anglo-Saxon Chronicle*

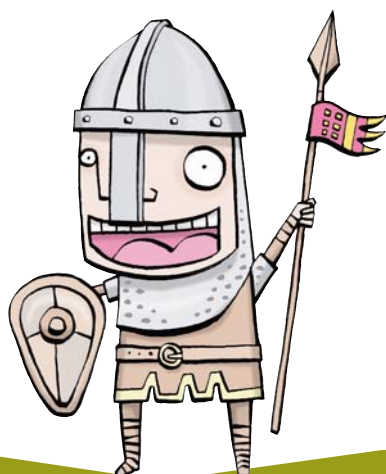
All these quotes are about how the Anglo-Saxons felt about the Domesday survey and King William:

"So very narrowly, indeed, did he commission them to trace it out, that there was not one single hide, nor a yard of land, nay, moreover (it is shameful to tell, though he thought it no shame to do it)"

"greediness he loved above all"

"Certainly in his time... people had much oppression and very many injuries"

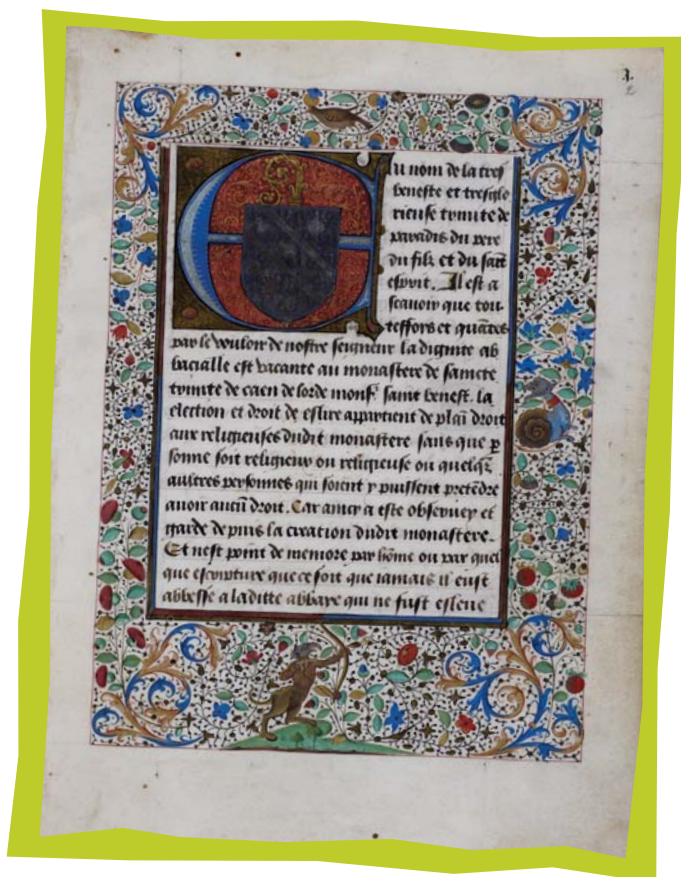
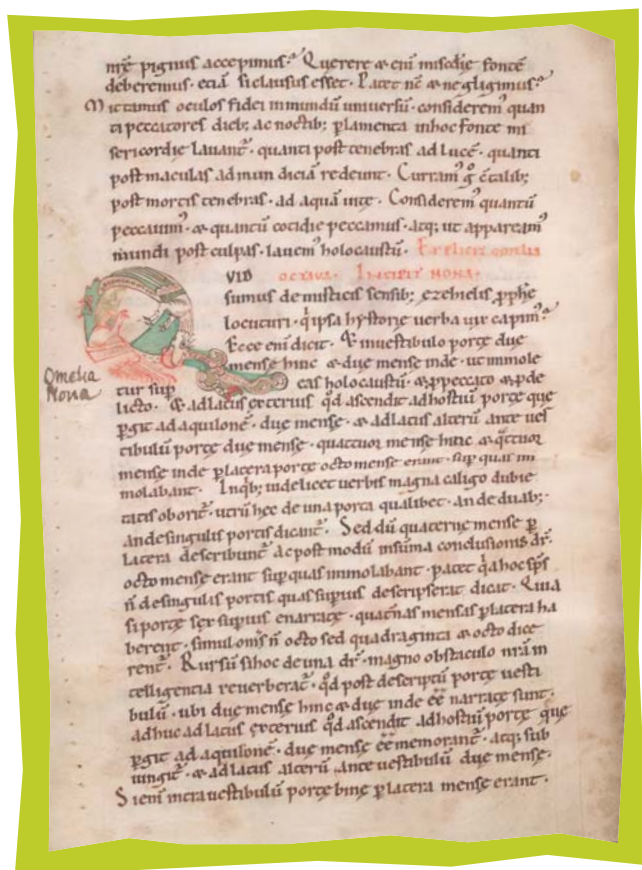
"by his cunning... there was not one hide in England that he did not know who owned it, and what it was worth"





Make an Illuminated Manuscript

1. Look at the examples of medieval illuminated manuscripts below.
2. Take a piece of pale yellow paper.
3. Draw a 5cm margin around your A4 sheet of paper using a pencil.
4. In the top left-hand corner draw a box that is 8cm squared.
5. Draw a decorative design for the first letter of your text in the box in pencil.
6. Colour in your design using bright reds, yellows, greens and dark blue paint.
7. Leave the painted letter to dry.
8. Use a paintbrush to go over the outline of the first letter and the margin of your page with glue.
9. Sprinkle gold glitter over the areas with glue on them and shake off the picture over a plastic tub or sink. Repeat the process for silver and blue, to create glitter patterns.
10. Carefully write in the rest of the text for your manuscript in black pen.





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– Domesday Book: Evaluation

In pairs ask pupils to discuss what they have learnt about the Domesday Book and medieval records.

You can use the following questions to prompt discussions:

- Why did William create the Domesday Book survey?
- What sorts of information was he trying to collect – and why?
- Why is it important to have surveys and censuses of the population?
Think about how we learn about population numbers, faith, ages, occupations etc.
- What did you learn from running your own survey?
- Why did people create illuminated manuscripts in medieval times?