

SECTION 1

Your visit to

the
1066
story

The logo consists of the word 'the' in a small, grey, lowercase serif font above the number '1066'. The number '1066' is rendered in a large, bold, red serif font. A red arrow with a white outline and a red arrowhead points from the bottom-left towards the top-right, passing through the center of the '1066'. Below the number, the word 'story' is written in a grey, lowercase, cursive-style serif font. Two thin red horizontal lines are positioned above and below the '1066' and 'story' text.

HASTINGS
CASTLE

CONTENTS

This pack is designed to be used with KS pupils, although ideas can be adapted for any Secondary education level.

SECTION 1	-	Your visit to Hastings Castle and The 1066 Story
SECTION 2	-	The Battle of Hastings
SECTION 3	-	Teacher information and fact sheets
SECTION 4	-	Activity sheets and photocopiable work sheets
SECTION 5	-	Ideas Bank – suggested ideas to work on and develop in the classroom

USEFUL RESOURCES

The Battle of Hastings	-	Chris Sayer	-	Di Campo Art
The Norman Conquest	-	Marjorie Reeves	-	Longman
1066 Origin of a Nation	-	Michael Phillips	-	Michael Phillips
William The Conqueror	-		-	Pitkins Pictorial
The Anglo-Saxon Chronicles	-	G.N. Garmonsway	-	Dent
The Story of Hastings Castle	-	W.H. Dyer	-	Tourism & Leisure Department
1066 Story Hastings Castle	-	Available at Hastings Castle, Smugglers Adventure & Hastings Information Centre		

GEOGRAPHY

Study plans of the Castle. Explore Hastings either as your local area or as a locality contrast with your own. What features reveal its origins? Name characteristics which are distinctive to Hastings and other seaside localities – how do these effect jobs people do?

LITERACY

Study of periods beyond living memory, exploring the everyday life of the Norman's dress, diet, transport, entertainment, buildings etc. Key historical events and famous historical characters should also be explored - who is more infamous than William the Conqueror.

1066 STORY

ART

Using shells/stones seaweed etc collected from the beach, rivers or canal banks. Use these materials to create a collage or poster, highlighting the dangers of pollution to the marine environment.

IT

The 1066 Story itself develops listening skills, role play/mime of historical events. Use reference books to carry out research. Variety of writing e.g. Newspaper reporter writing a report on the Battle of Hastings. Description of King Harold and King William.

TECHNOLOGY

Plan and cook a medieval banquet. Design a Norman helmet/shield. Consider what materials were used and how its shape improves protection. Practical activities such as these enable children to establish a need, plan, design and evaluate.

MUSIC

Appreciation of medieval music.

How to use this pack

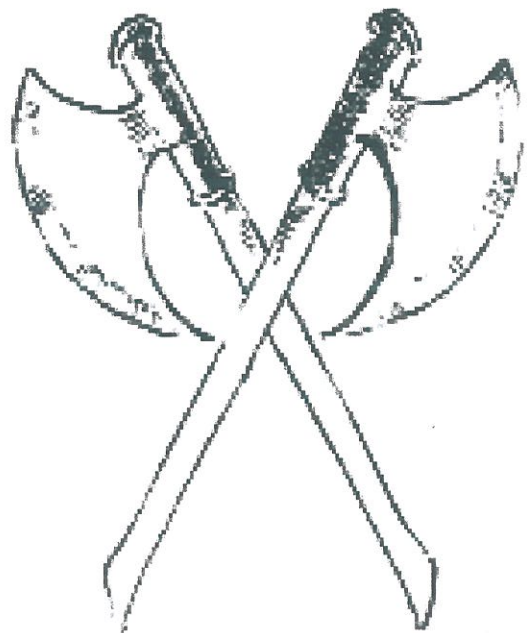
SECTION 2 – The Battle of Hastings and the Curriculum is intended to show how your visit and the work that goes with it can be set within the curriculum, and can therefore be a worthwhile, educational and, of course enjoyable experience.

SECTION 3 – Consists of basic fact sheets, addressed to the teacher in order to give quick and easily accessible information about the main aspects of The Battle of Hastings that need to be covered. In order to make your visit to the Hastings Castle and The 1066 Story as meaningful as possible, it is important that you prepare the children and have covered the background information, to enable your children to bring a knowledge of the Battle of Hastings with them on their visit.

SECTION 4 – Consists of photocopiable worksheets which is intended to help with the work covered in section 3 The visit to Hastings Castle and The 1066 Story provides a fascinating glimpse into the past of the once proud Norman Castle of Hastings. We suggest that in order to get the most from your visit you bring worksheets to complete at Hastings Castle.

SECTION 5 – This is intended for use in the classroom after your visit; it suggests ways within the curriculum that extend and stimulate the children.

We hope that this pack is of use to you and that it will support your work in the classroom.

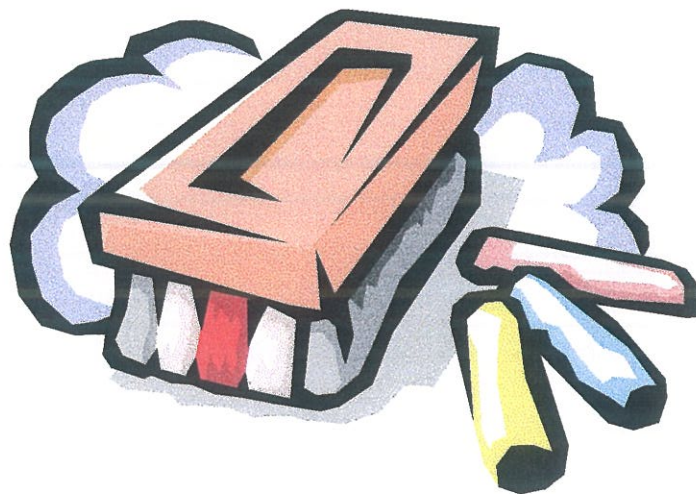


SECTION 2

The Battle of Hastings And The Curriculum

This pack has been designed to consolidate your visit to Hastings Castle and The 1066 Story and to help develop children's knowledge and understanding of this historical period.

A project on The Battle of Hastings will allow for many cross curricular links. The curriculum in schools is constantly changing and being adapted; however this topic will fit with many programmes of study. The most obvious curriculum links are History and Geography. There is also an enormous amount of work that can be done in Maths and English.



History – Local History Study

KEY ELEMENTS

- An aspect of the local community over a long period of time – e.g. – leisure, employment, settlement and landscape, law and order.
- The local community's involvement in this particular event
- To use dates and terms relating to time
- To develop historical knowledge about periods and societies, including beliefs and attitudes of people, and the experiences of men and women.
- To identify the reason and the result of the Battle of Hastings
- To find out about aspects of this period from a range of sources
- To ask and answer questions and to select and record information
- To use terms necessary to describe a topic
- To recall, select and organise historical information in a variety of ways

GEOGRAPHY – PLACES

KEY ELEMENTS

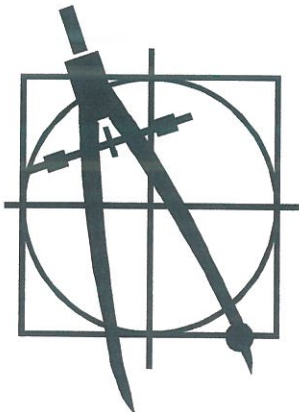
- Why was the site chosen
- How features of a locality influence the nature and location of human activity
- How localities are set within a broader geographical context
- That settlements – their characteristics and locations – reflect the prevailing type of economic activity
- How, geographically, the coastline has changed



MATHS

KEY ELEMENTS

- Money
- Capacity
- Compass directions
- Co-ordinates
- Data handling
- Percentages



ENGLISH

The 1066 Story itself develops listening skills, role play/mime of historical events. Use reference books to carry out research. Variety of writing e.g. Newspaper reporter writing reports on the Battle of Hastings. Description of King Harold and King William.

SCIENCE

Look for signs of weathering on the Castle's stonework – loss of detail, crumbling. Explore different building materials.

ART

Explore the theme of pattern, using the patterns seen at the Castle – brickwork, arches, as a starting point. The theme of pattern can also be studied in Maths (shape and number patterns) and Movement

The 1066 Story

MUSIC

Appreciation of medieval music

ENGLISH

Study of periods beyond living memory, exploring the everyday life of the Norman's – dress, diet, transport, entertainment, buildings etc. Key historical events and famous historical characters should also be explored – who is more infamous than William the Conqueror? The Bayeux tapestry provides a unique source from which the children can gather information. Have a Norman day, hold a banquet, play Norman games – blindmans buff and cryc (cricket) which originate from these times.

GEOGRAPHY

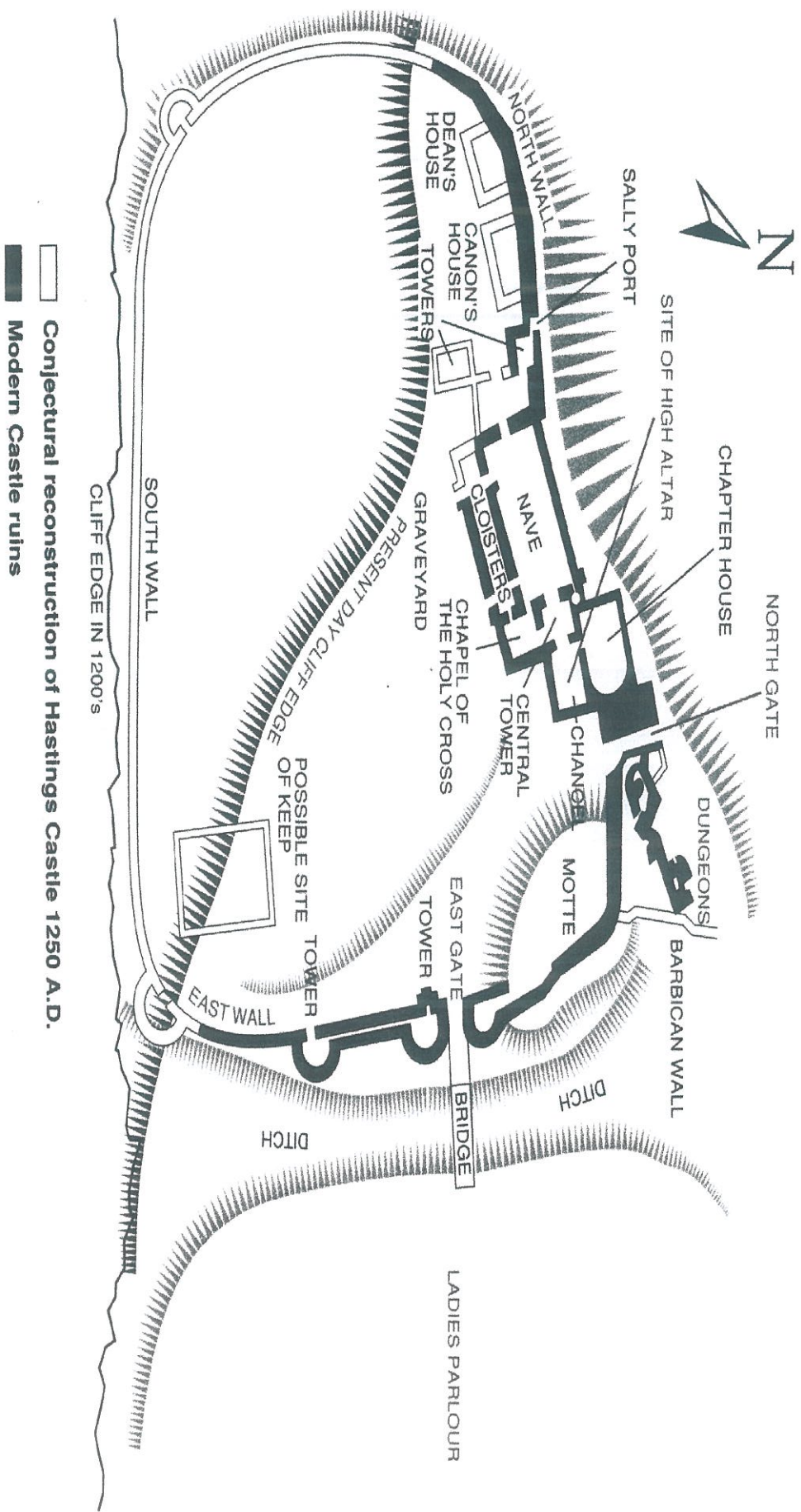
Study plans of the Castle. Explore Hastings either as your local area or as a locality contrast with your own. What features reveal its origins? Name characteristics which are distinctive to Hastings and other seaside localities – how do these effect the jobs people do?

TECHNOLOGY

Plan and cook a medieval banquet. Design a Norman helmet/shield. Consider what materials were used and how its shape improves protection. Practical activities such as these enable children to establish a need, plan, design and evaluate.

HASTINGS CASTLE

Past and Present



-  Conjectural reconstruction of Hastings Castle 1250 A.D.
-  Modern Castle ruins

English

There is plenty of opportunity for speaking and listening in debates, circle time discussions related to smuggling issues, role play and drama activities.

Written work provides opportunities for:-

- creative writing
- character profiles
- log books
- Wanted Posters
- creating poems
- diary entries
- newspaper articles
- empathy letter writing



The Web on the following page shows some ideas for inclusion of work on the Battle of Hastings across the curriculum.

SECTION 3

Teachers Information

Fact Sheets

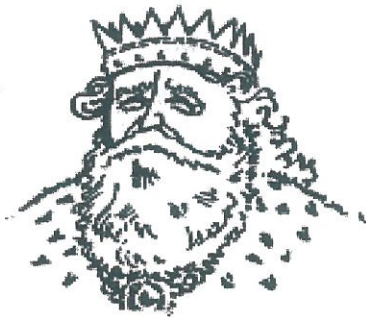
THE PRINCIPAL CHARACTERS



HAROLD



**HAROLD
HARDRADA**



EDWARD THE CONFESSOR



WILLIAM



TOSTIG

THE BATTLE OF HASTINGS

In 1066 the Battle of Hastings was recorded in the Anglo-Saxon Chronicle (one of the few English records of the time). It describes the Battle in these few lines:

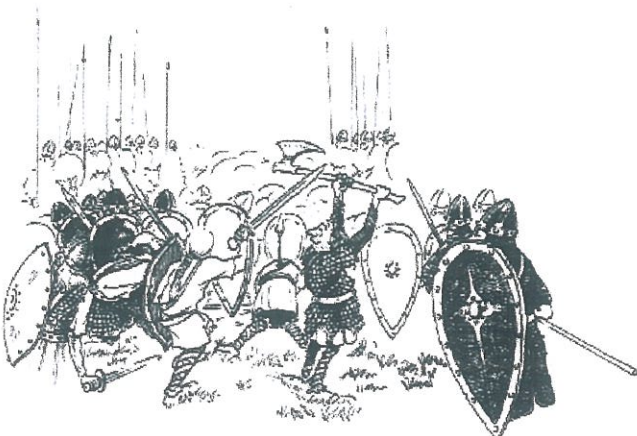
'The Duke William sailed from Normandy into Pevensey, on the eve of Michaelmas. As soon as his men were fit for service, they constructed a Castle at Hastings. When King Harold was informed of this, he gathered together a great host and came to oppose him at the grey apple-tree, and William came upon him unexpectedly before his army was set in order. Nevertheless the king fought against him most resolutely with those men who wished to stand by him, and there was a great slaughter on both sides. King Harold was slain, and Leofwine, his brother, and Earl Gurth, his brother, and many good men. The French had possession of the place of slaughter, as God granted them because of the nations sins'

There are other sources of information from which the following was drawn.

The English army was protected by the housecarls. The housecarls stood in the front line, interlocking their shields to make a metal wall that the Norman arrows and spears were unable to pierce. So long as the wall of shields held, Harold was safe and his army was in the stronger position.

The Norman army lost many men while the Saxon housecarls stood firm, and eventually they began to lose heart. The Bretons began to run away, fearing that William, their leader, had been killed. When William realised this he removed his helmet and rode amongst his men, proving that he was still

alive and so encouraging them to continue battle. However, many of Harold's fyrdsmen had already begun to chase the fleeing Bretons. As the English army broke ranks, and their wall of shields opened up, the Norman knights on horseback were able to attack them successfully. Parts of the Norman army then appeared to run away a second time (we do not know whether they did this deliberately or through fear). Again many Englishmen pursued them, this time only to be cut off and killed.



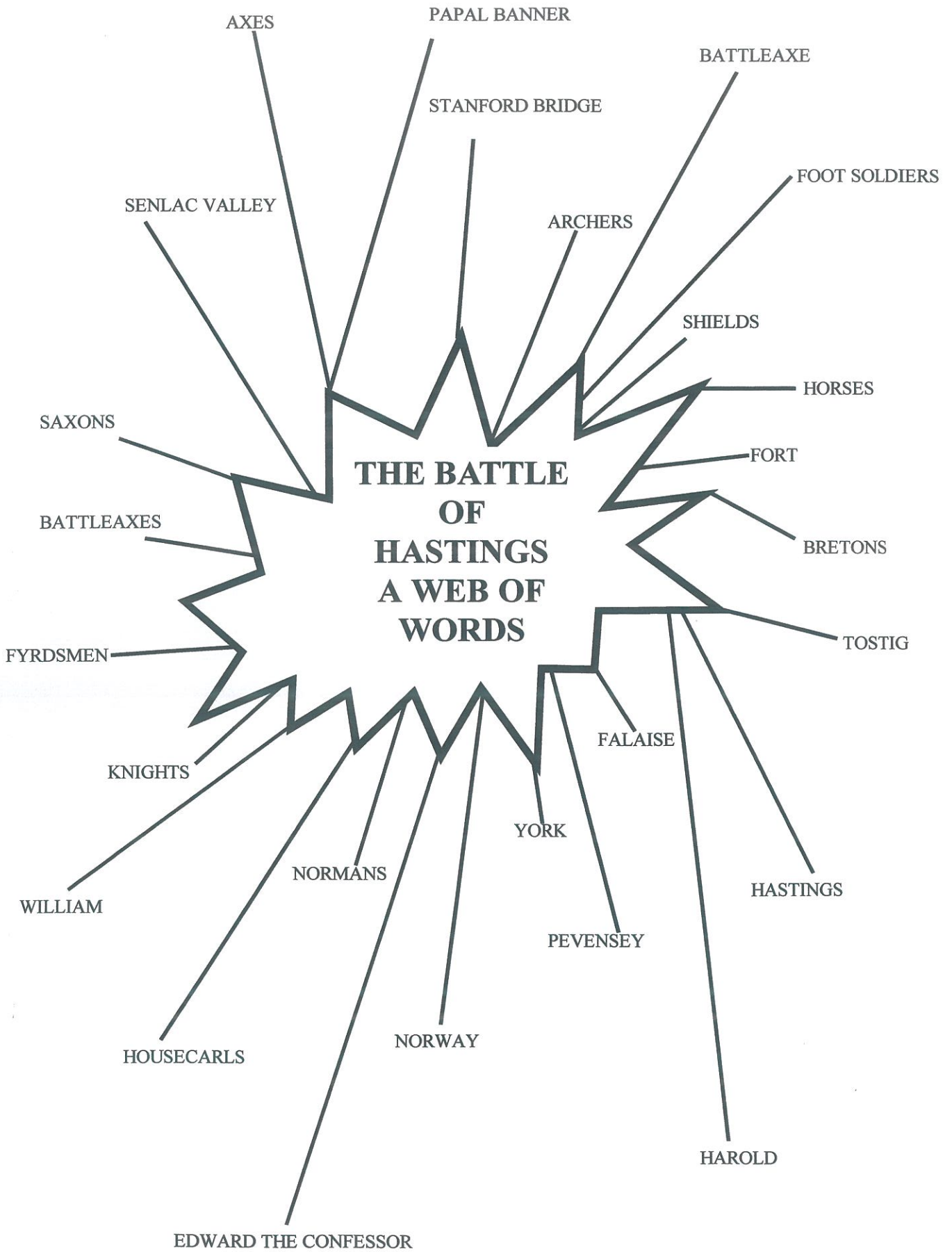
William ordered the Bretons to fire their arrows high in the air so that they rained down on the heads of their opponents. Legend has it that Harold was wounded by an arrow piercing his eye. As the sun set, the remnants of the English army stood around the wounded king, but were unable to protect him from William's final attack. Without their leader, the English finally succumbed to the Norman invasion.

Hastings Castle – A Timeline

Hastings has risen from a small Saxon village to a Cinque Port developing into one of the finest preserved Edwardian/Victorian town that it is today. Hastings Castle, situated high above the town has had a varied history. Some of the main points are below.

- 1066 The first Hastings Castle erected by Norman soldiers. (wooden fort)
- 1066 The second Hastings Castle was erected following Williams Coronation on Christmas Day 1066. (stone fortress)
- 1067 Humphrey de Tilleul asked to build a castle at Hastings. He left the work unfinished and ordered the completion of the Castle by Robert Count of Eu. Robert added the collegiate church within the walls.
- 1155 – 62 Thomas à Becket was Dean of the College
- 1201 King John ordered his famous ordinances concerning the lordship of England over the adjacent seas from Hastings Castle
- 1204 King John lost his Norman domains fearing an invasion and, dismantled Hastings Castle to prevent the Normans using it.
- 1247 Castle became the property of Henry III
- 1280 Part of Castle cliff was swept away in terrible storms. Hastings was no longer a military base.
- 1548 Henry VIII ordered the Dissolution of the church and college in Hastings Castle as part of his campaign against the Pope.
- 1591 Hastings Castle came into possession of the Pelham family. All of the usable land was ploughed up for farming (hemp and corn) and pasture land for sheep. A large cannon was placed in Castle grounds during the Napoleonic Wars
- 1824 William Herbert excavated the site. He found coffins and human bones believed to be of Norman origin. He also discovered the church foundations.
- 1870 Stone steps to the dungeon found.
- 1951 The Castle purchased by the Hastings Corporation. The deeds were handed over by the then Princess Elizabeth.
- 1960 – 1961 Hastings and Falaise exchange stones from their respective Castles.
- 1966 900 years after the Battle of Hastings, a plaque was placed in the Castle as part of the celebrations.
- 1990 The 1066 Story is opened in the Castle grounds

FACT SHEET 3



FACT SHEET 4

**EARLY
1066**

William gains support from allies in Brittany, Maine, Flanders, central France & Aquitaine. Receives Papal Banner from Pope Alexander

**SPRING
1066**

William was creating an army, building prefabricated castles and collecting provisions



HOW WILLIAM CAME TO BE IN HASTINGS

**AUGUST-
SEPTEMBER
1066**

500 ships of the invading force were trapped in Dives estuary by winds

**12th
SEPTEMBER
1066**

Westerly wind enables boats to sail to St Valery at the mouth of the Somme. Shorter crossing to England

**28th
SEPTEMBER
1066**

The fleet lands at Pevensey

**27th
SEPTEMBER
1066**

The Norman ships sail by night across the Channel without an English ship challenging them

**13th
OCTOBER
1066**

The English army is spotted by scouts and the Normans spend the night preparing for battle

**EARLY
OCTOBER
1066**

William transfers fleet to Hastings. A castle of earth and timber is immediately erected.

FACT SHEET 5

1064

Harold was sent to the Continent by Edward the Confessor. In Normandy he took an oath to serve William.

1065

Revolt in England. The Northumbrians wanted rid of Tostig their Earl, who was Harold's brother. Harold who was the king's advisor was unable to help. Tostig was made an outlaw and escaped to Flanders



HAROLD'S ROUTE TO HASTINGS

**5th
JANUARY
1066**

Edward the Confessor died childless. Harold chosen to succeed him. Edward, however had promised the throne to William.

**SPRING
1066**

Harold kept his army along the south coast of England, expecting an invasion by William

**SUMMER
1066**

Harold's soldiers are running out of food and patience. In September Harold sent them home, unaware of the forthcoming attack.

**MAY
1066**

Tostig began to attack the south coast. He then joined forces with the King of Norway Harold Hardrada. In early September they march on York.

**1st
OCTOBER
1066**

Harold hears that the Normans have landed. He marches south. He sends messengers to gather soldiers to meet in London. Harold marches on Hastings

**SEPTEMBER
1066**

Harold marches north, building up his army as he goes. He surprises the Norwegians at Stamford Bridge on 25th September. Both Tostig and Harold Hadrada are killed.

THE TWO ARMY'S

THE SAXON ARMY

The Saxon Army was led by Harold who was served by housecarls, select fyrdsmen and general fyrdsmen.

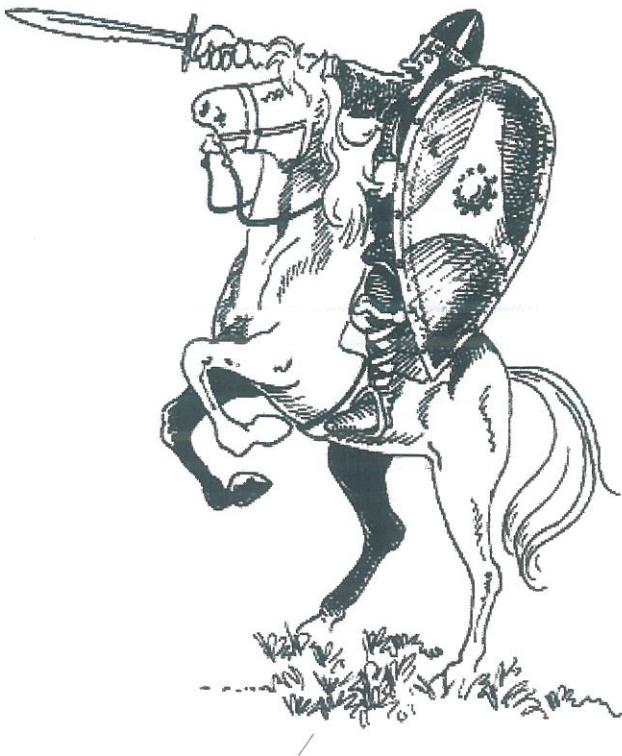
Housecarls were professionally trained and regarded by many as the best soldiers in Europe. They wore mail coats and nasal helmets. They were armed with long triangular shields, javelins and Danish axes.

The select fyrdsmen were supported by the towns and villages. They carried spears, stone-headed axes and round shields.

The general fyrdsmen were peasant farmer workers who came to fight when needed. They had no protective clothing and their weapons were adapted from farm tools.



THE INVADING ARMY



William had sailed to England with Normans, French and Bretons, whom he led into battle.

The Normans were knights on horseback. They wore chain armour and carried swords and light lances.

The French were foot soldiers carrying swords and shields that protected most of the body.

The Bretons provided the archers who wore little armour and were armed with bows and arrows.

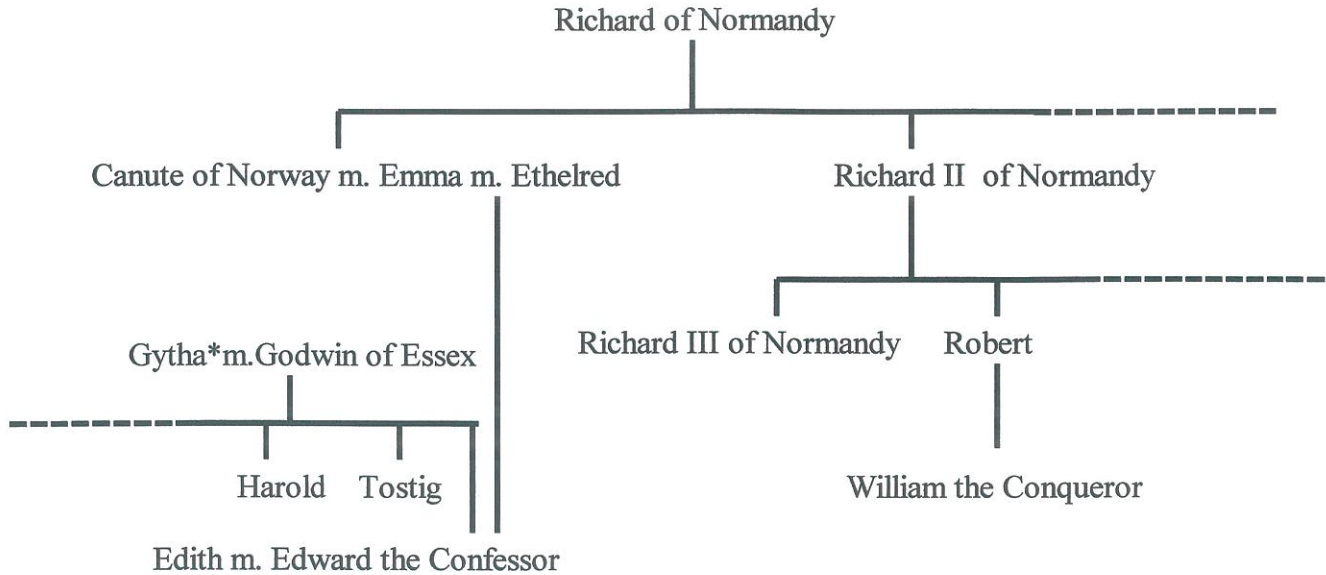
SECTION 4

Activity Pack – Photocopiable worksheets



FAMILY TREES

Look at this family tree. When you have worked out the relationships, fill in the blanks.



* Gytha was the sister-in-law of Canute of Norway

Edward the Confessor was the son of _____ and _____ .

His mother was the sister of _____ who was also _____ 's grandfather. Robert of Normandy and Edward the Confessor were first _____ .

This means that Edward and William were first cousins once removed. They are part of the same family tree.

Edward the Confessor was married to _____ . Edward's mother-in-law was _____ . Perhaps she knew Emma of Normandy because she was the sister-in-law of King _____ who was Emma's second husband. Edith was the _____ of Harold which makes Harold the brother-in-law of _____ .

Edith and Edward had no children.

Who do you think had the greatest claim to the throne? _____

Now see if you can do your own family tree.

HASTINGS – GATEWAY TO NORMANDY

Work out this anagram to reveal the first governor of Hastings.

RUB FOOT ERE

=

Work out the following puzzle.....

My first is an M on its head
 My second is a first person when read
 My third and forth are in pill and ball
 And make two thirds of ill and all
 My fifth is the pronoun that can see
 My sixth is an article indefinitely
 Put the first back on its feet
 To make the last appear complete

The next three letters make an unsmooth sound
 Just like fur the wrong way round

Eleven and twelve make you and me
 Or the whole American community

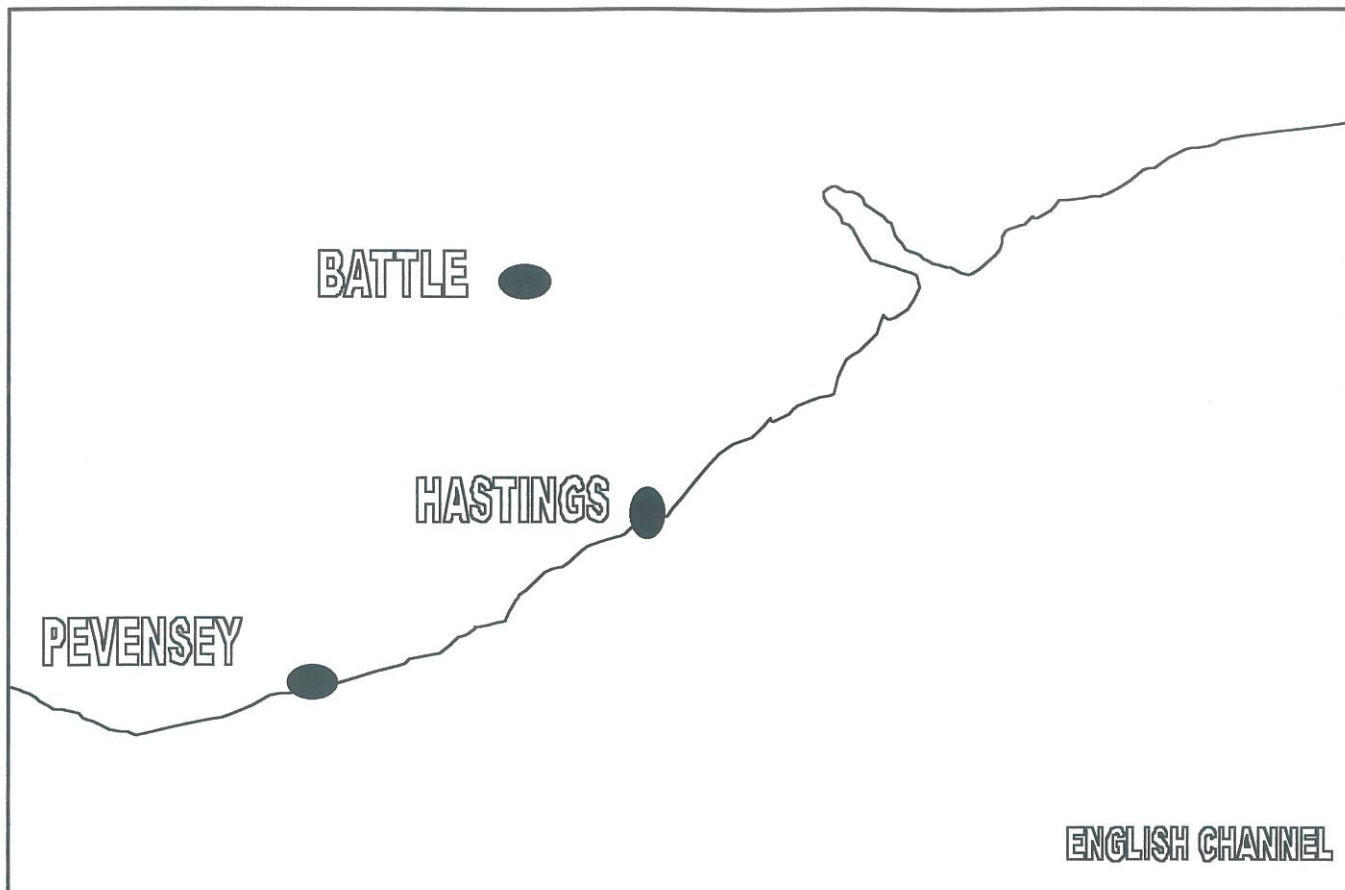
There were two separate years when the French attacked and burnt Hastings as part of their war with England. They overran the castle on each occasion even though it was practically derelict.

Use the two sums below to work out the year.

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"> YEAR B _ _ _ _ + YEAR A _ _ _ _ <hr style="width: 100%;"/> 2 7 1 6 </td> <td style="width: 50%;"> YEAR B _ _ _ _ - YEAR A _ _ _ _ <hr style="width: 100%;"/> 3 8 </td> </tr> </table>	YEAR B _ _ _ _ + YEAR A _ _ _ _ <hr style="width: 100%;"/> 2 7 1 6	YEAR B _ _ _ _ - YEAR A _ _ _ _ <hr style="width: 100%;"/> 3 8
YEAR B _ _ _ _ + YEAR A _ _ _ _ <hr style="width: 100%;"/> 2 7 1 6	YEAR B _ _ _ _ - YEAR A _ _ _ _ <hr style="width: 100%;"/> 3 8	

* Subtract the difference between YEAR A and YEAR B from the sum of YEAR A and YEAR B. Halve your answer to find YEAR A

THE BATTLE TRIANGLE



Using the map above show the movement of the Norman ships and army from 27th September to 13th October 1066. To help you fill in the key below with your own symbols for the map. You can use Arrows to indicate the progress towards battle. Use different colours for Harold's army.

SYMBOL	
	NORMAN BOATS
	NORMAN ARMY
	ENGLISH ARMY
	PREFABRICATED CASTLES
●	TOWNS
	HILLS

RECORDS

In 1066 there were three ways of telling or recording the fateful events of that year:

- 1: By word of mouth (story-telling, poetry and song)
- 2: Writing it down by hand – remember there were no typewriters or computers!
- 3: Through art (painting or needlework)

How we see an event (our perception of it) depend on where we are standing and how we feel about it. A persons view point is a combination of:

- A: What they see, hear and smell at the time;
- B: What they know of before and after;
- C: What other people say about it;
- D: What sort of person they are (personality and emotions)

See if you can imagine how different people would have recorded the events of 1066

This is Leo, an Anglo-Saxon farmer who doesn't much like fighting, but had to go into battle at Hastings.



How do you think Leo would have recorded and told the story of the battle of Hastings?

This is Gytha, Harold's mother. Three of her sons were killed at the Battle of Hastings.



How do you think Gytha would have recorded and told the story of the Battle of Hastings?

This is the Bishop of Bayeux who is William's half brother.



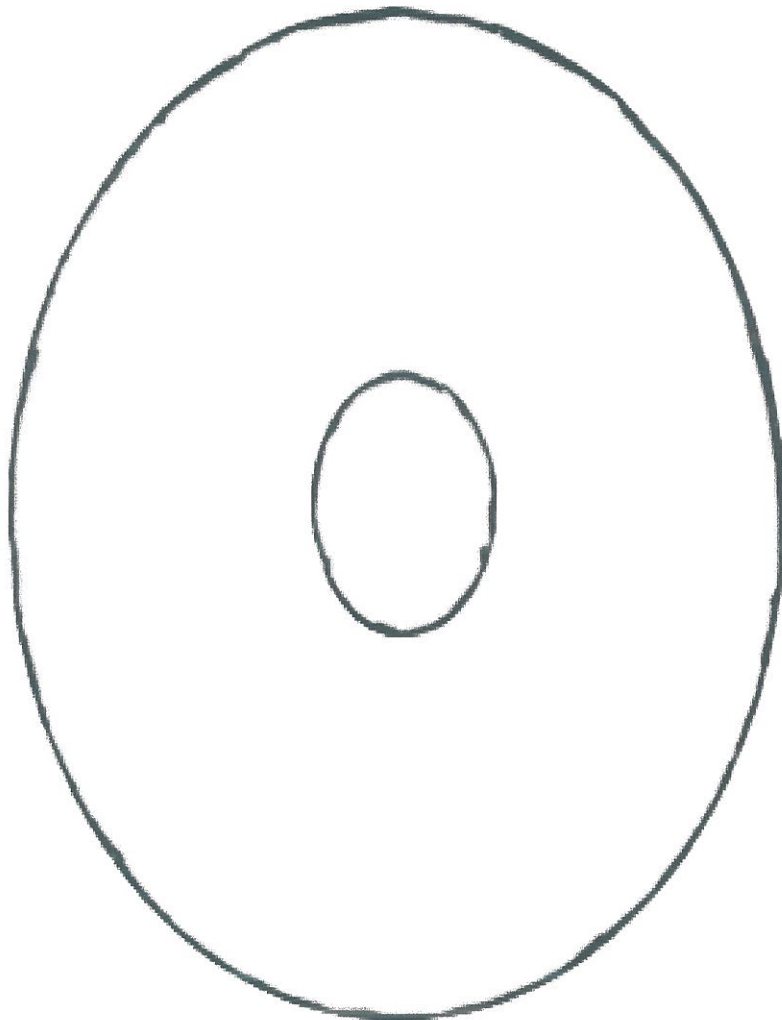
How do you think his view of the battle would differ from Leo's? How would he have recorded and told the story of the battle of Hastings?

This is Anna, a Norman woman who worked day and night on the Bayeux Tapestry.

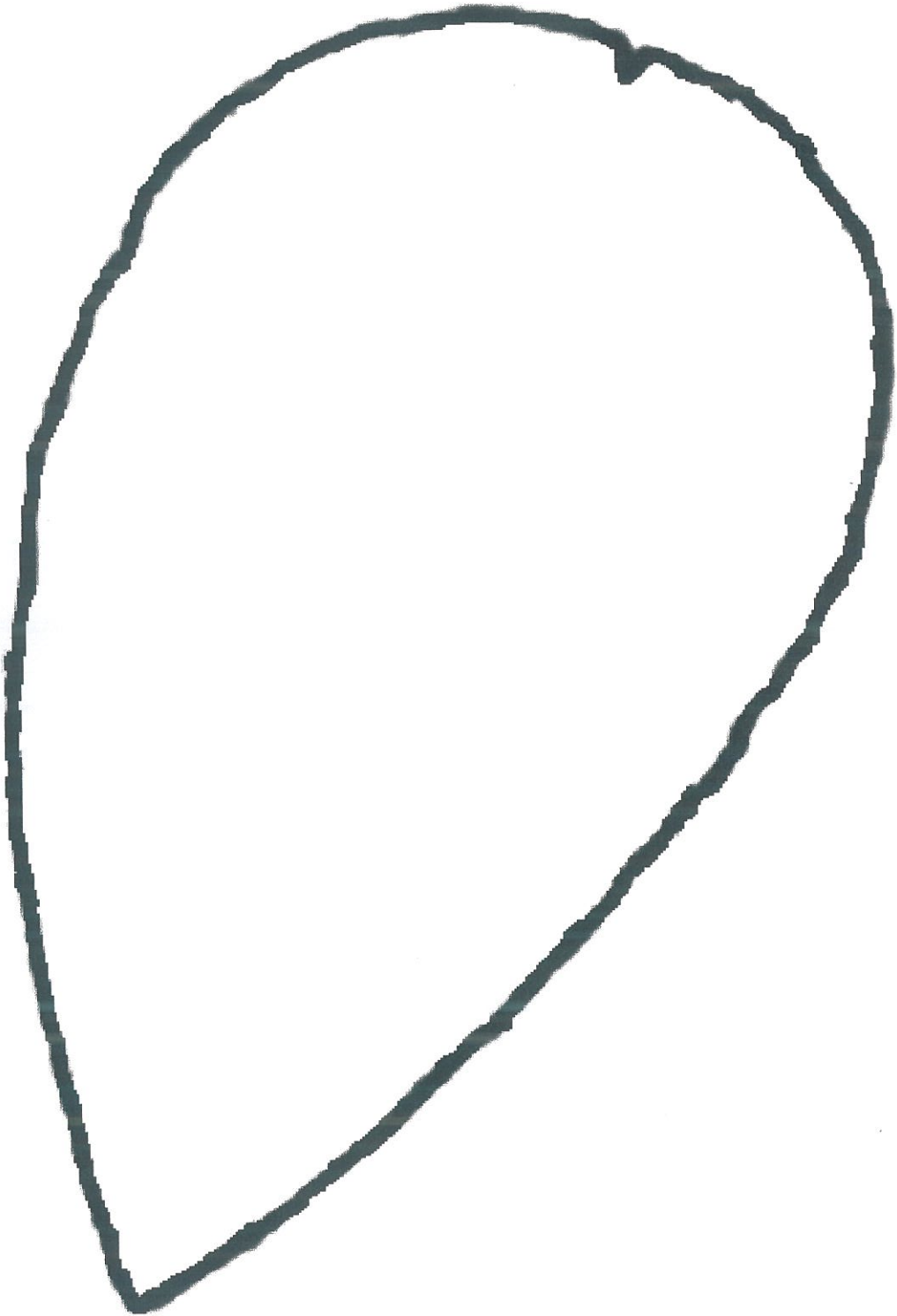
How do you think she would have felt about the story that she was recording?



The Saxon housecarls had round shields that would also been decorated by the soldiers. How would you decorate a shield?

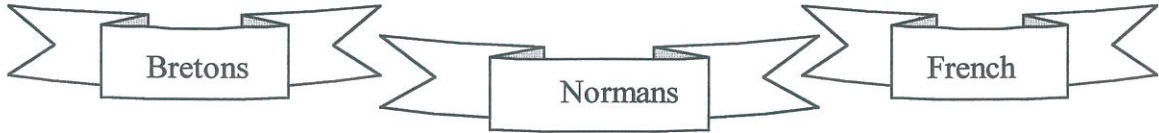
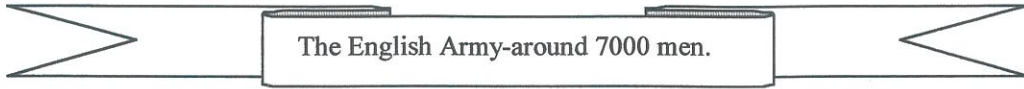


The Normans had full length shields that covered most of their bodies. Many of these shields would have been decorated by the soldiers. How would your shield be decorated?



THE BATTLE

On Saturday 14th October 1066 the Norman and English armies took up battle positions on Caldbek Hill. The battlefield would have looked something like this....



Why did Harold take the high ground?

.....

What sort of weapons did the Saxons use?

.....

How did these weapons differ from the Normans?

.....

What were the strengths and weaknesses of Williams army?.....

.....

Who was the best tactician, William or Harold?.....

.....

Why did William raise his helmet mid-battle?.....

.....

What was the Papal banner and why did William have it?.....

.....

THE PRINCIPAL CHARACTERS

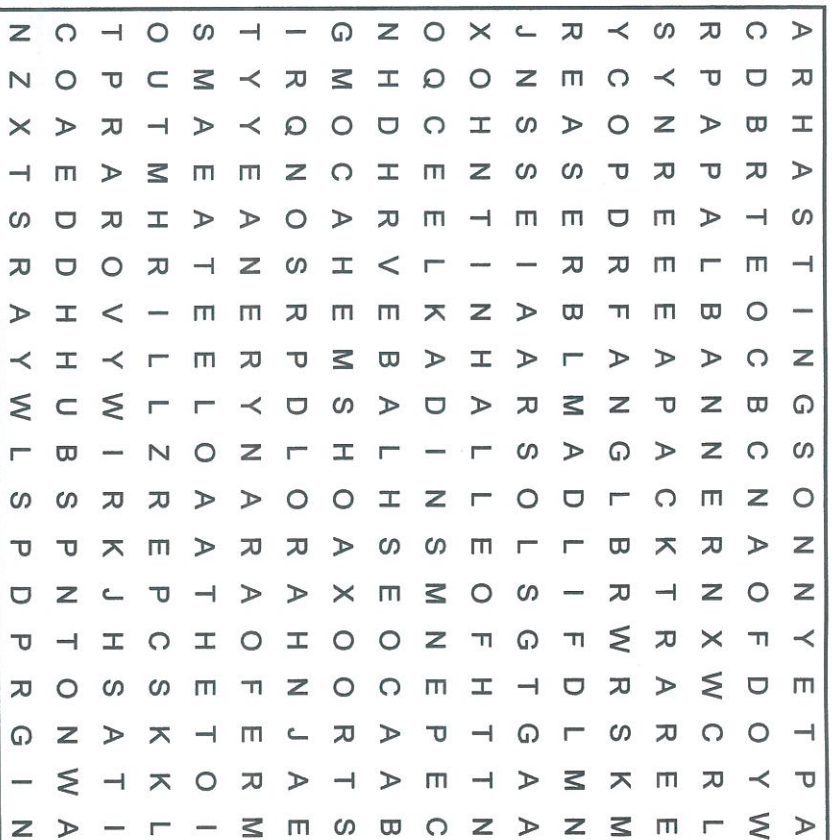
Look at the list of adjectives below. Decide which words match the actions of each of the characters e.g. ask yourself whether William was brave or foolish to remove his helmet in battle? Think about other things he, and the other four, did. When you have collected enough adjectives for each character write the type of person each seemed to be.

Impatient	Brave	Foolish	Good	Uncertain	Ambitious
Xenophobic	Strong	Weak	Wise	Pious	Jealous
Clever	Angry	Skilful	Kind	Intelligent	Determined
Religious	Learned	Stern	Gentle	Bad	Greedy



THE BATTLE OF HASTINGS

See if you can find the words listed below.



SAXON

HASTINGS

BRETON

NORMAN

CASTLE

PAPALBANNER

EDWARDTHECONFESSOR

PEVENSEY

FRENCH

TOSTIG

HAROLD

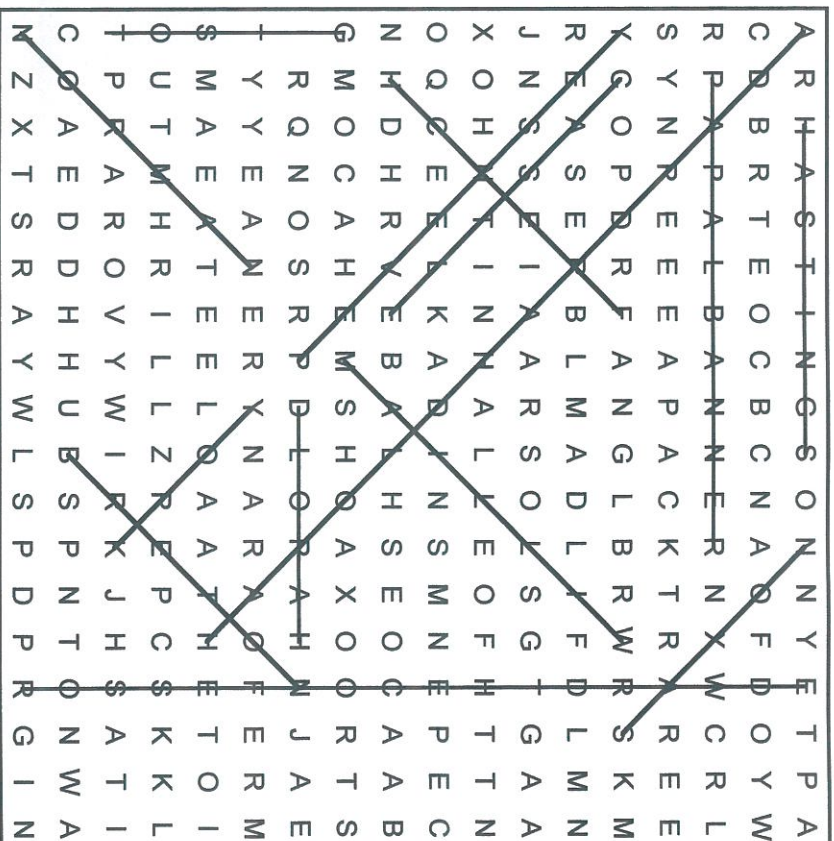
WILLIAM

HAROLDHARDRADA

YORK

THE BATTLE OF HASTINGS

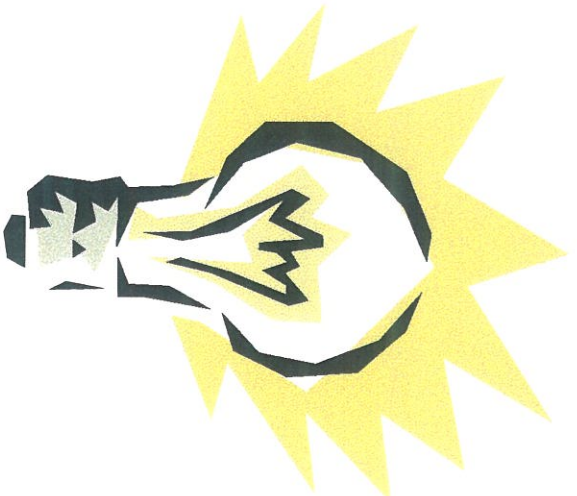
Answers



SECTION 5

Ideas Bank

Suggested ideas to work on and develop in the classroom.



DIARY WRITING



This provides a good opportunity for empathy writing. It also enables children to combine historical facts that they have learnt with their own creativity and imagination. Specific vocabulary related to the events in 1066 can be used in diary writing. Two diary ideas are:

A Saxon Soldier – Children can imagine that they are a soldier in Harold's army and write an account of the events leading up to the battle at Senlac field. How did they feel having to march over 200 miles from York to Hastings?

A Norman Soldier – Imagine that a Norman knight kept a diary. Why did he join William's army in the first place? How did he feel about the invasion? What did he feel about being so far away from home?

MUSIC



The children can find out what sort of instruments and music would have been played. The children can make their own instruments.

DRAMA



This topic provides an excellent opportunity for mime and role play. Through mime, children can empathise with the life of either a Saxon or a Norman. Create situations for the children to act out.

LOCAL AREA

Interest in the local area can be stimulated by looking at how the local area has changed over the centuries.

Look at street names and areas of the town. Hastings for example has roads such as:

Githa Road	-	Harold's mother
Harold Road	-	King Harold
Battle Road	-	The Battle of Hastings
William Road	-	William The Conqueror
Edward Terrace	-	Edward The Confessor
Edith Road	-	Wife of Edward the Confessor
Saxon Street	Norman Road	

Maybe the streets in your town named after historical figures or events. What about Buildings and local Companies? They could also be named after events in your towns local history, for example:

Conquest House
The Conquest Hospital
William The Concreter
The Norman Arms

HASTINGS CASTLE QUIZ

- 1: Who built the 'motte' and why?
- 2: What was the church called that was built within the Castle walls?
- 3: What were the grounds used for in the Victorian era?
- 4: Where is the site of the High Altar?
- 5: Why was the graveyard removed?
- 6: Where were miracles said to have happened?
- 7: When were the East Gate Towers built?
- 8: Where are the portullis slots?
- 9: In what year was the Hastings Castle sold to Hastings Corporation?
- 10: How much did Hastings Corporation buy the Castle for?
- 11: Why did the church fall into ruin?
- 12: In what year were stones exchanged between Hastings and Falaise Castles?
- 13: What is the Ladies Parlour?
- 14: Which princesses are associated with Hastings Castle?

HASTINGS CASTLE QUIZ

ANSWERS

- 1: The 'motte' was the mound of earth raised by the Normans on which to erect their wooden fort.
- 2: The Collegiate Church of St Mary
- 3: A rose garden
- 4: At the top end of the church near the motte
- 5: To make way for St Mary in the Castle to be built below.
- 6: In the Chapel of the Holy Cross
- 7: 1225
- 8: In the East Gate Towers
- 9: 1951
- 10: £3,000
- 11: The Dissolution of the Monasteries in 1548
- 12: 1961
- 13: The first Jousting ground in England
- 14: Princess Adela and Princess Elizabeth