

Thinking from the inside

How active learning can deepen students' understanding of attitudes and reactions to the Norman Conquest.

Ian Dawson and Dale Banham

Let's start by explaining how this article came to be written. The activity described below, exploring the effects of the Norman Conquest, was devised by Ian Dawson, initially for use with students in a college of higher education but with more than half an eye on use in schools. The activity was then sent to Dale Banham who used it with a Year 7 class. This article is therefore an amalgam of Ian's original plan, Dale's description of how he used it and followed it up and our joint thoughts on the benefits of this kind of activity. To keep things as clear as possible, the whole article has been written up by Ian Dawson and any use of "I" refers to Ian and I will describe what Dale did in the classroom. Got that? Good, now back to the beginning ...

Genesis

Like all the most effective activities, this began with the diagnosis of a learning problem. On the surface it's a problem of motivation as the effects of the Conquest land with a dull thud after the exciting events of 1066¹. However, at a deeper level, the problem is understanding the clash of peoples, the attitudes and fears of both English and Normans (and then how we develop empathetic understanding and what use we put that understanding to). The trouble is, once past Hastings, many students think Guillaume has been converted overnight into William, a very English king. After all, we talk about him as William the Conqueror, a phrase whose familiarity and Englishness takes away the meaning of 'the Conqueror'. Therefore it's hard for students to envisage a real clash between invaders and invaded and so there are no fears and attitudes to explain.

But Guillaume le Batard (or whatever!) didn't become the epitome of Englishness the moment the last arrow was loosed at Hastings. A more realistic way of thinking about these years has been proposed by the historian, Elisabeth van Houts, who persuasively

likens the events, feelings and fears in post-conquest England to the Nazi occupation of western Europe.² How could I get the students to move from their assumptions of continuity to appreciate the fears and anxieties inherent in the aftermath of the Conquest?

What I needed was an activity that forced students to think 'from the inside' about how they, as English or Normans, might have felt after 1066. This would be preliminary to using that empathetic understanding to help explain the actions and events of the period. Having already role-played the events of 1066³, using the classroom as a map and the students as Normans, Vikings and English, the natural solution was to use a similar strategy for exploring the impact of the Conquest. The chances of students learning effectively were enhanced by them already being comfortable with this model of active learning.

Outline of activity

This activity is therefore intended to help students develop an understanding of

- a) the pattern of rebellions against William and why the rebellions did not succeed
- b) the impact of the Normans on life in England, particularly the changes in landownership and why they came about
- c) how the English and Normans felt about each other.

More broadly, students had to think about whether what individuals, even monarchs, intend to happen is necessarily what does happen and how antipathies develop between groups, providing a clear link to citizenship objectives. Finally, everyone can contribute effectively, regardless of literacy levels, and realise that hard work equals hard thinking, not lots of writing!

The activity uses the classroom as a map of England. Two thirds of the class are distributed around the room as English landowners, the other third being Norman knights. The main individual role is William the Conqueror who initially intends to allow the English to keep their lands. However, as rebellions multiply, William replaces the English with Normans until all have been replaced. William is best played by the class teacher or a colleague - in French! - with a translator so the

English can understand you. This leap into languages across the curriculum is intended to get across the reality that the Norman Conquest involved the imposition of alien rule. Now let's look at the detail.

The Detailed Plan

1. Preparation - Music, bibs and farmyard animals!

In the lesson before the role play Dale divided his Year 7 class into Normans and English landowners. Normans were instructed to bring imitation swords and shields to their next lesson, whilst the English were told to bring toy animals and farms. No further clues were given as to the content of the lesson. The aim was to arouse interest without giving away specific details, to add a sense of mystery, surprise and suspense!

On arrival at their lesson, English and Normans lined up on different sides of the corridor and were given different colour bibs, borrowed from the PE department. Period music played as they were told where to sit or, in the case of the Normans, stand. The coloured bibs helped pupils see how the pattern of landownership was changing during the lesson and, together with the props, made them feel different from the other side. The farmyard props had the added advantage of giving William something to destroy as he lost his temper whilst the swords and shields made the Normans look aggressive and acquisitive! Finally, the music helped to prepare pupils for something different, added to the suspense and created a sense of period. One pupil commented, "It really did feel as if you were in the Middle Ages. I forgot we were in a classroom". Pupils were now eager to find out what was going to happen and were far more attentive to Dale's lesson introduction than he claims they normally are on a Friday!

2. Arranging the classroom

Position the English landowners in groups (see Figure 1) representing five regions - the south-west, south-east, midlands, East Anglia and the north - with a minimum of 2 pupils per group. They should sit on the desks with the same number of empty chairs

alongside - see 4 below. The Normans line up at one side of the room - looking acquisitive!

Figure 1

3. Introducing the activity

This is done in your normal role as teacher. Explain that the purpose of this activity is to investigate what happened in England after the battle of Hastings. Then:

a) ask the English (so all can hear)

- what had happened at Hastings? What does the battle tell you about the Normans and William?

- what are you afraid of now William is king?

- do you want to rebel?

- what might make you rebel?

Through leading questions try to bring out their fear of losing their land, that they might rebel, depending on what the Normans do, perhaps if they take away the land of the English landowners. Remember that pupils are suggesting how they feel or act, not working from previously acquired knowledge.

b) ask the Normans (so all can hear)

- what do you hope to gain from victory?

- will you be able to beat the English if they rebel?

Try to bring out their hopes of gaining land and that the English will be most dangerous if they rebel all at once.

So what happened after 1066? Now is the time to go into role but first, what role will you play? There are 3 aspects of this - William, the translator and the teacher who moves pupils around the room. One possibility is for you to combine playing William with the teaching role and to ask a colleague or sixth-former (or confident pupil) to act as translator. Alternatively, if you just happen to have a French teacher available, you can take Dale's approach:

'Rather than embarrassing myself in front of the class by speaking French I asked a colleague from the Languages department to play William. This left me in the

position of narrator and translator. This had two benefits. Firstly, I was able to impress pupils with my ability to translate French. Secondly, I was also able to control the lesson without having to come out of role, which would have been the case if I was playing William.'

Whether you play the role of William or the narrator/translator, it is important to note that, despite the apparent unorthodoxy of this activity, the teacher is in control all the time. Students and new teachers often feel uneasy with the idea of role-play, assuming it to be a free-form invitation to anarchy. However in this kind of activity where the teacher's role can be likened to that of a director of ceremonies, the only movement around the room is under your direction. There is no simulated fighting or arguing. If you have previously established an effective relationship with the class this activity should not lead to a breakdown of discipline.

4. Step by step coverage of rebellions

What follows is a text you can use verbatim⁴. William starts off as the voice of reason but slowly becomes angrier. You'll know from your relationship with the class whether to make William lose his temper or be coldly furious. Remember you are free to rant loudly in French - your translator will be clear and comprehensible.

William's words are in bold

The translator's words are in italics.

Your actions and commentary as teacher are in normal type.

Step 1 - William's intentions

William (to the English) : Je suis le roi Guillaume. Harold est mort et je suis maintenant le roi d'Angleterre

Translator: I am King William. Harold is dead and now I am King of England.

William: Vous êtes tous des propriétaires importants. Je pourrais enlever votre terrain et le donner à mes soldats. Mais je ne veux pas faire ça.

Translator: You are all important landowners. I could take away your lands and give them to my soldiers. But I will not do so.⁵

William: Je vais donner à mes soldats seulement le terrain des hommes qui sont morts au combat. J'étais généreux envers vous - donc vous serez dès maintenant fidèles envers moi.

Translator: I will give my soldiers only the lands of the men who died in battle. I have been generous to you so now you will be loyal to me.

Teacher action/explanation - move 1 Norman into south-east to take over lands of the dead. Do not move out any English landowners.

Step 2 The First rebellions

Teacher says: In 1067 an English landowner Edric the Wild and some Welsh kings rebelled in the west Midlands. (*Point to the regions concerned and the pupils involved*). William beat them. This is how William responded.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner à mes soldats votre terrain.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers.

Teacher action/explanation: Replace half of English landowners in Midlands with Normans. Put the English into the empty chairs so that they are sitting lower than their new Norman lords, demonstrating their newly inferior status. Then finish by saying to the demoted English landowners -

William: vous Anglais travaillerez pour mes Normands.

Translator: You English will work for my Normans.

Step 3

Teacher says: The next year, in 1068, King Harold's sons sailed from Ireland and attacked Bristol. They were defeated. Other rebels took control of Exeter but surrendered after an 18 day siege. William built a castle at Exeter.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner à mes soldats votre terrain et vous travaillerez pour eux.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers and you will work for them.

Teacher action/explanation: Replace most of the English landowners in the south-west with Normans. For a simple castle just fold an A3 sheet in 4 for a square keep or roll into a circle for a circular motte and bailey and distribute these round the room as you put down the rebellions. Better still, force the English to make them and constantly chivvy and criticise them.

Step 4

Teacher says: The next year, 1069, there was another rebellion. The Norman commanders in York and Durham were killed by rebels. The rebels made alliances with the Kings of Scotland and Denmark. William marched north, won back control of the area and built two castles in York. However a large Danish army joined the Northern rebels in another attack on York. William forced the Danes to flee and punished the local people.

William: Cette révolte a été très dangereuse. Je punirai le nord si sévèrement que personne n'osera jamais encore se révolter contre moi.

Translator: This rebellion has been very dangerous. I will punish the north so severely that no-one will ever dare to rebel again.

Teacher action/explanation: Replace all English in the north with Normans and decide whether you will sweep all the toy farms and cows in your regal fury! An even more dramatic demonstration of William's calculated savagery is to take a pair of scissors and cut an ear off a cuddly toy which you have deliberately chosen to play the part of a northern landowner. I did this at a recent inset. Awed silence followed.

Step 5

Teacher says: Another year and still more rebellions. In 1070 there were small rebellions in Cheshire and the Midlands. Then the King of Denmark and his army sailed into the River Humber. This sparked off a rebellion in the Fenlands of East Anglia led by Hereward the Wake. William made peace with the Danes and forced the rebels to surrender after a long struggle. Many rebels were killed.

William: Je suis votre roi. Vous vous êtes révoltés contre moi, donc vous perdrez votre terrain. Je vais donner à mes soldats votre terrain et vous travaillerez pour eux.

Translator: I am your king. You rebelled against me so you will lose your lands. I will give your land to my soldiers and you will work for them.

Teacher action/explanation: Replace rest of English landowners in Midlands and E. Anglia and any others outstanding elsewhere with Normans. If short of Normans use that old standby, cuddly toys, to fill out the Norman ranks.

Debriefing - allowing time for reflection

It is crucial to allow enough time for immediate follow-up within the lesson. Dale allowed 20 minutes for the debriefing, using questions to probe and extend understanding. The de-brief was divided into four stages.

a) First use basic, closed questions which allow pupils to demonstrate the knowledge and understanding gained from the role play. These questions also boosted pupils' self-esteem as they were genuinely pleased with how much they could remember and were particularly impressed that they had achieved this without writing anything

down! These questions also reinforce the narrative framework. Reinforcement through layering of knowledge seems the best way to build up knowledge in depth.

b) Next ask more challenging, higher-order, open questions which need deeper thought. For example: Did William intend from the beginning to give all the land in England to his Norman followers? Why did he change his mind? Why were the rebellions not successful?

c) During the third stage, pupils should be encouraged to describe aloud what they had been thinking and feeling at different stages of the role play. For example, Dale found that pupils who played English landowners were able to express how their feelings had changed from insecurity to anger during the role play. He also encouraged pupils to reflect on the impact of a foreign language and how their inability to understand William had affected them. Having William speak in a foreign language had made a distinctive contribution. It not only demonstrated effectively that the Norman conquest involved the imposition of alien rule but the "English landowners" commented how their inability to understand William made them feel scared and powerless.

Here we can draw upon Ian Luff's discussion⁶ of the value and importance of period language. Luff is not advocating 'gadzookery'. He is suggesting that students' understanding is enhanced by articulating period ideas in the language of the time. In this instance we could ask the English whether they think or talk about the Normans as their 'lords' or their 'masters'; whether England is 'ruled' or 'occupied'; whether the northerners were 'punished' or 'massacred'; whether the English had rebelled or were 'fighting for freedom'. From here it's a small step to an unusual context for the debate over who were the terrorists and who were the freedom fighters. Would the Normans call the English 'terrorists' in 1069? Such questions will help students realise the significance of their choice of words because words encapsulate attitudes. There's a lot of literacy and citizenship in this paragraph without moving an inch from our original historical problem!

d) Finally, students can work in pairs to generate their own questions about what happened after 1066. Dale ran a question of the week competition (a prize for the

most interesting question). He then used these questions to plan follow-up work that was not only historically valid but motivating because it was suggested by pupils themselves. Having been involved in thinking 'from the inside' this topic now mattered to the pupils. As Geoff Lyons has written 'Arousing pupils' emotions .. is deliberately intended to help them understand that the topic matters'.⁷

The debrief was also important in moving students on from being 'in the past' to reflecting 'on the past' albeit reflections enhanced by their experience of thinking from the inside.⁸ This transition requires explicit identification by the teacher so that pupils clearly understand what is being asked of them at any one time. This is helped considerably if the 'thinking from the inside' session takes place in a different room from their normal 'looking at the past from the outside' classroom.

Follow-up work - Reconstructing the past

Dale allowed three lessons to follow-up, based on pupils' questions generated in the debrief. The role-play was the driving force behind these lessons. Continual references were made back to pupils' actions and reactions during the role play, demonstrating once again as Michael Riley has emphasised, the value of the question 'Do you remember when ...?' for focussing students' thinking.

Lesson 1 started with a quick review of what had been learned from the role play. The key question that dominated this lesson was: How does what you learnt during the role play help explain William's actions during the rest of his reign? Pupils could remember the pattern of rebellions and this helped to explain why the English were not successful, why William took so much land from the English and why more castles were built in certain areas than others. The dramatic change in the pattern of landownership (the coloured bibs paid dividends here) helped pupils understand the need for Domesday Book (prompted by questions such as How quickly did the lands change hands? How easy would it have been for the king to keep track of who owned what and how would the rebellions affect this?)⁹

In lesson 2 pupils used their research to storyboard a five minute documentary on events after 1066 - but this wasn't any old documentary! As part of their earlier

investigation into the Battle of Hastings they had seen a clip from Simon Schama's 'History of Britain'. Now their task was to plan the next five minutes of the documentary, dealing with how William won control. Before pupils began their storyboard they watched the documentary clip again. This was important as it modelled appropriate language and style. It also led into an interesting discussion on what makes a good documentary. Pupils identified two key criteria :

- (i) sense of audience - is it entertaining? will it appeal to the audience?
- (ii) historical detail - is the information accurate and relevant? are key points supported by sufficient evidence?

The simple storyboard structure (A3 sheets of paper with three columns for each scene: text, visual images and sound effects) challenged pupils to think creatively. It ensured that pupils had to do more than simply write the script. Pupils now had to think about using visual images and sound effects as well as words to communicate their knowledge and understanding. Pupils were therefore placed in the role of teaching others and had to juggle the need to entertain with the need to provide accurate and relevant historical detail.

The storyboarding technique provides pupils with an insight into the way in which a historian works¹⁰. It is all very well telling pupils that what the historian produces is no more than an attempted reconstruction of past events but giving pupils the role of documentary maker allows them to realise this for themselves.

In lesson 3 each group of pupils presented their plans within a clear, brief time-limit, the rest of the class playing the part of a production team. Their role was to highlight the strengths and weaknesses of the documentary using the criteria above. The production team were also encouraged to ask the group the reasoning behind their decisions. Why did you concentrate on ... rather than ...? Why didn't you include ...? Why did you choose that particular image/piece of music to go with ...?

Finally, pupils watched Schama's account of what happened after Hastings. For homework, pupils wrote a review of this section, enjoying the role of historical expert. Critically analysing the work of a fellow historian was a big boost to their self-esteem!

Formative Conclusions - 2 significant reasons for trying this role play

1. Better knowledge and understanding

The role play is NOT a bolted-on extra or mid-unit treat.¹¹ It is a serious learning activity with clear learning objectives. Key Aspect 2c requires pupils to explain reasons for, and results of, historical events, situations and changes. The role play was the driving force behind pupils developing a clear understanding of what happened after the Battle of Hastings and why. It helped pupils come to terms with important historical issues and connected pupils with the learning that was to follow. Follow-up work benefited from both the excitement and the clarity of thinking generated by the activity. On reflection, pupils felt that they had learned more because they had both enjoyed the lesson and been actively involved. "When you enjoy a lesson you take more in" was a common view.

Knowledge and understanding increased because information and concepts had been delivered in a novel, unusual and layered way. This significantly increased the chance that it would be remembered. Pupils also tend to remember anything that has a strong emotion attached to it. Interviews demonstrated that all pupils had identified with their roles. One boy who was an English landowner said he felt a mixture of emotions during the role play - scared when William lost his temper and genuine anger when his land was taken away even though he had not rebelled! Imagination plays an important role in memory and the role play's physicality - lots of visual props and the classroom acting as a living map - made it easy for pupils to visualise the story. As one girl exclaimed "You are actually the English landowner, you see what is happening, so you understand and remember."

2. A greater variety of learning preferences for pupils

It is now widely acknowledged that pupils have different ways of learning effectively. Each pupil has a preference for how they receive and process information. Visual learners prefer to see information, auditory learners like to hear information and kinaesthetic learners learn best when they are physically involved (touching, doing, feeling) with their learning. It is kinaesthetic learners who are likely to benefit the

most from role play activities although others, particularly auditory learners will benefit too. There were no pens in the role-play - the activity was based on listening, speaking and thinking.

This basis in listening and speaking supported the arguments advanced by Ian Luff and Rachel Rudham¹² that listening and speaking play a vital role in stimulating thinking, turning half-formed ideas into clear arguments and promoting more effective writing. Rudham writes tellingly of pupils previously 'going through the motions of completing a piece of written work without real thought' but then, motivated by carefully structured listening and speaking activities, achieving a depth of thinking that 'greatly enhanced the standard'. So important does the role of structured listening and speaking seem in improving written work that its place in learning at A level and beyond is in need of major re-evaluation.

One key result of the appeal to different learning styles was that a wider range of pupils contributed to class discussion. Also pupils who had previously been demotivated and apathetic towards school gave very positive feedback about the lesson and worked with enthusiasm during follow-up activities, re-inforcing one of Rudham's key conclusions. For some pupils their preferred style of learning can be at odds with the way in which teachers plan a sequence of lessons. These pupils may also be at odds with the ordered, structured environment of the classroom. Opportunities for their preferred style of learning may also have declined with the introduction of Literacy and Numeracy strategies. On reflection the pupils who made the greatest progress were those whom Hughes calls "the fidgeters"¹³, often labelled naughty and inattentive, who quickly become bored, lack confidence and make little progress. This is where Dale felt the lesson had its biggest impact - "fidgeters" became thinkers and their confidence soared.

Therefore the role play had highlighted the need to review schemes of work to analyse the opportunities for visual, auditory and kinaesthetic learners. If as many as one in three pupils show a preference for kinaesthetic learning what activities are we incorporating into schemes of work in order to tap into their potential? The answer is not to group pupils by learning preference and teach them accordingly but to provide a variety of learning styles for all. This variety will not happen by chance, it needs to

be planned for. Students with learning difficulties, most obviously those with dyslexia, may also be transformed by activities that focus initially on thinking, speaking and doing, so increasing their motivation to improve their written work.

Empathy, role-play and active learning

In a recent letter to Teaching History Ian Luff asks 'Is the quest for empathy an essential or even legitimate part of a role-play centred lesson?'¹⁴ By way of answer, let's explore our Norman activity. What if pupils had been asked why William confiscated the English lands without the use of the role play? The likeliest answers would explain his actions in terms of 'winner takes all' and that confiscation was a way of punishing the English for not accepting him as king. But thanks to the role-play, pupils were 'thinking from the inside' and so able to explain that William didn't at first intend confiscation; that this was probably the result of a mixture of thought and emotion - the logic of keeping control by putting his men in key places combined with frustration and anger at the constant rebellions;. The role-play enables pupils to tap into the complexity of the developing situation, not see it as a single moment in time when simple, unemotional, cut and dried decisions were made.

Role-plays also reach the undefinables that play a part in decision making. For example, just why did so many people join the revolt of 1381? Only a role-play is likely to help pupils understand the fear of being left behind alone in the village, the moral pressure to join in with your mates, the adventure of going up to London - all reasons which must have played their part in 1381, just as they did in 1914 and on numerous other when people made individual choices in the midst of group action.

Role-play also leads naturally into the vital question of 'how do we know that these recreated attitudes and feelings are accurate?' Empathetic reconstructions must relate to evidence or they are, at best, the very broadest hypotheses. Therefore one important follow-up activity is to look at the available evidence and ask pupils how certain they can be about the accuracy of their feelings as Normans or English - completely certain, fairly or totally uncertain.¹⁵

These arguments suggest that the development and analysis of empathy is a legitimate part of role-play but is it an essential part? Take a different activity, on the Armada, (gym, cones for the coastline, hairdryer to simulate the wind direction, the usual things) that arose out of identifying a learning problem to do with explanation.¹⁶ My students were attributing the failure of the Armada to one overall factor instead of analysing the roles of a range of factors at different stages of its voyage. So I moved students as English and Spanish ships up the channel and at each of 4 stages we looked at why the Armada was or was not being successful. This was done by using students wearing tabards denoting causes (the weather, English gunnery etc) and deciding at each stage which factors were most important and putting the top factor/s on an Olympic podium. By the time the battered Armada headed north it was clear that different factors were important at different stages and we then set about building up a physical essay plan in the gym using the students as paragraphs. There was precious little empathy here (although at different stages there was a sense of helplessness for both sides). Instead the focus was improving explanation. Perhaps this isn't role-play but it is active learning and if we take this broader definition we can target the widest possible range of learning problems.

Finally the old chestnut, is there time for active learning? Active learning provides not only motivation and variety of learning experiences but a most effective first layer of learning when beginning a topic. Students take vital steps in building their framework of knowledge and in developing conceptual understanding. Looking at active learning as introduction rather than 'big finish' suggests that those who ditch active learning at GCSE and at A level 'because there isn't time' are making a major mistake. My experience, over 20 years of using these activities, is that they are not luxuries but essentials because, far from wasting time, they accelerate learning in the early stages of a unit of work. They enable students of all abilities (although most visibly with weaker students) to overcome initial obstacles they often bounce off. Having 'walked through' events and 'thought from the inside' they are much more able get to grips with detail and complexities and, crucially at A level and beyond, they can read about them more effectively. The page is no longer an obstacle course full of completely unfamiliar material. Rachel Rudham's description of pupils 'going through the motions' doesn't just apply to KS3, it applies to A level and beyond too.

Therefore, if active learning has the potential for positive benefits at every level, should every teacher try active learning? Ian Luff suggests 'role-play is not for every teacher', a view I used to share but I now find myself wondering 'why not?' Perhaps the problem lies in that word 'role-play', conjuring images of uncontrolled movement, deafening noise or, worse, teachers appearing in costume! Activities such as that described above are not like this - here the teacher acts as 'director of ceremonies' in a role little removed from their normal teaching style. Pupils move around but always under direction. This kind of activity represents the nursery slopes for teachers uncertain about the risk of role-play but seeking ways of helping pupils whose learning styles are not best met by an unrelenting regime of textbook exercises. Once comfortable with these controlled activities, then is the time to move onto less-directed activities, such as Geoff Lyons' pre-1832 electoral role-play.¹⁷ And what's true for the teacher is just as true for the students. They are more likely to learn effectively from a complex, ambitious role-play if they have first become confident in learning from shorter, more controlled activities.¹⁸

So, the activity does work with the bottom set on a wet Friday afternoon. A broader range of pupils contributed to class discussion, giving them added confidence and enthusiasm for the subject and it contributed to the "can do mentality" in the classroom. Happily it had the same impact on my second years at college. One of the most gratifying outcomes of this cross-age phase collaboration was that Dale and I used the same structure and many of the same questions despite the ten year age gap between our students. The detail that I then developed and the nature of follow-up reading were different but the core activity was the same. A good teaching method is a good teaching method, no matter what age-group is doing the learning. Maybe instead of asking 'why are you using active learning?' we should now be demanding of teachers in both schools and universities, 'why aren't you using active learning?'

¹ Not that there aren't any learning problems in those exciting events. Pupils can easily assume William was bound to win and they also struggle with the problem of bias in the sources. For an active learning activity that tackles these problems see note 3.

² E. van Houts, 'The Trauma of 1066', *History Today*, October 1966.

³ See I. Dawson, *The place of the Hairdryer in History: role-playing the Norman Conquest*, *Discoveries*, 1995, published by Schools History Project. This article is being republished in C. Culpin and I. Dawson, *The Norman Conquest Teachers' Resource Book*, John Murray, 2002.

⁴ Our thanks to Simon Green, Language Teaching Adviser at Trinity and All Saints College, Leeds, for providing the translations.

⁵ For extra drama split this phrasing so you pause after ' .. to my soldiers' and have the translation, then after a pause add 'But I will not do so'. - and remember to ask about feelings at this stage in the debriefing.

⁶ I. Luff, 'Beyond 'I speak, you listen, boy! Exploring diversity of attitudes and experiences through speaking and listening', *Teaching History* 105. I am grateful to Ian Luff for further discussion of his views.

⁷ G. Lyons, 'Reflecting on rights: teaching pupils about pre-1832 British politics using a realistic role-play' *Teaching History*, 103,

⁸ An important distinction highlighted by Luff, *op.cit.* p.11.

⁹ This mention of Domesday Book not only shows how the activity allows pupils to link events together (coverage of these post-1066 events can descend into a tangle of one damn famous event after another) but also links into current historical analysis. Historians never have reached a consensus on why William ordered the Domesday survey but one recent suggestion is that, after the chaos of the re-distribution of lands in the 1060s and 1070s he needed the survey to work out who had what.

¹⁰ D. Banham, 'A Cunning Plan for teaching the First World War AND increasing numbers opting for history', *Teaching History* 100. Also D. Banham and C. Culpin, *'The Trenches, a First World War Depth Study for Key Stage 3'*, John Murray, 2002. The Teachers' Resource Book for *The Trenches* contains clear guidance on storyboarding.

¹¹ For a useful summary of assumptions about role-play and a rationale for its use see I. Luff, "'I've been in the Reichstag': rethinking role-play", *Teaching History*, 100.

¹² Luff, 'Beyond 'I speak, you listen, boy!', *Teaching History* 105 and R. Rudham, 'a noisy classroom is a thinking classroom: speaking and listening in Year 7 history', *Teaching History*, 105.

¹³ R. Hughes, *Strategies for closing the learning gap*, 2001.

¹⁴ Ian Luff, 'The power of focused role-play', *Letters, Teaching History* 104

¹⁵ For an example of questions that focus on this issue see C. Culpin and I. Dawson, *The Norman Conquest*, John Murray, 2002, pp.29-41.

¹⁶ I hope to make this Armada activity available via the SHP website in July 2002 as part of the 2002 Conference papers. See www.tasc.ac.uk/shp

¹⁷ G. Lyons, *op. cit.*

¹⁸ For a discussion of how to sequence role-play activities see I. Dawson, 'Not the White Tights again! Role-play in History Teaching at degree level', *Teaching History*, 57, 1989. Despite the title, this article is applicable to schools as well as degree teaching and, yes, that is 1989. Those aged copies of *Teaching History* can still be useful!