

Name:______ Tutor Group:_____

History Teacher:______ History Group:_____



Part 3: Study of the Historic Environment

Castles: Form and Function c1000-1750 **Qualification: 2018.** Site: Framlingham Castle

How you will be assessed on this unit

The historic environment study on castles will be examined in Paper 3, along with the British depth study on Personal Rule to Restoration.

The provisional exam date for this paper is 12th June 2018.

The section on Castles: Form and Function 1000-1750 is worth 20 marks: 10% of your final GCSE. It should take about 30 minutes.

The site study changes every year. For those qualifying in 2018, the site is Framlingham Castle.

Question 1 (it will be worth 10 marks)

This will be a knowledge based question that will ask you to explain an important aspect of the history of the castle you have studied, but not its whole history, for example: why a castle fell into disrepair in the period 1400-1600.

2 Questions

20 marks

10%

Question 2 (it will be worth 10 marks)

This question will require knowledge and also analysis of the sources.

There will always be two sources- one will normally be written and the other will be a picture (such as a map, a photograph or a plan).

You will need to draw inferences from the sources to compare how useful each one is to an historian.

You should not argue that the source is NOT useful because it is biased. In fact, you won't get any marks for saying that the source is not useful.

What do I need to know for this section of the exam paper?

- The location of the castle
- The appearance and layout of the Castle at different times in its history.
- Day to day functions of the castle at different times in its history.
- Life in the castle at different times in its history.
- Key events associated with the castle at different times in its history

You will need to use this booklet in conjunction with the Teacher's Guide: <u>http://www.ocr.org.uk/Images/339018-framlingham-castle-teachers-guide.pdf</u>, which will have been reproduced for you (the YELLOW booklet). You will also use the OCR GCSE History Explaining the Modern World Textbook War and Society section on Castles. (For a more detailed overview, see the checklist at the back of this booklet).

Section 1: The Location of a Castle

Learning Objectives

To use sources to draw conclusions about the location of Framlingham Castle.

Success Criteria

- 1. Describe the location of Framlingham Castle and its key features.
- 2. Use different types of evidence to assess the location of Framlingham castle.

CHALLENGE: Critically evaluate the sources successfully and with confidence.



Task 1: The Location of Framlingham Castle (it is in an area called East Anglia).

a) Look at the map below (from Google Maps). What do you notice about its location? How suitable is it for a castle? Annotate the map.



Key Terms

Citadel: a fortress (strong castle) where people can shelter in times of war. Normally commands a city or important town. **Mere:** a lake or large pond.

b) What does source 2 show you about the location of Framlingham Castle? How suitable is it for a castle? Annotate your image.



Look at the sources above. Can you identify different ways in which they would be useful to an historian studying Framlingham Castle?



Task 2: Timeline of Framlingham Castle

Below is a timeline of the castle. During your learning about this castle, complete the timeline with additional notes (in the blank column) from what you have learned.

| 1100s | | |
|-------|---|---------------|
| 1200s | 1100-1306: The Riseand Fall of theBigod familyThey becamepowerful andimportant but thentheir fortunesdeclined. | |
| 1300s | 1306-1483: Framlingham Castle changes hands Passes to the Brotherton family, | |
| 1400s | cousins of the king, then to the Mowbrays created dukes of Norfolk in 1397. 1485-1635: The Howard fa | aily |
| 1500s | Inherited in 1483. Spent a fortune refurbishing it. Ric influential at home and ab Occupied by Mary Tudor in 1553 who gathered her tro there and waited to fight supporters of Lady Jane Gr | pad. |
| 1600s | who gave up, making Mary Tudor Queen of England. | |
| 1 | 1635 onwards: in decline In 1635, sold to rich lawye Robert Hitcham. He died i 1636, leaving instructions | |
| 1700s | the castle buildings to be demolished and a poorhou built. First poorhouse built erected in 1729. Just over years later, the last poorh inmates left. | e ng 00 |

Section 2: The appearance and layout of the Castle at different times in its history.

Learning Objectives

To be able to explain how Framlingham Castle has changed over time.

Success Criteria

- 1. Describe the different features of Framlingham Castle at different times in its history.
- 2. Explain how and why it has changed.
- Use different types of evidence to assess the different features of Framlingham castle.

CHALLENGE: Critically evaluate the sources successfully and with confidence.



What is the layout of Framlingham Castle and how has it changed over time?

You will receive a colour copy of the map on page 5 of the yellow booklet. At various points you will add information to your map.

Task 1: Roger Bigod and the Early Timber Fortress

Look at the information on page 7 of your yellow booklet about the Bigods.

a) What information do we know about the status of the Bigods?

| <i>£</i> | • |
|--|---|
| | |
| b) What evidence is there that Framlingham was an important town? ≪ | |
| | |
| | |
| c) What is the most likely type of castle that Roger Bigod built at Framlingham? | |
| | |
| | |
| Why do you think that Roger Bigod built this castle at Framlingham? (See the fact fil on the next page.) | |
| <u>گ</u> | • |
| | |
| CHALLENGE: Why do you think we have so little information about what Framlingham looke | |

CHALLENGE: Why do you think we have so little information about what Framlingham looked like at this time in its history?



FACT FILE: What are the main functions of a castle? (You will look at these in more detail in the next section- but this starts us off)

- To protect the people inside them from invaders.
- To protect the whole country from invaders- as they defended river crossings/ harbours/ roads etc. from invading armies but also gave defending armies places to get rest and supplies.
- To act as the local base for government in the area- collecting taxes and administering justice, enforcing laws and keeping the area safe. Trials often took place inside the castle.
- To show off- how important the lord or family were who lived in the castle. After the Norman Conquest, it was also to show that new people and customs replaced the old. It could also show off to a rival noble family.
- Social and ceremonial events.
- To aid communications- messages could travel from castle to castle.

Task 2: Hugh Bigod and the Development of Framlingham Castle

a) The effects of events on Hugh Bigod's status.

Look at the following events and explain what it did to Hugh's status (improved it, reduced it, or no change).

| Event | What did this do to Hugh Bigod's status? |
|---|--|
| Civil War between two rivals for the English throne: | |
| Stephen (nephew to Henry I) and Matilda (daughter to | |
| Henry I). Hugh Bigod tried to exploit the situation by | |
| siding first with Stephen but then moving into Norfolk to | |
| try to take the royal castle at Norwich. | |
| He rebelled twice more against the King, but was still | |
| created the first earl of Norfolk by Stephen in August | |
| 1140 (making him one of the top nobles in the country). | |
| He switched allegiance (loyalty) to Matilda, who | |
| confirmed his title as earl. | |
| Stephen and Matilda reached an agreement. Stephen | |
| would rule, but when he died the throne would pass to | |
| Matilda's son, Henry. | |
| 1154: Henry II took the throne and confirmed Hugh | |
| Bigod again as earl of Norfolk. | |

b) Why would these changes to Hugh Bigod's status mean that he would no longer be happy to live in a simple timber fortress? (think about the functions of a castle again).

K.....

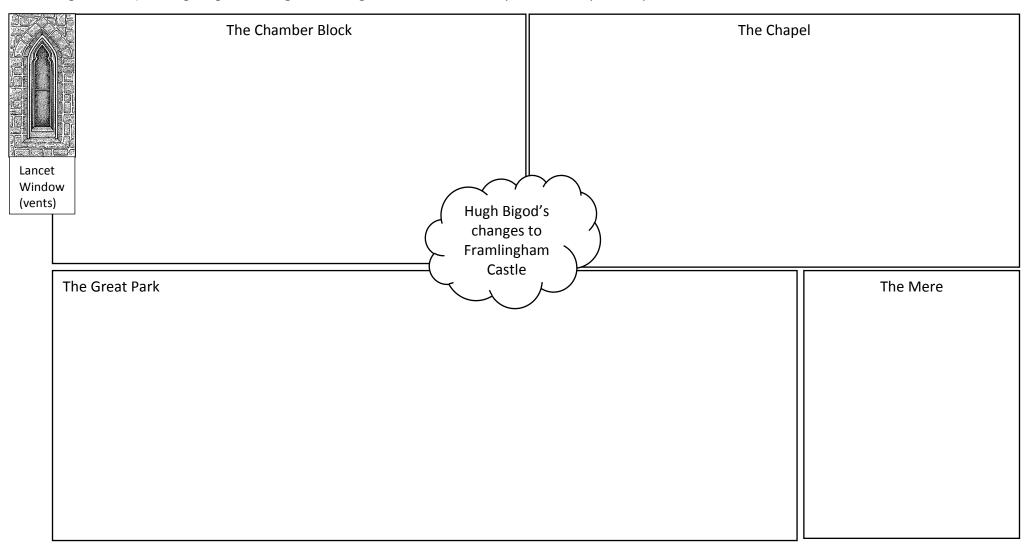
Self-assess your notes! Check them against a neighbours. Do they have information you are missing?

PURPLE PEN

OF PROGRESS

c) Hugh Bigod's changes to Framlingham Castle

Use pages 8-11 of your yellow booklet, plus the sources on those pages to help you put together your notes (you can include words, sketches, diagrams etc.) on Hugh Bigod's changes. You might find that it also helps to look at your map.



6

e) The relationship between King Henry II and Hugh Bigod Use page 11 of your booklet to complete the following chart detailing the relationship between King Henry II and Hugh Bigod and the effect it had on Framlingham Castle.

Event (you will need to say what

1157, Henry II wanted to regain

happens)



A 14th Century Ш

| control of East Anglia and so he | | picture of Henry |
|--|---------------------------------------|------------------|
| | | |
| In 1165, Henry II | | |
| | | |
| Henry was also building his own royal East Anglian stronghold | | |
| In 1173, Hugh joined a rebellion | | |
| Hugh Bigod then died on pilgrima | ge to Jerusalem between 1176 and 1177 | 7 |

Effect it had on Framlingham

Castle/ the Bigods

f) Go back to your timeline on page 3 of this booklet. What can you add to your timeline from these notes?

Task 3: Roger Bigod II¹ and his changes to Framlingham Castle

a) Using the yellow booklet (page 12) what does it tell you about Roger Bigod II's (son of Hugh Bigod) status?



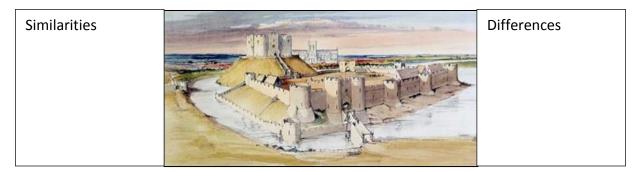
¹ The image in the middle is his coat of arms- red cross on gold background

b) Roger Bigod II's WOW factor!

Label this picture from page 12 of your yellow booklet with all of the features that give Framlingham Castle the WOW factor.



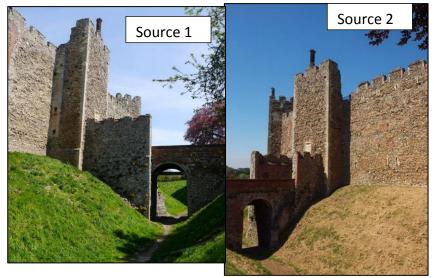
c) How is it different from a more typical castle of the time (e.g. York Castle)?



d) Framlingham's Defences

Roger Bigod II added to the site's defences. Using the sources below and page 13 of the yellow boolet), explain how the defences were supposed to keep Framlingham safe.

Source 1 and 2 both show recent photo's of the **protective ditches.**

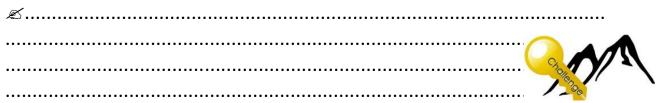


Framlingham Castle Gatehouse

Source 3 shows a recent picture of the gatehouse. How did that help to keep the castle safe?

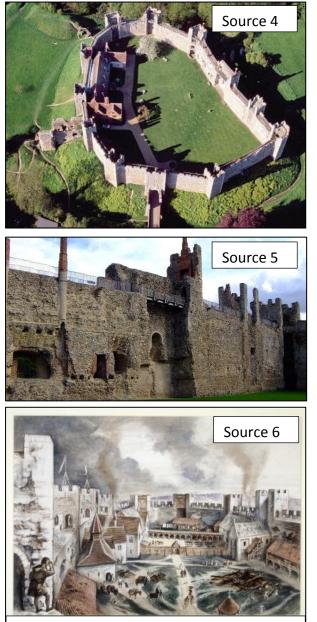


CHALLENGE: How do we know what was there in Roger Bigod II's era?



The Defensive Walls (sources 4-8)

How were the defensive walls used to keep Framlingham safe (use the yellow booklet page 13 and 14)?

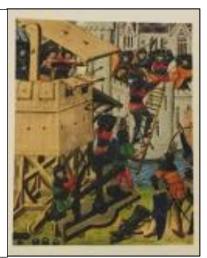


Source 6: The courtyard as it might have appeared in the thirteenth century (1960s)

Source 7: Arrowloop in the wall.



Source 8: A French castle showing archers opening wooden shutters to fire on the enemy (15th century illustration). This was a similar set up to what would have been at Framlingham.





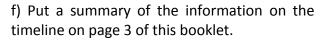
Source 9: Holes in the merlons which would have secured wooden shutters.

CHALLENGE A) Which of these sources is more useful? Think about what information we can get from them, as well as which is more reliable? CHALLENGE B) How do we know what happened at Framlingham?

The Great Hall

This wasn't anything to do with defence- so what was the Great Hall used for?

CHALLENGE: 'Source 10 doesn't show Framlingham so It is no use to us'. Do you agree? Explain your answer fully.





Source 10: The Great Hall at Allington Castle in Kent.

Task 4: What happened to the other Bigods?

Use page 17 of the yellow booklet to create your notes on what the rest of the Bigods and the Mowbrays did to Framlingham Castle.

| What Roger Bigod IV did to | |
|----------------------------|--|
| Framlingham Castle | |
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| | |
| and then what happened | |
| to the Bigods. | |
| | |
| | |
| | |
| How the Mowbrays got | |
| | |
| Framlingham | |
| | |
| | |
| | |
| | |
| What might have | |
| happened to the castle | |
| under the Mowbrays. | |
| | |
| | |

Task 4: Changes under the Howards

a) The Howards' ownership of Framlingham Castle.

Complete the table below, with each person's ownership of Framlingham. Use page 19 of your yellow booklet.

| Person | What happened to their ownership of | What changes did they make to | | |
|-----------------|-------------------------------------|-------------------------------|--|--|
| | Framlingham? | the castle? | | |
| John Howard, | | | | |
| grandson of | | | | |
| Thomas | | | | |
| Mowbray I, | | | | |
| made first duke | | | | |
| of Norfolk by | | | | |
| Richard III in | | | | |
| 1483 | | | | |
| | | | | |

| Person | What happened to their ownership of | What changes did they make to |
|------------------|-------------------------------------|-------------------------------|
| | Framlingham? | the castle? |
| Thomas | | |
| Howard, son of | | |
| John Howard, | | |
| restored to the | | |
| title of earl of | | |
| Surrey. | | |
| The next | | |
| Thomas | | |
| Howard, after | | |
| the first one | | |
| died in 1524 at | | |
| Framlingham. | | |

b) What do you notice about the Tudor chimneys? Why were they made that way? Use page 19 of your yellow booklet to explain and annotate the chimneys.







What does the presence of these chimneys indicate about other changes that might have taken place, that maybe haven't survived? Look at page 19 to help you.



Self-assess your notes! Check them against a neighbours. Do they have information you are missing?

| Task 5: Framlingham under Tudor ownership | PURPLE PEN |
|--|---------------------|
| Look at page 20 of your booklet to answer the following questions. | OF PROGRESS |
| a) Framlingham came to Mary Tudor who had been given most of the H | |
| father's will. When Edward VI died on 6 th July 1553, he tried to make L instead. | ady Jane Grey queen |
| How did Mary use Framlingham castle to try to gain back the throne? | |
| ····································· | |
| | |
| | •••••• |
| | •••••• |
| b) What did she then do for Thomas Howard, locked up in the Tower of | London? |
| K | |
| | |
| c) Why do you think she did that? | |
| Æ | |
| | |
| d) What did Elizabeth do with Framlingham when she took it over after th | |
| out to be a snake who tried to overthrow her? | |
| × | |
| | |
| | |
| e) How was it clear that Framlingham was no longer a 'great estate'? | •••••• |
| | |
| <u>£</u> | ••••• |
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Task 6: Framlingham in decline, 1603-1839

Use the box below and the prompts within to make your notes about the decline of Framlingham.

| For the benefit of the poor | |
|-----------------------------|----------------------|
| | Legal wrangling |
| brick Red House | Children's poorhouse |
| Another poorhouse | |
| | Parish Hall |

Conclusion Tasks

a) Go back to your timeline and complete a summary of the main events that you have learned about.

b) Attempt the exam question below.

Explain why Framlingham Castle fell into disrepair in the period 1603-1839 [10 marks]. Use page 15 of this booklet to help you.

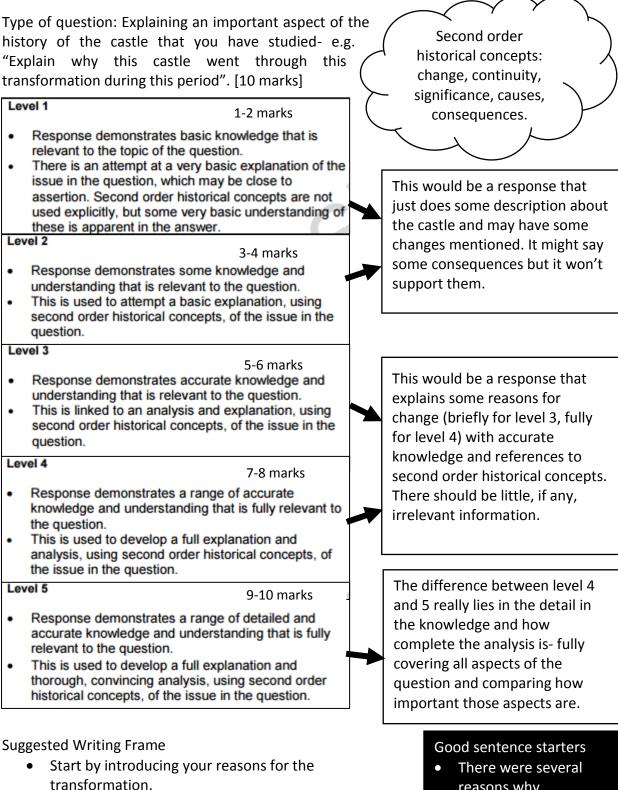
Where you see this symbol it means that your work will be assessed according to GCSE criteria. You might SELF ASSESS (use the purple pen of progress), PEER ASSESS (use the red pen) or your teacher might mark it for you (green pen).



| • |
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| • |

If you run out of space, continue on lined paper.

Exam Question Help



- Next: explain one reason.
- Then: explain another reason.
- Then: explain another reason (if you have one).
- Finally compare how important those reasons are.
- reasons why...
- Another reason why...
- This is the most important reason because...



GCSE History at the Brookvale Groby Learning Campus Notes Feedback and Star Time



| Name: | | | | Target Grade: | |
|---|---------------|-----------|--------------------|---|------------------------|
| Feedback on your booklet work | Needs work | Good | Excellent | Any comments- e from your teache | ither from you or r |
| Completion of notes | | | | | |
| Accuracy of notes | | | | | |
| Accuracy of spelling, punctuation and grammar | | | | | |
| Tidiness of book | | | | | |
| Feedback on your developing Historical Skills | Needs work | Improving | Showing Mastery | Any comments- either from you or from your teacher | Pages for Review |
| Using accurate detailed knowledge relevant to the questions set | | | | | |
| Creating full explanations with thorough and convincing analysis of historical concepts (change/ continuity/ significance/ cause/ consequence) | | | | | |
| Analysing sources using relevant detail from source content, provenance (who produced the source and why) and historical context (knowledge from the time). | | | | | |
| Making valid inferences from sources and use these to answer the question set. | | | | | |
| Strengths | T | argets | | | |
| Date: | S | gned: | | | |

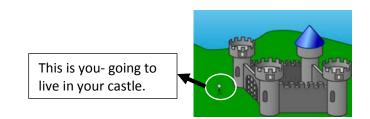
Section 3: Day to day functions of the castle at different times in its history.

The Functions of the Castle

There are different questions that help us understand what the castle was used for and its use will change over time. This is the bit that we need to make sure that we understand.

Task 1: If you are living in a castle, what are the considerations?

a) Annotate the image below with what you would need if you were going to live in a castle.



b) Which of these would be the most important consideration for Framlingham? Use the table below to think about your answer (you could also take a look at page 255 of your textbook).

| Function of a castle | How important would it be? 1-10 | Justify (explain) your answer |
|-----------------------------------|------------------------------------|-------------------------------|
| | | using what you know already |
| | (10= very | |
| | important, 1= not | |
| | very important | |
| Does it need to hold a royal | | |
| person, or a baronial one (which | | |
| means a nobleman) | | |
| Does the site guard something of | | |
| clear strategic value? | | |
| | | |
| Is the site a symbol of | | |
| something? What effect would it | | |
| have on the people who lived | | |
| near it? Has it been built with a | | |
| thought to how it looks from | | |
| roads or water? | | |
| Is it an administrative centre? | | |
| (does government- or justice | | |
| need to take place there?) | | |
| Who does it need to | | |
| accommodate? This changes over | | |
| time for Framlingham- how does | | |
| it change? | | |

| Function of a castle | How important would it be? 1-10 (10= very important, 1= not very important | Justify (explain) your answer. |
|---|--|--------------------------------|
| What indications are there of how life in the castle was lived? (e.g. access to food, entertainment, religion, socialising, keeping safe) | | |
| What signs are there of defensive features? | | |

This should have got you thinking about what we know of Framlingham and its functions already. What we will move onto is looking at each of these in more depth.

Self-assess your table! Check them against a neighbours. Do they have information you are missing?



Task 2: Royal and Baronial Castles

| Royal Castle | A castle controlled by a monarch (King/ Queen) |
|-----------------|---|
| Baronial castle | Castle controlled by one of the monarch's subjects |
| | (someone who lives in the area controlled by the monarch) |

a) Have a look at your timeline on page 3 of this booklet. Is Framlingham a Royal or Baronial castle? **How does this change over time?**

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| |
| b) CHALLENGE QUESTION: How might a royal castle be different from a baronial castle? |
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| |

b) Which of these reasons for the castle being taken over by royalty applies to Framlingham?

| Reason | Does it apply to Framlingham? How? |
|---|------------------------------------|
| Lack of an heir- the owner died without | |
| anyone to leave it to, so the monarch took | |
| hold of it and later passed it on. | |
| The monarch decided that it was | |
| strategically important and so took control | |
| of it. | |
| The monarch confiscated the castle, | |
| because the owner had been charged with | |
| treason or otherwise displeased the King. | |

c) What did happen to Framlingham?

Below, is a section from the textbook that explains the main ownership of Framlingham and for what function. Annotate the statement with examples of the features of Framlingham that support that was its function.

Framlingham (from 1266-1399) was owned by powerful nobles who wanted large castles- **part military stronghold** and part palace. Just as the greatest nobles attended the king at his court, so the lesser nobles and knights would attend their lord in his castle. **The castle therefore must be grandreflecting the power and prestige of its owner.** The **great hall**, where meals were taken and formal business often conducted, **needed to be large and richly decorated**. There must be accommodation for important guests and their followers. These castles also needed to be strong enough to withstand a major siege.

CHALLENGE: Imagine that you were asked to add to this paragraph, going outside of this period. What functions would you add to this section?

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Task 3: The site of the castle

Page 231-232 of your textbook explain why the site of the castle is important and how it is picked.

a) Framlingham Castle was built in the first 40 years after the Norman Conquest. Why do you think that was?

×.....

b) Think about the following and how they affected why a castle was sited at Framlingham. Did they actually affect why a castle was put there? Explain why with reference to what you know of Framlingham.

| Strategic | Communications- | Administration: Is | Economic: Is it |
|---------------------|-------------------|-----------------------|-------------------|
| importance- an | see source 1 on | the castle a base for | protecting an |
| important river or | page 20 for some | government, tax | economically |
| harbour to protect. | more information. | collecting etc. | significant area? |
| | | | |
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| | | | |

Challenge: Can you explain how this changes over time? (Feel free to go onto lined paper if you have run out of space).



c) What other bonuses are there in Framlingham's site? Think about the following:

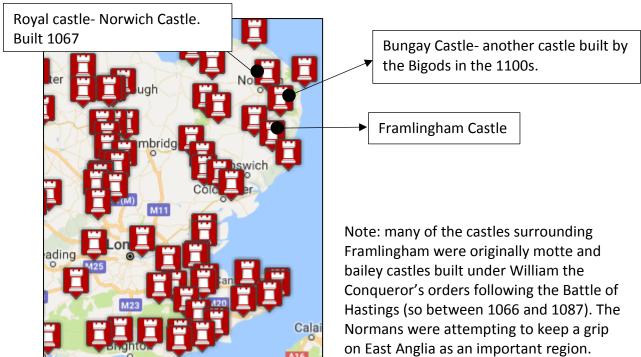
HILLS

WATER

IMPRESSIVE APPEARANCE

Challenge: Why is it a mistake to believe that most castles were built on hills?

Source 1: A map showing the castles in the south east of England from this website; <u>http://www.historic-uk.com/HistoryMagazine/DestinationsUK/CastlesinEngland/</u>



Task 4: Protection

The Normans believed that castles did not just protect the people inside them, but the whole country. When you invaded a country, it would be dangerous to ignore enemy castles- as garrisons of soldiers inside the castle could come out when your army had moved on and disrupt communications- capturing messages and supplies.

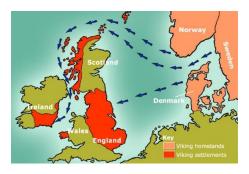
To take over a country- you had two options:

- 1. You could besiege it and capture it.
- Or you needed to leave enough troops to keep to besiege each castle, leaving the garrison unable to come out.

Key Terms Besiege: surround (a place) with armed forces in order to capture it or force its surrender. Garrison: a group of troops stationed in a fortress or town to defend it.

Option 1 would mean you advanced very slowly, and your enemy had time to gather a larger army. option 2 meant your army got smaller each time you left troops behind.

William believed that one of the main reasons that he was able to capture Saxon England was because of its lack of castles offering it protection. He was concerned about possible invasion from the Danes (essentially Viking invaders) and therefore places like East Anglia (on the coast- where there were frequently Danish raids receiving local support) needed to be particularly well fortified. It would, however, have been an enormous expense for William to build all the castles himself.



a) Use the information above to explain in your own words why a castle at Framlingham would offer protection to England.

b) Protecting those inside the castle.

Protecting those from outside the castle is a particularly obvious function of a castle. All the complicated defensive systems of curtain walls, arrowloops, merlons and shutters etc. were all about keeping the people inside safe.

i. What parts of Framlingham castle were defensive? Mark them on your plan on page 5 of your yellow booklet.

Most castles also contain a FINAL REFUGE. Most often, this is tower, or a keep (see sources 2 and 3 below).

 Where in Framlingham castle would there be a final refuge? Especially as, unusually for a castle, there was no keep. Mark this on your plan on page 5 of your yellow booklet. (it might also help if you look at source 6 on page 9).

Key Terms

Final Refuge: the most secure part of the castlewhere the garrison could retreat to if the castle fell to the enemy and where the lord's family and most trusted followers could go if the garrison turned on the lord.

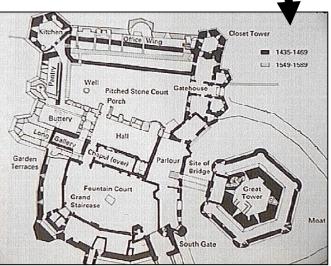


Source 2: the stone keep at Goodrich castle (circled)

Source 3: The great tower at Raglan Castle is marked on the plan and surrounded by a moat.

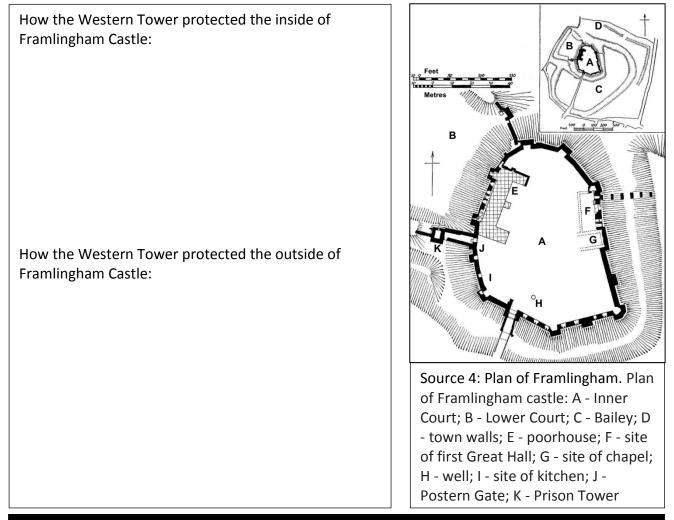
CHALLENGE: Which of these final refuges is safer- Goodrich, Raglan or Framlingham? Explain your answer.





c) Another defensive feature of Framlingham (this is NOT the final refuge). Page 15 of your yellow booklet has a picture and description of the Western Tower. You can also see this on the plan of Framlingham (source 4, below).

In the box below, explain how the Western tower was used to protect the inside and outside of Framlingham Castle.



KEY TERMS. Postern Gate: a secondary gate or door often located at the rear of the castle.

Task 4: Power and Symbolism

We've already talked a lot about the power and symbolism behind castles. a) Read the text on page 24 and work out where:

- the castle functions as a **power** base- where the lord/ king uses the castle as a seat of power.
- the castle functions as a visible **symbol**.

You will want to highlight, or otherwise show on this reading where that is. **Put a little** symbol (I recommend a smiley face ⁽²⁾) where these statements apply to Framlingham.

In a castle, a lord would have soldiers and the castle kept them relatively safe. Their power stretched at least half a day's ride or march. There was no police force and, for most of the time, no army. The lord's soldiers enforced the law and kept the area safe. All but the most serious crimes were tried in the lord's court, inside the castle. The castle therefore, was the centre of both actual and legal power.

After the Norman Conquest, many castles were built where the previous Anglo-Saxon lord had lived. This emphasised that new people and customs had replaced the old. However, it also gave a sense of continuity: people would pay their taxes and come for justice to the same place.

At a time when most people lived in simple houses made from wood with a thatched roof, the multi-storey castles- usually made from stone- underlined the wealth, the power and the separateness of the upper classes. One way of emphasising this was to paint the outside of the castle. For example, the keep of the Tower of London is known as the White Tower because the outside was painted white to make it look more magnificent.

Castle owners also wanted to show off to each other. Changing a castle by adding the latest features was a good way to show wealth and good taste. Men rising up the social scale (like Lawrence of Ludlow who built Stokesay) built as castle as a way of demonstrating their new position and prestige.

When Edward I conquered northern Wales, he built a series of strong castles that both helped him control the land and demonstrated his new power. One of them, Conway, was built on the site of the grave of the Welsh national hero, Llewellyn the Great.

| Feature of Framlingham | Power or Symbol (and if a symbol- what of?) |
|---------------------------------|---|
| The Western Tower (sometimes | |
| called the Prison Tower) added | |
| in 1190. | |
| The redbrick Tudor chimneys | |
| (added under Thomas Howard | |
| in the 1500s) | |
| The stone walls and buildings | |
| (begun by Hugh Bigod) | |
| The gatehouse (probably | |
| Norman but rebuilt by the | |
| Tudors) | |
| The location on the mere, which | |
| was extended (probably) by | |
| Hugh Bigod. | |

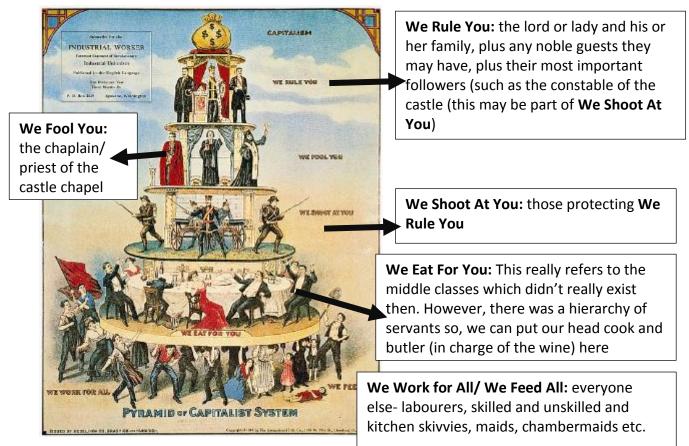
b) Below, identify how the features of Framlingham Castle denote power or are symbolic of something else.





Task 5: Living and Working in the Castle

Castles were the home and the workplace of a large community that was divided into strict social levels. This 1911 poster of the Pyramid of the Capitalist System actually applies almost as much to the people in the castle (although the artist creating this poster is clearly against the system!).



Life for the Nobles in the Castle

a) Use page 234-5 of your textbook and look at source 7, 8 and 9.Note what you can learn about life in castles from that extract in the box below. Add anything else from page 234 of the textbook.

| What can you learn about castles and the lives of the | What evidence is there that |
|--|-----------------------------|
| | |
| nobility from sources 7, 8 and 9 on page 234-5? (think | these things existed at |
| about food, décor, different rooms etc). | Framlingham? (you will |
| | need to look back at |
| What can you find on page 234? | Section 2) |
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b) Evidence of life in the castle for those who weren't noble.

Use the same sources and complete the same table!

a) Use page 234-5 of your textbook and look at source 7, 8 and 9. Note what you can learn about life in castles from that extract in the box below. Add anything else from page 234 of the textbook.

| What can you learn about castles and the lives of those that weren't noble from sources 7, 8 and 9 on page 234-5? | What evidence is there that these things existed at |
|---|---|
| (think about food, décor, different rooms etc). | Framlingham? (you will |
| | need to look back at |
| What can you find on page 234? | Section 2) |
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Task 6: Exam Question Practice

Study sources A and B. Which of these sources is more useful to a historian studying the lives of people in Framlingham Castle in the 1300s-1500s? [10]

Source A: Extracts from Sir Gawain and the Green Knight, a poem written 1375-1400. It is set in the time of King Arthur and in this section, Gawain visits a perfect castle.

Knights and squires came to bring him to the Great Hall where a fine fire fiercely burned. Then the lord came down from his chamber with good manners to greet Gawain there. He said, 'You are welcome, treat my home as your home'.

In the Great Hall, he [Gawain] sat in a fine chair and warmed himself. Soon servants set a table on trestles with a clean white tablecloth, a saltcellar and silver spoons. He washed well and went to the table. Servants served him with sumptuous food well-seasoned with costly spices, double helpings as was right, and all kinds of fish- some baked in pies, some grilled over hot coals, some slowly boiled, some in spicy stews, and all the sauces were made just to his taste.



Source B: The courtyard of Framlingham Castle as it might have appeared in the thirteenth century by an artist in the 1960s.

The Mark Scheme

Level 5

- The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop a thorough analysis of sources in relation to the issue in the question.
- These analyses are then used to evaluate both the sources, comparing them and reaching a convincing and substantiated judgement about these comparisons in relation to them in the question.

Level 4

- The response uses details from the source content and provenance for both sources combined with historical context and knowledge and understanding of the site, in order to develop an analysis of both sources in relation to the issue in the question.
- These analyses are then used to evaluate both the sources, comparing them and reaching a fully supported judgement them in relation to the question.

You need to make sure you have:

- Assessed and compared both sources. This will explain how BOTH are useful (no such thing as a useless source!)
- Considered historical context of the time.
- Linked them to the issue in the question.
- Supported your judgement (which is more useful) with evidence from sources and knowledge.

| Level 3 | |
|---|---|
| The response uses some detail from the source content and provenance for both sources combined with historical context and some reference to the site, in order to give a simple analysis of both sources in relation to the issue in the question. These analyses are then used to evaluate the sources, comparing them and reaching a partially supported judgement about them in the context of the question. | You need to make sure you have: You still need to have looked at both sources. You need to consider where they come from and what is in them. You still analysis- although this is quite simple. You still make a |
| Level 2 | judgement on the sources |
| The response selects details from the source content and/or provenance and/or historical context, which may include reference to the site, in order to give a simple analysis of the sources. These analyses are then used to evaluate the sources, comparing them in a basic way and making a judgement in the context of the issue in the question. | and their value to the question. Even at level 1 although most detail is missing at level 1. |
| Level 1 | |
| The response selects details from the source(s). The response includes a basic judgement about the sources that is linked to the issue in the question. | |

Suggested Writing Frame

- Start: by assessing one source's usefulness. It will help if you have already decided and you talk about the one you think is most useful.
- Then: assess the other source's usefulness. Try to compare to the other as you go along.
- If you haven't already compared- compare them both.
- Create your judgement.

To assess the usefulness of a source:

- 1. What can you learn from the source (what is obvious!)
- 2. What can you infer from the source (reading between the lines- what conclusions can you draw?)
- 3. How reliable is the information that we get from the source? Would they be expected to know much about the time? If a secondary source, where has the information come from? Why has it been written? (you might not need to think about all these things!).
- 4. How does it fit with the context of what you know?

Study sources A and B. Which of these sources is more useful to a historian studying the lives of people in Framlingham Castle in the 1300s-1500s? [10]

Where you see this symbol it means that your work will be assessed according to GCSE criteria. You might SELF ASSESS (use the purple pen of progress), PEER ASSESS (use the red pen) or your teacher might mark it for you (green pen).



| If you run out of space, continue on lined paper. |
|---|