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# Scheme of work

AS/A-level History Specification 7041/7042

Royal Authority and the Angevin Kings, 1154–1216, 2A

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## Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

## Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2– 2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

# Scheme of work

## HISTORY: Royal Authority and the Angevin Kings, 1154–1216

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

### General Introduction (Component 2)

### Learning Objectives AO1 and AO2

| Time taken  | Component-specific skills   | Specific Guidance   | Learning activities   | Differentiation and extension   | Resources   |
|---|---|---|---|---|---|
| 30 weeks for Part 1<br><br>(The remaining 6 weeks of the school /college year to be spent on NEA Component 3) | 1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives. | Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows. | Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.<br><br>To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding. | Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books.<br><br>Students' understanding of concepts and perspectives should be regularly assessed. | Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable. |

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|  | <p>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> | <p>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and A-level questions.</p> | <p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p> |  | <p>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course</p> |
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## Learning Objectives AO1 and AO2

| Royal Authority and the Angevin Kings, 1154–1216   |   |                |  |  |  |
|--|---|----------------|--|--|--|
| Time   | Specification Topic   | Content detail | Content coverage with some suggested activities.   | Differentiation and stretch and challenge opportunities  | Resources  |
| <b>PART ONE THE REIGN OF HENRY II, 1154–1189; Section 1: The Restoration of Royal Authority, 1154–1166</b> |   |                |  |  |  |
| Week 1   | The political, economic and social condition of England in 1154 | Introduction   | <p>PowerPoint introduction and overview of period covering key areas to provide students with a good knowledge base. 1066 and the Norman Conquest and the reigns following would be a useful overview, perhaps making use of documentaries by Starkey or Schama.</p> <p>Create a large diagram to illustrate the political and social structure of England:</p> <ul style="list-style-type: none"> <li>• feudal system</li> <li>• relationship between King and barons</li> <li>• role of the Church</li> <li>• borders with Ireland, Wales and Scotland</li> <li>• how government and administration operated.</li> </ul> <p>Consideration of how the medieval economy operated: the role of towns, trade, taxes and how the King was expected to behave in this respect. Students should hopefully grasp that England was considered wealthy, hence why so many peoples had fought to control the country.</p> | <p>Advise students to keep a glossary of key words which will be useful in advancing their conceptual understanding (and make both primary and academic texts more accessible).</p> <p>These might include:</p> <ul style="list-style-type: none"> <li>• feudalism</li> <li>• fealty</li> <li>• fief</li> <li>• patronage</li> <li>• earl</li> <li>• sheriff</li> <li>• knight.</li> </ul> | <p>Guided reading of texts by academic historians.</p> <p>Primary written sources to build picture of England in this period.</p> <p>Family tree from William I to John.</p> <p>Guided worksheets and reference material for reading (to cover the whole course).</p> <p>Primary sources for analysis.</p> |

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|--------|---------------------|------------------------------------|---|---|---|
| Week 2 |                     | The character and aims of Henry II | <p>Students could create spider-diagrams detailing ‘what makes a good medieval king?’ These can then be laminated and referred back to throughout the year (and next) when assessing the performance of Henry and his sons.</p> <p>Use some primary sources to build a picture of Henry as contemporaries saw him. Where possible discuss the provenance: students could start a list of the key authors and basic biographical knowledge about them.</p> <p>Having been given an overview of Henry’s background career before he became King of England and a teacher-led overview of the ‘anarchy’ of King Stephen’s reign, students could determine what Henry’s aims are going to be as king (taking note of his personality). Keep a copy of these ideas and refer back to them at the end of the course: did Henry succeed?</p> | Appreciation that a ‘good king’ is not the same as a ‘nice king’: the need to jettison 21st century attitudes in order to understand this period. | <p>Useful primary sources might be Walter Map, Gerald of Wales or William of Newburgh.</p> <p>Guided reading.</p> <p>Ensure a variety of sources to introduce skills of evaluation relating to provenance as well as content.</p> |

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| Week 3 |   | The strengths and weaknesses of Henry II's position at his accession | <p>Spend some time delving further into the problems for royal authority created during Stephen's reign. Perhaps organise these into themed areas:</p> <ul style="list-style-type: none"> <li>• barons</li> <li>• finances</li> <li>• law and Justice</li> <li>• administration</li> <li>• borders.</li> </ul> <p>Discuss with students what strengths Henry has. Ideas might include his youth, his experience ruling on the continent, a desire by many barons to return to a more peaceful state of affairs, etc.</p>                              | Opportunity for keen students to undertake more detailed research into the troubled reign of Stephen. They could perhaps assess why Matilda was not an acceptable heir in 1135 or whether the anarchy was as bad as Henry II may have suggested (to make his reign look better). | Stimulus material – book contemporary sources and academic interpretations.             |
| Week 4 | The restoration of royal authority under Henry II | The barons; royal finance  | <p>Consider the extent to which (by 1166) Henry had dealt with the problems identified last week, focusing especially on barons and the finances, but also considering administration.</p> <p>Students should ensure that they have noted such issues as:</p> <ul style="list-style-type: none"> <li>• the Cartae Baronum</li> <li>• adulterine castles</li> <li>• treatment of individual barons</li> <li>• resumption of the Exchequer</li> <li>• improvements to royal revenues (and how this was achieved)</li> <li>• use of Sheriffs.</li> </ul> | Awareness of need to avoid generalisation and find precise evidence and examples to illustrate points.   | Research materials and primary chroniclers discussing the early years of Henry's reign. |

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| Week 5 |                                  | Justice and the law | <p>Class discussion on the purpose of a legal system: contrast between the modern day and in medieval times. Discuss medieval methods of trial (ordeal, compurgation, juries of presentment) and typical punishments (capital punishment being quite rare; mutilations and fines were much more common).</p> <p>Provide students with a simple diagram showing the various courts in action: shire/ hundred/ manorial/ ecclesiastical/ curia regis, etc, with a brief overview of their functions.</p> <p>Using stimulus material students to make notes on the changes introduced by Henry II, with a consideration of his motives (link more widely to his motives behind restoring royal authority in general).</p> | Plenty of scope with this topic for students to debate their views on current issues surrounding the legal system, perhaps the debate behind the effectiveness of capital punishment.                             | <p>Guided reading and worksheets on Henry's legal reforms.</p> <p>Consider essay writing skills.</p> |
| Week 6 | The place of religion in society | Overview            | Spend some time establishing a coherent understanding of the nature of the medieval church and the nature of medieval religious thought. Useful areas to find out about might be the Crusades or monasticism.  | <p>Add to glossary of key words. Examples might include:</p> <ul style="list-style-type: none"> <li>• ecclesiastical</li> <li>• secular</li> <li>• purgatory</li> <li>• archbishop</li> <li>• penance.</li> </ul> | Guided reading on the nature of the Church using primary material.                                   |

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| Week 7 |                     | The political role of the Church; ecclesiastical courts; the importance of the Church in finance and the economy | <p>Students will need a good understanding of the political role played by the medieval church:</p> <ul style="list-style-type: none"> <li>• who the Pope was and what political power he had</li> <li>• background of the Investiture Controversy</li> <li>• role of archbishops, bishops and abbots as major landholders and tenants in chief</li> <li>• key administrative figures who were also clergy (especially at the Exchequer and Chancery)</li> </ul> <p>Students could be set some preliminary reading based on the Church reforms introduced by Archbishop Lanfranc from 1070 (although outside of the period of study, many of these reforms need to be understood in order for this option to be fully comprehensible). Of special note should be the ecclesiastical courts and why these might be a concern for Henry II in the wider context of his restoration of royal authority.</p> | Extension activity: some students could complete directed extension reading on the roles of Lanfranc or Anselm or one of the great reforming Popes, eg Gregory VII. They could present their findings to the class. | Academic texts.<br><br>YouTube documentary clips. |



| <b>Time</b> | <b>Specification Topic</b>               | <b>Content detail</b>                                    | <b>Content coverage with some suggested activities.</b>   | <b>Differentiation and stretch and challenge opportunities</b>   | <b>Resources</b>  |
|-------------|--|--|---|--|---|
| Week 8      | Henry and England's overseas territories | The lordship of Ireland; Normandy: Gascony and Aquitaine | <p>Using a detailed map of the 'Angevin Empire' discuss with students the positives and negatives they expect for Henry: how will all of these territories help or hinder him as King?</p> <p>Create a detailed timeline, using stimulus material, to note down how and when Henry gained his territories:<br/>Normandy, Anjou, Maine, Aquitaine, Gascony, England, Brittany, Ireland, etc.</p> | Consider the concept of 'England': how 'English' were the subjects Henry ruled over? Students could examine contemporary sources, look at family names (many of French descent) and consider whether there were differences across different classes in society. | <p>Guided reading for 'stretch' activity.</p> <p>Most academic texts on this topic will have appropriate overviews.</p> |

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| Week 9 |                     | Relations with France | <p>Use PowerPoint slides to give a brief overview of the Capetian royal family, making use of a family tree and maps detailing the Ile de France and the wider area which the King of France claimed he had suzerainty over.</p> <p>It is important for students to grasp the difference between real power which can be wielded and theoretical power; this means that they should be able to chart the rise of real Capetian suzerainty over the course of the period to 1216.</p> <p>Students could then create a timeline detailing the early relationship between Henry II and Louis VII.</p> | <p>This is a difficult topic area as students will need to be very precise when discussing the relations between Henry and his overlord; looking at the language of primary documents and unpicking their meaning in reality is useful at this stage.</p> | <p>Guided reading and sources for evaluation.</p> |

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|---------|--------------------------------|-----------------------------|---|---|--|
| Week 10 | Review of Part One, Section 1. | Overview: concept of Empire | Using the material studied so far students should be able to tackle an evaluative question such as:<br>'To what extent did Henry II rule over an Angevin Empire'? | <p>Students could be provided with different stimulus material depending upon their ability level; there are some very difficult concepts here which can really stretch and challenge the most able.</p> <p>Students could be encouraged to consider more widely what features an Empire has and perhaps compare Henry's lands with the Roman, British or Holy Roman Empires.</p> | <p>Relevant primary extracts, looking at issues such as how Henry styled himself, what his succession plans were and how contemporaries described his lands.</p> <p>There are a plethora of academic opinions worth accessing.</p> |

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|--|---------------------------------------|----------------|--|--|---|
| <b>PART ONE: THE REIGN OF HENRY II, 1154–1189; Section 2: The Crisis of Royal Authority, 1166–1174</b> |                                       |                |  |  |   |
| Week 11  | The conflict between Church and State | Thomas Becket  | <p>Source study: using primary accounts to find out about Thomas Becket (considering provenance), his background, why he was appointed and what happened to him.</p> <p>Create an illustrated storyboard of developments within the dispute 1162–1170 (Becket's appointment to the agreement at Freteval).</p> | <p>Discuss: what was motivating Becket? Was he genuinely trying to stand up for the rights of the Church? Or had the power gone to his head?</p> | <p>Contemporary source evidence on the Becket dispute is wide ranging: William Fitzstephen, Edward Grimm, John of Salisbury, Herbert Bosham, etc.</p> <p>Copies of the Constitutions of Clarendon.</p> <p>Students could be introduced to opposing academic opinions.</p> |

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|-------------|----------------------------|---|---|--|---|
| Week 12     |                            | The crisis of 1170                        | Students could compare different accounts of events in England after Becket's return in 1170 and try to determine blame for the murder of the Archbishop.<br>They could work in groups to put the four knights on trial or write newspaper accounts from the opposing sides.  | Encourage thinking about the actions of the rest of the English Church; they had, on the whole, not supported Becket and yet were eager to proclaim him a Saint – why was this?  | Many of the sources identified for Week 11 will still be useful here.<br><br>Channel 4 produced a documentary entitled 'Who Killed Thomas Becket?' which provides useful historiographical information. |
| Week 13     |                            | The clash between Henry II and the Papacy | Consider the role of the Pope during the dispute; students will expect him to support Becket unequivocally and will need to understand why this was not the case. They will need to grasp the wider political situation and Alexander III's position in relation to the Holy Roman Emperor.<br><br>Using primary sources students can consider Henry's eventual submission to Rome at Avranches in 1172 and debate whether he gained more than he lost. | Students might be interested to consider the portrayal of historical events on film and the 1964 version of 'Becket' is an excellent platform for this. Students could critique it for historical accuracy and discuss the portrayal of the main characters. | Copies of contemporary sources including the Compromise of Avranches.<br><br>Guided reading.  |

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|-------------|----------------------------|---|--|---|--|
| Week 14     | Henry II and Ireland       | The invasion of 1169                                    | <p>Create a chronological table to record detail of English involvement in Ireland.</p> <p>Using the text of the Papal Bull Laudabiliter determine why the Pope wanted Henry to intervene in Ireland and also consider why Henry himself did nothing until 1171.</p> | Extended reading to stretch students might include the contemporary, 'Song of Dermot and the Earl'. | <p>Primary source materials on the involvement of Henry and his barons in Ireland.</p> <p>Maps of contemporary Ireland would be useful for reference and Gerald Of Wales, 'The Conquest of Ireland' has useful extracts.</p> |
| Week 15     |                            | The invasion of 1171; relations with the Irish nobility | <p>Add to the timeline started last week, now including Henry's own mission to Ireland in the winter 1171. Discuss Henry's motives.</p> <p>Assess and record strengths and weaknesses up to the 1175 Treaty of Windsor.</p>  | Provide extension reading.  | Collating evidence from guided reading and sources.  |

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|---------|------------------------------------|--|--|---|--|
| Week 16 | The origins of the Great Rebellion | Dynastic instability and Henry II's relations with the three rebellious sons and their supporters; the role of Louis VII of France | <p>Worksheet or guided research to understand the origins, motives and aims of the protagonists in the 1173–4, 'Great Rebellion'.</p> <p>Opportunity for some character profiles (researched in pairs using primary extracts and modern opinions):<br/>Young Henry, Geoffrey, Richard and William the 'Lion'.</p> <p>Consider the reasons behind the outbreak and the extent to which Henry's plans for the succession to his lands (partible inheritance) played a role.</p> <p>Students should also consider the more opportunistic involvement of key barons: does this suggest dissatisfaction with Henry's style of rule?</p> | <p>Developing understanding of views of key protagonists.</p> <p>Differentiation by task and outcome.</p> | <p>Guided research using primary sources where available.</p> <p>Most of the central historical texts will discuss this event.</p> |

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|---------|-----------------------------------|--|---|--|---|
| Week 17 |                                   | Eleanor of Aquitaine                                     | <p>Consider the role of women in politics at this time: what roles were they expected to fulfil? This will enable students to decide whether Eleanor reflects the 'norm', or whether she was really capable of directing a rebellion against her husband.</p> <p>Students could read the ODNB entry on Eleanor to find out about her life up to her entry in the rebellion in 1173.</p>   | <p>Understanding how women could wield genuine political power by researching some other 'influential' females such as Empress Matilda or Queen Melisende of Jerusalem; comparisons could then be drawn with Eleanor.</p>            | <p>Contemporary accounts of Eleanor (paying attention to provenance).</p> <p>Biographies of Eleanor.</p>  |
| Week 18 | The course of the Great Rebellion | Political instability; the barons; William I of Scotland | <p>Create a timeline considering the main events of the Rebellion, focusing on Henry's reaction and speed of movement to deal with each of his enemies in turn.</p> <p>Students could complete an ICT or card-sorting activity to organise the reasons for failure:</p> <ul style="list-style-type: none"> <li>Henry's own political and military skills</li> <li>the rebels' incompetence</li> <li>Henry had loyal supporters (especially in England)</li> <li>Henry had better resources</li> <li>the rebels lacked unity.</li> </ul> | <p>Students could use primary sources and see what their views were on the failure.</p> <p>Given that the majority of the primary sources are written by the Church they might exaggerate Henry's public act of penance in 1174.</p> | <p>Map(s) to illustrate the course of the rebellion.</p> <p>Guided reading from relevant primary sources, including William of Newburgh.</p> <p>Academic views.</p> |



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|-------------|---------------------------------------|--------------------------------------|--|---|--|
| Week 19     |                                       | The re-establishment of Henry's rule | Analyse Henry's position by 1174, perhaps utilising the following headings for making themed notes: <ul style="list-style-type: none"> <li>- barons</li> <li>- finances</li> <li>- law and justice</li> <li>- administration</li> <li>- borders</li> <li>- church.</li> </ul>                            | Some students could be challenged to undertake further research into the reasons why Henry retained a lot of loyalty in England, despite his sometimes abrasive rule.               | Academic reading from relevant sources.<br><br>Written sources with contrasting views could also be analysed and compared. |
| Week 20     | Review of Part One, Sections 1 and 2. | Overview and revision.               | An opportunity to reflect on what has been covered so far, perhaps undertaking a summary timed or research essay on the extent to which Henry had effectively asserted Royal Authority by 1174.<br><br>Using the 'good king' laminates made in Week 2, students could assess Henry's performance so far. | Hot seating activity covering key characters. Students could research their roles in preparation for a lesson where they will face key questions about their actions and behaviour. | 'Good King' laminates from Week 2.<br><br>Guided reading for hotseating activity.  |

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|---|---|---|--|---|---|
| <b>PART ONE: THE REIGN OF HENRY II, 1154–1189; Section 3: The Struggle for Royal Authority, 1174–1189</b> |   |   |  |   |   |
| Week 21   | Attempts to consolidate royal authority after the Great Rebellion | Court and family tensions; the barons   | <p>Using key texts and primary sources gain an overview of Henry's style of rule after 1174: did he maintain his power/authority, or did he extend it?</p> <p>Students might debate why Henry gifted extra powers and responsibilities upon his sons, but locked Eleanor up.</p> <p>With regards to the barons, students should consider Henry's treatment of them, which is often viewed as magnanimous. Good case studies might be Robert of Leicester or William of Scotland.</p> | Students could compare the treatment of Scotland and Wales here; was there a consistent policy? | <p>Sources relating to the period might include Jordan Fantosme, Ralph of Diss or William of Newburgh.</p> <p>Guided reading.</p> |
| Week 22   |   | The royal finances; justice and the law | <p>Research task to find facts and figures relating to Henry's finances in this period. This is directly linked to the justice system as fines were a key method of raising money for the crown.</p> <p>Key legal changes to make note of include the Assize of Northampton.</p>   | Students to explain key issues such as 'Assize of Northampton' and the 'Assize of Arms'.        | Sources for evaluation and guided reading.  |

| <b>Time</b> | <b>Specification Topic</b>         | <b>Content detail</b>                                    | <b>Content coverage with some suggested activities.</b>   | <b>Differentiation and stretch and challenge opportunities</b>   | <b>Resources</b>   |
|-------------|------------------------------------|--|---|--|--|
| Week 23     | Relations between Church and State | Henry II and his bishops; reconciliation with the Papacy | <p>Consider Henry's relations with the Church in the latter half of his reign and debate whether Henry had actually (in the long term) gained as a result of the death of Becket. Key issues to cover:</p> <ul style="list-style-type: none"> <li>• the new Archbishops and the fact that they were men of limited influence</li> <li>• the agreement over criminous clerks in 1176</li> <li>• Henry's continued payments for the defence of the Holy Land</li> <li>• Henry's continuing attitude towards appointments, vacant sees and appeals to Rome.</li> </ul> | <p>Opportunity to consider the spread of the cult of St Thomas across England and Europe; why was this so popular?</p> <p>Cross curricular opportunity for some study of the Canterbury Tales.</p> | <p>Primary sources.</p> <p>Guided reading.</p>   |
| Week 24     | Social and economic developments   | Towns and trade  | <p>Utilise key academic texts to find out about England's flourishing economy in this period.</p> <p>Introduce students to the concept of Jews as important to the economic development of England:</p> <ul style="list-style-type: none"> <li>• why the Jews dominated the money-lending business (especially after the 3rd Lateran Council)</li> <li>• evidence for the increasing spread and wealth of the Jews and what this can tell us about England's economy and trade.</li> </ul>  | <p>Opportunities to undersand key religious differences between Christians and Jews and why this could cause social problems. Look into the accusation of the Deicide.</p>                         | <p>Primary sources from both religious groups.</p> <p>Relevant passages from the New Testament of the Bible might be useful.</p> <p>Guided reading of academic historians.</p> |

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|-------------|--------------------------------|--|---|--|--|
| Week 25     |                                | The social condition of England by 1189                  | Create a change/continuity chart looking at how England has changed since Week 1 of the course.   | Debate: was membership of the 'Angevin Empire' beneficial for the people of England? (The most able should hopefully notice that 'people' is a rather vague term and will need breaking down). | Use of earlier materials from Week 1.<br><br>Other guided reading.                                     |
| Week 26     | England's overseas territories | Developments in Ireland after the 1175 Treaty of Windsor | Look in detail at the timeline of events following the Treaty of Windsor, including the death of Strongbow and the plans for John's invasion. Consider the failure of the campaign of 1185. | Opportunity to consider Irish reactions to England's involvement in her affairs.   | Guided reading using primary sources and reference books; Gerald of Wales is a useful primary account. |

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| Week 27 |                     | The dynastic ambitions of Henry's sons; relations with Philip II of France | <p>Watch the 1968 film 'Lion in Winter' and consider what this tells us about Richard, Geoffrey, John and Philip Augustus.</p> <p>In groups students can then research the factual accounts and critique the accuracy of the film. Key areas for study will include:</p> <ul style="list-style-type: none"> <li>• Henry's will of 1169</li> <li>• Young Henry's rebellion of 1183</li> <li>• Richard's reaction after the death of Young Henry</li> <li>• Henry's refusal to confirm his plans towards the end of his life</li> <li>• the role played by Philip in manipulating Angevin family disunity.</li> </ul> | <p>Opportunities for additional extension reading.</p> <p>Theatre Studies /Drama students could rewrite scenes from the film, making them more accurate.</p> | <p>There are plenty of sources which cover this exciting period of Henry's life, which should be accessible for students. Walter Map and Gerald of Wales were contemporaries of this period, although they have some level agenda in their approach.</p> |
| Week 28 |                     | Henry's final military campaign; the death of the King                     | <p>Explore the detail (via a chronological chart and utilising maps) of Henry's final campaign against Philip and Richard.</p> <p>Consider Richard's motives in siding with the King of France and also consider Philip's motives.</p> <p>Using primary accounts of Henry's last few days and subsequent death, consider whether Henry's reign ended as a failure.</p>  | <p>Debate: did Henry cause his own problems in the 1180s, or was he just unlucky with his children?</p>  | <p>Look at historians' interpretations of the final years of Henry's reign: how do they compare with contemporaries?</p> <p>Evaluate and debate contemporary accounts and pictures.</p> <p>Maps showing the final campaign.</p>                          |

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|---------|----------------------------|-------------------------------|---|---|---|
| Week 29 | Revision and consolidation |                               | <p>Create large timelines covering the significant events of Henry's reign; this could take the form of a 'living graph' where students can debate periods of strength or weakness for the monarch.</p> <p>In groups create revision wall posters/ PowerPoint presentations or pages for a student produced revision guide considering themes such as:</p> <ul style="list-style-type: none"> <li>- was Henry a good king?</li> <li>- Henry and his family</li> <li>- Henry and the overseas territories</li> <li>- Henry and the Church</li> <li>- Henry and the Law.</li> </ul> | <p>Revision activities can be organised into differentiated groups.</p> <p>Encourage students to read more widely when revising and not to just rely on notes taken so far; a good biography would be useful at this stage.</p> | Information sheets and guided reading.  |
| Week 30 | Overview /Revision         | Holistic appraisal of content | <p>What changed and what stayed the same in the years 1154–89? Thematic areas for consideration:</p> <ul style="list-style-type: none"> <li>• authority of the monarch</li> <li>• relations between Church and State</li> <li>• relations with the baronage</li> <li>• concept of empire.</li> </ul> <p>Opportunity for extra essay and source based question practice, utilising peer marking using mark schemes.</p>  | Further opportunities for evaluation of primary source material.  | <p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p> |

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|  |  |  | Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study. |  |  |
|--|--|--|---|--|--|

| Time  | Specification Topic                    | Content detail                            | Content coverage with some suggested activities.  | Differentiation and stretch and challenge opportunities                        | Resources   |
|---|--|---|---|--|---|
| <b>PART TWO: ENGLAND UNDER HENRY II'S SUCCESSORS, 1189–1216; Section 1: Richard I, 1189–1199 (A-level only)</b> |  |   |   |  |   |
| Week 1  | The character and aims of King Richard | Attitudes towards religion and the Church | <p>PowerPoint introduction and overview of period.</p> <p>History Channel biography of Richard provides a simple overview of his life and is a good starting point for students. It can be used in conjunction with brainstorming what can be remembered about Richard from Part One of this course.</p> <p>Students will need to understand:</p> <ul style="list-style-type: none"> <li>• Richard's place in the succession</li> <li>• his rule in Aquitaine from a young age (thus his favouring of this province)</li> <li>• rebellions against his father</li> <li>• relations with the King of France up to 1189</li> <li>• Richard's decision to take the Cross in 1187 and the motives behind this.</li> </ul> | Suggest that students undertake some in depth biographical reading on Richard. | <p>Primary and secondary written and visual sources to build picture of Richard.</p> <p>Plantagenet family tree.</p> <p>Map of Richard's territories in 1189.</p> <p>Primary sources for analysis: Ralph of Coggeshall, Richard of Devizes, Itinerarium Peregrinorum et Gesta Regis Ricardi, for example.</p> |



| Time   | Specification Topic     | Content detail  | Content coverage with some suggested activities.  | Differentiation and stretch and challenge opportunities  | Resources   |
|--------|-------------------------|---|---|--|---|
| Week 2 |                         | Involvement in the Third Crusade  | <p>Create a timeline charting Richard's involvement in the Third Crusade and consider what this tells us about him as a ruler. Topics for debate might include:</p> <ul style="list-style-type: none"> <li>• was Richard crusading out of genuine piety or desire for material gain/ glory</li> <li>• how far can the Third Crusade be considered a success</li> <li>• how far were the failures on the Third crusade down to Richard (and especially his relationships with other key individuals; Philip, Leopold, Conrad, etc)?</li> </ul>   | <p>Appreciation that attitudes towards crusading have changed over time – contemporaries praised Richard more highly than some modern historians.</p> <p>Opportunity to compare Christian and Muslim sources of the same events.</p> | <p>Ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content, eg: Itinerarium Peregrinorum et Gesta Regis Ricardi, Baha al-Din, Ibn al-Athir, etc.</p> |
| Week 3 | England without Richard | The absentee king; royal authority under the rule of William Longchamp and Hugh de Puiset | <p>Examine Richard's preparations for the crusade, including his financial exactions and political arrangements for government in his absence. Consider areas of strength and weakness in these plans.</p> <p>Students could perhaps discuss what they would have done first, having been given a series of 'problems' to consider. They can then check their ideas against Richard's actual arrangements.</p> <p>Read biographical accounts (primary and secondary) on William Longchamp. Discuss his career in England; was he a good appointment? Why was he removed from power?</p> | <p>Reflect upon the importance of an active and visible king in the 12th century – how far was Richard a beneficiary of Henry's itinerant rule?</p>  | <p>Guided reading and contemporary sources.</p>   |

| <b>Time</b> | <b>Specification Topic</b> | <b>Content detail</b>   | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>  | <b>Resources</b>  |
|-------------|----------------------------|---|--|---|---|
| Week 4      |                            | Royal authority under Walter of Coutances; the ambitions of Prince John | Having given an overview of John's actions during Richard's absence, write some accounts of this from varying perspectives (pro-Richard and anti-Richard). Consider whether he should have planned more appropriately.   | Consideration of extent/impact of John's later career in any accounts of his behaviour at this stage. | Research materials and guided reading.  |
| Week 5      |                            | The later government under Hubert Walter                                | <p>Examine the state of England in the period 1194–99. Consider issues such as:</p> <ul style="list-style-type: none"> <li>• finances/ taxes</li> <li>• relations with the barons</li> <li>• law and order</li> <li>• relations with London</li> <li>• innovations in government (eg the coroners).</li> </ul> <p>Consider the claim that Hubert Walter was the greatest administrator of his era.</p> | Chart how historians' attitudes towards Richard have changed.   | Guided reading and worksheets; source material including relevant statistics. |

| <b>Time</b> | <b>Specification Topic</b>   | <b>Content detail</b>                 | <b>Content coverage with some suggested activities.</b>   | <b>Differentiation and stretch and challenge opportunities</b>  | <b>Resources</b>  |
|-------------|--|---------------------------------------|---|---|---|
| Week 6      | Relations with France and the conflict between Richard and Philip II | Rivalries following the Third Crusade | <p>Recap the relationship between Richard and Philip and discuss Richard's plans for the crusade, which revolved heavily around Philip's involvement.</p> <p>Consider Philip's actions whilst on Crusade and his plots with John upon his return. It is worth spending time here researching Philip Augustus as a character as students are often quick to criticise him, but French historians have written more positively of his skills as a ruler and see his relations with Richard as forming a longer term policy towards trying to build 'Capetian Suzerainty'.</p> | Consider theories of feudal overlordship and the difficulties posed by Philip's position as Richard's overlord: why could he not simply just overrule his vassal? | <p>Guided reading on Philip Augustus.</p> <p>Conflicting opinions from academic History books.</p> <p>Contemporary source material.</p> |
| Week 7      |  | War from 1194; the truce of 1199      | Using maps and relevant texts create a visual representation of the war of 1194–99, taking into account the constantly shifting borders. Students can then reflect upon these to determine who had the upper hand by 1199 (in order to be able to debate the claim that what changed a winning war, to a losing one, was a change of commander).  | For class debate: was Richard a better military commander than Philip?  | Use two conflicting sources and consider which provides the more convincing interpretation of the war.                                  |

| Time   | Specification Topic              | Content detail   | Content coverage with some suggested activities.  | Differentiation and stretch and challenge opportunities   | Resources   |
|--------|----------------------------------|--|---|---|---|
| Week 8 | Social and economic developments | Towns and trade; the social condition of England by 1199 | <p>Using key texts and sources consider England's financial condition. Take into consideration:</p> <ul style="list-style-type: none"> <li>• Saladin Tithe</li> <li>• Quit Claim of Canterbury</li> <li>• Royal Demesne</li> <li>• practice of venality</li> <li>• ransom arrangements</li> <li>• financial exactions to fund French wars.</li> </ul> <p>Debate the extent to which Richard had bankrupted England.</p> <p>Consider England's economic development; trade and towns were still flourishing.</p> | Consider the long term implications of Richard's financial policies: was he undoing some of the work of Henry II in terms of Royal Authority by alienating the demesne lands for short term gain? | <p>Guided reading of academic historians.</p> <p>Contemporary accounts and guided commentaries.</p> |

| Time    | Specification Topic           | Content detail              | Content coverage with some suggested activities.  | Differentiation and stretch and challenge opportunities   | Resources  |
|---------|-------------------------------|-----------------------------|---|---|--|
| Week 9  |                               | The persecution of the Jews | <p>Make a spider diagram to show why there was an explosion of anti-Semitic violence in the early years of Richard's reign. Themes may include:</p> <ul style="list-style-type: none"> <li>• long term religious hatred</li> <li>• the fact that they were social outsiders</li> <li>• their role as moneylenders</li> <li>• their association with unpopular financial policies of the king</li> <li>• a lack of stability caused by the royal absence.</li> </ul> <p>The outbreaks at Richard's coronation and in York provide good case studies.</p> | Consider the role of the crusading message in prompting anti-Semitic violence (seen in Europe at the time of the First and Second Crusades as well as in England at the time of the Third). | <p>Guided reading and sources for evaluation.</p> <p>Contemporary illustrations of Jews: what do they reveal about medieval attitudes? These could be considered alongside primary documentation such as Thomas of Monmouth ('The Martyrdom of William of Norwich') and William de Montibus.</p> <p>1990 Timewatch documentary: 'All the King's Jews'.</p> |
| Week 10 | Revision and summary overview |                             | Using laminates from Part One of the course; was Richard a 'good king'? Create wall posters or student produced short movies defending their particular view.   | Able students can grapple with the concept of 'administrative kingship'.  | Guided reading to supplement this section of the course.   |

| Time   | Specification Topic              | Content detail                     | Content coverage with some suggested activities.   | Differentiation and stretch and challenge opportunities                     | Resources  |
|--|----------------------------------|------------------------------------|--|---|--|
| <b>PART TWO: ENGLAND UNDER HENRY II'S SUCCESSORS; Section 2: King John, 1199–1214 (A-level only)</b> |                                  |                                    |  |   |  |
| Week 11  | Royal government under King John | The character and aims of the King | <p>Stimulus material to begin: what do we know about John? Students could reflect upon what they have learned about him through their studies of Henry II and Richard and also the portrayals of John in films, etc (eg Robin Hood, The Lion in Winter, Ironclad)</p> <p>Students will need to understand:</p> <ul style="list-style-type: none"> <li>• John's early upbringing and education (not intended to rule as King)</li> <li>• his knowledge of the law</li> <li>• rebellions against his father and brother</li> <li>• status in 1199 as Richard's heir and the position of his nephew Arthur.</li> </ul> <p>Debate John's aims in 1199: to secure his hold, especially in Anjou and Aquitaine which was more problematic than England and Normandy.</p> | Suggest that students undertake some in-depth biographical reading on John. | <p>Primary and secondary written and visual sources to build picture of John.</p> <p>Plantagenet family tree.</p> <p>Map of John's territories in 1199.</p> <p>Primary sources for analysis – Gerald of Wales, Roger of Hovedon, Roger of Wendover, Matthew Paris for example.</p> |

| <b>Time</b> | <b>Specification Topic</b> | <b>Content detail</b>  | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>   | <b>Resources</b>                         |
|-------------|----------------------------|--|--|--|--|
| Week 12     |                            | Relations with the barons; the royal finances; justice and the law     | Students to create themed notes covering John's style of rule in England, 1199–1214 under the headings: barons, finance, justice. They should note any changes after 1204 when the bulk of the continental lands were lost and John's focus became about recapturing them. The king was permanently resident in the country from this point.   | Encourage debate on the development of England under the itinerant rule of Henry and the absentee rule of Richard: why might John struggle after 1204? (This allows students to think synoptically about how attitudes to monarchy were changing). | Guided academic reading.                 |
| Week 13     | Relations with the Church  | Hubert Walter as Archbishop of Canterbury; the dispute with the Papacy | Recap on the relationship between Church and State under Henry and Richard. Students could compile a list of expectations which John would have as king. High on this list would be the ability to control appointments (as both Henry and Richard had done).<br><br>Using primary accounts (eg Wendover) build a picture of events following the death of Hubert Walter, leading to the dispute over Stephen Langton. | Able students could consider some of the teachings of Stephen Langton and debate why he was unacceptable as Archbishop in John's eyes (primarily for his teachings on tyrannical rulers).  | Guided reading and contemporary sources. |

| <b>Time</b> | <b>Specification Topic</b>                   | <b>Content detail</b> | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>  | <b>Resources</b>   |
|-------------|--|-----------------------|--|---|--|
| Week 14     |  | The interdict of 1208 | <p>Create a chronological table to record detail of the dispute covering the interdict, excommunication and eventual submission to Rome in 1213.</p> <p>Consider whether John or the Church gained most from the dispute.</p>  | Understanding the difference between piety and political obedience to the Church – students to find evidence to suggest that John remained pious despite his quarrel with the Pope. | <p>Sources for evaluation and guided reading for additional research.</p> <p>Contemporary sources are important here but the provenance is especially important.</p> |
| Week 15     | The Loss of Normandy and the war with France |                       | <p>Consider John's position and behaviour in the years 1199–1202: what did he do to consolidate his rule over the Empire and how did he damage his position?</p> <p>Of key consideration should be the terms of the Treaty of Le Goulet and the Lusignan Affair.</p> | Debate who had a stronger claim: John or Arthur (will require detailed understanding of feudal rights)  | Collating evidence from guided reading and sources.  |



| <b>Time</b> | <b>Specification Topic</b> | <b>Content detail</b>                 | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>  | <b>Resources</b>  |
|-------------|----------------------------|---------------------------------------|--|---|---|
| Week 16     |                            | The defeats of 1202–1204              | <p>Use a good text to build a basic timeline following the campaigns of 1202–4. Students can then supplement this with more detailed reading (alongside maps showing the relevant campaigns).</p> <p>Watch Dan Snow: ‘Battle Castle, Chateau Gaillard’. This is very good on the building of the castle by Richard, and its eventual demise in 1204. It shows some views on Richard’s haste in building the castle and Philip’s military skills in taking it.</p> <p>There is a good opportunity here to assess the importance of John’s personality in the loss of the empire (alongside Philip’s skill, Richard’s legacy and long term issues). Perhaps students could put John on trial or use a ‘washing line’ to show a continuum of blame.</p> | Differentiated reading provided for students based on ability.  | Guided research using primary sources and differing opinions of historians. |
| Week 17     |                            | The long campaigns to regain Normandy | <p>Debate the impact of the losses of 1204 on England: positives and negatives?</p> <p>Timelines showing John’s plans to regain his territories and assessment of their failures, especially the Poitou campaign.</p>  | Consideration of men like William Marshal who held lands on both sides of the Channel. Students could undertake some independent research on his wider career and debate his actions in John’s reign. | Guided reading.<br>Contemporary source material.                            |

| Time    | Specification Topic         | Content detail  | Content coverage with some suggested activities.   | Differentiation and stretch and challenge opportunities   | Resources  |
|---------|-----------------------------|---|--|---|--|
| Week 18 | Scotland, Ireland and Wales | Relations with William of Scotland and the invasion of 1209               | <p>A useful introduction could be provided through a PowerPoint presentation charting the relationship between the Angevins and Scotland (alongside images of the border lands, etc). This will allow for some discussion about the differences between the English King in terms of power and the Scottish King. Key points to note are the Treaty of Falaise and the Quit Claim of Canterbury.</p> <p>Students can then consider why trouble erupted in 1209; why was Scotland perceived as such a threat and how did John tackle this? Was he successful?</p> | Students to explain link between external and internal developments; how John's domestic policy affected his relations with his neighbours. | <p>Map(s) to illustrate.</p> <p>Primary sources to consider might include the Barnwell Annalist and the terms of the Treaty of Norham.</p> <p>Guided academic reading.</p> |
| Week 19 |                             | John's rule in Ireland and the invasion of 1210; attempts to pacify Wales | <p>Using large maps of Wales and Ireland, students can create large wall posters detailing John's interventions in Ireland and Wales.</p> <p>Key considerations might include:</p> <ul style="list-style-type: none"> <li>• motive (Ireland was often receptive to English rebels)</li> <li>• financial</li> <li>• power.</li> </ul> <p>Debate: the extent to which Ireland and Wales were incorporated into the 'Angevin Empire'.</p>   | Some students could be challenged to debate the differences between actual power and nominal overlordship.                                  | Allow students to build a basic picture before tackling more difficult academic texts.   |

| Time   | Specification Topic                        | Content detail   | Content coverage with some suggested activities.   | Differentiation and stretch and challenge opportunities   | Resources   |
|--|--|--|--|---|---|
| Week 20  | Revision/ overview                         |  | Using laminates from Part One of the course: was John a 'good king' up to 1214? Some use of counterfactualism might be useful here; had John not decided to invade France in 1214 would his rule have remained stable in England, or was he already in a weak position?  | Opportunity for further reading and source analysis.  | Relevant sources, in differentiated packs.  |
| <b>PART TWO: ENGLAND UNDER HENRY II'S SUCCESSORS; Section 3: The End of John's Reign, 1214–1216 (A-level only)</b> |  |  |  |   |   |
| Week 21  | Defeat in the war with France              | Failure of John's final campaign to regain Normandy; the Battle of Bouvines; the unfavourable peace with Philip II | Using maps consider John's plan for the recapture of Normandy in 1214. Assess the strengths and weaknesses of the plan.<br><br>Case study of Bouvines and the reasons for Philip's victory. It is important to note that John himself did not fight here, but there were serious repercussions for him as it meant the abject failure of his campaign. | Students could investigate the wider European ramifications of Bouvines; for example for Otto in the Empire.    | Key maps.<br><br>Online sources.<br><br>Guided readings of historians.  |
| Week 22  | Relations between King John and the barons | Robert Fitzwalter and the 'Army of God'  | Create chart of events/developments between the defeat at Bouvines in July 1214 and the outbreak of war in May 1215.<br><br>Consider the motives of the rebel barons, including Fitzwalter and de Vesci. Notes should be organised into themes: personal dislike of the King vs. loftier desires to improve systems of government.                     | Students to reflect upon the development of the barons as a 'class' since 1154: had their expectations changed? | There are many excellent sources on this topic (especially considering the 800th anniversary of the Magna Carta).<br><br>A useful timeline.<br><br>Good introductions to the rebel barons.<br><br>Guided reading. |

| Time    | Specification Topic  | Content detail                              | Content coverage with some suggested activities.   | Differentiation and stretch and challenge opportunities  | Resources  |
|---------|----------------------|---|--|--|--|
| Week 23 |                      | Negotiations leading to Magna Carta         | <p>Using a translation of the text of Magna Carta students can debate the reasons behind it, organising the clauses into themes, for example:</p> <ul style="list-style-type: none"> <li>• matters of feudal rights</li> <li>• justice and the law</li> <li>• individual grievances</li> <li>• rights of the Church</li> <li>• desire to implement new systems of government.</li> </ul> <p>Students can then undertake research of academic historians to determine why John faced Magna Carta in 1215.</p> | Opportunity to consider the significance of Magna Carta in the long term: is it still relevant today?  | <p>Text of the 1215 version of the Magna Carta.</p> <p>There are a myriad of excellent academic books.</p> <p>Students might enjoy the rather irreverent 'Horrible Histories' interpretation made in 2015. David Starkey also presented an excellent BBC2 documentary in 2015.</p> |
| Week 24 | The First Barons War | Baronial unrest and the outbreak of the war | <p>Create a timeline detailing the annulment of the Charter by the Pope and the subsequent outbreak of the war.</p> <p>Key areas for discussion:</p> <ul style="list-style-type: none"> <li>• why did Magna Carta fail?</li> <li>• what does the resumption of the civil war indicate about the motives of those involved?</li> <li>• why did some barons remain loyal to John despite his misrule?</li> </ul>   | Opportunities for further differentiated research to find out more about the future versions of the Charter: which clauses were removed and why? | Guidance for reading/research.   |

| <b>Time</b> | <b>Specification Topic</b> | <b>Content detail</b>  | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>   | <b>Resources</b>   |
|-------------|----------------------------|--|--|--|--|
| Week 25     |                            | John's military campaigns; the death of the King                           | Consider the campaigns of 1215–1216 and debate the extent to which John was winning the war when he died in 1216.<br>Key battles include the sieges of Norham, Rochester and Dover.  | Debate: was John really a poor military commander?   | Guided reading.<br>Contemporary sources.   |
| Week 26     | King John's legacy         | The problem of the succession and the role of William Marshal as Protector | Look in detail at the succession of Henry III and the arrangements for his minority including: <ul style="list-style-type: none"> <li>• the widespread support for the removal of Prince Louis following John's death</li> <li>• the choice of Marshal as Protector</li> <li>• the role of the Papal Legates</li> <li>• the reissue of Magna Carta.</li> </ul> | Understanding the extent to which it had been John's personality which had been the major issue before 1216. | Guided reading using primary sources and reference books.  |
| Week 27     |                            | The political condition of England by 1216                                 | Class presentations on the way in which politics had evolved in England as a result of incorporation into the Angevin Empire.  | Differentiation by research tasks.<br><br>Opportunities for additional extension reading.                    | Student presentations with: <ul style="list-style-type: none"> <li>• PowerPoint illustrations</li> <li>• handout of key facts</li> <li>• at least one source illustrating change or continuity.</li> </ul> |

| <b>Time</b> | <b>Specification Topic</b>          | <b>Content detail</b>                                | <b>Content coverage with some suggested activities.</b>   | <b>Differentiation and stretch and challenge opportunities</b>                                    | <b>Resources</b>   |
|-------------|-------------------------------------|--|---|---|--|
| Week 28     |                                     | The economic and social condition of England by 1216 | <p>Consideration of the social and economic changes since 1199; mainly as a result of John's style of rule and his heavy financial exploitation of the country.</p> <p>A particularly interesting case study could be made of the Jews in England in John's reign and beyond – the attitudes towards this minority tell us a lot about the broader state of England.</p> <p>Create overview charts covering the period 1154–1216.</p> | Opportunity for extension reading: how will England's economy develop under Henry III?            | Evaluate and debate contemporary accounts.   |
| Week 29     | Summary revision activities on John |  | Prepare for a class based trial of King John. Assign characters for students to research, giving pointers on questions which should be asked, etc. The teacher, or a particularly brave student, can take on the role of John (the best portrayals will seek to show John's paranoia and increasing anger at the accusations made against him).   | Debate: is John really England's worst King? Interested students could research other candidates. | <p>Information sheets and guided reading.</p> <p>Notes on John from the course studied thus far.</p> |

| <b>Time</b> | <b>Specification Topic</b> | <b>Content detail</b>         | <b>Content coverage with some suggested activities.</b>  | <b>Differentiation and stretch and challenge opportunities</b>  | <b>Resources</b>  |
|-------------|----------------------------|-------------------------------|--|---|---|
| Week 30     | Overview /Revision         | Holistic appraisal of content | <p>Look back at material covered over Parts One and Two of the course. Create revision sheets and posters considering key thematic areas: political, social, economic, military.</p> <p>Compare the three monarchs and their relative strengths and weaknesses.</p> <p>Debate long term themes such as 'Angevin Despotism' and whether the lands truly formed an Empire or whether we have imposed 'retrospective unity'.</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p> | <p>Debate: what were the key turning points?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p> | <p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p> |

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