



Scheme of work

Medieval England – the reign of Edward I, 1272-1307

This resource provides guidance for teaching Medieval England – the reign of Edward I, 1272-1307 depth studies topic from our new GCSE in History. We hope the suggested activities will support your teaching of this topic. It's intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand how the government of Medieval England worked, what the role of the king was and how Parliament developed during this period. The scheme of work aims to develop students' knowledge on the medieval period by investigating the role of the economy, education and the legal system as well as looking at Edward's military campaigns in Wales and Scotland. The specified site for 2023 is the Merchant's House, Southampton.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

There are three parts to this scheme of work: part one concentrates on Edward's government, part two on life in Medieval England and part three on his military campaigns. It includes details of how the specified site for the historic environment in 2023 can be incorporated into your teaching of this unit.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) with other sources.

Please note that when accessing clips from the Education Recording Agency a licence from the Educational Recording Agency is required in order to view this clip for educational purposes. To check your school's status, contact ERA era@era.org.uk.

When considering primary and secondary evidence, it is worth remembering that the assessment covers students' ability to analyse and evaluate an interpretation (AO4). However, as part of your teaching you may wish to look at contemporary sources (AO3) as well.

Part one: Government, the rights of King and people

Henry III's legacy

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none"> The relationship between Edward I and his father, Henry III. Henry III. 	<p>This lesson charts the changing relationship between Henry III and Edward I.</p> <p>Pen portraits should tease out the differences between father and son and that the nobility will have a very different relationship with Edward.</p>	<p>Enquiry question: What are the similarities and differences between Henry III and Edward I?</p> <p>Research and create a pen-portrait of Henry III and Edward I.</p> <p>Make a timeline of the key events of Edward's life until he became king.</p> <p>Either Create a 'living graph' showing the highs and lows of Henry and Edward's relationship.</p> <p>Or Create a table showing the key events of Edward's life until he became king. Place the dates and events in a centre column, have Edward's reaction to them on one side and Henry's on the other.</p>	<p>Textbooks will have information on both kings.</p> <p>Information on Edward (Longshanks).</p> <p>Information on Henry III.</p> <p>Video on Edward's early life and campaign against the Welsh.</p> <p>A valuable resource for the teacher to read about Edward I is Marc Morris's "Edward – A Great and Terrible King". It provides a good assessment of him and covers his character and wars very well.</p> <p>Video on background to Edward's father, Henry III, Battle of Lewes 1264 and the Provisions of Oxford.</p> <p>A revision short video about Lewes, and Simon de Montfort.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
2	The problems faced on Edward I's accession.	This lesson examines the key problems Edward faced on becoming king: <ul style="list-style-type: none"> • Wales • finances • nobles • Gascony. 	Enquiry question: What problems did Edward face on becoming king? Create a table or diagram with three columns/parts. In the first column/part, describe the situation in Wales and Gascony and with the royal finances and the nobles. In the second explain why each was a problem. In the third explain the actions Edward took on becoming king to alleviate the problem.	Textbook. Map of English possessions needed showing England, Wales, Ireland and Scotland as well as France including Gascony.

Lesson number	Specification content	Guidance	Learning activity	Resources
3	<ul style="list-style-type: none"> Relations with the nobility. Edward I's character as a king. 	<p>This lesson will help students assess Edward's ability to manage the nobility as well as establish criteria with which to assess Edward's character.</p> <p>Key nobles include:</p> <ul style="list-style-type: none"> De Montfort Richard of Cornwall Peter of Savoy The Lusignans Gilbert de Clare Roger Mortimer Humphrey de Bohun Bigod. 	<p>Enquiry Question: Who were the important barons during Edward's reign?</p> <p>Revisit previous timelines and living graphs and note down the key nobles involved.</p> <p>Use a map of England to show where each of the key nobles held land.</p> <p>Identify who was in Edward's entourage.</p> <p>Begin a set of pen portraits on key personalities. Establish common criteria for this.</p> <p>Research a copy of Edward's coronation oath and look at what he promised to do. What were his key aims concerning land and rights? What were Edward's expectations regarding his relationship with the nobles? How does this correspond with your earlier pen portraits?</p>	<p>Textbook.</p> <p>Internet research.</p> <p>Map of England broken into key nobles landholdings.</p> <p>Access to information on Edward and his nobles.</p> <p>Background key term feudalism clip, stress on relations, obligations and on end of feudalism.</p>

Development of government, rights and justice

Lesson number	Specification content	Guidance	Learning activity	Resources
4	<ul style="list-style-type: none"> • The Hundred Rolls. • Robert Burnell. • Statutes of Westminster and Mortmain. • Quo Warranto Inquiries. 	<p>This lesson (with Lesson 5) will introduce students to how England was governed. By adding specific detail about Edward's reign, students should be able to contrast the Hundred Rolls with the Domesday Book.</p> <p>Identify what the statutes and <i>Quo Warranto</i> were and encourage students to keep a record of these and others they study.</p> <p>Relate <i>Quo Warranto</i> to Edward's coronation pledge to reclaim lands in order to show students how Edward intended to keep to his oath and rectify the situation his father left him in.</p>	<p>Enquiry Question: How did Medieval Government work?</p> <p>Administration and the law – students produce a diagrammatic representation of how the law worked, starting with Edward at the top and including the nobles as well as positions like constables and sheriffs.</p> <p>Students will answer the question, 'Why did Edward introduce the Hundred Rolls?'</p> <p>Create a table and note down similarities and differences with the Domesday Book.</p> <p>Download an extract from the Hundred Rolls and examine it as a source.</p>	<p>Textbook.</p> <p>Blank diagram to show key features of the governmental system. Medieval Government*: (*note that Lessons 18 and 19 specifically focus on the legal system).</p> <p>Search the Hundred Rolls.</p> <p>AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Resource O.</p> <p>AQA Historic Environment Resource Pack 2021, for Acton Burnell: Resource K.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
4 continued			<p>Students construct a table showing the reasons for these statutes, what they hope to achieve and their success (or otherwise).</p> <p>Include as many statutes as possible and add to the table as a work in progress. (from Lessons 11 and 12, 18 and 19, and 22 and 23).</p> <p>Class discussion about why the land mattered so much in this period.</p>	

Lesson number	Specification content	Guidance	Learning activity	Resources
5	Robert Burnell.	This lesson will consider the (i) role of Chancellor and (ii) the attributes of Robert Burnell which made him so important. Consider his background, motivation, methods, and achievements.	Enquiry Question: Why was Robert Burnell important in King Edward's government? Create a spider diagram showing the life and career of Robert Burnell.	AQA Historic Environment Resource Pack 2021, for the Acton Burnell, Video tour of Acton Burnell Castle .
6 and 7	Parliaments and the Model Parliament (1295).	This lesson will highlight the first steps to creating a parliament and how and why Edward used them.	Timeline a history of parliament reaching Edward's reign. Create a table to identify: <ul style="list-style-type: none"> • Who came? • How often? • Why? Examples. • Who benefited? Debate – is it right to call the 1295 Parliament a model parliament?	AQA Historic Environment Resource Pack 2021, for the Acton Burnell: History of Parliament . Textbook. The First Parliament in 'Ruler & Ruled'.
8	Review and assess Part one.	Assess your students understanding of Part one and develop their exam techniques. You may wish to give your students guidance on how to answer historical questions like the one presented.	Students might consider the following question, 'Explain how the relationship between the king and his nobles changed during Edward I's reign.'	

Part Two: Life in Medieval England

Trade towns and villages

Lesson number	Specification content	Guidance	Learning activity	Resources
9	Trade, towns, agriculture and the wool trade.	<p>This lesson will introduce basic medieval day-to-day life to students. It will also highlight certain industries and their location whilst Lesson 9 will focus on the wool trade.</p> <p>Southampton was an important port for the export of wool, draw students attention to the trade and those who profited from it there.</p> <p>Students should be encouraged to use terms like 'Charters', 'Guilds', 'Sanitation', 'Crime', 'Trade', 'crafts', 'Bastides', when writing about the towns. They should also note locations and what official positions were held.</p> <p>Students should be able to identify where the centres of certain industries were and how much revenue was gained by them.</p>	<p>Who's who in the medieval village/town?</p> <p>Assign half the class to the 'village' and half to the 'town'. Students then research the typical roles in their generic location and create a table to include:</p> <ul style="list-style-type: none"> • job • wealth • work/skill • responsible to... <p>Allow 'villagers' and 'townies' time to share their information before being used as envoys to teach to and gather knowledge from other students.</p>	<p>Textbook.</p> <p>AQA Historic Environment Resource Pack 2023, Southampton Merchant's House: Background information and Resource J.</p> <p>Life in Medieval England</p> <p>Internet references for Medieval England for Or Life in a medieval town.</p> <p>Medieval Manor at Stokesay in 'Changing Times'.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
10	Trade, towns, Royal Finance and taxation, wool tax.	<p>This lesson will to develop students' ideas about finances and the importance of the wool trade. Use information from the previous lesson to show how Edward 'earned' an income and how much he could expect per year.</p> <p>Use Laurence of Ludlow to illustrate how individuals could benefit from the wool trade and link to future historic environment lessons.</p> <p>London should be used as an example of the international trade links. Refer also to the principal commodities – wool and wine exported/imported via Southampton.</p> <p>It is useful to refer to the role of foreign merchants in Southampton, particularly the Italian merchants. Note (1) how the King gains revenue from trade and (2) disciplines towns and their merchant ruling classes.</p>	<p>Enquiry Question: Why was the wool trade so important in medieval England?</p> <p>Create a diagram to show the life-cycle of the wool trade from sheep to cloth. Use a map of England and Flanders to show where the various aspects of the wool trade occurred.</p> <p>Create a timeline or potted biography of the life of Laurence of Ludlow.</p> <p>Students can create a map based upon Resource N of all the places and commodities entering the country through the port of London.</p> <p>Answer the question: Assess the importance of the wool trade to medieval England.</p>	<p>Textbook.</p> <p>AQA Historic Environment Resource Pack 2023, Southampton Merchant's House: Background information and Resource J.</p> <p>History of the wool trade.</p> <p>Map of places involved in the wool trade needed (Yorkshire, East Anglia and Flanders at least).</p> <p>Selected aspects of the AQA Stokesay Castle Resource Pack. Video tours: Stokesay Castle, Laurence of Ludlow.</p> <p>AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Resource N.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
11 and 12	<ul style="list-style-type: none"> • Trade, towns, Royal Finance and taxation, wool tax. • Statute of Merchants. • Italian bankers. • Re-coinage. • Expulsion of the Jews in 1290. 	<p>These two lessons will identify how Edward I found the money for his wars and government.</p> <p>There are four elements to looking at the Kings finances. Following Lesson 10 on the wool trade and tax, students need to understand about Edward's Italian bankers, his recoinage, and expulsion of the Jews. All of these elements should appear in the mind map of funding his government. Remind students of some of the reasons why Edward I needed more money and to have it readily available. The elements of the diagram may be distributed amongst different groups of pupils to contribute to the final diagram ie wool trade and trade generally, recoinage, Italian bankers, expulsion of the Jews.</p> <p>Use colour coding to identify the sources of income that Edward inherited (old) and ones that he created (new).</p>	<p>Enquiry question: How did Edward fund his government?</p> <p>After studying some of the individual elements of Edward's government finances, the main task is to create a mind-map showing all of the sources of income that Edward received, include taxation, debts, rents and more.</p> <p>Beneath the brief history of the Riccardi and the Frescobaldi fill in the table recording information about the two Italian banking families:</p> <ul style="list-style-type: none"> • place of origin • wealth • modus operandi • relationship with Edward • outcome and success. <p>Create a flowchart showing the reasons for re-coinage.</p>	<p>AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Background information – a new coinage, and the Kings need for money. Base diagram Italian banking family Worksheet Textbook.</p> <p>Useful article for teachers on the Riccardi and Edward.</p> <p>Edward's Italian bankers and the Credit crunch.</p> <p>Re-coinage AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: background information – a new coinage.</p> <p>Edward's re-coinage.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
11 and 12 continued		<p>Note the advantages that recoinage gave to international commerce. In what other ways did Edward I favour merchants and trade?</p> <p>Identify and assess the reasons Edward expelled Jewish people from England. Explain parliament's role in agreeing to taxes and Edward's reasons for imposing a wool tax. Establish role and number of Jewish people in England c.1290 and the relationship Edward had with them. (Remember that the king could tax them at will).</p> <p>Revisit the issue of re-coinage and the impact this had on his action to expel Jewish people from England.</p>	<p>Add information about Statute of Merchants to table from Lesson 4.</p> <p>Construct a diagram showing the steps to the expulsion of the Jews. Include these key dates:</p> <ul style="list-style-type: none"> • 1275 Statute of Jewry • 1279 executions (300) • 1280 persuaded to convert • 1290 expulsion, appropriated their loans and gave Edward political negotiating rights. 	AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Resource N.

Lesson number	Specification content	Guidance	Learning activity	Resources
13	Trade, towns	<p>These lessons allow your students to consider the reasons for growth and development of towns during the reign of Edward I.</p> <p>From a broad picture of trade in Edward I's time focus on Southampton as a major port on the south coast.</p> <p>In considering the medieval town from King's point of view, the metaphor of 'the carrot and stick' may help students to understand and answer the question how the towns helped Edward and find 3 or 4 ways he got what he wanted.</p>	<p>Students annotate a map of Europe to show the location and origin of imports and exports at this time (N).</p> <p>Using Resources A, B and J, explain why Southampton was an important port.</p> <p>Students should annotate a cutaway image of the Merchants house to identify its features and lay out. Add notes to explain the purpose of each feature.</p> <p>Answer the question: 'How did Edward I get what he wanted from the towns?'</p>	<p>AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Resource N.</p> <p>AQA Historic Environment Resource Pack 2023, Southampton Merchant's House: Background information, A, B and J.</p> <p>Resource K.</p> <p>See also - AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: background information – controlling London.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
14 and 15	Trade, towns	It's important for students to understand the symbiotic relationship between the King and the towns. The King was able to tap the talent, and resources of the towns for his ambitious projects. In return the towns gained greater freedoms and independence. However, it was important for the leading citizens of a town to always bear in mind that their freedoms came from the King. Another important point for students to remember is that towns were not an alien entity in a medieval rural landscape. They were fully integrated into the surrounding region. Finally, the importance of the towns financially to the Crown meant that they had to be given a voice in Parliament.	<p>Enquiry question: Why did towns thrive during the reign of Edward I?</p> <p>Using the worksheet about Southampton during the reign of Edward I students find evidence for the statements from the Resource Pack.</p> <p>The statements consider the:</p> <ul style="list-style-type: none"> • reasons for the prosperity of Southampton • ambitions of the ruling elite, in terms of wealth, civic pride, family, posterity etc • measures taken to ensure the continued prosperity of Southampton. <p>Students collaborate to write in a pair, a 90-second talk entitled, 'The development of Southampton during the reign of Edward I' (which may be read in class (with or without notes). The Merchants' House in Southampton dates from 1290.</p>	<p>AQA Historic Environment Resource Pack 2023, Southampton Merchant's House: Background information and Resource J.</p> <p>AQA Historic Environment Resource Pack 2022, for London at the time of Edward I: Resource N and O.</p> <p>Base map of Europe.</p> <p>Worksheet on medieval Southampton and The Merchants' house.</p> <p>Guidance sheet on the method for writing a short talk.</p> <p>Textbook.</p>

Education and Learning

Lesson number	Specification content	Guidance	Learning activity	Resources
16	<ul style="list-style-type: none"> The Medieval Church. Universities. 	<p>This lesson will show how Edward used the Church and scholars to support and legitimise his campaign against Wales and Scotland as well as how he used them to support his claims to land and his rights.</p> <p>Focus on the disagreements with Archbishop Peckham (plurality) and Archbishop Winchelsea (taxing the church).</p> <p>Students should be able to understand the role of universities, why they were endowed and how Edward and the nobles used these universities to legitimise claims to certain areas of land.</p>	<p>Enquiry question: What relationship did Edward have with the church?</p> <p>Construct a mind-map to show the role of the Church in England. Concentrate on its roles as a land-owner, law-giver, a financial institution, and the relationship with the pope.</p> <p>Complete worksheets based on textbook information.</p> <p>Students work in pairs to challenge the teacher as Edward over his role in their disagreements. Students and teacher perform a three-way hot seat debate changing students regularly.</p> <p>Enquiry Question: How did Edward develop and use the universities?</p>	<p>Textbook.</p> <p>Medieval Church timeline.</p> <p>Worksheets on the lives, character and achievements of Archbishops Peckham and Winchelsea.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>Around a separate picture of each of the three universities, answer the questions:</p> <ul style="list-style-type: none"> • What was the university's specialism? • Who endowed them? • How did Edward use them? 	
17	Roger Bacon and Duns Scotus	This lesson will introduce students to the achievements of Bacon and Duns as well as the Franciscans.	<p>Enquiry Question: Why were the ideas of Dun Scotus and Roger Bacon important?</p> <p>Conduct a study into the life of Roger Bacon and John Duns (Duns Scotus), draw out similarities and differences. Conclude by arguing which of the two men should be commemorated with a statue.</p>	<p>Textbook.</p> <p>Roger Bacon.</p> <p>Duns Scotus.</p>

The Development of the legal system

Lesson number	Specification content	Guidance	Learning activity	Resources
18 and 19	<ul style="list-style-type: none"> • Laws, courts and trials. • Crimes, criminals and punishments. • Statutes of Gloucester (1278) and Winchester (1285). 	<p>This lesson will introduce students to the legal system and help them identify the types of crimes that were committed along with the punishments meted out.</p> <p>They should be able to assess what Edward gained from the changes of the two statutes.</p>	<p>Enquiry Question: How did the medieval legal system work?</p> <p>Create a mind-map or similar to show the various aspects of medieval law. Refer to:</p> <ul style="list-style-type: none"> • Church courts • Canon Law • King and parliament as law-makers • Guild system • Lords dispensing feudal justice. <p>Create a diagram showing what happens to a criminal from committing the crime to the point of justice. Do this with a range of crimes to show the different outcomes.</p> <p>Enquiry Question: How did the statutes of Gloucester and Westminster change the system of justice?</p>	Textbooks and research.

Lesson number	Specification content	Guidance	Learning activity	Resources
18 and 19			<p>Add the relevant information about these two statutes to the table begun in Lesson 5.</p> <p>In pairs or small groups have a silent debate about whether the justice system was fit for purpose?</p>	
20	Review and assess Part two.	Assess your students' understanding of Part two and to develop their exam techniques.	Questions may be drawn from the specimen papers on our website .	

Part three: Edward I's military campaigns in Wales and Scotland

Medieval warfare, tactics and technology

Lesson number	Specification content	Guidance	Learning activity	Resources
21	<ul style="list-style-type: none"> Battlefield use of cavalry, infantry, weapons and armour. Siege Warfare. 	<p>This lesson will develop students understanding of the role of the different individual soldiers.</p> <p>Students will also consider the strengths and weaknesses of a variety of different weapons and armour.</p> <p>This part of the lesson will introduce students to siege warfare and why it was used.</p> <p>The siege of Berwick in 1296 may be referred to.</p>	<p>Enquiry Question: What was medieval warfare like?</p> <p>Students to annotate pictures of the different types of soldiers and weapons. Then choose six pieces of medieval fighting equipment and explain to the class their use and effectiveness (with examples) – could be presented as a PowerPoint presentation. Students should focus on the relative strengths and weaknesses of what they see.</p> <p>Use websites to produce a 'battle timeline' of Edward's life in order to highlight the different types of 'battles' he has been in and identify where and how he used cavalry, infantry, sieges etc.</p>	<p>Textbook.</p> <p>Pictures of soldiers and weapons.</p> <p>Edward's life – a warrior king.</p> <p>Edward's military history relating to Wales and Scotland.</p> <p>Drawings of medieval sieges.</p> <p>Textbooks and research.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
21 continued			<p>Enquiry Question: How did siege warfare work?</p> <p>Establish the 'rules' of siege warfare and have students annotate a diagram of a siege with the main elements. Include:</p> <ul style="list-style-type: none"> • weapons • key features of castle • key features of landscape • type of soldier (cavalry, infantry, sapper etc). <p>Conduct research into the battles and sieges that Edward has already participated in. Lewes and Evesham will show the 'all or nothing' high stakes involved in a battle.</p>	

The Invasion and colonisation of Wales

Lesson number	Specification content	Guidance	Learning activity	Resources
22 and 23	<p>The Invasion and colonisation of Wales</p> <ul style="list-style-type: none"> Edward's Welsh Wars in 1277 and 1282–1283 Statute of Rhuddlan 	<p>These lessons will examine how Edward conducted the wars in Wales, why they started and what the conclusions were. For example, what the provisions under the Statute of Rhuddlan were and what their impact on Wales and Edward was.</p>	<p>Enquiry Question: Why did Edward go to war in Wales?</p> <p>Investigate the reasons why Edward launched an attack on Wales, including:</p> <ul style="list-style-type: none"> Edward as Marcher lord when prince role of Llywelyn ap Gruffudd (lands taken from Edward and refusal to pay homage) role of other Marcher lords. <p>Record as mind map.</p> <p>Create a table with headings:</p> <ul style="list-style-type: none"> situation before 1277 War of 1277 situation between 1277–1282 War of 1282–3 situation post-1283 The Statute of Rhuddlan <p>Complete each column with a statement to describe the situation or events at that time.</p> <p>Annotate map of Welsh conquests with new counties, land ownership.</p>	<p>Textbook.</p> <p>How and why Edward extended his control across the British Isles.</p> <p>Timeline of Welsh conquest.</p> <p>Timelines on the Conquest of Wales.</p> <p>Copy of the Statute of Rhuddlan (modern version).</p> <p>AQA Caernarfon Castle Historic Environment Resource Pack 2019: Background information, and Resources I and J.</p> <p>Map of Wales.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
24 and 25	Castle building; costs and consequences.	<p>Overall, these lessons will help students to understand what the key parts of a castle are, where Edward chose to locate them in Wales and the reasons for this as well as examining their cost and the short and longer-term consequences of them.</p> <p>Students should understand the principle of Concentric design. The layout and design of other castles built by Edward I in Wales illustrate the principle eg Beaumaris, or how the principle was adapted to the location eg Conwy.</p> <p>Ensure students identify features that are defensive and those which are domestic.</p> <ul style="list-style-type: none"> • shape • towers • wards • walkways 	<p>Enquiry Question: 'What was important about Edward's Castle building in Wales?'</p> <p>Locate castles on map of Wales Or previous lesson's map. Investigate reasons for positioning of each castle. Complete a fact sheet on each castle including:</p> <ul style="list-style-type: none"> • cost • reason for location • ownership • main features • nearest town • years taken to complete • unique fact. <p>(the above could be incorporated into a 'Top Trumps' activity).</p> <p>Class discussion about common features they have discovered about Edward's castles.</p>	<p>Images and details of the main castles built in Wales:</p> <ul style="list-style-type: none"> • Conwy • Harlech • Rhuddlan • Flint • Beaumaris • Llanbadam (Aberystwyth) • Builth • Caernarfon. <p>Showing their design, proximity to local town, location within Wales and key features.</p> <p>Layout diagrams of main castles built by Edward I.</p> <p>AQA Historic Environment Resource Pack 2019 - Caernarfon Castle Map of Wales.</p> <p>Welsh castles.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<ul style="list-style-type: none"> • moat • entrances • town • domestic features • hall. <p>When students report back their research on different castles allow some time to collect information, perhaps in a simple spider diagram, on the Welsh castles of Edward I.</p>		

The Relations with Scotland

Lesson number	Specification content	Guidance	Learning activity	Resources
26	<ul style="list-style-type: none"> The Great Cause. Issue of Scottish succession, Balliol and Bruce. Scottish campaigns: William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I. 	<p>This lesson will show students how there came to be a vacancy for the title of king of Scotland and who the main contenders were.</p> <p>Worksheet should include:</p> <ul style="list-style-type: none"> the life of King Alexander III, his children, grandchildren, esp. his granddaughter, Margaret of Norway the role and aims of Edward as arbiter in the succession and the role of the 'guardians of Scotland' June 1291 - Edward becomes 'chief lord and guardian of the kingdom' Balliol and Bruce's links to David and an assessment of the strength of their claims. 	<p>Enquiry Question: Why did Edward I become involved in Scottish affairs?</p> <p>Complete a worksheet on the origins of the Great cause.</p> <p>Construct pen portraits of Balliol and Bruce.</p> <p>'King Edward I in Scotland.'</p> <p>Using a map of Scotland, students plot the main castles and route of Edward and his allies into Scotland.</p>	<p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge – background information.</p> <p>Textbooks, worksheet and research. Family tree sheet.</p> <p>Video covers the end of Edward's Welsh campaign, the death of his 1st wife, the expulsion of the Jews, and the start of the Scottish campaign.</p> <p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource A.</p> <p>Textbook. Blank map of Scotland. Base timeline for events.</p> <p>Scottish battlefields.</p> <p>The Battle of Falkirk.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>This lesson will help students understand the chronology of the events in the Scottish campaign. It will provide an overview of events and also begin to help to assess the reasons for Edward's successes and failures and the reasons for the resumption of hostilities by Robert the Bruce.</p> <p>Students will already be aware of the risks associated with battles and the nature of sieges from Lesson 20.</p>	<p>Students will construct a timeline showing an overview of Edward I and his Scottish campaigns. Brief details of each event should be included on the timeline.</p>	<p>Video covering Edward's Scottish campaign and conclusion.</p>
27 and 28	<ul style="list-style-type: none"> Scottish campaigns: William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I. The reputation of Edward I as 'Hammer of the Scots'. 	<p>These lessons will introduce students to the role of place in history by investigating the different features of battlefields.</p> <p>This is an opportunity to explore the key events and developments of the battles, key military tactics and innovations and understand the reasons for the outcome of the battle.</p>	<p>What can the battles of Stirling Bridge, Falkirk and the siege of Stirling Castle tell us about medieval warfare?</p> <p>Start the lesson with a brief revision of the background to the campaign/battles.</p> <p>Students should be given the above question as the basis for case studies of the battles and sieges Edward participated in.</p>	<p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource Background information; Resources B, C1 and C2 and E.</p> <p>Brief video account of the Battle of Stirling Bridge.</p> <p>Bruce and Bishop Lamberton pact.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>Students should aim to understand the basic sequence of events at the end of the first lesson, and consider explaining the outcomes during the second lesson.</p> <p>Students should understand the differences between English and Scottish armed forces.</p>	<p>They should investigate the role of:</p> <ul style="list-style-type: none"> • size • topography • proximity to coast • position of the army • tactics • the positions and composition of each of the armies. <p>Class may be divided or allocated different battles.</p> <p>Using images students create a short-captioned PowerPoint presentation to explain key moments in the fighting. Students to decide how they explain the outcome of the battle.</p> <p>Students may be asked to consolidate their understanding by writing a short essay of no more than 330 words to explain their view. This may be then set as a revision exercise to be summarised in no more than 100 words in preparation for Lesson 30.</p>	<p>Blank map. Use the Battlefields Trust site for the location of Stirling Bridge battle site.</p> <p>Use the Battlefields Trust site for the location of Falkirk battle site.</p> <p>Defeat at Dunbar.</p> <p>Textbook.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
29	<ul style="list-style-type: none"> Scottish campaigns: William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I. The reputation of Edward I as 'Hammer of the Scots'. 	<p>This lesson is an opportunity to reflect on the broader significance of the Scottish campaigns and the reputations of Edward I and William Wallace.</p> <p>You could link this lesson to Lesson 28 by looking at cinematic depictions of Edward I and William Wallace.</p> <p>Students should assess William Wallace using the worksheet asking about aspects of his life.</p> <p>Students should be able to assess the broader significance of Edward's Scottish campaigns. They should be able to place Edward's actions in the wider context of his kingship. Some consideration might be given in relation to Edward's finances, relations with the English nobility/Parliament, the timing of English campaigns in Scotland, Edward's character (was he being unreasonable, over-ambitious etc?)</p>	<p>Class debates: 'Was William Wallace a hero or a traitor?'</p> <p>'Does Edward deserve his epithet as the 'Hammer of the Scots'?'</p>	<p>Textbook AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource J, K and L.</p> <p>Worksheet on William Wallace.</p> <p>William Wallace.</p> <p>Newspaper templates are useful.</p> <p>Cinematic interpretations such as Braveheart. Please note that this film was originally classified by BBFC as a '15' rating. As such parts showing violence may cause some distress. Please assess the suitability of the clip before showing it to your students.</p> <p>Wallace video.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		Students consider Edward's response and the impact of, his ill-health, his relationship with his eldest son (and the expulsion of Piers Gaveston), the election of the new pope and the age of his nobles.		
30	Review and assess Part three.	Assess your students' understanding of Part three and to develop their exam techniques.	Questions may be drawn from the specimen papers our website .	