Scheme of work:

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

We have worked with subject experts to review our existing resources and made some changes. These changes will support our customers in delivering our current specifications in a way that maximises opportunities for breadth, diversity and inclusivity in the curriculum as well as improve the accessibility of our resources.

In this scheme of work (SOW) we have:

* removed tables so that it is easier to use with assistive technology.
* tried to keep to a specification point per page to make it easier to navigate and more convenient to use.
* made the contents page into clickable links.

Introduction

This SOW offers a route through the Medieval England – the reign of Edward I, 1272-1307 depth studies topic from our new GCSE in History.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

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 2024 is North Wales in the reign of Edward I.

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 2024 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 Agencya 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](mailto: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.

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Part one: Government, the rights of King and people

Henry III’s legacy

Lesson 1

Specification content

* The relationship between Edward I and his father, Henry III.
* Henry III.

Learning outcomes

This lesson charts the changing relationship between Henry III and Edward I.

Pen portraits should tease out the differences between father and son and that the nobility will have a very different relationship with Edward.

Possible teaching and learning activities

Enquiry question: What are the similarities and differences between Henry III and Edward I?

Research and create a pen-portrait of Henry III and Edward I.

Make a timeline of the key events of Edward’s life until he became king.

**Either**

Create a ‘living graph’ showing the highs and lows of Henry and Edward’s relationship.

**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.

Resources

* Textbooks will have information on both Kings.
* [Information on Edward (Longshanks).](https://www.royal.uk/edward-i-longshanks)
* [Information on Henry III.](https://www.royal.uk/henry-iii)
* [Video on Edward’s early life and campaign against the Welsh.](https://www.youtube.com/watch?v=1AcwAyA8COw)
* 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.
* [Video on background to Edward’s father, Henry III, Battle of Lewes 1264 and the Provisions of Oxford.](https://www.youtube.com/watch?v=MaYiUN9hkVc)
* [A revision short video about Lewes](https://www.youtube.com/watch?v=jQhEaAYIORM), and [Simon de Montfort.](https://www.youtube.com/watch?v=nkm8unXCVSo)

Lesson 2: The problems faced on Edward I’s accession

Learning outcomes

This lesson examines the key problems Edward faced on becoming King:

* Wales
* finances
* nobles
* Gascony.

Possible teaching and learning activities

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.

Resources

* Textbook.
* Map of English possessions needed showing England, Wales, Ireland and Scotland as well as France including Gascony.

Lesson 3

Specification content

* Relations with the nobility.
* Edward I’s character as a King.

Learning outcomes

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.

Key nobles include:

* De Montfort
* Richard of Cornwall
* Peter of Savoy
* The Lusignans
* Gilbert de Clare
* Roger Mortimer
* Humphrey de Bohun
* Bigod.

Possible teaching and learning activities

Enquiry question: Who were the important barons during Edward’s reign?

Revisit previous timelines and living graphs and note down the key nobles involved.

Use a map of England to show where each of the key nobles held land.

Identify who was in Edward’s entourage.

Begin a set of pen portraits on key personalities. Establish common criteria for this.

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?

Resources

* Textbook.
* Internet research.
* Map of England broken into key nobles’ landholdings.
* Access to information on Edward and his nobles.

Development of government, rights and justice

Lesson 4

Specification content

* The Hundred Rolls.
* Robert Burnell.
* Statutes of Westminster and Mortmain.
* Quo Warranto Inquiries.

Learning outcomes

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.

Identify what the statutes and *Quo Warranto* were and encourage students to keep a record of these and others they study.

Relate *Quo Warranto* 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.

Possible teaching and learning activities

Enquiry question: How did Medieval Government work?

Administration and the law: students produce a diagram showing how the law worked, starting with Edward at the top and including the nobles as well as positions like constables and sheriffs.

Students will answer the question ‘Why did Edward introduce the Hundred Rolls?’

Create a table and note down similarities and differences with the Domesday Book.

Download an extract from the Hundred Rolls and examine it as a source.

Students construct a table showing the reasons for these statutes, what they hope to achieve and their success (or otherwise).

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).

Class discussion about why the land mattered so much in this period.

Resources

* Textbook.
* Blank diagram to show key features of the governmental system.
* Medieval Government\*:

(\*note that Lessons 18 and 19 specifically focus on the legal system).

* [Search the Hundred Rolls](http://discovery.nationalarchives.gov.uk/details/record?catid=12367&catln=3).
* AQA Historic Environment Resource Pack 2022 for London at the time of Edward I: Resource O.
* AQA Historic Environment Resource Pack 2021 for Acton Burnell: Resource K.

Lesson 5: Robert Burnell

Learning outcomes

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.

Possible teaching and learning activities

* Enquiry question: Why was Robert Burnell important in King Edward’s government?
* Create a spider diagram showing the life and career of Robert Burnell.

Resources

* AQA Historic Environment Resource Pack 2021 for the Acton Burnell.
* Video tour of [Acton Burnell Castle](https://www.youtube.com/watch?v=ecvex_-yCFc).

Lessons 6 and 7: Parliaments and the Model Parliament (1295)

Learning outcomes

This lesson will highlight the first steps to creating a Parliament and how and why Edward used them.

Possible teaching and learning activities

Timeline a history of Parliament reaching Edward’s reign.

Create a table to identify:

* Who came?
* How often?
* Why? Examples.
* Who benefited?

Debate: is it right to call the 1295 Parliament a Model Parliament?

Resources

* AQA Historic Environment Resource Pack 2021 for the Acton Burnell.
* History of [Parliament.](https://www.youtube.com/watch?v=8M9LCXI-V0I)
* Textbook.
* [The First Parliament](https://www.youtube.com/watch?v=gjvEPdhjiU8) in ‘Ruler and Ruled’.

Lesson 8: Review and assess Part one

Learning outcomes

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.

Possible teaching and learning activities

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 9: Trade, towns, agriculture and the wool trade

Learning outcomes

This lesson will introduce basic medieval day-to-day life to students. Whilst Lesson 9 will focus on the wool trade, it will also highlight certain industries and their location.

Southampton was an important port for the export of wool, draw students’ attention to the trade and those who profited from it there.

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.

Students should be able to identify where the centres of certain industries were and how much revenue was gained by them.

Possible teaching and learning activities

Who’s who in the medieval village/town?

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:

* job
* wealth
* work/skill
* responsible to…

Allow ‘villagers’ and ‘townies’ time to share their information before being used as envoys to teach to and gather knowledge from other students.

Resources

* Textbook.
* AQA Historic Environment Resource Pack 2023 for Southampton Merchant’s House: Background information and Resource J.
* [Life in Medieval England](https://www.bbc.co.uk/programmes/b04sv5nc/clips)
* [Life in a medieval town.](http://www.timeref.com/life/townlife.htm)
* Medieval [Manor at Stokesay](https://www.youtube.com/watch?v=fgd9eI8dk6U) in ‘Changing Times’.

Lesson 10: Trade, towns, Royal Finance and taxation, wool tax

Learning outcomes

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.

Use Laurence of Ludlow to illustrate how individuals could benefit from the wool trade, and link to future historic environment lessons.

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.

It’s 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 class.

Possible teaching and learning activities

Enquiry question: Why was the wool trade so important in medieval England?

* 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.
* Create a timeline or potted biography of the life of Laurence of Ludlow.
* Students can create a map based upon Resource N of all the places and commodities entering the country through the port of London.
* Answer the question: Assess the importance of the wool trade to medieval England.

Resources

* Textbook.
* AQA Historic Environment Resource Pack 2023 for Southampton Merchant’s House: Background information and Resource J.
* History of the [wool trade.](https://www.historic-uk.com/HistoryUK/HistoryofEngland/Wool-Trade/)
* Map of places involved in the wool trade needed (Yorkshire, East Anglia and Flanders at least).
* Selected aspects of the AQA Historic Environment Resource Pack 2018: Stokesay Castle.
* Video tours: [Stokesay Castle](https://www.youtube.com/watch?v=PxPhzAAn4bg),
* [Laurence of Ludlow](https://www.english-heritage.org.uk/visit/places/stokesay-castle/history-and-stories/laurence-of-ludlow/).
* AQA Historic Environment Resource Pack 2022 for London at the time of Edward I: Resource N.

Lessons 11 and 12

Specification content

* Trade, towns, Royal Finance and taxation, wool tax.
* Statute of Merchants.
* Italian bankers.
* Re-coinage.
* Expulsion of the Jews in 1290.

Learning outcomes

These two lessons will identify how Edward I found the money for his wars and government.

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.

Use colours to identify the sources of income that Edward inherited (old) and ones that he created (new).

Note the advantages that recoinage gave to international commerce.

In what other ways did Edward I favour merchants and trade?

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).

Revisit the issue of re-coinage and the impact this had on his action to expel Jewish people from England.

Possible teaching and learning activities

Enquiry question: How did Edward fund his Government?

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.

Beneath the brief history of the Riccardi and the Frescobaldi, fill in the table recording information about the two Italian banking families:

* place of origin
* wealth
* modus operandi
* relationship with Edward
* outcome and success.

Create a flowchart showing the reasons for re-coinage.

Add information about Statute of Merchants to table from Lesson 4.

Construct a diagram showing the steps to the expulsion of the Jews. Include these key dates:

* 1275 Statute of Jewry
* 1279 executions (300)
* 1280 persuaded to convert
* 1290 expulsion, appropriated their loans and gave Edward political negotiating rights.

Resources

* 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.
* [Edward’s Italian bankers and the Credit crunch.](https://voxeu.org/article/credit-crunch-1294-causes-consequences-and-aftermath)
* Textbook.
* [Re-coinage.](http://hammered_farthings.tripod.com/edward-i-farthings/)
* AQA Historic Environment Resource Pack 2022 for London at the time of Edward I: background information – a new coinage.
* [Edward’s re-coinage.](http://historiccoinage.com/edward.html)
* AQA Historic Environment Resource Pack 2022 for London at the time of Edward I: Resource N.

Lessons 13 and 14: Trade, towns

Learning outcomes

These lessons will allow your students to consider the reasons for growth and development of towns during the reign of Edward I. From a broad understanding that towns thrived during the reign of Edward I’s, students should consider why this was and how Edward I controlled the towns to get what he wanted from them.

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 Enquiry question about how the towns helped Edward and find three or four ways he got what he wanted.

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.

Possible teaching and learning activities

Students annotate a map of Europe to show the towns’ locations, and the origin of imports and exports at this time.

From a broad picture of towns in Edward I’s time based on the textbook, consider the enquiry question: ‘How did Edward I get what he wanted from the towns?**’**

Use the resource packs for London and Southampton. Students may work in pairs, studying each of the towns and then discussing, comparing the ways in which Edward’s handling of the towns were similar or different.

Complete a tabular work sheet comparing London and Southampton.

There will be an opportunity to revisit Edward I and the medieval town when studying the historic environment, ‘North Wales during the reign of Edward 1’ and the bastides that he constructed in North Wales (Resource F).

Resources

* Base map of Europe.
* Prepared tabular worksheet
* Textbook
* AQA Historic Environment Resource Pack 2022 for London at the time of Edward I.
* AQA Historic Environment Resource Pack 2023 Southampton Merchant’s House.

Education and learning

Lesson 15

Specification content

* The Medieval Church.
* Universities.

Learning outcomes

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.

Focus on the disagreements with Archbishop Peckham (plurality) and Archbishop Winchelsea (taxing the church).

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.

Possible teaching and learning activities

Enquiry question: What relationship did Edward have with the church?

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.

Complete worksheets based on textbook information.

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.

Enquiry question: How did Edward develop and use the universities?

Around a separate picture of each of the three universities, answer the questions:

* What was the university’s specialism?
* Who endowed them?
* How did Edward use them?

Resources

* Textbook.
* [Medieval Church timeline](http://www.bl.uk/learning/timeline/item100359.html).
* Worksheets on the lives, character and achievements of Archbishops Peckham and Winchelsea.

Lesson 16: Roger Bacon and John Duns (Duns Scotus)

Learning outcomes

This lesson will introduce students to the achievements of Bacon and Duns as well as the Franciscans.

Possible teaching and learning activities

Enquiry question: Why were the ideas of Dun Scotus and Roger Bacon important?

Conduct a study into the life of Roger Bacon and Duns Scotus, and draw out similarities and differences. Conclude by arguing which of the two men should be commemorated with a statue.

Resources

* Textbook.
* [Roger Bacon.](http://www.bbc.co.uk/history/historic_figures/bacon_roger.shtml)
* [Duns Scotus.](https://plato.stanford.edu/entries/duns-scotus/)

The development of the legal system

Lessons 17 and 18

Specification content

* Laws, courts and trials.
* Crimes, criminals and punishments.
* Statutes of Gloucester (1278) and Winchester (1285).

Learning outcomes

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.

They should be able to assess what Edward gained from the changes of the two statutes.

Possible teaching and learning activities

Enquiry question: How did the medieval legal system work?

Create a mind-map or similar to show the various aspects of medieval law. Refer to:

* Church courts
* Canon Law
* King and Parliament as law-makers
* Guild system
* Lords dispensing feudal justice.

Create a diagram showing what happens to a criminal from committing the crime to the point of justice. Try this with a range of crimes to show the different outcomes.

Enquiry question: How did the statutes of Gloucester and Westminster change the system of justice?

Add the relevant information about these two statutes to the table begun in Lesson 5.

In pairs or small groups, have a silent debate about whether the justice system was fit for purpose?

Resources

Textbooks and research.

Lesson 19: Review and assess Part two.

Learning outcomes

Assess your students’ understanding of Part two and to develop their exam techniques.

Possible teaching and learning activities

Questions may be drawn from the [specimen papers on our website](https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources?f.Exam+series%7CW=Sample+set+1&f.Exam+series%7CW=Sample+set+2).

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

Medieval warfare, tactics and technology

Lesson 20

Specification content

* Battlefield use of cavalry, infantry, weapons and armour.
* Siege warfare.

Learning outcomes

This lesson will develop students understanding of the role of the different individual soldiers.

Students will also consider the strengths and weaknesses of a variety of different weapons and armour.

This part of the lesson will introduce students to siege warfare and why it was used.

The siege of Berwick in 1296 may be referred to.

Possible teaching and learning activities

Enquiry question: What was medieval warfare like?

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). This could be presented as a PowerPoint presentation. Students should focus on the relative strengths and weaknesses of what they see.

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.

Enquiry question: How did siege warfare work?

Establish the ‘rules’ of siege warfare and have students annotate a diagram of a siege with the main elements. Include:

* weapons
* key features of castle
* key features of landscape
* type of soldier (cavalry, infantry, sapper etc).

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.

Resources

* Textbook
* [Edward’s life – a warrior king](https://www.historynet.com/king-edward-i-englands-warrior-king.htm)
* Pictures of soldiers and weapons
* [Edward’s military history relating to Wales and Scotland](https://www.thoughtco.com/england-king-edward-i-2360671)
* Drawings of medieval sieges
* Textbooks and research.

The invasion and colonisation of Wales

Lessons 21 and 22

Specification content

Edward’s Welsh Wars in 1277 and 1282–1283.

Learning outcomes

These lessons will examine how Edward conducted the wars in Wales, why they started and what the conclusions were.

Possible teaching and learning activities

Enquiry question: Why did Edward go to war in Wales?

Investigate the reasons why Edward launched an attack on Wales, including:

* Edward as Marcher lord when he was a prince
* role of Llewelyn ap Gruffudd (lands taken from Edward and refusal to pay homage)
* role of other Marcher lords.

Record as mind-map.

Create a table with headings:

* situation before 1277
* War of 1277
* situation between 1277–1282
* War of 1282–3
* situation post 1283.

Complete each column with a statement to describe the situation or events at that time.

Annotate map of Welsh conquests with new counties and land ownership.

Resources

* Textbook.
* [How and why, Edward extended his control across the British Isles](https://www.bbc.co.uk/programmes/p01y6lg1)
* [Timeline of Welsh conquest](http://www.bbc.co.uk/history/british/middle_ages/wales_conquest_01.shtml)
* Timelines on the [Conquest of Wales](https://www.youtube.com/watch?v=mK_aYnMycJI)
* Copy of the Statute of Rhuddlan (modern version).
* AQA Historic Environment Resource Pack 2024 for North Wales during the reign of Edward I.
* AQA Caernarvon Castle Historic Environment Resource Pack 2019: Background information, and Resources I and J.
* Map of Wales.

Lessons 23: Castle building; costs and consequences.

Learning outcomes

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. They will also examine their cost and the short and longer-term consequences of them.

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.

Ensure students identify features that are defensive and those which are domestic.

* shape
* towers
* wards
* walkways
* moat
* entrances
* town
* domestic features
* hall.

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.

Possible teaching and learning activities

* Enquiry question: ‘What was important about Edward’s Castles in Wales?’
* Locate castles on map of Wales.
* Class discussion about common features they have discovered about Edward’s castles.

Resources

* Images and details of the main castles built in Wales:
  + Conwy
  + Harlech
  + Rhuddlan
  + Flint
  + Beaumaris
  + Llanbadam (Aberystwyth)
  + Builth
  + Caernarfon.

Showing their design, proximity to local town, location within Wales and key features.

* Layout diagrams of main castles built by Edward I.
* AQA Historic Environment Resource Pack 2024 for North Wales during the reign of Edward I.
* AQA Historic Environment Resource Pack 2019: Caernarvon Castle
* Map of Wales.
* [Welsh castles](http://www.castlewales.com/).

Lessons 24 and 25: The colonisation of Wales

Specification content

* Edward’s Welsh Wars in 1277 and 1282–1283.
* Statute of Rhuddlan.

Learning outcomes

These lessons should consider why Edward I was able to conquer Wales and keep control of it.

Possible teaching and learning activities

Class discussion and collation of ideas in a diagram about ‘How did Edward I ensure English control in Wales? Use the Resources A-J from the 2024 Resource Pack to stimulate ideas.

The main enquiry question should be: ‘What were the benefits of the colonisation of Wales for Edward I?

Using the Resource Pack (Resources K and L) and previous discussion, find evidence to support the six worksheet statements about the economic, cultural, social, legal, and political results of English colonisation.

Students consider two questions:

‘What was the main benefit for Edward I of the colonisation of Wales?’

**or** ‘How did Edward I colonise Wales?’ (See also lesson 23).

Students may choose which of these questions to prepare, plan and write an answer to of no more than 300 words. During revision, there will be opportunities to consider/discuss both questions.

Resources

* AQA Historic Environment Resource Pack 2024 for North Wales during the reign of Edward I.
* Worksheet and Edward’s colonisation of Wales
* Textbook.

The relations with Scotland

Lesson 26

Specification content

* 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.

Learning outcomes

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.

Worksheet should include:

* the life of King Alexander III, his children, grandchildren, especially 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.

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.

Students will already be aware of the risks associated with battles and the nature of sieges from Lesson 20.

Possible teaching and learning activities

* Enquiry question: Why did Edward I become involved in Scottish affairs?
* Complete a worksheet on the origins of the Great Cause.
* Construct pen portraits of Balliol and Bruce.
* ‘King Edward I in Scotland’: Using a map of Scotland, students plot the main castles and route of Edward and his allies into Scotland.
* 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.

Resources

* AQA Historic Environment Resource Pack 2020 for The Battle of Stirling Bridge: Background Information.
* Textbooks, worksheet and research. Family tree sheet.
* [Video](https://www.youtube.com/watch?v=jqS-iwX1_Fo) covers the end of Edward’s Welsh campaign, the death of his first wife, the expulsion of the Jews, and the start of the Scottish campaign.
* AQA Historic Environment Resource Pack 2020 for The Battle of Stirling Bridge: Resource A
* Textbook.
* Blank map of Scotland.
* [The Battle of Falkirk](https://www.bbc.co.uk/programmes/p01fff9m)
* Base timeline for events.
* [Scottish battlefields](http://www.battlefieldstrust.com/resource-centre/battlefieldsuk/periodpageview.asp?pageid=827).

Lessons 27 and 28

Specification content

* 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 the ‘Hammer of the Scots’.

Learning outcomes

These lessons will introduce students to the role of place in history by investigating the different features of battlefields.

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.

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.

Students should understand the differences between English and Scottish armed forces.

Possible teaching and learning activities

Enquiry question: What can the battles of Stirling Bridge, Falkirk and the siege of Stirling Castle tell us about medieval warfare?

Start the lesson with a brief revision of the background to the campaign/battles.

Students should be given the above question as the basis for case studies of the battles and sieges Edward participated in.

They should investigate the role of:

* size
* topography
* proximity to coast
* position of the army
* tactics
* the positions and composition of each of the armies.

Class may be divided or allocated different battles.

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.

Students may be asked to consolidate their understanding by writing a short essay of no more than 300 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.

Resources

* AQA Historic Environment Resource Pack 2020 for The Battle of Stirling Bridge.
* AQA Historic Environment Resource Pack 2020: Background information, Resources B, C1 and C2 and E.
* [Brief video account of the Battle of Stirling Bridge.](https://www.bbc.co.uk/programmes/p01ffkjm)
* Bruce and [Bishop Lamberton](https://www.bbc.co.uk/programmes/p019bdld) pact.
* Blank map.
* Use [the Battlefields Trust site](http://www.battlefieldstrust.com/resource-centre/medieval/battleview.asp?BattleFieldId=71) for the location of Stirling Bridge battle site.
* Use [the Battlefields Trust site](http://www.battlefieldstrust.com/resource-centre/medieval/battleview.asp?BattleFieldId=62) for the location of Falkirk battle site.
* [Defeat at Dunbar](https://www.bbc.co.uk/programmes/p0198yrs).
* Textbook.

Lessons 29

Specification content

* 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 the ‘Hammer of the Scots’.

Learning outcomes

This lesson is an opportunity to reflect on the broader significance of the Scottish campaigns and the reputations of Edward I and William Wallace.

You could link this lesson to Lesson 28 by looking at cinematic depictions of Edward I and William Wallace.

Students should assess William Wallace using the worksheet asking about aspects of his life.

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, overambitious etc?)

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
* the age of his nobles.

Possible teaching and learning activities

Class debates:

* ‘Was William Wallace a hero or a traitor?’
* ‘Does Edward deserve his epithet as the ‘Hammer of the Scots’?

Resources

* Textbook.
* AQA Historic Environment Resource Pack 2020 for The Battle of Stirling Bridge and Resources J, K and L.
* Worksheet on William Wallace.
* [William Wallace](https://www.bbc.co.uk/programmes/p01ffl15).
* [Newspaper templates](https://makemynewspaper.com/templates/free) are useful.
* 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.
* [Wallace video.](https://www.youtube.com/watch?v=rdlL65LD6I4)

Lessons 30: Review and assess Part three.

Learning outcomes

Assess your students’ understanding of Part three and to develop their exam techniques.

Possible teaching and learning activities

Questions may be drawn from [the specimen papers our website.](https://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources?f.Exam+series%7CW=Sample+set+1&f.Exam+series%7CW=Sample+set+2)