



Scheme of work (2019)

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 is 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. It also included details of how the specified site for the historic environment in 2019 can be incorporated into your teaching of this unit.

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. There are specific lessons dedicated to the historic environment with a focus on the specified site for a specific year.

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.

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	<p>Henry III's legacy:</p> <ul style="list-style-type: none"> • The relationship between Edward I and his father, Henry III • Henry III 	<p>This lesson seeks to chart 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>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. 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:</p> <p>https://www.royal.uk/edward-i-longshanks-r-1272-1307</p> <p>http://www.royal.gov.uk/historyofthemonarchy/kingsandqueensofengland/theplantagenets/edwardlongshanks.aspx</p> <p>Information on Henry:</p> <p>https://www.royal.uk/henry-iii-r-1216-1272</p> <p>http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/ThePlantagenets/HenryIII.aspx</p> <p>Following program details Edward's early life and campaign against the Welsh. https://www.youtube.com/wat</p>

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				<p>ch?v=1AcwAyA8COw</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>
2	<ul style="list-style-type: none"> The problems faced on Edward I's accession 	<p>This lesson examines the key problems Edward faced on becoming king:</p> <ul style="list-style-type: none"> Wales Finances Nobles Gascony 	<p>What problems did Edward face on becoming king?</p> <p>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.</p>	<p>Textbook</p> <p>Map of English possessions needed showing England, Wales, Ireland and Scotland as well as France including Gascony.</p>
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>Who were the important barons during Edward's reign?</p> <p>Revisit previous timelines and living graphs and note down the</p>	<p>Textbook</p> <p>Internet research</p> <p>Map of England broken into key nobles landholdings.</p>

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		<p>Key nobles include: De Montfort Richard of Cornwall Peter of Savoy The Lusignans Gilbert de Clare Roger Mortimer Humphrey de Bohun Bigod</p>	<p>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 a 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>Access to information on Edward and his nobles.</p>

Development of government, rights and justice

Lesson number	Specification content	Guidance	Learning activity	Resources
4	<p>Development of government, rights and justice:</p> <ul style="list-style-type: none"> The Hundred Rolls 	<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>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.</p> <p>Medieval Government*: https://faculty.history.wisc.edu/sommerville/123/123%20133%20Government.htm (*note that lessons 18 & 19 specifically focus on the legal system).</p> <p>Search the Hundred Rolls here: http://discovery.nationalarchives.gov.uk/details/record?catid=12367&catln=3</p>
5	<ul style="list-style-type: none"> Robert Burnell Statutes of Westminster and Mortmain <i>Quo Warranto</i> Inquiries 	<p>This lesson will 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>Why did land matter so much in Medieval England?</p> <p>Students construct a table</p>	<p>Text books and research</p> <p>Robert Burnell: https://en.wikipedia.org/wiki/R</p>

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		<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>showing the reasons for these statutes, what they hope to achieve and their success (or otherwise).</p> <p>Pen portrait of Robert Burnell</p> <p>Include as many statutes as possible and add to the table as a work in progress. (Lessons 14 and 19).</p>	<p>Robert Burnell</p>
6	<ul style="list-style-type: none"> Parliaments and the Model Parliament (1295) 	<p>This lesson will highlight the first steps to creating a parliament and how and why Edward used them.</p>	<p>Why was Robert Burnell important in King Edward's government?</p> <p>Timeline a history of parliament reaching Edward's reign.</p> <p>Create a table to identify: Who came? How often? Why? Examples. Who benefited?</p> <p>Debate – is it right to call the 1295 Parliament a model parliament?</p>	<p>History of Parliament: http://www.historyofparliamentonline.org/</p>

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7	<ul style="list-style-type: none"> Assessment 	Students might consider the following question, 'Explain how the relationship between the king and his nobles changed during Edward I's reign.'	Students guided through how to answer historical questions like the one presented before being given time to complete.	

Part Two: Life in Medieval England

Trade towns and villages

Lesson number	Specification content	Guidance	Learning activity	Resources
8	<p>Trade towns and villages</p> <ul style="list-style-type: none"> 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>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</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</p>	<p>Textbook</p> <p>Internet for example: http://www.historylearningsite.co.uk/medieval-england/ or http://www.timeref.com/life/townlife.htm</p>

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		revenue was gained by them.	teach to and gather knowledge from other students.	
9	<ul style="list-style-type: none"> Royal Finance and taxation, wool tax 	<p>This lesson will develop students' ideas about finances and the importance of the wool trade.</p> <p>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>Hull could be used as an example when talking about customs and coinage.</p> <p>Explain parliament's role in agreeing to taxes and Edward's reasons for imposing a wool tax.</p>	<p>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.</p> <p>Use a map of England and Flanders to show where the various aspects of the wool traded occurred.</p> <p>Plot in a table how much revenue different industries made (include wool).</p> <p>Create a timeline of the life of Laurence of Ludlow. (See next lesson and have students ready to add two more columns to this).</p> <p>Answer the question: Assess the importance of the wool trade to medieval England.</p>	<p>Textbook</p> <p>History of the wool trade: http://www.historic-uk.com/HistoryUK/HistoryofEngland/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.</p> <p>Laurence of Ludlow: http://www.english-heritage.org.uk/learn/story-of-england/medieval-part-1/laurence-of-ludlow/</p>
10	<ul style="list-style-type: none"> Statute of Merchants Italian bankers 	This lesson will develop students' understanding of the role of the	How did Edward fund his government?	Textbooks and research

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	<ul style="list-style-type: none"> Re-coinage 	<p>Italian bankers in particular the Riccardi from Lucca, in the role of Edward's finances.</p> <p>Explore the reasons for Edward's re-coinage</p> <p>Hull could be used as an example when talking about customs and coinage.</p>	<p>Add information about Statute of Merchants to table from lesson 5.</p> <p>Create a mind-map showing how Edward received his income. Include taxation, debts, rents and more.</p> <p>Make a list of who was in debt to Edward and how he went about recovering these debts. Write a brief history of the Riccardi from Lucca and the Frescobaldi from Florence.</p> <p>Create a table to record information on the two banking families, setting out with the following headings:</p> <ul style="list-style-type: none"> Place of origin Wealth Modus operandi Relationship with Edward Outcome <p>Conclude this section with the question 'what happened to the Riccardi?'</p> <p>Create a flow-chart showing the</p>	<p>Useful article for teachers on the Riccardi and Edward:</p> <p>www.ehs.org.uk/dotAsset/2198856a-47ce-475b-8e49-0917b3b1f0d7.pdf</p> <p>http://matteoli.iinet.net.au/html/Articles/Lucca.html</p> <p>Riccardi:</p> <p>http://matteoli.iinet.net.au/html/Articles/Lucca.html</p> <p>Credit crunch:</p> <p>http://www.voxeu.org/article/credit-crunch-1294-causes-consequences-and-aftermath</p> <p>Re-coinage:</p> <p>http://hammered_farthings.tripod.com/edward-i-farthings/</p> <p>http://historiccoinage.com/edward.html</p>

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			reasons for re-coinage.	
11	<ul style="list-style-type: none"> Expulsion of the Jews in 1290 	<p>This lesson will identify and assess the reasons Edward expelled the Jews from England.</p> <p>Establish role and number of Jews in England c.1290 and the relationship Edward had with them. (Remember that the king could tax them at will.)</p> <p>Re-visit the issue of re-coinage and the impact this had on his action to expel the Jews from England.</p>	<p>Why did Edward I force the Jews to leave England?</p> <p>Hot-seat King Edward explaining what he can get from the Jews of England. Contrast this with hot-seating a Jew and what they get out of their relationship with the king. Students record this.</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. <p>Students draw conclusions on the reasons for Edward's expulsion of the Jews.</p>	Textbook

Education and Learning

Lesson number	Specification content	Guidance	Learning activity	Resources
12	<p>Education and Learning</p> <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>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>How did Edward develop and use the universities?</p> <p>Around a separate picture of each of the three universities answer the questions:</p>	<p>Textbook</p> <p>Medieval Church:</p> <p>http://www.bl.uk/learning/time_line/item100359.html</p> <p>Work sheets on the lives, character and achievements of Archbishops Peckham and Winchelsea.</p>

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			<ul style="list-style-type: none"> • What was the university's specialism? • Who endowed them? • How did Edward use them? 	
13	<ul style="list-style-type: none"> • Roger Bacon and Duns Scotus 	This lesson will introduce students to the achievements of Bacon and Duns as well as the Franciscans.	<p>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>http://www.bbc.co.uk/history/historic_figures/bacon_roger.shtml</p> <p>Duns Scotus:</p> <p>http://plato.stanford.edu/entries/duns-scotus/</p>

The Development of the legal system

Lesson number	Specification content	Guidance	Learning activity	Resources
14 and 15	<p>The Development of the legal system</p> <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>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>How did the statutes of Gloucester and Westminster change the system of justice?</p> <p>Add the relevant information about these two statutes to the</p>	<p>Textbooks and research</p> <p>Internet research – the following site which might have been used in lesson 4 also contains information about the legal system: https://faculty.history.wisc.edu/sommerville/123/123%20133%20Government.htm#sheriff</p>

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			<p>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>	
16	<ul style="list-style-type: none"> Assessment 	<p>Questions may be drawn from the specimen papers on the AQA website.</p> <p>Alternatively, some possible questions might be:</p> <p>Write an account of the ways in which the finances of Edward I changed.</p> <p>OR</p> <p>Write an account of the ways in which the finances of government changed under Edward I.</p> <p>OR</p> <p>Write an account of the way the legal system changed under Edward I.</p>		

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

Medieval warfare, tactics and technology

Lesson number	Specification content	Guidance	Learning activity	Resources
17	<p>Medieval warfare, tactics and technology</p> <ul style="list-style-type: none"> Battlefield use of cavalry, infantry, weapons and armour 	<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>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>Recreate some of the dilemmas facing Edward in Wales or Scotland and have students argue what they would do faced</p>	<p>Textbook</p> <p>Pictures of soldiers and weapons.</p> <p>Edward (Scottish website):</p> <p>http://www.educationscotland.gov.uk/scotlandshistory/warsofindependence/edwardi/</p> <p>Edward's life:</p> <p>http://www.historynet.com/king-edward-i-englands-warrior-king.htm</p> <p>Edward's military history:</p> <p>http://militaryhistory.about.com/od/army/p/England-King-Edward-I.htm</p>

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			with his opposition and with his resources.	

The Invasion and colonisation of Wales

Lesson number	Specification content	Guidance	Learning activity	Resources
18	<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>This lesson 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>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 	<p>Textbook</p> <p>Timeline of Welsh conquest:</p> <p>http://www.bbc.co.uk/history/british/middle_ages/wales_conquest_01.shtml</p> <p>http://timelines.tv/index.php?t=2&e=1</p> <p>Copy of the Statute of Rhuddlan (modern version)</p> <p>AQA Caernarfon Castle Historic Environment Resource Pack: Background information – 'Edward I's Welsh campaign of 1277', & 'Edward I's Second Welsh war, 1282'. & Resource J</p>

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			<ul style="list-style-type: none"> 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>Map of Wales</p>
19 and 20	<ul style="list-style-type: none"> 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>When students report back their</p>	<p>‘What was important about Edward’s Castle building in Wales?’</p> <p>Locate castles on Map of Wales Or previous lesson’s map.</p> <p>Investigate reasons for positioning of each castle (students could take one castle each and report back – exclude Caernarfon Castle from this exercise). 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>Images and details of the main castles built in Wales:</p> <ul style="list-style-type: none"> Conway 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>

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		<p>research on different castles allow some time to collect information perhaps in a simple spider diagram in preparation to study Caernarfon Castle.</p>	<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>Map of Wales</p> <p>Welsh castles: http://www.castlewales.com/</p>
21 and 22	<ul style="list-style-type: none"> Historic Environment 	<p>This lesson will establish the location and background of Caernarfon Castle.</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>	<p>An Introduction to Caernarfon Castle</p> <p>Annotate a plan of the castle with key features.</p> <p>Students look at a range of resources relating to Caernarfon Castle and document what they tell us about Caernarfon Castle. Students will investigate, 'What was distinctive about Caernarfon Castle?'</p> <p>Students record comments on the characteristics of Caernarfon Castle's design. Students should investigate the ways in which Caernarfon Castle was distinctive:</p> <ul style="list-style-type: none"> shape towers wards walkways 	<p>Caernarfon Castle</p> <p>AQA Caernarfon Castle Historic Environment Resource Pack: note Resource I on Concentricity.</p> <p>Blank base layout of Caernarfon Castle</p>

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			<ul style="list-style-type: none"> • moat • entrances • town • domestic features • hall. <p>Alternatively, students write a fact file or visitors guide choosing three photographs from Resource pack (and additional photographs/Internet research) to add captions to, illustrating Caernarfon Castle's features.</p>	
23 and 24	<ul style="list-style-type: none"> • Historic Environment 	<p>This lesson will develop your students' knowledge and understanding of Caernarfon Castle and evaluate the consequences of Edward's Castle building programme.</p> <p>When assessing whether the castles worked, students should be able to draw out the positive or negative impact on the following:</p> <ul style="list-style-type: none"> • finances • parliament • security of England . 	<p>Did Edward's Welsh castles do what they were supposed to?</p> <p>Read Resources from pack.</p> <p>Students will construct an analytical spider diagram considering the military, economic, social and cultural impacts of Edward's Welsh castles.</p> <p>Students will debate a number of statements about Caernarfon Castle, and Edward's Castle building in North Wales eg</p>	<p>AQA Caernarfon Castle Historic Environment Resource Pack: note Resource K & L.</p> <p>Collection of images of Caernarfon Castle.</p> <p>Statements about Caernarfon and Edward I's castles.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			'Were Edward I's Welsh castles a glamorous and expensive vanity project?' etc	

The Relations with Scotland

Lesson number	Specification content	Guidance	Learning activity	Resources
25	<p>The Relations with Scotland</p> <ul style="list-style-type: none"> • The Great Cause • Issue of Scottish succession, Balliol and Bruce 	<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 and what happened to his children and grandchildren. In particular his granddaughter, Margaret of Norway. • The role of Edward as arbiter or judge in the succession and the role of the 'guardians of Scotland'. What was Edward's aim at this stage? • June 1291 - Edward becomes 'chief lord and guardian of the kingdom'. 	<p>Why did Edward I become involved in Scottish affairs?</p> <p>Construct a family tree of the kings of Scotland from William the Lion (including his younger brother David who both men descend from).</p> <p>Complete a worksheet on the origins of the Great cause.</p> <p>Construct pen portraits of Balliol and Bruce.</p> <p>Conduct a role-play to recreate Edward's 'special tribunal' to hear Balliol and Bruce's claims (and anyone else's depending on the group's research). NB. The tribunal consisted of 105 men: Balliol and Bruce chose 40 each, the king chose 24 and he was included also.</p>	<p>Textbooks, worksheet and research</p> <p>Clip 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. https://www.youtube.com/watch?v=jgS-iwX1_Fo</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		<p>Assess the position of Edward. How far has he met his aims?</p> <ul style="list-style-type: none"> Balliol and Bruce's links to David and an assessment of the strength of their claims. (There were 11 other claimants – it is worth a brief investigation into Robert Hastings and Florence, Count of Holland.) 	<p>Set the group up roughly 2:2:1 for Balliol, Bruce and Edward respectively.</p> <p>Conclude with a class/tribunal decision on who should be 'king' of Scotland then look at Edward's choice and reasons.</p>	
26	<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 will help students understand the chronology of the events in the Scottish campaign. It will also 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>Refer students back to Battle of Hastings and ask them to remember what happened (two sides of roughly equal numbers faced each other in a pitched battle). Ask what the result of this battle was (the complete victory of one side and the complete defeat of the other). Establish that battles like this were a very risky business and that medieval nobles did not like to take risks – the answer was siege warfare.</p>	<p>'King Edward I in Scotland.'</p> <p>Using a map of Scotland, students are to plot the main castles and route of Edward and his allies into Scotland.</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>Textbook</p> <p>Blank map of Scotland</p> <p>Base timeline for events.</p> <p>Scottish battlefields: http://www.battlefieldstrust.com/resource-centre/battlefieldsuk/periodpageview.asp?pageid=827</p> <p>Clip covers Edward's Scottish campaign and conclusion: https://www.youtube.com/watch?v=yruE_AeK6sw</p>

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27	<ul style="list-style-type: none"> • Siege Warfare 	<p>This 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>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>	<p>Drawings of medieval sieges</p> <p>Textbooks and research</p>
28 and 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 will introduce students to the role of place in history by investigating the different features of battlefields.</p> <p>Students should be able to assess the result based on the impact of:</p> <ul style="list-style-type: none"> • Edward's finances, • The actions of Edward's nobles, • The actions of Edward's allies 	<p>What can the battles of Stirling Bridge, Falkirk and the siege of Stirling Castle tell us about medieval warfare?</p> <p>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</p>	<p>Many of the above websites have information about relevant battles.</p> <p>Textbook and research</p>

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		<p>(the Irish, Welsh etc.),</p> <ul style="list-style-type: none"> • Edward himself (was he being unreasonable, over-ambitious etc.). <p>Students should be able to assess the position of Edward after the peace established in 1305 following the conquest of Scotland. Include the position in Wales, Ireland, Gascony as well as Edward's relationship with parliament, old enemies like Roger Bigod, the Papacy and the French king.</p> <p>Once the settlement had been made students should consider the reasons for Robert the Bruce's coronation.</p> <p>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 on it.</p>	<p>of:</p> <ul style="list-style-type: none"> • Size • Topography • Proximity to coast • Position of the army • Tactics • Anything else <p>Students should draw conclusions on the impact of the above factors on the outcome of a range of battles and sieges.</p> <p>'Was William Wallace a hero or a traitor?'</p> <p>Students construct a pen portrait of the key people; must include William Wallace.</p> <p>Class debate on the above question.</p> <p>OR</p> <p>Class debate on whether Edward deserves his epithet as the 'Hammer of the Scots'.</p>	
30	Review and assessment	This is your opportunity to assess your students' understanding of the specified content and develop their	Questions may be drawn from the specimen papers on the AQA website.	

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		exam technique.	<p>Some possible titles might be:</p> <p>“The main change that Edward I’s battles in Scotland brought about was that they allowed him to completely defeat the Scottish nation.”How far does a study of the Battle of Dunbar, 1296, support this statement? Explain your answer. You should refer to the Battle of Dunbar and your contextual knowledge.</p> <p>OR</p> <p>Explain what was important about Edward’s campaigns in Wales and Scotland.</p>	
