



Scheme of work (2020)

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.

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 2020 can be incorporated into your teaching of this unit. The specified site for 2020 is the Battle of Stirling Bridge.

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 (A04). However, as part of your teaching you may wish to look at contemporary sources (A03) 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 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>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. 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</p> <p>Following program details 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>Clip illuminates background to Edward's father, Henry III and Battle of Lewes 1264 and the Provisions of Oxford. A revision short clip about</p>

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				Lewes, and Simon de Montfort .
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>Enquiry Question: 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>Key nobles include: De Montfort Richard of Cornwall Peter of Savoy The Lusignans Gilbert de Clare Roger Mortimer</p>	<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</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>

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		Humphrey de Bohun Bigod	entourage. Begin a set of pen portraits on key personalities. Establish a 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?	Background key term Feudalism clip, stress on relations, obligations and on end of feudalism

Development of government, rights and justice

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4	<ul style="list-style-type: none"> The Hundred Rolls 	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.	Enquiry Question: How did Medieval Government work? 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	Textbook Blank diagram to show key features of the governmental system. Medieval Government*: (*note that lessons 14 & 15 specifically focus on the legal

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			<p>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>system).</p> <p>Search the Hundred Rolls here:</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>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: Why did land matter so much in Medieval England?</p> <p>Students construct a table 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>Text books and research</p> <p>Robert Burnell:</p>

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

Part Two: Life in Medieval England

Trade towns and villages

Lesson number	Specification content	Guidance	Learning activity	Resources
8	<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 revenue was gained by them.</p>	<p>Students complete a '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>Internet references for Medieval England for Or Life in a medieval town</p> <p>Medieval Manor at Stokesay in 'Changing Times'.</p>
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'</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</p>	<p>Textbook</p> <p>History of the wool trade:</p> <p>Map of places involved in the wool trade needed</p>

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		<p>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>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>(Yorkshire, East Anglia and Flanders at least).</p> <p>You may wish to utilise resources in the 2018 Historic Environment pack for Stokesay Castle.</p> <p>Laurence of Ludlow:</p>
10	<ul style="list-style-type: none"> • Statute of Merchants • Italian bankers • Re-coinage 	<p>This lesson will develop students' understanding of the role of the 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</p>	<p>Enquiry Question: How did Edward fund his government?</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>Textbooks and research</p> <p>Useful article for teachers on the Riccardi and Edward:</p> <p>Lucca</p> <p>Edward's Italian bankers and the Credit crunch:</p>

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		<p>when talking about customs and coinage.</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 reasons for re-coinage.</p>	<p>Re-coinage: Edward's re-coinage</p>
11	<ul style="list-style-type: none"> • Expulsion of the Jews in 1290 	<p>This lesson will identify and assess the reasons Edward expelled Jewish people from England.</p> <p>Establish role and number of Jewish people in England c.1290 and the relationship Edward had with them. (Remember that the king could tax</p>	<p>Enquiry Question: Why did Edward I force Jewish people to leave England?</p> <p>Students consider the nature of the relationship between Edward and the Jewish community living in England</p>	Textbook

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		<p>them at will.)</p> <p>Re-visit the issue of re-coinage and the impact this had on his action to expel Jewish people from England.</p>	<p>through role-play.</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>	

Education and Learning

Lesson number	Specification content	Guidance	Learning activity	Resources
12	<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>Around a separate picture of each of the three universities answer the questions:</p>	<p>Textbook</p> <p>Medieval Church timeline:</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>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
14 and 15	<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> <p>Add the relevant information about these two statutes to the table begun in lesson 5.</p>	Textbooks and research

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			In pairs or small groups have a silent debate about whether the justice system was fit for purpose?	
16	<ul style="list-style-type: none">Assessment	Questions may be drawn from the specimen papers on the AQA 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
17	<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>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>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's life – a warrior king:</p> <p>Edward's military history relating to Wales and Scotland:</p>

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			with his opposition and with his resources.	
18	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>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>	<p>Drawings of medieval sieges</p> <p>Textbooks and research</p>

The Invasion and colonisation of Wales

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19 & 20	<ul style="list-style-type: none"> • Edward's Welsh Wars in 1277 and 1282-1283 • Statute of Rhuddlan 	These lesson will examine how Edward conducted the wars in Wales, why they started and what	Enquiry Question: Why did Edward go to war in Wales?	<p>Textbook</p> <p>Timeline of Welsh conquest:</p>

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		<p>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>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 1277–282 • 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>Timelines.TV video on The Conquest of Wales</p> <p>Copy of the Statute of Rhuddlan (modern version)</p> <p>You may wish to re-use the resources from the 2019 AQA Caernarfon Castle Historic Environment Resource Pack: Background information, and Resources I & J</p> <p>Map of Wales</p>
21 and	<ul style="list-style-type: none"> • Castle building; costs 	Overall these lessons will help	Enquiry Question: 'What was	Images and details of the

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22	and consequences	<p>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 e.g. Beaumaris, or how the principle was adapted to the location e.g. Conwy.</p> <p>Ensure students identify features that are defensive and those which are domestic, such as:</p> <ul style="list-style-type: none"> • shape • towers • wards • walkways • moat • entrances • town • domestic features • hall <p>When students report back their research on different castles allow</p>	<p>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. 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>main castles built in Wales:</p> <ul style="list-style-type: none"> • Conway • Harlech • Rhuddlan • Flint • Beaumaris • Aberystwyth • 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>This is an opportunity to utilise the material from the AQA Historic Environment Resource Pack 2019 - Caernarfon Castle Map of Wales.</p> <p>Welsh castles:</p>

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		some time to collect information perhaps in a simple spider diagram on the Welsh castles of Edward I.		

The Relations with Scotland

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23	<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 	<p>Enquiry Question: 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</p>	<p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge – Background information</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.</p>

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		<p>guardian of the kingdom'. 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>chose 40 each, the king chose 24 and he was included. 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 reasoning.</p>	
24	<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 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 lessons 17 & 18.</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>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>Clip covers Edward's Scottish campaign and conclusion</p> <p>Brief video account of the battle of Stirling bridge Brief video account of the Battle of Falkirk.</p>

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25 & 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>These lessons will establish the broad understanding of events and actions involved in the Battle of Stirling Bridge, 1297.</p> <p>This is an opportunity to explore:</p> <ul style="list-style-type: none"> the key events and developments of the Stirling Bridge to identify key military tactics and innovations to begin to understand the reasons why the Scots were successful. <p>Students should aim to understand the basic sequence of events at the end of these two lessons.</p> <p>Students should understand the differences between English and Scottish armed forces.</p>	<p>Start the lesson with a brief revision of the background to arrival of both armies at the battlefield.</p> <p>Students use a map of Stirling area to record the positions and composition of each of the armies i.e. Warenne's, and Wallace's forces.</p> <p>Using images D-G from the resource pack, students create a short captioned PowerPoint presentation to explain key moments in the fighting.</p>	<p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource Background information</p> <p>Brief video account of the battle of Stirling bridge</p> <p>Blank map</p> <p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource B, C1 & C2, & E</p> <p>Newspaper templates are useful.</p> <p>Use the Battlefields Trust site for the location of Stirling Bridge battle site</p> <p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource D-G, H, M</p>
27 & 28	<ul style="list-style-type: none"> Scottish campaigns: William Wallace and the First War of Scottish Independence from 	<p>These lessons will analyse and evaluate the reasons for the outcome of the battle. Students should begin to try to</p>	<p>The following headings are distributed to pairs of students to come to a paragraph conclusion to report back to the</p>	<p>Textbook and research</p> <p>AQA Historic Environment</p>

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	<p>1297 to the death of Edward I</p> <ul style="list-style-type: none"> The reputation of Edward I as 'Hammer of the Scots' 	<p>understand the significance of key features of the battle in determining the outcome of the battle, such as topography, resources, motivation and tactics</p> <p>Students should be encouraged to come to some final conclusion about the battle, paying particular attention to the role of location, the military resources of each side, and their leaders.</p>	<p>class on:</p> <ul style="list-style-type: none"> size of the 2 armies size of the battlefield, topography, distinctive features luck/accident the position of the armies in relation to the features of the battlefield leadership communication tactics. <p>In order to contribute to the debate, started by a series of statements.</p> <p>Class debate: why did the Scots win the battle or why were the English defeated?</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>Resource Pack 2020 – The Battle of Stirling Bridge Resources H, I,</p> <p>Statement PowerPoint.</p>
29	<ul style="list-style-type: none"> Scottish campaigns: 	This lesson is an opportunity to	Students should assess William	Textbook

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	<p>William Wallace and the First War of Scottish Independence from 1297 to the death of Edward I</p> <ul style="list-style-type: none"> The reputation of Edward I as 'Hammer of the Scots' 	<p>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 a cinematic interpretation of the Battle of Stirling Bridge and depictions of Edward I and William Wallace.</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>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.</p>	<p>Wallace using the worksheet asking about aspects of his life.</p> <p>Class debate: 'Was William Wallace a hero or a traitor?'</p> <p>Class debate: Does Edward deserve his epithet as the 'Hammer of the Scots'?</p>	<p>AQA Historic Environment Resource Pack 2020 – The Battle of Stirling Bridge Resource J, K & L</p> <p>Work sheet on 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 access the suitability of the clip before showing it to your students.</p> <p>Wallace Video clip.</p>
30	<ul style="list-style-type: none"> Assessment 	Questions may be drawn from the		

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		specimen papers on the AQA website.		
