

Name of unit Edward I – Why did Edward I want to unite England, Scotland and Wales? And why did he fail?	
Expected Outcomes This unit examines Edward I’s ambitions and military campaigns, Welsh and Scottish resistance, and why his attempts at unification ultimately failed. Learners assess whether Edward was a just ruler. There is a focus on the use of Castles to control Wales • Understand Edward I’s motivations for attempting to unite Britain. • Analyse the resistance from Wales and Scotland and its significance. • Evaluate Edward I’s leadership and why his unification attempts ultimately failed. • Develop skills in interpreting differing perspectives and assessing historical judgment • Develop chronological understanding and historical enquiry skills. • Make comparisons between medieval and modern concepts of unity, government, and resistance.	
Developmental Focus Opportunities • Communication and Language – Presenting arguments about Edward’s leadership and actions. • Understanding the World – explore maps of medieval Britain, Edward’s castles in Wales, and key events in the campaign for unity. • Literacy – Source analysis and persuasive writing (e.g., “Was Edward a just ruler?”). Write diary entries or letters from the point of view of a Welsh rebel or a Scottish leader. • PSED – Reflecting on justice, conflict, and the consequences of power and resistance. • Numeracy – Estimate distances between key locations in Edward’s campaigns using maps and scale / Analyse castle construction timelines and costs (basic calculation, ordering). • Expressive Arts and Design: Conwy Castle photography • Physical Development – Castle-building challenge using blocks or construction kits (fine motor control) / Explore a medieval castle	
Key Learning Points	Powerful Knowledge
Edward I’s motives for unification. Military campaigns in Wales and Scotland. Resistance movements led by Welsh and Scottish leaders. The political and religious landscape of medieval Britain. Reasons for Edward’s ultimate failure to unite the kingdoms.	Understanding of medieval concepts of kingship, conquest, and justice. Insight into how power is exerted and resisted. Realisation that unity through conquest has social, cultural, and ethical consequences that have lasting effects Critical understanding of how history is interpreted and remembered differently by different communities.
Subject-Specific Vocabulary	Reading Opportunities

Conquest Resistance Unification Monarch Justice Rebellion Alliance Campaign Fortification Succession	Extracts from historical accounts of Edward I's campaigns. Fictionalised accounts or biographies of Edward I, Llywelyn ap Gruffudd, and William Wallace. Poetry and ballads from medieval Britain. Maps and visual primary sources (e.g. drawings of castles, heraldry).
Possible Misconceptions	Cross-Curricular Links
That Edward I ruled over a unified Britain. That all Welsh and Scottish people supported resistance movements. That conquest always led to peace and stability. That medieval kings had absolute control without challenge.	Geography: Mapping Edward's campaigns, studying physical features influencing battles. English: Persuasive writing, diary entries, debate. Drama: Role-play and hot seating. Art and Design: Castle design, heraldic symbols. RE: The role of religion in legitimising kingship. PSHE: Justice, leadership, and the ethics of war.