Year: 7	Subject: History	Unit title: Medieval Monarchy	Term: Summer
Knowledge (Learn that): • Scholars know that the Anarchy showed medieval monarchs needed legitimacy and united baronial support, because a disputed succession and divided loyalties could cause civil war and destroy royal control. • Scholars know that Henry II's conflict with Thomas Becket showed even powerful monarchs needed the support of the Church, whose spiritual authority could strengthen or undermine royal legitimacy. • Scholars know that King John's loss of baronial and Church support forced him to accept Magna Carta, demonstrating that monarchs who ignored accepted limits and ruled without cooperation weakened their own authority. • Scholars know that Simon de Montfort's rebellion showed rulers needed consultation and consent, because barons could challenge kings who excluded them and wider representation could help create legitimacy. • Scholars know that Edward I strengthened royal control by combining military authority with law, Parliament and consent to taxation, turning cooperation into a source of money, loyalty and stability. • Scholars know that the Peasants' Revolt showed widespread popular anger could threaten royal authority, while Richard II's later deposition demonstrated the danger of failing to build lasting support. • Scholars understand that medieval monarchs kept control through a combination of legitimacy, support from the barons and Church, and popular cooperation, and that royal power weakened when these relationships broke down.		**Core Vocabulary:** Monarch, Legitimacy, Succession, Baron, Feudal system, Archbishop of Canterbury, Benefit of clergy, Constitutions of Clarendon, Excommunication, Magna Carta, Scutage, Charter, Parliament, Consent, Provisions of Oxford, Model Parliament, Taxation, Statute, Poll tax, Serfdom, Rebellion **Vocabulary to Encounter:** White Ship, The Anarchy, Stephen of Blois, Matilda, Thomas Becket, Runnymede, Stephen Langton, Simon de Montfort, Battle of Lewes, Battle of Evesham, Wat Tyler, Smithfield, Deposition **Vocabulary to Retrieve:** Witan, Earl, Oath, Church, Pope, Penance, Castle, Homage, Forfeiture, Feudal system, Crusade, Indulgence, Parliament	**Teaching Sequence:** Lesson 1: Stephen, Matilda & the Anarchy Lesson 2: Henry II and Thomas Becket Lesson 3: King John and Magna Carta Lesson 4: Simon de Montfort and the birth of Parliament Lesson 5: Edward I and Model Parliament Lesson 6: Richard II and the Peasants' Revolt Lesson 7: Planning Lesson Lesson 8: Essay Writing Lesson (There will also be a knowledge test and whole class feedback lesson related to this content)

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Disciplinary aims:

The primary disciplinary aim is for scholars to understand **causation and historical argument.**

Scholars will be encouraged to:

- Identify legitimacy, baronial support, Church support and popular cooperation as recurring conditions of successful medieval monarchy.
- Use individual reigns as case studies from which broader causal factors can be derived.
- Explain how relationships between monarchs and different groups strengthened or weakened royal control.
- Recognise that the factors were interconnected: Church approval supported legitimacy, baronial consent provided armies and taxation, and consultation reduced opposition.
- Compare rulers who attempted to govern through force or personal authority with those who used cooperation, law and Parliament.
- Distinguish short-term recovery of control from the longer-term maintenance of authority.
- Select precise evidence across the period 1135–1399 to support thematic claims rather than narrating each reign separately.
- Construct a reasoned judgement about what medieval monarchs needed to keep control.

This enquiry develops scholars' understanding that political control depended not simply on a monarch's personal strength, but on relationships, institutions and accepted authority. It requires scholars to explain how these conditions worked together and why their breakdown produced conflict, rebellion or deposition.

Writing curriculum:

Throughout this unit, scholars use writing to practise thematic causal explanation and historical argument.

- Scholars use substantive and disciplinary terms such as legitimacy, authority, consent, consultation, cooperation and control accurately.
- Vocabulary and prior knowledge are continually revisited through retrieval practice, comparison and extended responses.
- Scholars use structures such as "because, but, so" to connect explanation, qualification and consequence.
- Each lesson requires scholars to convert a case study into a broader claim about what monarchs needed to maintain control.
- Writing progresses from explaining the importance of individual groups to showing how legitimacy, baronial support, Church support and popular cooperation were connected.
- Scholars compare successful and unsuccessful examples of kingship and use evidence from several reigns within thematic paragraphs.
- The final essay is organised around legitimacy, support of the barons, support of the Church and popular cooperation, culminating in a judgement about their relative and combined importance.

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Links to other units:

Why this and why now?

The Medieval Monarchy enquiry begins the Summer term and follows the Crusades by returning to England while retaining a focus on medieval power, religion and political relationships. It is deliberately positioned here to:

- Consolidate Year 7 medieval knowledge: Scholars retrieve the Norman feudal system, landholding, barons, castles, the Church and developing royal authority.
- Extend causal reasoning: Earlier enquiries explained events and motives. This unit asks scholars to derive recurring conditions of control from six case studies across more than two centuries.
- Trace institutional development: Magna Carta, the Provisions of Oxford and Parliament show how consultation and consent became increasingly important to monarchy.
- Connect rulers and ruled: The enquiry moves from elite relationships with barons and Church leaders to the political significance of townspeople, representatives and peasants.

How does this speak to what came before?

- The Anglo-Saxon enquiry introduced kingship, the Witan and the need for rulers to secure elite support.
- The Norman enquiry established the feudal relationship between monarchy, barons, land, castles and loyalty.
- The Crusades enquiry developed knowledge of papal authority, medieval belief, monarchy and the power of religious legitimacy.
- The sequence from the Anarchy to Richard II revisits causation while shifting from reasons for events to the conditions required for political control.

How does this prepare scholars for what comes next?

- Later Year 7 study can build on the relationship between taxation, conflict, social order and popular resistance.
- In Year 8, Magna Carta, Parliament and Church–Crown conflict provide essential foundations for the Reformation, the English Civil War and changing ideas of government.
- In Year 9, legitimacy, protest, political representation and the relationship between state and society provide reference points for modern political and social change.

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Links to the national curriculum:

This unit directly supports the key stage 3 study of the development of Church, state and society in Medieval Britain 1066–1509. It traces monarchy, Church–Crown relations, Magna Carta, the development of Parliament, taxation, rebellion and the changing relationship between rulers and subjects.

Linking to the KS3 National Curriculum

- Scholars study the Anarchy, Henry II and Thomas Becket, King John and Magna Carta, Simon de Montfort, Edward I's Model Parliament and the Peasants' Revolt.
- The unit explains how barons, Church leaders, representatives and ordinary people could support, constrain or challenge royal authority.
- Scholars examine the emergence of Parliament and consent to taxation within the wider development of medieval government.
- The enquiry develops causal explanation and chronological understanding across the twelfth, thirteenth and fourteenth centuries.

Moving Beyond the KS3 National Curriculum

1. Thematic Causation Across Case Studies

- Scholars derive recurring causal factors from individual reigns and test them across different political contexts.
- This prevents the unit becoming a sequence of disconnected stories about "good" and "bad" kings.

2. Power as Relationship

- Royal control is presented as dependent on legitimacy, negotiation, consent and cooperation, not simply force.
- Scholars consider the relative power of barons, the Church and wider society.

3. Institutional Development and Change

- Magna Carta, the Provisions of Oxford and Parliament are placed within a longer development of constraints on monarchy.
- Scholars recognise both change and continuity in the expectations placed upon rulers.

4. Disciplinary Literacy and Argument

- Recurrent lesson questions and "because, but, so" structures prepare scholars to explain and qualify causal claims.
- The final essay requires evidence to be organised thematically and brought together in a comparative judgement.