

WJEC GCSE History

Approved by Qualifications Wales

Guidance for Teaching: Unit 1 Option 1.2

Teaching from 2026

For award from 2028

Version 2 - February 2025



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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	2

Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	Unit title	Type of Assessment	Weighting
Unit 1	An in-depth study on Welsh history	Written examination	30%
Unit 2	An in-depth study on European and/or World history	Non-examination assessment	20%
Unit 3	A study of a period in World history	Written examination	30%
Unit 4	A changing society	Non-examination assessment	20%

Assessment

Summary of Assessment - Unit 1

Unit 1: An in-depth study on Welsh history

Written examination: 1 hour

30% of qualification

60 marks

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

Medieval

1.1 Rhys ap Gruffudd, Prince of Deheubarth c.1132–c.1197

1.2 Owain Glyndwr c.1354–c.1416

Early Modern

1.3 Wales and the early Tudors c.1485–c.1547

1.4 Wales in the era of the Civil War 1603–c.1660

Modern

1.5 Rebellions and Protest in Wales, c.1831–c.1892

1.6 Wales in the early to mid-twentieth century, c.1914–c.1959

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

Unit 1 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

Overview of Unit 1 Medieval: Option 1.2 Owain Glyndwr, c. 1354 – c.1416

An in-depth study on Welsh history

(30% of the qualification)

The purpose of Unit 1 is to provide an insight into the development of Wales at a specific point in time. The aim of this option is to develop learner understanding of the role played by Owain Glyndwr in relations between England and Wales, c.1354 – c.1416.

Time period	Option	
Medieval	1.2	Owain Glyndwr c.1354 – c.1416
	1.2.1	The family background of Owain Glyndwr
	1.2.2	Owain Glyndwr's military service for Richard II, King of England
	1.2.3	Owain Glyndwr and support for the Welsh Revolt
	1.2.4	Owain Glyndwr's reign as Prince of Wales
	1.2.5	The death and legacy of Owain Glyndwr

Scheme of Learning for Option 1.2 Medieval: Owain Glyndwr c.1354 - c.1416

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers.

These can be found on: <https://resources.wjec.co.uk/>

1.2 Background: Wales in the mid fourteenth century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the significance of the Edwardian settlement, rebellions against English rule and the reign of King Richard II of England. 	<p>The Edwardian conquest of Wales and its consequences for the Welsh.</p> <p>Welsh rebellions against English rule in the late 13th century and through the 14th century such as Madog ap Llywelyn, Owain Lawgoch and Llywelyn Bren.</p> <p>The main events of the reign of Richard II including the Peasant's Revolt and his relations with his nobles.</p>	<p>Activities:</p> <p>Use a blank outline map of Wales to show the locations of the old kingdoms and the areas of the principality and the marches by the end of the 14th century.</p> <p>Draw a spider diagram to record the different impacts the Edwardian Conquest had had on Wales.</p> <p>On a timeline, briefly record some details of the Welsh revolts against English control between 1282 and 1400.</p>	<p>Website(s):</p> <p>An Iron Ring of Castles - Sarah Woodbury</p> <p>Wales in the Middle Ages</p> <p>Conquest of Wales by Edward I</p> <p>Welsh rebellions against English rule</p> <p>Madog ap Llywelyn's uprising against Edward Longshanks</p> <p>Llywelyn Bren - Cardiff Castle</p>	3 hours

		<p>Write a summary of the main problems that Richard II faced during his reign</p> <p>Outcome: Learners could demonstrate their understanding of the impact the Edwardian conquest had on Wales as well as the problems facing King Richard II, who was supposed to be the ruler of Wales as well as England</p> <p>Advanced outcome: Learners can draw conclusions about how strong English control over Wales was by the end of the 14th century.</p> <p>Advanced activity: Discuss what the strengths and weaknesses were of English control over Wales by the end of the 14th century.</p>	<p>Owain Lawgoch</p> <p>Wales subdued: the legacy of the Conquest</p> <p>King Richard II - Historic UK</p> <p>The Reign of Richard II, 1377 to 1399 - BBC History</p> <p>Video(s)</p> <p>The Conquest of Wales - Timelines</p> <p>Edwardian Conquest - Sarah Woodbury</p> <p>The Edwardian Conquest of Wales</p> <p>Edward I, the Welsh and the Scots</p> <p>Gross Designs: Invading Wales</p> <p>Richard II - English Monarchs</p> <p>King Richard II (1367-1400)</p>	
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			<p>Audio: <u>The Peasants' Revolt of 1381 Explained</u></p> <p>Map(s): <u>Wales after the Treaty of Montgomery 1267</u></p> <p><u>Gwynedd after the Treaty of Aberconwy 1277</u></p> <p><u>Wales after the Statute of Rhuddlan 1284</u></p> <p>Book(s): <i>Curriculum for Wales : History for 11-14 years</i> by Rob Quinn and R. Paul Evans, Chapter 1.4</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapters 13, 14 and 15</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 1</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapters 6 and 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
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<ul style="list-style-type: none"> features of life in Wales in the fourteenth century, the nature of Welsh society, social classes and the role of women. 	<p>The impact of the Edwardian Conquest on Welsh society, including the divisions between life in the principality and in the marches.</p> <p>Different experiences of life in the countryside and the towns.</p> <p>Anglicisation of the upper classes in Wales.</p> <p>The position of women in Wales in the medieval period.</p>	<p>Activities:</p> <p>Look at the information about Crickhowell in medieval times and identify some features of life from this period as an introduction.</p> <p>Make a spider diagram to record the features of Welsh society in this period including the principality, the marches, towns, countryside, the nobility and women.</p> <p>Compare what has been learned about Wales overall to what was initially considered for Crickhowell and consider how representative of Wales medieval Crickhowell seems.</p> <p>Outcome:</p> <p>Learners can demonstrate that they understand the main features of life in Wales in this period, but also that life differed depending on who were.</p> <p>Advanced activity:</p> <p>Debate the extent to which Wales in this period was influenced by England, with one side arguing it was greatly influenced by England and the other side that it was not.</p>	<p>Website(s):</p> <p>1284 to 1543: Annexation by the English crown</p> <p>Population, culture and society</p> <p>Economy and trade</p> <p>The Welsh Marches - Lise Hull</p> <p>Wales in the Early Middle Ages</p> <p>The Impact of the Edwardian Conquest - Study Rocket</p> <p>Medieval Welsh society and culture - Wales History</p> <p>Castles and Towns</p> <p>14th Century Crickhowell</p> <p>Laws of women</p> <p>Map(s):</p> <p>Wales 14C Map</p>	<p>2 hours</p>
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		<p>Advanced outcome: Learners can draw conclusions about the extent to which the English influenced life in Wales.</p> <p>Book(s): <i>Curriculum for Wales : History for 11-14 years</i> by Rob Quinn and R. Paul Evans, Chapters 2.1 to 2.5</p> <p><i>Wales and Britain in the Medieval World c.1000-1500) by Hefin Mathias, Chapters 11, 12, 13 and 16</i></p> <p><i>Age of Conquest</i> by R.R. Davies, Chapters 5, 6 and 16</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Introduction</p>	
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1.2.1 The family background of Owain Glyndwr				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the ancestry of Owain Glyndwr, including: <ul style="list-style-type: none"> his father Gruffudd Fychan ap Gruffudd, descendant of the princes of Powys his mother Elen ferch Thomas ap Llywelyn, descendant of the princes of Deheubarth and Gwynedd. 	<p>The pre-Conquest division of Wales into kingdoms.</p> <p>What happened to the kingdoms of Powys and Gwynedd after the Edwardian Conquest.</p> <p>The meaning of the title Tywysog Cymru, Prince of Wales, from a Welsh point of view.</p> <p>Owain Glyndwr's family heritage and his claim to be Tywysog Cymru.</p>	<p>Activities: Research and write an explanation for the title Tywysog Cymru (Prince of Wales)</p> <p>Make a family tree to show the ancestors of Owain Glyndwr and their links to the royal Welsh houses of Powys, Gwynedd and Deheubarth.</p> <p>Write brief histories of the main events affecting these royal houses up to the 14th century</p> <p>Outcome: Learners could demonstrate that they understand why Owain Glyndwr could claim to be the Prince of Wales.</p> <p>Advanced activity: Based on the evidence from this topic how strong do learners feel Owain Glyndwr's case to be Tywysog Cymru was? They should try to consider arguments for and against his claim.</p>	<p>Website(s): Owain Glyndwr Owain Glyndwr: Family Tree Owain Glyndwr: Family Details Owain Glyndwr - Unruly Figures Family tree of Welsh monarchs On the trail of the Princes of Powys Princes of Powys Fadog and Maelor Kingdom of Gwynedd Deheubarth Gruffudd Fychan II Prince of Wales Kings and Princes of Wales - Historic UK </p>	2 hours

		<p>Advanced outcome: Learners can draw conclusions about how valid Glyndwr's claim to be Tywysog Cymru was.</p>	<p>Video(s): <u>The Prince of Wales: What Everybody Gets Wrong</u></p> <p>Podcast(s): <u>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Start from 6:50)</u></p> <p><u>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (to 5:20)</u></p> <p>Map(s): <u>Medieval kingdoms of Wales</u></p> <p><u>Wales 14C Map</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 2</p>	
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<ul style="list-style-type: none"> • the nature and importance of his early life, including: <ul style="list-style-type: none"> • the impact of the death of his father in 1370 • becoming an apprentice lawyer at the Inns of Court in London. 	<p>The origins of Glyndwr's surname from one of his family's manor houses at Glyndyfrdwy.</p> <p>Fostering of orphans of the nobility in this period.</p> <p>Support from John of Hanmer to be brought up as an aristocrat.</p> <p>Legal training in this period and Sir John's important role in the English legal system.</p>	<p>Activities:</p> <p>Explain why Owain Glyndwr ended up in the care of John Hanmer.</p> <p>Research the role of the Inns of Court in legal training at this time.</p> <p>Research the medieval court system and explain what role John Hanmer had in it.</p> <p>Outcome:</p> <p>Learners can show their understanding of Owain Glyndwr's early life.</p> <p>Advanced activity:</p> <p>Consider how much influence John of Hanmer had over Glyndwr's life – to what extent had he acted like Glyndwr's father?</p> <p>Advanced outcome:</p> <p>Learners can draw conclusions about the important influences on Owain Glyndwr at this point in his life.</p>	<p>Website(s):</p> <p>Glyndyfrdwy</p> <p>Owain Glyndwr: The last Welsh Prince of Wales</p> <p>Owain Glyndwr - Unruly Figures</p> <p>Owain Glyndwr: Early life and marriage</p> <p>David Hanmer</p> <p>Justice of the King's Bench</p> <p>Inns of Court: History</p> <p>Podcast(s):</p> <p>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen to 6:50)</p> <p>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen to 5:20)</p> <p>Book(s):</p> <p><i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1</p>	<p>1 hour</p>
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			<i>Owain Glyndwr, the story of the last Prince of Wales</i> , by Terry Breverton, Chapter 2	
<ul style="list-style-type: none"> • the significance of his married life, including: <ul style="list-style-type: none"> • his marriage to Margaret Hanmer • living as the lord of Sycharth. 	<p>Marriage into the noble Hanmer family at St. Chad's Church in Hanmer.</p> <p>Owain Glyndwr's children and their marriages into the English aristocracy.</p> <p>Owain's claims to be lord of Sycarth.</p>	<p>Activities: Research Margaret of Hanmer and write a paragraph about who she was and her marriage to Owain Glyndwr.</p> <p>Add Owain Glyndwr's children and what happened to them onto the family tree from an earlier lesson.</p> <p>Explain what Owain Glyndwr's claim to be lord of Sycarth was.</p> <p>Outcome: Learners can demonstrate that they understand the importance of Owain Glyndwr's family.</p> <p>Advanced activity: Discuss to what extent By this point in his life Owain Glyndwr seemed to be more like an English lord than a Welsh prince.</p>	<p>Website(s):</p> <p>Historic Settlement Survey - Wrexham County Borough</p> <p>Owain Glyndwr: The last Welsh Prince of Wales</p> <p>Margaret Hanmer</p> <p>Owain Glyndwr: Family Details</p> <p>Owain Glyndwr - Family Tree</p> <p>Owain Glyndwr: Issue and descendants</p> <p>Owain Glyndwr: Sycarth</p> <p>Sycarth</p>	1 hour

		<p>Advanced outcome: Learners can draw conclusions about the kind of person Owain Glyndwr was before he became involved in a revolt against English rule.</p>	<p>Video(s): <u>Sycharth Castle Reconstruction</u> <u>Sycharth, Motte and Bailey Castle near Llansilin, Powys</u></p> <p>Podcast(s): <u>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit</u> (Listen to 6.50)</p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1 <i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 2</p>	
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1.2.2 Owain Glyndwr's military service for Richard II, King of England				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the nature of Owain Glyndwr's early military service in Scotland, including: <ul style="list-style-type: none"> his involvement in the Berwick-on-Tweed garrison his military service for John of Gaunt. 	<p>The role of a squire in the army of the 14th century.</p> <p>The reasons for war with Scotland in the 1380s.</p> <p>Glyndwr's military service for Welshman Sir Gregory Sais at Berwick.</p> <p>The importance of having John of Gaunt as a patron.</p>	<p>Activities:</p> <p>Research and write a description of the process of becoming a knight in this period, and what being a squire would mean for Owain Glyndwr</p> <p>Explain why there was a war with Scotland and the role that Owain Glyndwr played in it.</p> <p>Compose a short biography of John of Gaunt and use it to explain why this would be an important connection for Owain Glyndwr to have.</p> <p>Outcome:</p> <p>Learners could demonstrate that they understand what military service meant for Owain Glyndwr and his involvement in war with Scotland.</p> <p>Advanced activities:</p> <p>Discuss how important it was to have someone like John of Gaunt as a patron.</p>	<p>Website(s):</p> <p>Squire</p> <p>How to become a medieval knight - World History Encyclopaedia</p> <p>English invasion of Scotland (1385)</p> <p>The Reign of Richard II, 1377 to 1399</p> <p>David Le Hope and Sir Gregory Sais</p> <p>https://spartacus-educational.com/John_of_Gaunt.htm</p> <p>John of Gaunt</p> <p>Video(s):</p> <p>Worst jobs in Middle Ages: The Squire</p> <p>The 3 Stages to Become a Medieval Knight</p> <p>The Death of John of Gaunt</p>	2 hours

		<p>Predict what this might mean for Owain Glyndwr's future relationship with John of Gaunt's son, Henry Bolingbroke.</p> <p>Advanced outcome: Learners can draw conclusions about the importance of John of Gaunt in Owain Glyndwr's life.</p>	<p>Podcast(s): Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 5.20-8.30)</p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1 <i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 2</p>	
<ul style="list-style-type: none"> the successes of his military service in the English Channel, including: <ul style="list-style-type: none"> his role as squire to the Earl of Arundel his role as squire to Henry Bolingbroke. 	<p>Outline of the events of the Hundred Years War with France.</p> <p>The Battle of Margate in which Glyndwr was involved.</p> <p>Relationship with Henry Bolingbroke, son of John of Gaunt, in this period.</p>	<p>Activities: Create a timeline to show and briefly explain the main events of the Hundreds Year War</p> <p>Explain why there was conflict between France and Richard II in this period</p> <p>Research the Battle of Margate and Owain Glyndwr's involvement in it</p> <p>Outcome: Learners can show their understanding of Owain Glyndwr's involvement in war with France as part of the Hundred Years War.</p>	<p>Website(s): The Reign of Richard II, 1377 to 1399 The Hundred Years' War, 1337-1453 French ascendancy under Charles V: 1369–1389 Battle of Margate Second peace: 1389–1415 1385 and all that: The failed French conquest of England</p>	2 hours

		<p>Advanced activity: Learners to discuss to what extent Owain Glyndwr's relationship with Henry Bolingbroke was the same as his relationship with John of Gaunt, Bolingbroke's father.</p> <p>Advanced outcome: Learners can draw conclusions about Owain Glyndwr's relationship with Henry Bolingbroke in this period.</p>	<p><u>Richard Fitzalan, 4th Earl of Arundel</u></p> <p><u>Henry IV of England: Conflict at court</u></p> <p>Video(s): <u>The Hundred Years' War</u></p> <p><u>History of England - Ashes</u></p> <p>Podcast(s): <u>The Hundred Years' War - Dan Snow's History Hit</u></p> <p><u>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 5.20-8.20)</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 2</p>	
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<ul style="list-style-type: none"> the end of his military service, including: <ul style="list-style-type: none"> defending Richard II from his political opponents his retirement to Sycharth. 	<p>The arguments between Richard II and his political opponents in the 1380s.</p> <p>Further arguments between Richard II and the Lords Appellant.</p> <p>Owain Glyndwr's retirement from military service to live as the lord of Sycharth.</p>	<p>Activities:</p> <p>Outline the problems that Richard II was having with his political opponents, the Lords Appellant</p> <p>Explain how the problems with the Lords Appellant affected Owain Glyndwr</p> <p>What impression does the bard Iolo Goch give of Owain Glyndwr as lord of Sycharth, according to his poems.</p> <p>Outcome:</p> <p>Learners can demonstrate that they understand the role Owain Glyndwr played in dealing with political opposition to Richard II.</p> <p>Advanced activity:</p> <p>If Owain's Glyndwr's retirement had been peaceful and uninterrupted by rebellion, how would history remember him?</p> <p>Advanced outcome: Learners can draw conclusions about what Owain Glyndwr had achieved by the time of his retirement to Sycharth in the 1390s.</p>	<p>Website(s):</p> <p>Battle of Radcot Bridge</p> <p>Richard II of England: Second crisis of 1397–1399</p> <p>Lords Appellant</p> <p>Who—and What—were the Lords Appellant?</p> <p>The Reign of Richard II, 1377 to 1399</p> <p>Sycharth Castle</p> <p>Iolo Goch (c.1320–c.1398), poet</p> <p>Owain Glyndwr's Court (Iolo Goch)</p> <p>Podcast(s):</p> <p>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 5.20-8.30)</p> <p>Book(s):</p> <p><i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 1</p>	<p>2 hours</p>
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		<p><i>Owain Glyndwr, the story of the last Prince of Wales, by Terry Breverton, Chapter 2</i></p>	
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1.2.3 Owain Glyndwr and support for the Welsh Revolt				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the resentments behind support for Glyndwr's Welsh Revolt, including: <ul style="list-style-type: none"> the lack of opportunities for Welsh people the impact of Henry IV taking the throne of England from Richard II. 	<p>The treatment of native Welsh people compared to those of the English conquerors.</p> <p>Henry IV's usurpation of Richard II, weakening his claim to power as the English king.</p> <p>Implications of change of monarch for Owain Glyndwr.</p>	<p>Activities: Re-cap on how the Edwardian Conquest had left many native Welsh people living as second class citizens, linking this to support for any potential revolt.</p> <p>Explain how Henry IV became king.</p> <p>Consider how the change of monarch might impact on Owain Glyndwr.</p> <p>Outcome: Learners could demonstrate that they understand the context of Glyndwr's rebellion.</p> <p>Advanced activity: Listen to the Rest is History podcast about Henry IV and make notes about how the way he became king gave his opponents reasons to challenge his power.</p> <p>Advanced outcome: Learners can draw conclusions about how the coming to power of Henry IV impacted on Owain Glyndwr and the people of Wales.</p>	<p>Website(s): Owain Glyndwr: Supporters The revolt of Owain Glyndwr - Wales History Richard II of England: Downfall Henry IV of England: Reign King Henry IV Historic UK Video(s): Henry IV Podcast(s): Owain Glyndwr, The Last Prince of Wales (Part 1) Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen from 6.50) Richard II vs. Henry IV - Gone Medieval </p>	2 hours

			<p><u>Henry IV: The Usurper King</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 2</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapter 1</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 3</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
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<ul style="list-style-type: none"> • the early successes of the revolt, including: <ul style="list-style-type: none"> • Glyndwr's dispute with Lord Grey • the Battle of Mynydd Hyddgen, 1401. 	<p>Glyndwr's legal dispute with Lord Grey.</p> <p>The beginnings of Glyndwr's revolt from Ruthin to Conwy.</p> <p>The Battle of Mynydd Hyddgen and its consequences for Wales.</p>	<p>Activities:</p> <p>Explain how Glyndwr's legal dispute with Lord Grey of Ruthin led to his declaring of a revolt against the King of England.</p> <p>Make a brief timeline with details of the main events from the declaring of the revolt in Ruthin to the Battle of Mynydd Hyddgen.</p> <p>Explain the concept of a chevauchée and how it was used by both sides in the early part of Glyndwr's revolt.</p> <p>Explain what happened at the Battle of Mynydd Hyddgen and why it was a victory for the Welsh.</p> <p>Outcome:</p> <p>Learners can show their understanding of the early development of Glyndwr's revolt from a legal dispute with a neighbouring lord to defeating the English army in open battle.</p> <p>Advanced activity:</p> <p>Listen to the Half Arsed History podcast on Owain Glyndwr from 8.30 to 20.35 and make notes on the different ways that Glyndwr and his supporters were able to achieve their aims in the first years of the revolt – which method was the most successful?</p>	<p>Website(s):</p> <p>Reynold Grey, 3rd Baron Grey of Ruthin</p> <p>Owain Glyndwr Society: Opponents</p> <p>Owain Glyndwr Society: Uprising</p> <p>Chevauchée</p> <p>Owain Glyndwr: The seeds of revolt</p> <p>The Revolt</p> <p>The Battle of Mynydd Hyddgen - Historic UK</p> <p>Battle of Mynydd Hyddgen Wikipedia</p> <p>Battle of Hyddgen</p> <p>Video(s)</p> <p>Maps of campaigns 1400-1405</p> <p>Battle of Mynydd Hyddgen</p> <p>Podcast(s):</p> <p>Owain Glyndwr, The Last Prince of Wales (Part 1)</p>	<p>2 hours</p>
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		<p>Advanced outcome: Learners can draw conclusions about how Owain Glyndwr and his supporters were able to achieve their early successes against considerable obstacles.</p>	<p><u>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen from 6.50)</u></p> <p><u>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 8.30-20.35)</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 2</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapter 2</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapters 3 and 4</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p>	
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			<i>Famous Welsh Battles</i> by Philip Warner, Chapter 8	
<ul style="list-style-type: none"> events that increased support in Wales for the revolt, including: <ul style="list-style-type: none"> the impact of Henry IV's penal laws Glyndwr's success at Bryn Glas, 1402. 	<p>The English Parliament's Penal Laws against the Welsh.</p> <p>The reasons for increasing support amongst Welsh people across the British Isles.</p> <p>The capture and ransoming of Lord Grey, compared to events of the capture of Edmund Mortimer.</p> <p>The Battle of Bryn Glas and its impact of Owain Glyndwr's rebellion.</p> <p>Glyndwr not supporting Hotspur against Henry IV at Shrewsbury in 1403.</p>	<p>Activity: Explain how the penal laws passed by Parliament in response to this revolt punished the rebels, the people of Wales more generally and their supporters in England.</p> <p>Describe how Owain Glyndwr treated Lord Grey and Edmund Mortimer when they were captured</p> <p>Explain what happened at the Battle of Bryn Glas and how this impacted on Glyndwr's revolt.</p> <p>Outcome: Learners can demonstrate that they understand why more and more people were drawn to support Owain Glyndwr's revolt.</p> <p>Advanced activities: Compare the situation of Lord Grey to that of Edmund Mortimer and identify the similarities and differences in how they were treated by Owain Glyndwr.</p>	<p>Website(s):</p> <p>Penal laws against the Welsh</p> <p>Background to the Penal Laws 1401-1414</p> <p>Battle of Bryn Glas</p> <p>Battle of Brynglas (Pilleth)</p> <p>The Revolt of Owain Glyndwr - Pilleth: the battle of Bryn Glas, 1402</p> <p>Edmund Mortimer (rebel)</p> <p>Reynold Grey, 3rd Baron Grey of Ruthin</p> <p>The Revolt - Part Two</p> <p>The Battle of Shrewsbury - Historic UK</p> <p>Battle of Shrewsbury - Battlefields Hub</p> <p>Henry Percy (Hotspur)</p>	2 hours

		<p>Research the Battle of Shrewsbury in 1403. Discuss reasons why Owain Glyndwr chose not to support his ally Henry Percy (Hotspur) from Northumberland in this important battle against Henry IV – was this the right thing to do?</p> <p>Advanced outcome: Learners can draw conclusions about the reasons behind important decisions Glyndwr made at this point in his revolt.</p>	<p>Video(s):</p> <p>Maps of campaigns 1400-1405</p> <p>Battle of Bryn Glas</p> <p>Podcast(s):</p> <p>Owain Glyndwr, The Last Prince of Wales (Part 2)</p> <p>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen from 6.50)</p> <p>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 20.35-25.45)</p> <p>Book(s):</p> <p><i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 2</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapter 3</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapters 5 and 6</p>	
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			<p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
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1.2.4 Owain Glyndwr's reign as Prince of Wales				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> how Owain Glyndwr established himself as Prince of Wales, including: <ul style="list-style-type: none"> using Harlech Castle as centre of government holding a Welsh parliament at Machynlleth. 	<p>Owain Glyndwr's coronation at Harlech Castle.</p> <p>Owain Glyndwr's establishing of Welsh parliament at Machynlleth.</p> <p>Glyndwr's plans for a Welsh parliament, Welsh universities and other aspects of his planned independent Wales.</p>	<p>Activities: Describe the role Harlech Castle as the place of the coronation of Glyndwr as Prince of Wales and as the centre of his government.</p> <p>Explain how Machynlleth became the location of Glyndwr's parliament.</p> <p>Outline what Owain Glyndwr wanted in his independent Wales.</p> <p>Outcome: Learners could demonstrate that they understand how Glyndwr established himself as Tywysog Cymru.</p> <p>Advanced activity: Discuss: (a) how secure the government of Owain Glyndwr was and (b) how realistic his vision for an independent Wales was.</p> <p>Advanced outcome: Learners can draw conclusions about how established Glyndwr's government was.</p>	<p>Website(s):</p> <p>Owain Glyndwr: Crowning as Prince of Wales</p> <p>Harlech Castle</p> <p>Castell Harlech: Siege Mentality - Cadw</p> <p>The Development of Warfare c.1250 to the present day</p> <p>Owain Glyndwr Society: Parliaments</p> <p>Owain Glyndwr's Parliament House</p> <p>Video(s):</p> <p>Harlech Castle - History Hit</p> <p>Owain Glyndwr and Harlech Castle</p> <p>Parliament House, Machynlleth</p>	2 hours

			<p>Podcast(s):</p> <p><u>Owain Glyndwr, The Last Prince of Wales (Part 2)</u></p> <p><u>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen from 6.50)</u></p> <p><u>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 20.45-28.30)</u></p> <p>Book(s):</p> <p><i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapters 3 and 5</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapter 4</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 8</p>	
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			<i>The Welsh Wars of Independence</i> by David Moore, Chapter 7 <i>Famous Welsh Battles</i> by Philip Warner, Chapter 8	
<ul style="list-style-type: none"> • support for his reign from outside of Wales, including: <ul style="list-style-type: none"> • the Tripartite Indenture and the treaty with the French • the Pennal Letter. 	<p>The 1405 agreement with Mortimer and Percy to divide England and Wales between themselves.</p> <p>Alliance with France and its significance in the context of the Hundred Years War, including the stand-off at Woodbury Hill.</p> <p>The 1406 Pennal Letter and what it says about Glyndwr's vision for the future independent Wales.</p>	<p>Activities:</p> <p>On a blank map of mainland Britain outline how Glyndwr, Percy the Earl of Northumberland and Mortimer planned to divide up England and Wales and annotate with the details of their agreement.</p> <p>Explain how the treaty with France led to a very brief French invasion of England.</p> <p>Describe what the Pennal letter from Owain Glyndwr to the French king said.</p> <p>Discuss what the indenture, the treaty with France and the Pennal letter tell us about the weaknesses of Owain Glyndwr's position as Tywysog Cymru.</p>	<p>Website(s):</p> <p>Second peace: 1389–1415</p> <p>Owain Glyndwr Society: Tripartite Indenture</p> <p>Tripartite Indenture</p> <p>1405 Campaign</p> <p>Owain Glyndwr and the French Connection</p> <p>Woodbury Hill: History</p> <p>Owain Glyndwr Society: Pennal Letter</p> <p>Pennal Letter - Wikipedia</p> <p>The revolt: part three - Wales History</p> <p>Western Schism</p>	2 hours

		<p>Outcome: Learners can show their understanding of Glyndwr's need for foreign support for his independent Wales.</p> <p>Advanced activity: Research the schism in the church at this time and use this information to explain why Glyndwr's Pennal letter has been seen as being controversial.</p> <p>Advanced outcome: Learners can draw conclusions about the religious implications of Owain Glyndwr's plans for Wales.</p>	<p>Video(s): Owain Glyndwr's Pennal Letter</p> <p>Avignon Papacy & Western Schism</p> <p>Podcast(s): Owain Glyndwr, The Last Prince of Wales (Part 2)</p> <p>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 20.45-28.30)</p> <p>Map(s): Tripartite division of England and Wales</p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapters 3 and 4</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 9 “The Rise and Fall of</p>	
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			<p><i>Owain Glyndwr</i> by Gideon Brough, Chapters 5, 6, 7 and 10</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
<ul style="list-style-type: none"> the increasing difficulties he faced through his reign, including: <ul style="list-style-type: none"> English victory at Pwll Melyn, 1405 English capture of Harlech Castle, 1409. 	<p>The changing fortunes of the English in Wales under the leadership of the Prince of Wales, Hal of Monmouth (the future Henry V).</p> <p>The defeat of Glyndwr's rebels at the Battle of Pwll Melyn.</p> <p>The defeat of the Glyndwr rebellion in 1409 and the English recapture of Harlech Castle.</p>	<p>Activities:</p> <p>Explain the new tactics towards the Welsh used by Prince Hal.</p> <p>Explain why Glyndwr's forces were defeated at the Battle of Pwll Melyn.</p> <p>Describe how the English were able to take back control of Harlech Castle.</p> <p>Explain why Glyndwr's rebellion was effectively over by 1410.</p> <p>Outcome:</p> <p>Learners can demonstrate that they understand why the Glyndwr rebellion was defeated by England.</p>	<p>Website(s):</p> <p>Henry V of England: Early military career and role in Government</p> <p>The Military Garrisons of Henry IV and Henry V</p> <p>Owain Glyndwr - Wikipedia</p> <p>The Revolt: Part Three - Wales History</p> <p>Battle of Pwll Melyn</p> <p>Battle of Pwll Melyn (Usk)</p> <p>Hallowed Ground: Pwll Melyn, Wales</p> <p>Timeline - 1406-1409</p>	1 hour

		<p>Advanced activity: Discuss the extent to which Owain Glyndwr's defeat was more about the strength of the English rather than the weakness of the Welsh.</p> <p>Advanced outcome: Learners can draw conclusions about the most important reason for Glyndwr's defeat.</p>	<p><u>The Turbulent History of Harlech Castle and Episode Nine</u></p> <p>Video(s): <u>Maps of campaigns 1400-1405</u> <u>Pwll Melyn, Battle of Usk</u></p> <p>Podcast(s): <u>Owain Glyndwr and The Welsh Revolt - Dan Snow's History Hit (Listen from 22.40)</u></p> <p><u>Henry IV: The Return of The King? - Rest Is History</u></p> <p><u>Owain Glyndwr and the Welsh Revolt - Half-Arsed History (Listen from 28.30)</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 3 <i>Age of Conquest</i> by R.R. Davies, Chapter 17</p>	
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			<p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapters 9, 10 and 11</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapters 8, 9 and 12</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
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1.2.5 The death and legacy of Owain Glyndwr				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> the last years of Owain Glyndwr's revolt, including: <ul style="list-style-type: none"> his refusal of a pardon from Henry IV in 1411 the ongoing guerrilla campaigns. 	<p>Refusal of pardons from Henry IV in 1411 and Henry V in 1415.</p> <p>Arrest and execution of key supporters of Glyndwr – 1409 Edward Mortimer, 1410 Rhys Ddu of Cardigan.</p> <p>Final public action in capture and ransom of Dafydd Gam a supporter of the king in 1412.</p> <p>Rumours of the ongoing guerrilla activity of Glyndwr's supporters in the mountains of North Wales.</p>	<p>Activities: Consider why Henry IV and V offered Owain Glyndwr pardons, and why Owain Glyndwr refused to take them.</p> <p>Research the fate of Glyndwr's supporters such as Mortimer and Rhys Ddu.</p> <p>Describe the kidnap and ransom of Dafydd Gam.</p> <p>Outcome: Learners could demonstrate that they understand how the Glyndwr revolt did not end it faded away.</p> <p>Advanced activity: Discuss why the ongoing guerrilla activities made it difficult to completely end the revolt.</p> <p>Advanced outcome: Learners can draw conclusions about why it was difficult to end Glyndwr's revolt.</p>	<p>Website(s): Owain Glyndwr - Wikipedia Dafydd Gam - Wikipedia Owain Glyndwr Society: Glyndwr's Final Days </p> <p>Podcast(s): Owain Glyndwr, The Last Prince of Wales (Part 2)</p> <p>Map(s): 1409-1410: Last Great Raids</p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 6 <i>Age of Conquest</i> by R.R. Davies, Chapter 17 <i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 12</p>	1 hour

			<p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapters 12 and 13</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
<ul style="list-style-type: none"> • the immediate legacy of Owain Glyndwr's revolt, including: <ul style="list-style-type: none"> • its impact of the continuing revolt on his supporters and family • the mystery surrounding his death and burial. 	<p>The impact of the revolt on families that had supported Glyndwr such as the Hanmers and the Tudors.</p> <p>Capture of Owain's wife, son, two daughters and three granddaughters and their imprisonment in the Tower of London.</p> <p>The different explanations for where and when Glyndwr died, and where he is buried.</p>	<p>Activities: Research the impact involvement in the Glyndwr revolt had on the Hanmer and Tudor families. Describe what happened to Glyndwr's family. Explain why there is a debate about when and where Glyndwr died, and where he is buried.</p> <p>Outcome: Learners can show their understanding of the mystery surrounding Glyndwr's final years.</p> <p>Advanced activity: Research the different explanations for where Owain Glyndwr is buried – discuss which is the most convincing, most likely explanation.</p>	<p>Website(s): Glyndwr rebellion: The aftermath of rebellion in Wales Owain Glyndwr Society: Fate of Owain Glyndwr Owain Glyndwr: Disappearance Owain Glyndwr - Wikipedia Glyndwr's burial mystery 'solved' Hi-tech pointer to Welsh rebel's last resting place Owain Glyndwr's resting place? </p>	1 hour

		<p>Advanced outcome: Learners can draw conclusions about the most convincing explanation for where Owain Glyndwr is buried.</p>	<p>Book(s):</p> <p><i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 6</p> <p><i>Owain Glyndwr, the story of the last Prince of Wales</i>, by Terry Breverton, Chapter 12</p> <p><i>The Rise and Fall of Owain Glyndwr</i> by Gideon Brough, Chapter 14</p> <p><i>Age of Conquest</i> by R.R. Davies, Chapter 17</p> <p><i>The Welsh Wars of Independence</i> by David Moore, Chapter 7</p> <p><i>Famous Welsh Battles</i> by Philip Warner, Chapter 8</p>	
<ul style="list-style-type: none"> • Owain Glyndwr's reputation, including: <ul style="list-style-type: none"> • the myth of the Mab Darogan • becoming a symbol of Welsh nationalism. 	<p>The concept of Mab Darogan (Child of Destiny) and why it might be used for Owain Glyndwr.</p> <p>How Owain Glyndwr has become a symbol of Welsh nationalism since the 19th century.</p>	<p>Activities:</p> <p>Explain the concept of Mab Darogan and consider the people this has been applied to before Owain Glyndwr.</p> <p>Consider why people thought that Owain Glyndwr was the Mab Darogan.</p>	<p>Website(s):</p> <p>Mab Darogan - Wikipedia</p> <p>Three things you might not know about Owain Glyndwr</p> <p>Owen Glendower (Owain Glyndwr) - Historic UK</p>	2 hours

	<p>The debate about the significance of Owain Glyndwr in the history of Wales and the British Isles.</p>	<p>Research how Glyndwr has become a symbol for Welsh nationalism.</p> <p>Learners could use the ideas from Cadw's interpretation plan for a memorial for Glyndwr to design their own memorial, explaining the reasons for their design and where they think is the most appropriate place for the memorial.</p> <p>Outcome: Learners can demonstrate that they understand why Owain Glyndwr has become a symbol of Welsh nationalism.</p> <p>Advanced activity: Listen to the In Our Time podcast and make notes on the different arguments that are given for the importance of Owain Glyndwr in the history of Wales.</p> <p>Advanced outcome: Learners can draw conclusions about Owain Glyndwr's importance in the history of Wales.</p>	<p><u>The Legacy of Owain Glyndwr</u></p> <p><u>Owain Glyndwr - CastleWales.com</u></p> <p><u>Owain Glyndwr Day - Mid Wales</u></p> <p><u>Owain Glyndwr Society: The Monument</u></p> <p><u>Owain Glyndwr and His Uprising</u></p> <p>Video(s): <u>Horrible Histories Owain Glyndwr Song</u></p> <p>Audio: <u>Owain Glyndwr - In Our Time</u></p> <p>Book(s): <i>Owain Glyndwr, Prince of Wales</i> by R.R. Davies, Chapter 7 <i>Age of Conquest</i> by R.R. Davies, Chapter 17</p>	
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Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	Some of the sites associated with Owain Glyndwr can be visited in person, such as Harlech Castle and the Parliament in Machynlleth. There is also information about him in the museum in Llangollen, near where he was born, and St. Chad's church in Hanmer where he got married is still a working church.
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	English attitudes towards the Welsh in the post-Edwardian Conquest period allow for learners to reflect on how conflict can arise from poor treatment of one group of people by another, but also that this conflict was ultimately resolved through conciliation.
engage in collaborative working	<p>There are many opportunities for discussion, such as:</p> <ul style="list-style-type: none"> • what the strengths and weaknesses were of English control over Wales by the end of the 14th century • to what extent Owain Glyndwr seemed to be more like an English lord than a Welsh prince • how important it was to have someone like John of Gaunt as a patron • to what extent learners think that Owain Glyndwr's relationship with Henry Bolingbroke is the same as he had with John of Gaunt, Bolingbroke's father • how secure the government of Owain Glyndwr was • what the indenture, the treaty with France and the Pennal letter tell us about the weaknesses of Owain Glyndwr's position as Tywysog Cymru • the extent to which Owain Glyndwr's defeat was more about the strength of the English rather than the weakness of the Welsh. <p>The are also opportunities for debates, such as:</p> <ul style="list-style-type: none"> • the extent to which Wales in this period was influenced by England, with one side arguing it was greatly influenced by England and the other side that it was not.

Opportunities for embedding elements of the Curriculum for Wales

	Curriculum for Wales Strands Cross-cutting Themes
Local, National & International Contexts	<p>Unit 1 provides centres with six different historical topics relating to the history of a range of areas within Wales, allowing local or national contexts to be explored with learners.</p> <p>Option 1.2 Medieval: Owain Glyndwr, c.1354 – 1416 allows centres and learners to explore medieval history within North Wales. There are a number of locations in North Wales associated with Owain Glyndwr including Harlech Castle which the centre of his government, but also Conwy Castle which his supporters took from the English early in the revolt. In northeastern Wales, there are a number of sites associated with Glyndwr including St. Chad's church in Hanmer and there is also the Parliament in Machynlleth, Mid Wales.</p>
Relationships and Sexuality Education	<p>This unit considers the perspective of the Welsh, after their resentment towards the English, as a result of being treated as second class citizens since the Edwardian Conquest.</p> <p>Learners will explore the reasons behind support for Glyndwr's Welsh Revolt, including the lack of opportunities for Welsh people, events that increased support in Wales for the revolt and the impact of Henry IV's penal laws</p>
Human Rights Education and Diversity	<p>Wales had been colonised by the English after being conquered in the 13th century. By the late 14th century, the English were acting as a colonial power in Wales, treating the native Welsh as if they were second class citizens in their own country.</p> <p>Learners will explore the significance of the Edwardian settlement, as well as Welsh rebellions against English rule.</p>
Careers and Work-Related Experiences	<p>Most of the military roles in the medieval warfare covered by this unit are no longer part of the work done by people in the armed forces today. Owain Glyndwr's role as a squire, with the aim of eventually becoming a knight is very different to the aspirations of people in Wales today.</p>

Cross-curricular Skills - Literacy	
<p>There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.</p>	
<p>Below are some examples of how literacy can be embedded into teaching and learning for GCSE History:</p>	
<p>Listening</p>	<p>Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners are encouraged to debate and respond to the views of others. • Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills. • Use of oral history and interviews develop listening skills and the ability to respond to others appropriately. • Learners have the opportunity to share and respond to peer presentations.
<p>Reading</p>	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose. • Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers. • Comparing and contrasting the content of historical sources. • Assessing the reliability and accuracy of the text to develop the skill of critical reading.

Speaking	<p>Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.</p> <p>Examples</p> <ul style="list-style-type: none">• Debating the most important reason why an event happened• Asking questions for clarification and development of understanding.• Learners can develop speaking skills through group and pair work.
Writing	<p>Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.</p> <p>Examples</p> <ul style="list-style-type: none">• Role modelling of answers through teacher, peer and self-assessment activities.• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.

<h3 style="text-align: center;">Cross-curricular Skills - Numeracy</h3>	
<p>There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.</p>	
<p>Below are some examples of how numeracy can be embedded into teaching and learning for GCSE History:</p>	
<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners can analyse maps, structures and artifacts. • Learners can then analyse land division and urban planning. • There are opportunities to analyse military strategies and fortifications.
<p>Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions</p>	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion. • Secondary material such as graphs and charts can be interpreted. • There are opportunities for learners to create their own numerical representations of data gathered.

Cross-curricular Skills - Digital Competence

There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how digital competence can be embedded into teaching and learning for GCSE History:

Citizenship	<p>Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.</p> <p>Example</p> <p>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.</p>
Interacting and Collaborating	<p>Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.</p> <p>Example</p> <p>In groups, learners could research and present a topic to introduce an area of study.</p>
Producing	<p>Learners have opportunities to research a variety of sources digitally.</p> <p>Example</p> <ul style="list-style-type: none"> • Use of national and international archives to find source materials that link to the area of study.

Integral Skills	
Creativity and Innovation	<p>There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments. • Learners have opportunities to be creative and innovative when presenting information and findings.
Critical Thinking and Problem Solving	<p>There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p> <p>Examples</p> <ul style="list-style-type: none"> • Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments. • Learners will develop their ability to see issues from multiple viewpoints. • Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives. • Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose. • Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.
Planning and Organisation	<p>There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History:</p> <p>Example</p>

	<ul style="list-style-type: none">Learners will have opportunities to plan and then complete their response to an enquiry question.
Personal Effectiveness	<p>There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p>Examples</p> <ul style="list-style-type: none">Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.Collaborating on a research task or presentation.Developing resilience through the revision and remodelling of answers.There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.

Glossary for Option 1.2 Medieval: Owain Glyndwr c.1354 – c.1416

Term	Definition
Alliance	An agreement between countries to help each other.
Anglicisation	Influencing Welsh people to become more like English people.
ap	Son of.
Chevauchee	Medieval war tactic of raiding an enemy's territory, destroying and stealing as much as possible. The aim was to force the enemy to fight in the open.
Court of the King's Bench	A legal court that followed the King around in the medieval period. It was the highest court in the land.
Edwardian Conquest	Edward I's defeat of the last of the Welsh princes in the 13 th century and the English rule that he imposed on Wales afterwards.
Ferch	Daughter of.
Garrison	A group of soldiers stationed in a particular place to guard it.
Guerrilla	Fighting against a superior enemy by attacking them without directly fighting by using techniques such as ambushes, sabotage or assassination.
Hundred Years War	War between England and France about who should be king of France that lasted from 1337 to 1453.
Inns of Court	Schools in London for training lawyers to become barristers (lawyers who specialise in representing their clients in court).
Knight	Knights were leaders of groups of soldiers. They were given recognition through the titles they were granted by a monarch.
Lords Appellant	A group of nobles who tried to persuade King Richard II that he was being misled by his favourite advisers.
Mab Darogan	The Child Of Destiny – a Welsh legend that a great ruler would come and save Wales from foreign control.
Marches	The lands in Wales ruled by English lords who had been given this power by English kings.