**Unit Planning Guidance**

**Enquiry question: *Who was the most powerful British monarch?***

**Main disciplinary focus:** DC2: Continuity and change—To consider the changing power of the monarchy through analysing some key monarchs.  
**Main substantive concepts:** Monarchy, government, conflict, invasion, power

**Unit context**

In this unit, pupils are introduced to monarchs chronologically—in their dynasties—to help them gain a coherent and linear narrative of England/Britain/the UK’s ruling past, from 1066. In the lessons, each dynasty is represented in turn, from the Normans to the present day Windsors.

Significant monarchs are studied within each dynasty. It is true that every monarch could be deemed as significant and with an interesting story to share. However, it is not possible within this unit to study every single one. Instead, a guiding concept—the battle for power—has been used in the selection process. The monarchs chosen from each dynasty share this commonality; they have all battled for power in some way. As pupils work their way through the timeline of royal dynasties, they will learn how the crown has changed hands as a result of conquest and about the battle between the Crown and Parliament. Over time, they will see how restraints have been placed on monarchs throughout the centuries, changing England/Britain/the UK from an absolutist to a constitutional monarchy.

As well as the guiding concept of the battle for power, criteria for judging significance, according to historian Ian Dawson, have been applied to those monarchs selected.

A person might be considered significant if they:

* changed events at the time they lived
* changed people’s lives by improving them or making them worse
* had a lasting impact on their country or the world
* were a really good or bad example to people of how to live and behave.

The monarchs chosen for this unit meet these criteria. For example, during the Plantagenet dynasty, King John’s agreement of the Magna Carta put England on the road to a democratic state and introduced England to the concept of Human Rights as we know it now. The set of laws giving justice to all meant that no monarch of England has ever had unrestricted, or 'absolute', power again. Similarly, when James I, from the Stuart dynasty, became King of both England and Scotland, his reign united both countries and Britain has been ruled by a single monarch ever since. The monarchs selected have all helped to shape the United Kingdom into the constitution we live in today.

Pupils use their knowledge of each monarch to help them answer the enquiry question: *Who was the most powerful British monarch?*

**General resources**

The **Additional resource: Knowledge quizzes** contains all the knowledge quizzes for Year 2 as well as the charts where pupils record their scores for each quiz. You could print and make these into a small booklet to hand out to pupils every lesson. The side banners show the lesson that is being tested, not the lesson in which the quiz is being done, i.e. the knowledge quiz for lesson 1 will be completed at the start of lesson 2.

**Links to previous and future learning**

*The knowledge from previous and future units which closely link with this current unit are shown below. For more information about how this unit fits into the wider sequence of learning, please see the history progression document.*

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| **Year 5** | **Year 5** | **Year 6** |
| **Anglo-Saxons and Scots**   * The Anglo-Saxon period in England was from around 410CE to 1066. * Anglo-Saxon England was divided into seven kingdoms. * Each kingdom was ruled by a different king. * Earls ruled large areas of England on behalf of the king. * Alfred the Great became king in 870CE. * King Alfred defeated the Danes and ruled half of England under the Kingdom of Wessex. * The army and the navy protected the country from invasion. * Alfred created a set of laws to promote justice and order. | **The Vikings**   * The Viking age in European history was from about 790CE to 1066. * By 874CE the Vikings had conquered all the English kingdoms except Wessex. * King Alfred’s victory at the Battle of Edington forced Guthrum to withdraw from Wessex and agree to the division of England. * The Vikings settled in the Danelaw, where York was the most important city. * Edward the Elder and his sister Aethelflaed worked to conquer the Danelaw. * Edward’s son, Aethelstan, became the first king of the whole of England. * Danish King, Sweyn Forkbeard attacked England in retaliation for the St Brice’s Day Massacre and won. * Sweyn Forkbeard’s son, King Cnut, ruled England, Denmark and Norway peacefully. * In 1042, Edward the Confessor became king after 25 years of Danish rule. | **Ancient Greece**   * The Greeks lived in cities called city-states. * Each city-state ruled itself and had its own government, laws, and army. * From 508BCE, Athenian democracy was established. * Athenian democracy was structured in three separate parts: *Ekklesia*, *Boule*, and *Dikasteria*. |

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| **Unit overview** | | | | | | |
|  | **Key knowledge** | | | **Key vocabulary** | | |
| **Lesson 1**  ***What is a monarch?*** | * Monarchs are kings and queens. * Our country has been ruled by kings and queens for many years. * The UK has a hereditary monarchy today. | | | * coronation * **hereditary monarchy** | | * monarch * power * throne |
| **Lesson 2**  ***Why is King William I known as ‘William the Conqueror’?*** | * William won the Battle of Hastings. * William I became King of England in 1066. * William was known as ‘William the Conqueror’ because he took over England. | | | * army * battle * **conquer** | |  |
| **Lesson 3**  ***Why is King John I known as ‘Bad King John’?*** | * King John I is remembered as one of the worst kings in English history. * King John I taxed the barons and made them angry. * The barons forced King John I to sign Magna Carta. | | | * barons * **Magna Carta** | |  |
| **Lesson 4**  ***Who was Queen Elizabeth I?*** | * Queen Elizabeth I beat the Spanish Armada. * She proved that women could be powerful monarchs. * Queen Elizabeth I’s time in power is known as the ‘Golden Age’. | | | * invade * portrait | | * **power** * powerful |
| **Lesson 5**  ***Who was Charles I and what was the English Civil War?*** | * Parliament and the Roundheads beat King Charles I and the Cavaliers in the English Civil War. * Parliament asked a man called Oliver Cromwell to rule. * England and Scotland did not have a monarch for 11 years. * The monarchy restarted when Charles II was asked to become king in 1660. | | | * civil war * defeated * **parliament** | | * rule * supporters |
| **Lesson 6**  ***What does the monarchy do today?*** | * King Charles III is the monarch today. * Today, we have a constitutional monarchy. * The Prime Minister is in charge and the King or Queen does not have much power. | | | * **constitutional monarchy** * government | | * Prime Minister * role |
| **Lesson question** | | | **Key knowledge** | **Learning resources** | | **Key vocabulary** | | |
| **Lesson 1**  ***What is a monarch?*** | | | * Monarchs are kings and queens. * Our country has been ruled by kings and queens for  many years. * Today, the UK still has a hereditary monarchy. | Lesson 1 teaching slides  Pupil workbook | | * coronation * **hereditary monarchy** * monarch * power * throne | | |
| **Outcomes / Assessment** | | | **Disciplinary and substantive concept/s** | **Key term** | | **Key takeaway** | | |
| Pupil workbook  Response to enquiry question | | | **DC2:** To understand what a monarch is and identify some monarchs from the past.  **SC:** Monarchy, power | **Hereditary monarchy** means that the role of king or queen is passed down in a family. | | The power held by the monarchy in the UK has changed over time. | | |
| **Teacher notes:**   * **Hook**: Prepare an engaging ‘hook’ to introduce pupils to the new unit. You could show photographs or objects, read a story, show a video, or do something more creative. Pupils could draw self-portraits with themselves depicted as monarchs or choose a monarch from the past to draw. * **Share the unit enquiry question:** ‘Who was the most powerful British monarch?’ and explain that all lessons in this unit will support pupils in answering this question at the very end. Each lesson has its own question, and they should be able to answer each of these individually too. * **Existing knowledge exercise:** Briefly gauge pupils’ current knowledge of kings and queens. Collect responses on sticky notes and add them to a working wall. * **Introduction:** Share the learning journey, lesson question, lesson statement, and key term. Then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these words. To support understanding of the key term ‘hereditary monarchy’ you could model the passing on of the crown using pupils. You could label them king/queen/prince/princess, etc. and, using a paper crown, model how when one monarch dies, the crown is passed on to their child. You could also do this with a family tree resource. * **Talk task:** Look at the images of the monarchs. Ask pupils: ‘Who do you think these people are?’ and ‘How do you know?’. Encourage pupils to look at the clues in the images to work it out. For example, the crowns will be a big give away but they could also look at the jewellery, the detailed portraits, and the expensive clothes. Ask pupils if they know what any of their names might be (they are (left to right) King George VI, Queen Victoria, and Queen Elizabeth I). * **Read: ‘**What is a monarch?’. Read through the information as a whole class or using partner reading. Discuss the key vocabulary and define the terms. Check for understanding by asking questions such as: ‘What is a monarch?’, ‘What does a hereditary monarchy mean?’, ‘Who is the monarch today?’, and ‘Who was the monarch before King Charles III?’. * **Group task:** Look at the Royal family tree with pupils. If you feel this would be helpful you could print off the slide so pupils have a copy and use their fingers to trace down the line of succession. You may want to discuss that they are called family trees because the different people are like different branches. Ask pupils: ‘Who do you think was monarch before King Charles III?’. Point out that before King Charles III, his mother (Queen Elizabeth II) was queen. Then ask pupils: ‘Who is next in line to the throne?’. Working in small groups or partners, pupils identify that Prince William is next in line and then Prince George after that. * **Read: ‘**What is a coronation?’.Using whole class or partner reading, read through the information. To check for understanding ask pupils questions such as: ‘What happens at a coronation?’ and ‘What are the four important items at a coronation?’. Then, read 'Crown, sceptre, and orb'. Point out the crown, sceptre, orb, and throne as you read through. Ask pupils questions such as: ‘What are the crown, sceptre, and orb part of?’ and ‘What do the crown, sceptre, and orb symbolise?’. * **Talk task:** Ask: ‘Which item is the crown, which is the orb, and which is the sceptre?’ and ‘When the monarch holds them, what does it show?’. Pupils identify each object and explain that they show the monarch is powerful. * **Read:** ‘What does “power” mean?’. Explain that to have power is to have control over what someone does and says. Power can also be the ability to persuade someone to do something you want. You may want to ask if power is always positive and open up a class discussion. * **Read:** ‘Are monarchs powerful?’. Read as a class or in partners. Ask pupils questions such as: ‘What could monarchs do with their power in the past?’, ‘Can King Charles do this today?’, and ‘What is King Charles’s power?’. * **Write:** Ask pupils to think of someone who is powerful. This could be someone they know or someone famous, or even a fictional character. Ask pupils to discuss their ideas with their partners and open as a class discussion. Address any misconceptions before pupils begin the Write task. In workbooks pupils should draw someone powerful and label their drawing.Challenge pupils to write a sentence explaining who they chose and how they are powerful.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the questions. Add further review questions if you wish to. | | | | | | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 2**  ***Why is King William I known as ‘William the Conqueror’?*** | * William won the Battle of Hastings. * William I became King of England in 1066. * William was known as ‘William the Conqueror’ because he took over England. | Lesson 2 teaching slides  Pupil workbook  Knowledge quizzes booklet  Additional resource:  The Battle of Hastings | * army * battle * **conquer** * power |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.1  Response to enquiry question | **DC5:** To analyse the actions of William the Conqueror through the Bayeux Tapestry.  **SC:** Invasion, conflict | To **conquer** means to take control of a country or city and its people by force. | William I won the Battle of Hastings in 1066 and conquered England. |
| **Teacher notes:**   * **Knowledge quiz 2.1:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. To support understanding of the key term, show pupils images of people looking happy and sad, and ask them ‘If these were leaders in a battle, which do you think conquered the other?’. Open into a class discussion. * **Read:** ‘The next king of England’. Before reading, explain to pupils that we have had monarchs in the British Isles for hundreds of years. Point to France on the map and explain that this is where William was from. Ask pupils questions such as: ‘Which monarch died in 1066?’, ‘Where did William live?’, and ‘Who was crowned king?’. * **Talk task:** Pupils answer the question: ‘Why was William angry?’. They should say that he was angry because he was told he was going to be king, then Harold became king instead. * **Read:** ‘The Bayeux Tapestry’. This explains a little about the tapestry which features heavily in this lesson. * **Investigation:** Show the image from the Bayeux Tapestry. In talk partners, pupils describe what they think is happening and what they can see in the image. Pupils may discuss that they can see soldiers, armour, spears, shields, and horses. This may lead to inferences that they can see a battle is taking place. * **Read:** ‘The Battle of Hastings’. To support pupil understanding and retention, you may wish to ask them to create an action to go with each event. For example, pupils could make a wave motion with their hands to show that William sailed across the sea, a marching action to show King Harold marching to meet him, etc. Pupils could then put these actions together to remember the sequence of events, or even perform them as a class. * **Group task:** Before this task, ensure pupils fully understand the meaning of ‘chronological’.Using the Additional resource: The Battle of Hastings, pupils should cut out the 10 boxes. Then, through discussion, they should match each image to the correct description and then put them into chronological order. Feedback as a class and address any misconceptions that may have arisen. Answers are provided on the following slide. * **Retrieval:** To consolidate learning, pupils should number the images in chronological in their workbooks. Pupils could be supported by asking them to use the answers from the previous task. Challenge could be added by asking pupils to describe what is happening in each image to their partner. * **Read:** ‘William the Conqueror’. Explain why William became known as ‘William the Conqueror’ and give some examples of what he did during his reign. Ask pupils questions such as: ‘Why was William known as William the Conqueror?’ and ‘How did he stay in control of England despite many people who lived there not wanting him as king’. * **Write:** Pupils answer the question: ‘Was William a powerful monarch?’ in their workbooks. You may wish for pupils to discuss their answers in partners before writing independently, or model writing up both ‘yes’ and ‘no’ answers to support. To challenge pupils, ask them to explain their reasoning for answering the question the way they did by writing in their workbooks.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the question. Add further review questions if you wish to. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 3**  ***Why is King John I known as ‘Bad King John’?*** | * King John I is remembered as one of the worst kings in English history. * King John I taxed the barons and made them angry. * The barons forced King John I to sign Magna Carta. | Lesson 3 teaching slides  Pupil workbook  Knowledge quizzes booklet | * baron * **Magna Carta** * power |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.2  Response to enquiry question | **DC1:** To consider how Magna Carta stopped King John I abusing his power  **SC:** Monarchy, government | **Magna Carta** was a list of promises that said a monarch should rule fairly and follow the law. | King John signed **Magna Carta** and no monarch has had as much power since. |
| **Teacher notes:**   * **Knowledge quiz 2.2:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support understanding of the key term ‘Magna Carta’ by reading through the definition and asking pupils what promises they’ve made. If you have a set of class rules you may wish to refer to this as being a similar concept to Magna Carta. * **Read:** ‘King John I’ slides using whole class or partner reading. Check for understanding by asking pupils questions such as: ‘Why is King John I so famous?’ and ‘What was King John’s nickname?’. * **Talk task:** Ask pupils the questions: ‘What might a monarch do that is bad?’ and ‘Do you think people liked him? Why?’. Pupils will have various ideas about what makes a bad monarch but should come to the conclusion that people didn’t like him because they gave him the nickname ‘Bad King John’. * **Read:** ‘Bad King John’. Read through the information using whole class or partner reading. Tell pupils in this section they’ll find out if they guessed correctly why King John I was so bad. To check for understanding, ask questions such as: ‘Why did John need to raise money?’, ‘Who were the barons?’, ‘Why were the barons most affected by John’s actions?’, and ‘How was John breaking the law?’. * **Retrieval:** Pupils draw lines to match each question to the correct answer/s in their workbooks. You could ask pupils ‘How would you feel if King John took your land and put your family in prison because you couldn’t pay more tax?’ and ‘How would you react?’. To support pupils ask them to discuss their ideas with their partner before beginning the task. Alternatively, you could ask pupils to work together on this activity. Answers are provided on the following slides. * **Read: ‘**Magna Carta’ using whole class or partner reading. Discuss how this meant that no monarch was able to behave like King John again. Ask pupils questions such as: ‘What did the barons decide?’ and ‘What was Magna Carta?’. * **Write:** Ask the question: ‘What promises would you make King John I keep?’. Ask pupils to discuss their ideas in partners, then take feedback and model writing up three answers. Answers will vary but may include: You must not take money from barons. You must be kind to your people. You must not put people in prison without a good reason, etc. Pupils write up their choice of three of these in their workbooks. * **Read:** ‘What was in Magna Carta?’. This just gives a few of the major parts of Magna Carta so that pupils can compare what was actually in Magna Carta to their thoughts in the previous task. Emphasise the final point―this new council is effectively the start of a parliament. This will be important when talking about the monarch and parliament in the following lessons. * **Talk task:** Ask the questions: ‘Was King John as powerful after signing the Magna Carta?’ and ‘Why?’. Pupils should discuss in their partners, then feedback to the class. Ideas may include that he was less powerful after signing Magna Carta because he couldn’t do whatever he wanted anymore. * **Optional activity:** Create a class 'Our Magna Carta' with class rules and behaviours to display or edit and review the one you already have.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the questions. Add further review questions if you wish to. | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | | **Key vocabulary** |
| **Lesson 4**  ***Who was Queen Elizabeth I?*** | * Queen Elizabeth I beat the Spanish Armada. * She proved that women could be powerful monarchs. * Queen Elizabeth I’s time in power is known as the ‘Golden Age’. | Lesson 4 teaching slides  Pupil workbook  Knowledge quizzes booklet  Additional resource:  Elizabeth portraits and questions | | * invade * portrait * **power** * powerful |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.3  Response to enquiry question | **DC5:** To examine two portraits of Elizabeth I and how they depict her changing power.  **SC:** Conflict | | **Power** is the ability to control people or things. | Queen Elizabeth I was a powerful monarch. |
| **Teacher notes:**   * **Knowledge quiz 2.3:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. To support understanding of the key term ‘power’, you could play a game of Simon says to demonstrate how power is the ability to control. You could ‘pass the power’ to pupils for them to lead the game instead. * **Investigation:** Ask: ‘Who do you think this is?’ and ‘What can you see in the portrait that gives you clues about this person and what she did?’. Steer discussions so pupils identify that the portrait shows Elizabeth as powerful and rich (also, according to sources, as vain!). You may also want to remind pupils that portraits and paintings were the only way of showing what someone looked like as cameras weren’t invented then. Emphasise how large the image in real life would be and the incredible amount of detail in it. This is the *Armada Portrait* of Queen Elizabeth I, painted around 1588. It is 1.11 x 1.27 metres in size, almost life-size. * **Read: ‘**Who was Elizabeth 1?', ‘A strong monarch’, and ‘The Spanish Armada’ using whole class or partner reading. Check for understanding by asking pupils questions such as: ‘Who were Elizabeth’s parents?’, ‘Why were people worried when Elizabeth became queen?’, and ‘Who tried to invade England in 1588?’. * **Group task:** In small groups, pupils should discuss the three reasons why the Spanish Armada showed Elizabeth was a strong monarch. In their groups, they should decide on the order of importance and then write a sentence explaining why they have chosen that reason as the most important. This could then be opened up to a class discussion or debate where pupils present their choice and reasoning. * **Read: ‘**The Golden Age’ information as a class or in partners. Ask pupils questions such as: ‘How long did Elizabeth rule for?’, ‘What happened to England during her reign?’, and ‘What did Elizbeth’s reign become known as?’. * **Group task:** Pupils compare the two portraits on the slide. The first two pages of the Additional resource: Elizabeth portraits and questions contain these portraits and can be printed off (one per group) to help pupils analyse the images. Ask pupils to discuss the questions: ‘What are the similarities and differences?’, ’Which image shows Elizabeth as a powerful ruler? Why?’ in small groups. Encourage pupils to justify their answers, using the portraits to support their point of view. Differences between the portraits may be that there are ships in the later portrait, Elizabeth seems older and the background seems richer. Elizabeth is wearing more jewels in the later portrait but is holding the orb and sceptre in the earlier. Feedback as a class and write up ideas around the images or onto a whiteboard/flipchart. On the final page of the Elizabeth portraits and questions additional resource there are some questions (and answers) that you could use to guide pupils in their analysis. * **Write:** Using the Group task outcome as a support, pupils should answer the question: ‘Which image shows Elizabeth as a powerful ruler?’ by completing the task in their workbooks. You may wish to model this task, using the different ideas from the Group task to support your explanation. Support pupils by asking them to write key words instead of full sentences and challenge pupils by asking them to support their answers with more than one sentence. Pupils will likely select the later portrait as it shows Elizabeth’s defeat of the Spanish Armada and her later in her reign, which was long and prosperous.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the question. Add further review questions if you wish to. | | | | |

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| **Lesson question** | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 5**  ***Who was Charles I and what was the English Civil War?*** | * Parliament and the Roundheads beat King Charles I and the Cavaliers in the civil war. * Parliament asked a man called Oliver Cromwell to rule. * England and Scotland did not have a monarch for 11 years. * The monarchy restarted when Charles II was asked to become king in 1660. | Lesson 5 teaching slides  Pupil workbook  Knowledge quizzes booklet | * civil war * defeated * **parliament** * rule * supporters |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.4  Response to enquiry question | **DC1**: To understand that there were battles for power that led to fairer government.  **SC:** Conflict, monarchy, government | **Parliament** is the group of people who are elected to make and change the laws of a country. | There were many different battles for power that led to fair, parliamentary rule. |
| **Teacher notes:**   * **Knowledge quiz 2.4:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support pupil understanding of the key term ‘parliament’ by showing pupils images of the UK’s current prime minister, parliament and the Houses of Parliament. * **Read: ‘**Who was Charles I?’. Read through the information as a whole class or in partners. Check for understanding by asking questions such as: ‘What did Charles I believe?’ and ‘What did Parliament tell King Charles?’. Remind pupils that Magna Carta saw the beginnings of a parliament. By the 17th century, parliament had evolved so that it was much larger. Its powers were limited but greater than they had been. The monarch was unable to pass new taxes without parliament’s approval. * **Talk task:** Ask pupils to discuss the questions: ‘Why didn't Charles I listen to his parliament?’ and ‘How do you think Parliament reacted to this?’ in pairs before feeding back as a class. Ideas may include that he believed he could never be wrong so didn’t need to listen to anyone else and that parliament would have been frustrated and angry. Pupils may also make comparisons to King John and his relations to the barons here. * **Read: ‘**How did the English Civil War start?’ and ‘Cavaliers and Roundheads’. Read through the information as a whole class or in partners. Check for understanding by asking pupils questions such as: ‘What is a civil war?’, ‘How did it start?’, ‘Who supported King Charles?’, and ‘Who supported parliament?’. You may wish to point out that both names were used as insults by the following sides and do not really reflect realty; few ‘Cavaliers’ or ‘Roundheads’ actually looked like this! Examine the images closely as pupils will be using them in the next task. Identify that the Cavaliers are in blue, and the Roundheads are in red. * **Write***:* Ask pupils to label the images in their workbooks using the words provided. Ask them how they can identify the Cavaliers and Roundheads. Answers are provided on the following slide. * **Read**: ‘What happened to Charles I?’ and ‘Oliver Cromwell’. Ask pupils questions such as: ‘Who won the English Civil War?’, ‘What happened to King Charles I?’, ‘Who replaced King Charles I?’, and ‘Who became king after 11 years?’. You could remind pupils that they have already ‘met’ Charles II in Unit 1 on the Great Fire of London. * **Group task:** For this task, pupils use the information they have learned this lesson to debate whether or not Charles I was a strong monarch. Some points to consider are given on the slide. You could note other points down as well. Challenge pupils to add reasonings to their decisions during the debate. Ultimately, pupils are likely to think of more reasons why Charles was not a strong monarch, so therefore the statement is false.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the question. Add further review questions if you wish to. | | | |

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| **Lesson question** | | **Key knowledge** | **Learning resources** | **Key vocabulary** |
| **Lesson 6**  ***What does the monarchy do today?*** | | * King Charles III is the monarch today. * Today, we have a constitutional monarchy. * The Prime Minister is in charge and the King does not have much power. | Lesson 6 teaching slides  Pupil workbook  Knowledge quizzes booklet  Additional resources:  Name the monarch | * **constitutional monarchy** * government * Prime Minister * role |
| **Outcomes / Assessment** | **Disciplinary and substantive concept/s** | | **Key term** | **Key takeaway** |
| Pupil workbook  Knowledge quiz 2.5  Knowledge quiz 2.6  Response to enquiry question | **DC2:** To identify the role of the Prime Minister and the monarchy today and how these differ from the past.  **SC:** Power | | A **constitutional monarchy** means the king or queen shares power with a government. | The British monarchy today is **constitutional**. |
| **Teacher notes:**   * **Knowledge quiz 2.5:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from the previous lesson. They write their score in the chart also provided in the additional resource. * Revisit the main enquiry question and the learning journey so far. * **Introduction:** Share the lesson statement and key term then share key knowledge and other key vocabulary with pupils—you may want to add images to the teaching slides to support exemplification and understanding of these. Support understanding of the key term ‘constitutional monarchy’ with the idea of sharing decision making. If your school is two-form entry, you could explain how you and the other Year 2 teacher share decision making like the monarch and parliament. If one-form entry, you may wish to refer to the Year 1 teacher and sharing decision making across Key Stage 1. * **Read:** ’Who is the monarch today?’ and ‘What does King Charles III do?’. Spend time explaining to pupils that the monarchy today does not have power in the same way they did in the past. They cannot make laws, behead people, or start wars. Check for understanding by asking questions such as: ‘Who is Charles III?’, ‘What is a constitutional monarchy?’, and ‘What jobs does Charles III do?’. * **Write:** For this task, pupils need to list three things King Charles III does in his role as monarch in their workbooks. Ideas may include: meeting the Prime Minister, approving new laws, travelling to other countries to meet leaders, presenting awards, and doing charity work. Pupils could discuss their ideas before they write them down. Support pupils by printing the relevant slides and highlighting the text. Challenge pupils by asking if they think it’s a good or bad thing that King Charles III doesn’t have the same sort of power as William the Conqueror or King John did. Feedback ideas as a class. * **Group task:** In small groups and using the Additional resource: Name the monarch, pupils should cut out all the names of the monarchs they've studied this unit. They should then match the name labels to the monarchs. As a class, pupils check their answers, make any corrections and stick the labels under the photos, ready for the Write task. Answers are provided on the following slide. * **Talk task:** Ask pupils the questions: ‘Who was the most powerful monarch?’ and ‘Who was the least powerful monarch?’. Pupils should discuss their ideas in partners, then share their ideas as a class. Remind pupils of the different types of power/fall from power each monarch had. * **Write:** Next pupils should answer the question: 'Who was the most powerful monarch?’. Encourage them to discuss what they have learned about each monarch with their partner first and think about this when they order the monarchs. They should cut out their labelled pictures of the five monarchs from the Additional resource Name the monarchs. (1 means the most powerful and 5 means the least powerful.) Pupils then order their picture cards and stick them in their workbooks. To support pupils, ask them to complete the activity in small groups/pairs. To challenge pupils, ask them to write a sentence on why they chose the most/least powerful monarchs. * **Talk task:** Hold a class vote on the choices made in the previous task. Who does your class think was the most and least powerful monarch? * **Knowledge quiz 2.6:** Pupils complete this in the Additional resource: Knowledge quizzes booklet to assess their knowledge retention from this lesson. They write their score in the chart also provided in the additional resource.   **Learning review:** Using the teaching slides, talk partners tell each other a response to the question. Add further review questions if you wish to.  **Enquiry question:** Pupils now respond to the enquiry question: *Who was the most powerful British monarch?* This could be in the form of an extended piece of writing, an oral presentation, an annotated poster, or another format of your choice which best suits your class. For further information to help support pupils to answer the enquiry question, please refer to the Enquiry Question Teacher Support document. | | | | |