

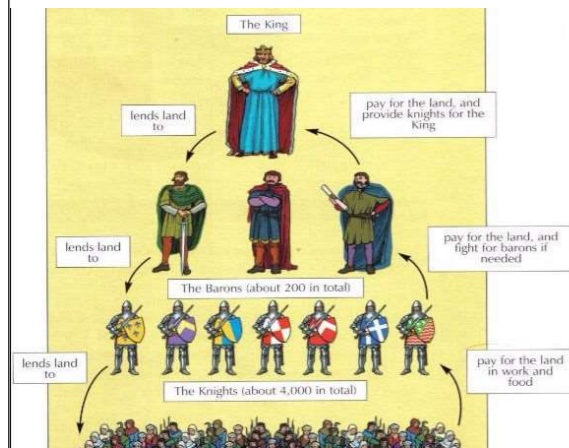


## Hazel Leys History Unit Planner

Topic: Monarchy, government and power		Year Group: Five
<b>Overview</b> Children have the chance to study three English monarchs from different time periods. It shows the shift of power from monarch to parliament and considers who has power and how it is gained.		
<b>NC POS History</b> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>		
<b>Driver subject:</b> History		<b>Memorable experiences:</b> Rockingham castle trip – William the Conqueror and the development of Castles
<b>Prior Learning:</b>	<b>Key learning points of driver subject</b>	<b>Learning progresses to</b>
<ul style="list-style-type: none"> <li>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</li> <li>Explain in detail the multiple causes and effects of significant events.</li> <li>Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</li> <li>Explain why an aspect of world history is significant.</li> <li>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</li> <li>Create an in-depth study of an aspect of British history beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</li> <li>Present a detailed historical narrative about a significant global event.</li> <li>Articulate the significance of a historical person, event, discovery or invention in British history.</li> <li>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</li> </ul>
<b>Key concepts</b> <b>Civilisation</b> - The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Civilisations often evolved as distinct due to their geographical place in the world. <b>Chronology</b> – An understanding of time in terms of historical time frames, in this case across a large expanse of time and hitting several time periods. Timelines should reference history areas already studied. <b>Society</b> – In this case a hierarchical society with the monarchy at the top which changed over time to parliament being at the top with the monarch largely a figurehead and symbol of the nation. <b>Significance</b> – In this case events and people. At Hazel Leys we use Christine Counsell's 5 Rs when considering significant events and people. 1. How revealing is the event – does it reveal much about a time in history? 2. Did it result in change? 3. Was it remarkable or judged to be remarkable at the time? 4. Is it still remembered and why? 5. Does it still bear relevance today? <b>Change &amp; continuity</b> – Children should learn how the idea and powers of monarchy have changed over time and how this impacted on the wider society of England. <b>Cause and consequence</b> – See the subject knowledge section below. <b>Invasion, empire, parliament, monarchy, power, hierarchy and colonisation</b> are also covered in this unit		<b>HLA Vertical history concepts</b>  <b>'Power, empire and democracy'</b> - Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts?   <b>'Community, family and culture'</b> – What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places? How is their culture the same or different to those of other societies we have learned about?
<b>Enquiry questions:</b> <i>Who should have ruled England after Edward the Confessor?</i> Introduce the idea of hereditary monarchy. Say that Edward the Confessor died childless at the end of his rule in 1066. Children could work in groups to learn about and present the case for each of the contenders. <ul style="list-style-type: none"> <li>Harold Godwinson: Earl of Wessex</li> <li>William: Duke of Normandy</li> <li>Harald Hardrada: King of Norway</li> <li>Edgar Atheling: Great-nephew of Edward</li> </ul> The claims that they made were connected to three main factors: family ties, promises made, and their political identities. Provide each group with a simplified version (this is GCSE!) of for one of the claimants from here <a href="https://www.bbc.co.uk/bitesize/guides/zy7n4j6/revision/2?scrllybrkr=9740d0ce">https://www.bbc.co.uk/bitesize/guides/zy7n4j6/revision/2?scrllybrkr=9740d0ce</a>		<b>Possible misconceptions:</b>  Some children may believe that because she is the queen, our current monarch is more powerful.  Teachers should be wary when talking about colonisation. There were some benefits to being colonised, however, there were also many negative experiences for those colonised. Children should be aware that it is okay to be proud of your nation and celebrate its achievements as well as to recognise that power can cause nations to impose unnecessary and harmful actions and customs on others.



**How did William I keep control?**

Ask children how William I could keep control of his country. Show the map of castles built by William and the Normans. Explain that the castle as we know it today was introduced into England in 1066 during the Norman invasion led by William the Conqueror. After their victory at the Battle of Hastings, the Normans settled in England. They constructed castles all over the country in order to control their newly won territory, and to pacify the Anglo-Saxon population. Show the map of the castles in resource folder.

Ask children if they were William I and trying to keep control of a contested land who he would give land and castles to? Draw out that he would give the land and power to supporters.

Introduce the feudal system. How did this keep the power in the hands of William and his Norman Barons?

Establish that William I was an absolute ruler.

**How did challenging the king's absolute rule result in change?**

Explain that King John was forced to sign Magna Carta in 1215 by the barons, who were upset with him. Briefly go through the reasons that they were upset. Were all the problems John's fault, or should Richard shoulder some of the blame? People split into small groups: within these groups, half could argue for the barons, the remainder for the king. Using their ideas disgusting groups, peoples write a paragraph as King John, titled how dare the barons make demands of me! Thank using the other half of their ideas disgusting groups, pupils write paragraph as the barons, titled how dare the king treat us like this! After this pupils could vote on whether the barons were right to force John to signed Magna Carta. Discuss how John reneged on the Magna Carta but that it is significant because it was the first time the monarch's absolute power was challenged. Let them know that the Magna Carta and its principles were used in the US as part of their constitution.

**Who was Queen Anne and how did she change Great Britain?**

Learn about the life of Queen Anne and how and why she unionised England and Scotland to create the United Kingdom. Children learn about the Union of Parliament.

**What did the British Empire mean to Victorian Britain? Is it right to colonise other countries?**

Children look at the countries that were part of the British Empire during the Victorian period. Look at maps and discuss the location of the countries and why they became part of the British Empire. Children choose one country to focus on to find out more about. Discuss if it is right to colonise other countries.

**Subject knowledge:**

Kings and Queens used to rule as absolute monarchs, with complete controller over how the country was run. This was like William the Conqueror who exerted absolute power over his subjects and built castles and established laws to control them. However; King John's barons forced him to sign Magna Carta in 1215, which stated that the powers of the monarch would be limited. In the 1600s, the Stuart kings believed in divine right saying they were answerable only to God, which led to problems with parliament. After the civil war, the monarch's power was reduced and when William the third was invited to replace the Catholic James the second in the glorious revolution, the king saw his power limited further. Anne was chosen by parliament to be queen; She had no surviving heirs to pass the crown onto, so parliament offered it to the Hanover family. With the new king speaking no English and spending time in Hanover, Britain needed someone to run the country- the first unofficial prime minister, Robert Walpole by the time the Victoria was queen, the monarch's influence had lessened over political matters.

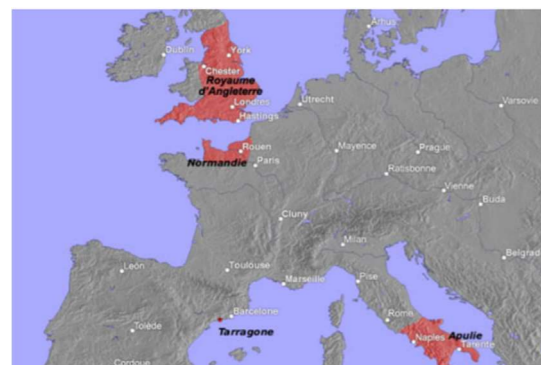
**The divine right of kings**

The divine right of kings was a political and religious doctrine. It meant that a monarch was given the right to rule by God alone. His authority could not be questioned because he ruled in God's name. It gave a king absolute rule over his subjects.

**Act of Settlement**

An Act that stated that nobody who was Catholic, or married to a Catholic, could be a monarch. This ensured a Protestant succession.

**The Normans**



The Normans were people descended from Vikings who in the 10th century founded the duchy of Normandy in northwest France. They were given this land by the French king Charles the Simple in an effort to stop the Vikings attacking other French land.

The Normans adapted to their new land by converting to Christianity, adopting the local dialect as their own, intermarrying with local French families and generally integrating with French culture. They also adopted the feudal system of the rest of northern France and used it to create a hierarchical system in both Normandy and, later, England.

The Normans were famous for their love of fighting as well as their military and political cunning, and they used these traits to great effect in their conquest of land in Sicily, southern Italy, the Crusader States and, of course, England.

**Claimants to the English throne in 1066**

In Year 4 children learn that William the Conqueror was one of several claimants to the English throne.

Edward the Confessor died childless on 5th January 1066, leaving no direct heir to the throne. Four people all thought they had a legitimate right to be king.

- Harold Godwinson: Earl of Wessex
- William: Duke of Normandy
- Harald Hardrada: King of Norway
- Edgar Atheling: Great-nephew of Edward

The claims that they made were connected to three main factors: family ties, promises made, and political realities.

### **William the Conqueror**

William was a cousin of Edward the Confessor, through Edward's mother Emma, who was William's great-aunt. William - In 1051 it is possible that William made a trip to England from Normandy to see Edward. William claimed that Edward had promised that he should succeed him as King of England. In 1064 Harold Godwinson made a trip to Normandy, and William claimed that he also promised that William could succeed to the English throne. William was an ambitious and powerful ruler in Normandy. He wanted to build up his power, so the Normans could have a great empire, like their Viking ancestors.

After William was crowned king, the Normans set about gaining control of the whole country. They were faced with a large and hostile population who greatly outnumbered the invading Normans. For five years William waged war against rebel forces throughout England, all the while implementing a strategy for gaining complete control of the country. The first part of the Normans strategy was to claim possession of all English land, and then set about redistributing it amongst Williams's loyal followers. This removed many members of the hostile English nobility from any position of power and gave the Normans much greater authority. This was combined with the removal of the English from any position of power, such as sheriffs or bishops, and the sometimes forced intermarriage of the English and Norman ruling classes, until a new, loyal and largely Norman ruling class was established.

### **The result of this change**

Another important way in which the Normans established control was through the building of castles around the country. While various types of forts had already existed in England, a heavily fortified castle was something new. The castles varied in size, some merely being watchtowers surrounded by a wall while others were much larger. It is estimated that in the space of 50 or so years around 1,000 castles were built. These strong defensive positions acted as a deterrent to rebellious Englishmen and were a sign of Norman strength. Children in Y1 study castles and learn that powerful people lived there.

The Normans also maintained and improved England's sophisticated social system, and much administrative reform took place. The most famous example of Norman administration is the Domesday Book. This book was compiled in 1085-6 and contains information on population numbers, land ownership, livestock numbers, tax records and other such information for large areas of the country. This is a huge achievement in a time before any fast and reliable means of communication, and highlights how the Normans maintained, improved and utilised the existing social system of England. (Historical Association)

### **King John**

King John was not a popular king for a number of reasons: he had succeeded his powerful and popular brother, Richard the first and was not a successful warrior like Richard. Richard had bankrupted the country fighting in the Crusades and left John in a difficult position, as the barons were tired of paying high taxes. John also lost land in France and launched unsuccessful military campaigns to get it back, which cost a lot of money, again funded by high taxation. This failure to win battles and reclaim land resulted in John being labelled Lackland and Softsword which were uncomplimentary nicknames for a king. John had also fallen out with the Pope, Innocent III, over who should be appointed Archbishop of Canterbury and, in retaliation, the Pope had closed all the churches in England for five years, from 1208 to 1213. This posed a serious problem to the people of England, as there could be no church services, baptisms, marriages or burials; For a deeply religious population, this was terrifying, and they blamed on. After John failed to take back and lost in France against the French king Philip the second in 1214, the barons had finally had enough. After their demand to meet the king was refused, they formed an army and marched to London, forcing John to meet them at Runnymede, near Windsor. It was here that they presented Magna Carta to John in 1215 and forced him to sign it.

### **The results of this change**

Magna Carta, which is Latin for great charter, contained 63 statements rectifying what the barons were unhappy about. Most of these statements concerned the current problems with the monarchy, but some of them had a significant impact on future rights. Magna Carta said that no man could be punished or imprisoned without a fair trial: that the church had to be left alone; and that John could not raise taxes without the agreement of the barons. Forced into signing Magna Carta, John had no intention of sticking to it and backed out as soon as he could. Nevertheless, the ideas in Magna Carta would go on to be an important milestone in the rights of people and would later influence the constitution of America.

### **Queen Anne**

The absolute path that monarchs before Anne, such as James the first and Charles the first, had enjoyed was at an end. Parliament was determined to rein in their power so that no monarch could wield power in the way that the early Stuart kings had, with their unflinching belief in the divine right to rule. Parliament had already started limiting the monarch's power with Anne's predecessors, William the third and Mary the second, who ruled jointly. The year before pulled over for an became queen, parliament had controversially declared that it should decide the succession, as William and Mary had no children. The throne was passed to Ann, who was Mary's sister, and the act of settlement in 1701 declared that the descendants of James II and Mary of Modena (the former Catholic king, who had fled England when William arrived in the glorious revolution) would forever be barred from the throne of England. It meant that nobody who was a Catholic, became a Catholic or married a Catholic could become a sovereign. Effectively, parliament could decide who the next monarch would be.

### **The result of this change**

The act of union in 1707 saw the English and Scottish parliaments unite, with a new name, Great Britain. Although Queen Anne had given birth many times (13), her last surviving child died after she was too old to have anymore, so parliament decided to pass the crown from the House of Stuart to that of Hanover. Sofia of Hanover had been named as Anne's heir but died before her, so the crown past to Sofia's son, George. With the new king spending most of his time in Hanover, the country needed someone to run it on a daily basis: Robert Walpole was the leading cabinet minister and he's viewed as Britain's first Prime Minister: Britain was now a constitutional monarchy it would never return to being an absolute monarchy. With parliament now having more of a say in how the country was run, it gave the opportunity for talented individuals from any upbringing to make their mark, no longer constrained by their lack of noble blood. It also meant that parliament initiated an efficient tax system that collected a lot of money, thus funding military campaigns and providing the springboard for Britain to become more of a world powerful. (Teaching Primary History)

### **Queen Victoria**

Victoria reign for almost 64 years and oversaw the British Empire at its greatest; It was said that the sun never set on the empire, as it was always daylight somewhere due to the vast expanse of the worldwide colonies. Although Victoria is regarded as one of the country's greatest monarchs, there had been a gradual reduction in the influence of the ruler over the running of the country and, under Victoria, it had truly become a

constitutional monarchy. Victoria relied closely on advice early on from her husband Albert, and her first Prime Minister, Lord Melbourne, but when Albert died aged 42 from typhoid, she was devastated. Dressed in black, and mourning, Victoria retreated to residences such as Windsor and Balmoral and was rarely seen in public until she gradually started to reappear in the 1870s. A couple of failed assassination attempts helped to reignite her popularity and a republican movement which had been gathering pace then dwindled after a victorious parade through London after her son Edward recovered from typhoid stop although Victoria did not the powers of earlier monarchs, she still had influence over domestic affairs. Things did not always go her way, however.

**The results of this change**

The old idea of absolute monarchy, with the king or queen being in charge of all things to do with the state, and military, economic, foreign and domestic policy, regardless of whether or not they were up to the job, had gone forever. In its place where talented, driven and hardworking individuals who were there on merit at a time when the country was making huge industrial economic and imperial strides. Britain became the industrial centre of the world and its empire spread, importing raw materials from its colonies across the globe to the factories, before exporting goods worldwide. Prime ministers such as Lord Melbourne, Robert peel and Benjamin Disraeli had a good relationship with Victoria and she still exerted some influence. Reigning for so long at a time when Britain was at its strongest helped secure her legacy, so even though she did not have the power of earlier monarchs, Victoria became the symbol of the British Empire at its absolute peak.

**Colonisation of West Africa**

In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa’s natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn’t know what they meant, so European countries had to fight wars in Africa to claim ownership of the land.

**Vocabulary**

monarchy, divine right of kings, absolute monarchy, parliament, figurehead, power, colonise, colony, trade, empire, state, military, economic, reign, Magna Carta,

**Opportunities to develop reading and writing skills**

**Linked text:**

**The Great Revolt by Paul Dowswell**

**Literacy Shed:**

- Could you be King Henry VIII’s new wife?
- Castles
- The Great Plague Symptoms
- At the Sign of the Sugared Plum

**Opportunities to develop mathematics skills**

- Time
- Chronological ordering