

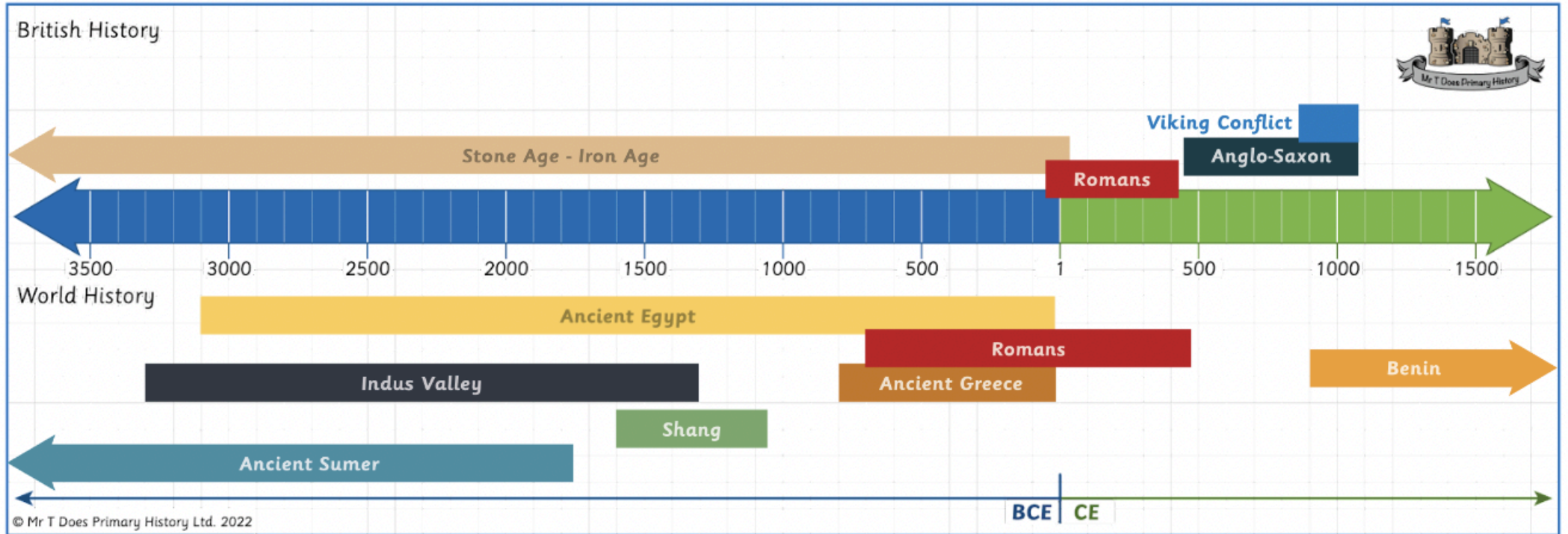


Context					
<b>Unit</b>	Medieval Monarchs <a href="#">This unit links directly to the Year 5 100 Club Knowledge. Reference this throughout the unit.</a>				
<b>Assessment</b>	Who was the greatest Medieval monarch?				
<b>Key Knowledge</b> <i>How does this unit fit in? What Big Ideas are explored?</i>	The national curriculum states that pupils should be taught about “a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.” This unit focuses on many of the major monarchs who reigned during the medieval period, which is usually taken by historians to describe the period from 1066 to 1485, which marked the end of the wars of the roses. It also includes a lesson on the succession crisis following Edward the Confessor’s death, another national curriculum requirement which states that pupils should be taught about: “the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor”. The substantive concepts (big ideas) covered in the unit are <b>power and conflict</b> . Pupils will learn about how power is passed or claimed from monarch to monarch, and that Edward the confessor bearing no children and failing to clearly name a successor led to multiple claims to the throne. Pupils will then learn about the tension between church and state. Henry II appointed his friend Thomas Becket as Archbishop of Canterbury creating a source of conflict regarding where power really lay in England: Lesson four will introduce pupils to the idea that the standards by which monarchs were judged historically are not necessarily the same that we would use today. In the final lesson, pupils will further develop their understanding of the concept of power, introducing them to the feudal system and the impact this had on ordinary people.				
<b>Skills</b> <i>What skills are taught in this unit?</i> <a href="#">Skills Progression</a>	<p><b>Chronology:</b> Show awareness of the impact of chronology on events and decisions made by people in the past.</p> <p><b>Source Analysis:</b> Use sources to make reasoned inferences and explain findings about the past.</p> <p><b>Cause &amp; Consequence:</b> How did the actions of different monarchs have an impact on events which followed</p> <p><b>Similarity &amp; Difference:</b> Comparison of the different monarchs who ruled during this period</p> <p><b>Significance:</b> A person or event can be significant for good or bad reasons. It is someone that did something important that changed people’s lives at the time or after. It is an event that led to important changes in an aspect of life either at the time or in the future.</p> <p><b>Questioning:</b> Research to explore significant events/people of the past.</p>				
<b>Vocabulary</b> <i>To be displayed on the working wall</i>	Baron	Ecclesiastical	Magna Carta	Successor	The Pope
	Clergy	Feudal System	Monarch	Heir	
	Crusades	Knights	Peasants	Claim	

## Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Why was there a succession crisis in 1066?	To summarise events which lead to the Battle of Hastings  To explore the events which lead to the Battle of Hastings	Chronology Questioning			Closely tied with chronology of Y4 History
2	Who was responsible for the death of Thomas Becket?	To explain the conflict between Henry II and Thomas Becket  To explore the conflict between Henry II and Thomas Becket	Cause & Consequence Questioning	Empress Matilda (Henry II's mother advised him throughout his reign)		
3	Which king was worse, John or Richard?	To compare and contrast the impact two medieval monarchs had on society  To explore the impact two medieval monarchs had on society	Significance Cause & Consequence Similarity & Difference Questioning	Eleanor of Aquitaine (Richard I's mother, ruled while Richard fought in the crusades)		
4	What makes a great medieval monarch?	To explain the qualities that make a great medieval monarch  To investigate the qualities that make a great medieval monarch	Significance			
5	How did power change during the medieval period?	To explain how power changed during the medieval period  To explore how power changed during the medieval period	Significance Cause & Consequence			

6	Assessment: Who was the greatest Medieval monarch?		Women in power	Windsor Castle Visit	



**P** Timelines for books BCE CE for ancient civs Master.pptx(Slide 3) Print on A3 for Books,

## Lesson 1

<b>Enquiry Question</b>	Why was there a succession crisis in 1066?
<b>Learning Intention</b>	To explore the events which lead to the Battle of Hastings
<b>SOLO SC: Uni- Structural</b>	I can name the leaders involved in the events which lead to the Battle of Hastings
<b>SOLO SC: Multi- Structural</b>	I can list the events which lead to the Battle of Hastings
<b>SOLO SC: Relational</b>	I can summarise the events which lead to the Battle of Hastings
<b>SOLO SC: Extended Abstract</b>	I can reflect on the connection between succession and power - how would events have been different if Edward has an heir?
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: The key learning here is to show how a change in power resulted in huge conflict.</b></li> <li>- Think back to previous learning in history. In year 4 the children learnt a lot about British history, beginning with the <a href="#">Romans</a> moving on to the <a href="#">Anglo Saxons</a> and the <a href="#">Vikings</a>. Last term, we learnt about the <a href="#">Benin Kingdom</a> in Africa. <b>ASK: What have been common themes/ideas/concepts across these periods in history?</b> Particularly drive the discussion to include thoughts on our key concepts: conflict, society and power. (<i>Invasion, Kings and rulers, men, battles/civil war, image of strength/power</i>) Discuss with the class and share ideas.</li> <li>- Share the timeline on page 3 - print in A3 so it can be folded and stuck into books. Children will have seen this timeline before. Explain that this unit focuses on a period known as Medieval Britain. We will be primarily learning about the monarchs of this period, thinking carefully about our concepts of power, conflict and society. <b>ASK: Why are the monarchs of a period so closely bound with these concepts?</b></li> <li>- Tell the children the Medieval Period in Britain is believed to have existed between 1066 and 1485. Challenge children to plot this on the timeline.</li> <li>- It is the end of the Viking era, in 1013 there was a Danish invasion and Edward and his family were forced to leave England. When Edward returned to England in 1041 his step-brother Harthacnut was on the throne. Harthacnut died the following year and Edward was named King of England in 1042. Begin to work through the <a href="#">Pupil Booklet</a> discussing Edward the Confessor. Our unit begins with his death - he did not have any children and therefore succession was problematic. When Edward died in 1066, there were three people who all thought that they should be king.</li> <li>- In pairs, children read through the information on page 5 of the pupil booklet. Children decide which claimant has the strongest</li> </ul>

	<p>claim, supporting their answers with evidence from the information provided and their knowledge of the time period. The teacher should remind children of the context of the times; we may have different requirements for our leaders in 2023 than in 1066!</p> <ul style="list-style-type: none"> <li>- Reveal that Harold Godwinson was declared King. However, William I and Harald Hadrada were not prepared to give up just like that!</li> <li>- Tell the story of the Battle of Stamford Bridge and the Battle of Hastings</li> <li>- Recall summarising skills from Reading lessons. In pairs, children work in pairs to <b>summarise</b> the events from Edward the Confessor's death up to William the Conqueror being crowned King in 5 sentences. Share ideas and add to the working wall.</li> </ul> <p>For example:</p> <ol style="list-style-type: none"> <li>1) Edward the confessor died without leaving an heir</li> <li>2) Harold Godwinson, Harald Hadrada and William I all claimed the throne.</li> <li>3) Harold Godwinson was crowned King.</li> <li>4) Harald Hadrada and William I were not happy about this and invaded Britain in the Battle of Stamford Bridge and the Battle of Hastings respectively.</li> <li>5) King Harold is killed at the battle of Hastings and William I is crowned King</li> </ol> <ul style="list-style-type: none"> <li>- Children complete sequencing task on p.7 of the pupil booklet.</li> <li>- Plenary: Children answer the enquiry question.</li> </ul> <p>*In order to bring this lesson alive to the children, you may wish to introduce a drama element. Children could take on the role of Harold Godwinson, Harald Hadrada and William I. This may make the telling of the story easier to digest for children.</p> <p>This lesson may be completely discussion based. However there are the following opportunities to record information in books: Record answers to 'Who do you think had the strongest claim to the throne?' and record summary of events in 5 sentences.</p>		
<p><b>Key Vocabulary for the lesson</b></p>	<p>Edward the Confessor Harold Godwinson Harald Hadrada</p>	<p>William of Normandy Successor Heir</p>	<p>The Battle of Stamford Bridge The Battle of Hastings Norman</p>
<p><b>Resources</b></p>	<p><a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a></p> <p>Timeline (see page above) Knowledge Organiser</p>		<p><a href="#">The Norman Conquest Video</a> <a href="#">Edward the Confessor Video (Teacher subject knowledge)</a></p>

## Lesson 2

<b>Enquiry Question</b>	Who was responsible for the death of Thomas Becket?		
<b>Learning Intention</b>	To explore the conflict between Henry II and Thomas Becket		
<b>SOLO SC: Uni- Structural</b>	I can identify why Thomas Becket became Archbishop.		
<b>SOLO SC: Multi- Structural</b>	I can describe how the justice system changed in the 12th Century		
<b>SOLO SC: Relational</b>	<p>I can explain the conflict between Henry II and Thomas Becket.</p> <p style="color: red;">I can explain the reasons behind the conflict between Henry II and Thomas Becket.</p>		
<b>SOLO SC: Extended Abstract</b>	I can describe the relationship between the Church and the Monarchy in the 12th century		
<p style="text-align: center;"><b>The lesson</b></p> <p>(What will the children do to demonstrate their understanding of the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: The key learning in this lesson is to recognise the conflict between the church and the ruling monarch and the subsequent shift of power between the two leaders. In terms of society, children should consider the impact this ruling had on ordinary people and consider if it was fair or not.</b></li> <li>- Children complete the retrieval quiz (p.8 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through lesson 2 of the <a href="#">pupil booklet</a>. Print off the tasks for children to complete in books.</li> <li>- Plenary: Children to write / orally retell the story of Henry II and Thomas Becket to demonstrate their understanding.</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Anarchy Chancellor (chief advisor) Justice System	Ecclesiastical Courts (Christian Church) Archbishop Thomas Becket	Henry II Knight
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>		

### Lesson 3

<b>Enquiry Question</b>	Which king was worse, John or Richard?
<b>Learning Intention</b>	To explore the impact two medieval monarchs had on society
<b>SOLO SC: Uni- Structural</b>	I can identify one way in which King Richard and King John and acted negatively during their respective reigns
<b>SOLO SC: Multi- Structural</b>	I can retrieve key information about two medieval monarchs
<b>SOLO SC: Relational</b>	I can compare and contrast the impact two medieval monarchs had on society
<b>SOLO SC: Extended Abstract</b>	I can explain the impact of the Magna Carta on Britain
<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: The key learning in this lesson is a comparison of two successive kings and the impact they had on society. Power and Conflict remain central concepts.</b></li> <li>- Children complete the retrieval quiz (p.13 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Place large pieces of flipchart paper in the middle of each table. Ask children to write down all the good qualities you would expect from a medieval monarch. (Ideas may include: strong warrior, tactical, brave, courageous, sympathetic, strong-willed, kind-hearted, man of the people, moral ... etc).</li> <li>- Next, ask children to change pen colour and write down all the negative qualities which would not be desirable. (ideas may include: selfish, threatening, cruel, greedy, weak, isolated, inexperienced, bad-tempered.</li> <li>- Discuss: Are these always negative traits? For example, could being bad-tempered or greedy actually be a positive? (Opinions will be divided- encourage discussion)</li> <li>- <b>ASK: Think back to Monarchs we have already studied: William the Conqueror, Henry II. Which words collected on the sugar paper would you use to describe them?</b> Encourage the children to use the context of what we know about them to answer the question) If thinking about these monarchs prompts more character traits, they can be added to the sheet.</li> <li>- Children prepare their answers using the answer stem: I think that _____ was a _____ monarch because _____ .</li> <li>- Share and feedback ideas with the class. Encourage children to build on each other's ideas. E.g. Some may think Henry II was cruel because he wished Thomas Becket was gone, however, others may say he was a humble King because after Becket died he made penance.</li> <li>- Work through lesson 3 of the <a href="#">pupil booklet</a>, telling the story of Richard the Lionheart and King John. Prompt discussion and answer questions from the</li> </ul>

	pupil booklet as a class. Children use their sugar paper to voice their opinions of these two monarchs. - Plenary: Who was worse, John or Richard? Children write a response in their books justifying their opinion.		
<b>Key Vocabulary for the lesson</b>	Military Persecuted Jews	Jerusalem Crusade Barons	Magna Carta Peasants
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	Sugar Paper Pens	

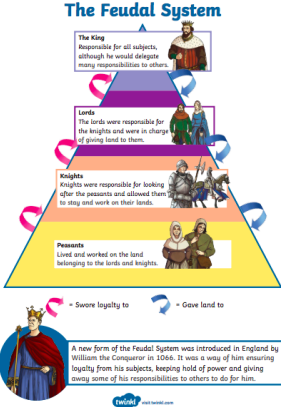
## Lesson 4

<b>Enquiry Question</b>	What makes a great medieval monarch?		
<b>Learning Intention</b>	To investigate the qualities that make a great medieval monarch		
<b>SOLO SC: Uni- Structural</b>	I can list qualities which make a successful monarch  <i>I can recall facts about monarchs we have learnt about.</i>		
<b>SOLO SC: Multi- Structural</b>	I can identify which monarch was the best administrator, military leader and peace keeper		
<b>SOLO SC: Relational</b>	I can explain the qualities that make a great medieval monarch		
<b>SOLO SC: Extended Abstract</b>	I can reflect on current leaders in Britain; do they share these qualities?		
<b>The lesson</b> (How will children meet the LI?)	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: The key learning in this lesson is the concept of power - what qualities did the different monarchs possess which enabled them to be successful (or unsuccessful!) leaders</b></li> <li>- Children complete the retrieval quiz (p.19 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Retrieve the sugar paper used last lesson to record characteristics/qualities of medieval monarchs. Discuss the children's ideas in the context of the monarchs studied so far.</li> <li>- Complete match up task on page 20 of pupil booklet. (Could print for each pupil or complete as a paired task on the board)</li> <li>- Work through lesson 4 of the pupil booklet, culminating in the completion of the table on page 22. Children could work in pairs to complete this.</li> <li>- Plenary: What is the same and what has changed about the qualities of a great monarch?</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Administrator Domesday Book	Rebelled Military Leader	Successor

<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	Sugar Paper from lesson 3
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## Lesson 5

<b>Enquiry Question</b>	How did power change during the medieval period?
<b>Learning Intention</b>	To explore how power changed during the medieval period
<b>SOLO SC: Uni- Structural</b>	I can list different ways that monarch can exercise power
<b>SOLO SC: Multi- Structural</b>	I can describe each level of the feudal system
<b>SOLO SC: Relational</b>	I can explain how power changed during the medieval period
<b>SOLO SC: Extended Abstract</b>	I can consider who was the most <u>significant</u> monarch from the medieval period and justify my answer with evidence

<p style="text-align: center;"><b>The lesson</b> (How will children meet the LI?)</p>	<ul style="list-style-type: none"> <li>- <b>CONCEPTS: The key learning in this lesson is the concept of power and how it changed during the medieval period</b></li> <li>- Children complete the retrieval quiz (p.23 of pupil booklet). Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through Lesson 5 in the <a href="#">pupil booklet</a>, culminating in the table task on page 27. Work recorded in exercise books.</li> <li>- Plenary: Who was the greatest medieval monarch and why?</li> </ul> <p>*For platinum, you may need to clarify the difference between great and significant: significant isn't necessarily positive. Consider the legacy of the individual / what they achieved.</p>	 <p style="text-align: center;"><b>The Feudal System</b></p> <p><b>The King</b> Responsible for all subjects, although he would delegate many responsibilities to others.</p> <p><b>Lords</b> The lords were responsible for the knights and were in charge of giving land to them.</p> <p><b>Knights</b> Knights were responsible for looking after the peasants and allowed them to stay and work on their lands.</p> <p><b>Peasants</b> Lived and worked on the land belonging to the lords and knights.</p> <p>→ Swore loyalty to      ← Gave land to</p> <p><small>A new form of the Feudal System was introduced in England by William the Conqueror in 1066. It was a way of him ensuring loyalty from his subjects, keeping hold of power and giving away some of his responsibilities to others to do for him.</small></p>
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<b>Key Vocabulary for the lesson</b>	Feudal System The Norman Conquest	Dispute Crusades	Magna Carta
<b>Resources</b>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>		

Lesson 6					
<b>Assessment Think! Question</b>	<b>Who was the greatest medieval monarch?</b>				
<b>Tasks</b>	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)				
<b>Key Vocabulary for the lesson</b>	Baron Clergy Crusades	Ecclesiastical Feudal System Knights	Magna Carta Monarch Peasants	Successor Heir Claim	The Pope
<b>Resources</b>	<a href="#">Knowledge Quiz</a> <a href="#">Knowledge Quiz (ANSWERS)</a>		<a href="#">Think! Question</a>		