

Kings, Queens & Leaders Year 1

Key end points of the 'Kings, Queens & Leaders' unit are:

- England has been ruled by Kings and Queens for a long time.
 - His Royal Highness King Charles III is our current king.
 - King John was forced to sign the Magna Carta by the Barons.
 - Parliament was set up to make decisions for the country.
 - There was a time when there was no King of England.
 - Oliver Cromwell was called upon to rule the country and become the 'Lord Protector'.
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This 'Kings, Queens & Leaders' unit provides the foundation for understanding the changing power of the **monarchy** in Britain. It will explore how the **power** that Kings and Queens hold has changed over time, from the all-powerful monarchs who could dictate how the country was run and managed, to the establishment of parliament which created a check on the power of the King or Queen. Understanding this change will create a foundation for children who will go on to understand modern society and politics today.

This unit supports children's understanding of the past, focusing first on changes within living memory with the present-day monarch (HRH Charles III) and the coronation of his mother, Queen Elizabeth II, before exploring the lives of other kings and leaders chronologically. Physically sequencing events or narratives on a timeline will help to develop our children's **chronological understanding**.

Told like stories, the children will be introduced to significant national events that took place across this time period such as Simon de Montfort's first parliament, and the sealing of the Magna Carta by King John in 1215. These events have been purposefully chosen as they are hugely historically significant turning points in British history which will be looked at again in more detail in KS2 (Y3 Law and Power and Y4 The Stuarts). This provides the opportunity for children to benefit from spaced practice, which will increase children's ability to understand and remember the significance of these events later. The actions of these significant people have all helped to shape Great Britain today.

This unit builds on children's understanding of the **Early Learning Goal 'Past and Present'** and **'People, Cultures and Communities'** from the end of Reception. If following PKC, children in Early Years will bring an understanding of the monarchy, including the story of King John and the Magna Carta, as well as Queen Elizabeth II and her coronation in Westminster abbey. The pupils would have also learned about the Royal Family, Buckingham Palace, Windsor Castle and the counties around the world that have King Charles III as their monarch, including Canada, Jamaica, New Zealand, Australia and more. This unit offers a seamless transition building on children's prior knowledge and helping them to know and remember more.

Lesson Sequencing:

The sequence of lessons in this unit has been designed to develop pupils' understanding of events which have occurred within and beyond living memory that are significant nationally and globally. Lesson 1 begins by highlighting that there have been Kings and Queens, who have ruled over the land where we live, for a very long time, and that our current monarch is HRH King Charles III. Throughout the lesson the substantive concept of **monarchy** is emphasised and built upon following the Y1 'Discovering Histories' unit. As the children progress through the curriculum, they will build on their understanding of monarchy. Lesson 2 focuses on the **changing power** of monarchs and how King John believed in being an absolute monarch (meaning Kings & Queens were all powerful and answerable to no one). Later in the curriculum, pupils will learn more about how the monarchy changes (Y2 Tudors and Y4 Stuarts). Through storytelling and role-play, children learn about the notion of 'taxation', and how some historians believe that King John upset people by raising taxes to fight expensive wars abroad. The children will learn that during his reign, an important agreement was drawn up to limit the power of the monarch: The Magna Carta (arguably one of the most historically significant documents in British history). This lesson introduces the substantive concepts of **law** and **power** (both of which will be explicitly revisited in the Y3 unit 'Law and Power' and throughout the PKC). This lesson also introduces the disciplinary concept of **causation** (the explanation of why events occur and why situations arise). Lesson 3 focuses on another historically significant person, Simon de Montfort, who set up a parliament consisting of representatives of the towns and counties across England. This eventually formed 'The House of Commons' in the fourteenth century. Lesson 4 highlights again the **changing power** of monarchs and how King Charles I believed in the 'Divine Right of Kings', which meant that the monarch was appointed by God and held all power. The children will learn about the English Civil War and how Charles I was defeated and removed from the throne. Lesson 5 looks at how Parliament did not want replace King Charles with another king, instead they called upon Oliver Cromwell to rule the country and become the 'Lord Protector'. Children will learn that Oliver Cromwell was a very religious man and was a **puritan**. During this lesson, the children will see how the **religious beliefs** of those in power led to new laws, including laws that restricted the freedoms of the English people (e.g., banning Christmas celebrations). Overall, as children progress through the unit, and through the curriculum, they will begin to understand the changing balance of power of the monarchy from absolute monarchy (holding total power) to constitutional monarchy (a more ceremonial role). They will also explore the important role that religion has played in shaping British history throughout the curriculum.

Key substantive concepts focused on in this unit are **monarchy, law, tax, Parliament, religion, (puritan), civil war** and **power**.

Key disciplinary concepts focused on are **causation** (e.g., what caused the barons to force King John to seal the Magna Carta) and **sources and evidence** (children learn that we know about the Magna Carta as it was written down).