

From absolute power to power to the people – how the role of the monarch has changed.



Why This? Why Now?

Building on their research into the impact of WW2 on the people of Middlesbrough, the children have a good understanding of democracy and dictatorship. This is explored further looking at how the role of the monarchy has changed from absolute power to a constitutional monarchy. In Year 4, the children have researched Ancient Egypt and have looked at the structure of their society. This is built upon further in Year 5 when researching Ancient Greece and exploring the power their citizens held. Fundamentally, this area helps the children appreciate the structure of modern British society and gives them an understanding of their power and how they can contribute to and influence change.

This area of research helps to embed the children's understanding of British values:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

This area of research helps to embed the children's understanding of SMSC:

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

English -National Curriculum / Skills	OVERVIEW
<p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning assessing the effectiveness of their own and others' writing ensuring the consistent and correct use of tense throughout a piece of writing proof-read for spelling and punctuation errors <p>Vocabulary, grammar and punctuation:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing <p>Comprehension:</p>	<p>Shadow Play – Victorian mystery/ghost story</p> <ul style="list-style-type: none"> Discussion- key questions Diary entry in role as a Victorian child Narrative <p>Victorian schoolroom – using a picture as a stimulus for writing, the children :</p> <ul style="list-style-type: none"> Discuss the painting in sections, magnifying key areas Discuss the differences between a Victorian school and the present day classroom Discussion around period language Write in role as a Victorian child Write in role as the Victorian school master – contrasting emotions with above <p>Henry VIII discussion text – was he an effective monarch?</p> <ul style="list-style-type: none"> After extensive historical research, the children write a biography based on Henry VIII and using facts they have discovered decide whether or not Henry VIII was an effective monarch

- drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure and presentation contribute to meaning

Geography – National Curriculum / Skills

OVERVIEW

Use maps, atlases and globes to locate countries

Children research the British Empire and its global reach – map work

History – National Curriculum / Skills

OVERVIEW

Have a chronologically secure knowledge and understanding of British and local history

What does it mean to be powerful? Who is powerful in modern Britain?
Children compare: the monarch, PM and the Archbishop of Canterbury

To understand cause and effect between periods of history studied and modern day

What is the role of a monarch – has this changed over time?

To understand connections, contrasts and trends over time

Explore 'heredity' - past and present

To make informed responses to historical questions choosing and using a range of sources

Place Monarchs on a timeline understanding how power has changed alongside the rule of law

1215 – Magna Carta: all subject to common law

Henry VIII – Absolute Power: Was he an effective monarch?

Glorious Revolution 1688 – James II and the end of Absolute Power

	<p>Queen Victoria – Industrial revolution and Empire</p> <p>Queen Elizabeth II – Constitutional monarchy and modern democracy</p>
Science – National Curriculum / Skills	OVERVIEW
<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Inspired by Victorian innovation (Frederick Savage’s development of steam-powered fairground machinery) and the industrial revolution, the children make their own working carousel using circuits.</p>
PSHE – National Curriculum / Skills	OVERVIEW
Living in our world – reasons for rules and laws	Children discuss and debate democracy, dictatorship, freedom and how they link to British Values
ART	OVERVIEW
Sketches should communicate emotions with increasing accuracy and imaginations	Children analyse portraits of Henry VIII over time – young prince to king, focusing on how the artist portrays emotion/power.
DT	OVERVIEW
<p>Create a detailed design criteria based on research and investigations</p> <p>Develop a design specification</p>	<p>The children make their own working carousel using circuits.</p>

Make quality, working products from a range of suitable materials and components, making appropriate modifications as they go

Use electrical circuits and components as part of functional products

Evaluate against their original criteria and suggest ways that their product could be improves

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
Democracy Power – absolute and constitutional Rule of law – Magna Carta, Glorious Revolution Constitution STAR values – Respect and Teamwork	Whitby Abbey trip	Street Child – Berlie Doherty

Supporting Your Child at Home

[Who was King Henry VIII? - BBC Bitesize](#)

[Who was Queen Victoria? - BBC Bitesize](#)

[Queen Elizabeth II | TheSchoolRun](#)

[The Magna Carta | TheSchoolRun](#)

[Glorious Revolution - Kids | Britannica Kids | Homework Help](#)