

TOPIC	NATIONAL CURRICULUM	KEY VOCABULARY	POSSIBLE TRIP
MONARCHY & CHANGE	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066—the changing power of monarchs.	TIER 2 (High Frequency/Instructional): Succession, heir, authority, grievance, impact, perspective, scandal, continuity, contemporary, relevant TIER 3 (Subject Specific): Claimant, conquest charter, tyranny, dissolution, supremacy, reformation, republic, divine right, treason, unification, abdication, democracy, constitutional.	The Tower of London (to see where power was physically held) or the Houses of Parliament (to see where it moved).
PRIOR LEARNING	Y2 VICTORIAN CHILDHOOD which introduced Queen Victoria and situated her within a chronological framework. Y4 ANCIENT GREECE where the children investigated "How the Ancient Greeks were governed" and whether it was "really a democracy". Y5 OUR RIGHTS which includes learning how the UK is governed and also investigated the chronology of voting rights for men, women, and ethnic minorities. Y5 VIKINGS - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Why did 1066 trigger a thousand-year power struggle?	Can a piece of paper be more powerful than a King?	Was the Dissolution of the Monasteries about God or Gold?	Roundheads or Cavaliers: Who were the real heroes of the Civil War?	Does a monarch have the right to a private life?	Is the Monarchy a "living history" or a "relic of the past"?
LEARNING OBJECTIVES AND CONCEPT	The Struggle for the Crown (1066) To investigate the power struggles within royal families following the death of Edward the Confessor. CHRONOLOGY	The King vs. The Law (Magna Carta) To understand the significance of King John and the Magna Carta in limiting monarchical power. SIGNIFICANCE	Breaking the Church (Henry VIII) To analyse the causes and consequences of Henry VIII's dissolution of the monasteries. CHANGE	The King on Trial (The English Civil War) To explore the changing power of monarchs during the English Civil War and the trial of Charles I. HISTORIOGRAPHY	The Modern Shift (Unification & Abdication) To compare the unification of the UK under Queen Anne with the impact of Edward VIII's abdication. CHRONOLOGY & SIGNIFICANCE	The Future of the Crown (Debate) To debate current issues with the monarchy and its future based on historical evidence. HISTORIOGRAPHY

ACTIVITY	Map out the claimants to the throne in 1066 and debate who had the strongest "right" to rule based on medieval laws.	"The Barons' Complaint." Children act as Barons to draft their own "Mini-Magna Carta" listing rules the King must follow today.	Use a map to identify local monasteries that were closed and investigate what happened to the wealth and land taken by the King	Analyse primary source accounts from both a Royalist and a Parliamentarian. Debate whether executing a King is ever "legal."	Create a "Power Graph" showing the increase and decrease of monarchical power from Queen Anne to Edward VIII.	A formal "Great Monarchy Debate." Children use their knowledge from the past 5 weeks to argue whether Britain should remain a monarchy or become a republic.
ASSESSMENT	- Check children's ability to sequence the events from the death of Edward to the coronation of William I. - Evaluate children's structured accounts of how the dissolution of the monasteries changed the social and political fabric of England. - Assessment of the children's ability to create their own structured accounts and analyses of the monarchy's evolution. Book Look: Evidence of sequential learning and understanding of the 5 key concepts. End Goals: Each unit is assessed using six key end goals specific to the Monarchy topic.					
HIGHER ORDER QUESTIONS How to use these in class: Think-Pair-Share: Thinking time - no talking and whisper answers to your partner. Agree/Disagree One side be "Yes" and the other "No." Ask a question and let them move to the side they choose, then explain why.	"If the crown is taken by force rather than law, is the King truly legitimate?" Why it's higher order: It forces children to move beyond memorising facts to evaluate the tension between "might and right." It introduces the concept of HISTORIOGRAPHY, requiring pupils to discern how contrasting interpretations of "legitimacy" were constructed and to use evidence rigorously to challenge those historical claims.	"Why would a King agree to sign a document that takes away his own power?" Why it's higher order: It requires pupils to analyse causation and consequence by moving beyond the "what" to the "why." It challenges them to evaluate the SIGNIFICANCE of the event and use HISTORIOGRAPHY to understand how a monarch's "choice" was often a strategic reaction to external pressures, such as a rebellion.	"How does changing a country's religion change the power of its leader?" Why it's higher order: It requires children to use the key concept of CHANGE to analyse causation and consequence. It moves beyond identifying "what" changed to evaluating "how" shifting abstract beliefs can structurally alter a leader's authority, requiring pupils to make connections and draw contrasts between religious and political power.	"If a King is chosen by God (Divine Right), can he ever be judged by men?" Why it's higher order: It requires pupils to evaluate HISTORIOGRAPHY and the SIGNIFICANCE of abstract beliefs by challenging the "Divine Right" narrative. It forces students to analyse the change in how power was justified, moving from a religious interpretation to a legal one, and to consider the consequences when those two worldviews collided.	"Which changed the monarchy more: joining four nations together or one man quitting the job?" Why it's higher order: It requires pupils to evaluate SIGNIFICANCE by comparing two very different types of CHANGE. It forces them to move beyond a simple chronological narrative to analyse whether structural political shifts (unification) or individual human actions (abdication) have a more lasting impact on the history of a nation.	"Based on 1,000 years of change, what do you think the British Monarchy will look like in 100 years?" Why it's higher order: It requires pupils to use their knowledge of CHRONOLOGY and CHANGE to identify trends over time. Instead of just recounting the past, students must analyse consequences and apply historical patterns to a future context, demonstrating a "historically grounded understanding" of how the institution of the monarchy adapts or diminishes.

**INCLUSION &
ADAPTATION**

Scaffolding: Provide sentence stems for comparing past and present (e.g., "In the past, planes were... but now they are...").
Visuals: Use high-contrast images and physical models of early kites and biplanes for pupils with VI or those requiring concrete examples.
Vocabulary: Pre-teach "abstract terms" like achievement using relatable classroom examples.

Provide a visual "family tree" and simplified bios for the three main claimants.
Use "Before and After" image cards to show the physical changes to the landscape and community.

- Use a timeline with clear "Power Up" and "Power Down" icons for visual learners.