

DETAILED NOTES

The Pupils' Book is divided into two sections. Section 1 is a depth study of the extent to which John deserves his reputation as a bad king. Section 2 explores what happened after John's death. It provides an overview of the development of the monarchy and Parliament during the Middle Ages.

◆ Section 1

Using the History Grand Prix

At the end of Section 1 pupils use the image of a Grand Prix to help them produce an extended piece of writing which analyses whether John really was a bad king. Each of the units in Section 1 forms an important part of the History Grand Prix as the diagram on page 6 shows.

We introduce the History Grand Prix in Unit 1.1 (see Detailed Notes for Unit 1.1) because it is motivating for pupils to see that each piece of work they produce leads up to a significant end product. An enlarged copy of the Grand Prix (see **Worksheet 22**) could be displayed on the classroom wall so pupils can see how each unit is preparing them for the big race.

The History Grand Prix is referred to at regular intervals throughout the Pupils' Book and pupils are reminded to keep all their work safe as it will be needed in Unit 1.6.

An alternative tactic to leaving the piece of extended writing until the end of Section 1 is to build up the essay as you progress through each unit. At the end of each unit pupils could write a stage of the History Grand Prix, so that by the time the class reaches Unit 1.6 the main stages of the essay are already written. Pupils then only have to add the introduction, conclusion and appropriate linking sentences.

Unit 1.1 'The life and crimes of King John'

- ◆ Pupils' Book pages 2–9
- ◆ Worksheets 1–4

The aim of Unit 1.1 is to introduce pupils to the traditional 'bad king John' story. At the end of the unit pupils are expected to write a paragraph proving that John was a bad king.

Unit 1.1 begins with John introducing himself and complaining about the way he has been represented over the years. This is an opportunity for the teacher to role play John in the classroom and two different approaches to bringing John to life in the classroom are outlined on pages 23–24 of this Teachers' Resource Book. The impact of John bursting into the classroom, angrily disputing his reputation as a bad king, captures pupils' interest and imagination. Unit 1.1 aims to motivate pupils and leave them interested in finding out more about such a controversial character.

John introduces many of the subsequent units in the Pupils' Book. The intention is to make the study enjoyable and to provide pupils with a real sense of involvement in what they are studying.

Making an explicit link with the Robin Hood legend is another strategy that really fires pupil interest in King John. This link between King John and Robin Hood is made on page 2. The Robin Hood connection offers a way into the depth study which most pupils will be familiar with. Extracts from stories and clips from films could be shown in class to demonstrate how John is portrayed in the Robin Hood legend. Source 1 provides one example, and the portrayal of King John in Walt Disney's classic animated tale of Robin Hood always forms the starting point for my investigation into King John. Any excuse to re-live happy memories from childhood! I show two short extracts in the classroom:

- ◆ the scene where John appears for the first time and is subsequently robbed by Robin Hood and Little John
- ◆ the scene after the archery competition where the animals of Sherwood Forest sing about King John and his evil deeds.

As the pupils watch these extracts they are asked to write down words and phrases that describe John's character. Their notes then form the basis of a class discussion on how John is portrayed in the film.

Another lively and stimulating source is A.A. Milne's poem 'King John's Christmas', from *Now we are Six*. I begin with a whole class reading of the poem, then ask pupils to write down a sentence which sums up how John is portrayed. In pairs, pupils can then highlight on a copy of the poem, or list, the words or phrases A.A. Milne uses to describe John's character. To save time each pair could be given a different verse and then asked to share their discoveries with the rest of the class. This can be followed by a whole class discussion of the following questions:

- ◆ Why might the poet have portrayed John in this way?
- ◆ Who is the poet's intended audience?
- ◆ How does this affect the reliability of the poem as a useful historical source?

The aim of these questions is to encourage pupils to think about how the motives (in this case, humour not historical accuracy) of the person who produced the source affect its reliability, and how the nature of the intended audience (in this case, young children) has a clear impact on what is produced.

The family tree on page 3 strengthens the Robin Hood link further. John introduces his famous brother Richard the Lionheart, and pupils could contrast the way John is represented in the Robin Hood legend with the way that Richard is represented in popular feature films (such as *Robin Hood Prince of Thieves*) as a courageous hero.

Pages 4–6 provide a summary of the story that usually appears in the Robin Hood tales. Pupils should be encouraged to refer to the family tree (Source 2) on page 3 and the map (Source 3) on page 7 as they read the story. The aim here is to provide pupils with a chronological overview of the key events in John's life

and to highlight the things that John is supposed to have done so badly. Question 1 of the Activity on page 4 asks pupils to construct a time graph to encourage them to think about the significance of each event and the extent to which it represents a high point or a low point in John's life. Pupils are told to imagine John on a journey in a hot air balloon, which rises when he is successful and drops when he gets into trouble.

Worksheet 1 provides support materials for this question. Pupils can cut out the balloons and stick them onto an enlarged version of the graph. Alternatively, they can be given the option of designing their own timeline, using a different metaphor.

Question 2 of the Activity on page 4 instructs pupils to keep a list of all the reasons why John was 'a bad king'. It is very important that pupils keep this list, both for the hamburger paragraph activity at the end of Unit 1.1 and to help them with the Activity on page 10.

On pages 8–9 pupils have to pull together the main criticisms of John and express their ideas in the form of a hamburger paragraph. It is a good idea to refer pupils to the History Grand Prix on pages 38–39. It will motivate pupils if they see that this piece of writing is going to form an important part of their final analysis of King John. In order to make the drafting process outlined on page 8 easier, pupils could be encouraged to word process their paragraph.

The analogy of an effective paragraph being like a hamburger is an important one. The intention is to give pupils a memorable image which helps them structure their writing. Pupils should be shown how the shape of a hamburger resembles the shape of an effective paragraph. It is a potent source of analogy for teaching. Paragraphs are balanced meals. All three components of a paragraph (the opening statement, the evidence and the conclusion) combine to make an effective piece of writing, just as the three components of a hamburger (the top half of the bun, the meat, the bottom half of the bun) combine to make a proper meal. Pupils can be urged to 'Start with the opening statement (the top half of the bun) or your fingers will get mucky.', 'Include the evidence (the meat) or your paragraph (meal) is tasteless.', 'End with a conclusion (the bottom half of the bun) or the evidence (the meat) falls out.'

A writing frame is provided on page 9 to help pupils write an effective paragraph. **Worksheet 2** is a copy of this frame. It can be used as a model or pupils can write on the actual frame, finishing off the sentence starters. Classroom trials have shown that pupils enjoy writing on the actual frame, although it may need to be enlarged to A3 size so that pupils have enough space to write. Higher attainers can be encouraged to write their own sentence starters based on the model in the Pupils' Book. **Worksheet 3** provides the outline shape of an effective paragraph but does not include sentence starters. This can be used throughout *King John*, and in future books, where pupils need to write a paragraph or a series of structured paragraphs.

Worksheet 4 has been designed for use as an extension or homework activity for the end of Unit 1.1. The aim is to strengthen the popular interpretation of

'bad king John' and to encourage pupils to discuss what they are studying in their history lessons with their parents or guardians. Parental involvement is a powerful motivational tool for pupil learning. This activity is an excellent opportunity to make parents aware of and become involved in what their son or daughter is studying in history. It is a good idea to encourage pupils to report back to their parents regularly about what they find out as they progress through *King John*.

Unit 1.2 *The evidence never lies – or does it?*

- ◆ Pupils' Book pages 10–13
- ◆ Worksheets 5–8

This unit has two main aims. The first is to explore where the traditional interpretation of John originates from. The second is to critically analyse the reliability of the accounts on which the traditional interpretation is based, which is developed through the use of the Source Testers R Us image on page 12. At the end of this unit pupils are expected to write a hamburger paragraph explaining why readers should approach the textual evidence against John with caution.

John introduces Unit 1.2 and leads pupils through a structured analysis of accounts written about him by medieval monks. The Activity on page 10 is designed to help pupils see the link between the story on pages 4–6 and the written accounts. Questions 2 and 3 can be used for whole class and small group discussion. **Worksheet 5** provides a copy of the table that appears in the Pupils' Book, along with extension work. Question 1 encourages pupils to add to the list of faults, with any other bad things they have learnt about John from reading the story in Unit 1.1. Question 2 mirrors Question 1 in the Pupils' Book, directing them to fill in the table as they read Sources 1–5. Question 3 encourages them to record any additional faults that are highlighted by the sources, which should help them answer Questions 2a and 2b in the Pupils' Book.

After pupils have examined Source 5 on page 11, they should be encouraged to compare it with the pictures of Henry II and Richard I, in Source 2 on page 3, which were also drawn by Matthew Paris. Pupils could be asked to describe the ways in which Paris has represented Richard as a brave and heroic king.

On pages 12–13 pupils analyse the contemporary accounts of John using the Source Testers R Us image. Once again the aim has been to model a key historical skill in a memorable and stimulating way which is transferable to future learning situations. Source Testers R Us can, for example, be used to remind pupils of the key evidence evaluation skills at the start of their GCSE course!

Having carried out the four quality control checks pupils give each source a quality control mark out of five. The intention is to move pupils away from the common assumption that sources are either totally reliable or totally unreliable. Rating each source on a scale of 1–5 encourages them to think in terms of the extent of reliability. It is also important to try to move pupils away from the view that all biased sources are useless to a historian and to help them see that a source

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says as much about the person who wrote it as it does about the event being described. Furthermore, the detailed information about the authors of each source addresses the issue that too often pupils are asked to reach conclusions on the reliability of a source based on only limited information.

Worksheets 6 and **7** provide tables which support Questions 1 and 2 of the Activity on page 12. They help pupils record their findings and give specific reasons for their conclusions. **Worksheet 6** is a copy of the table that appears in the Pupils' Book. **Worksheet 7** makes the task more accessible for lower ability students.

Pupils should use their completed table to carry out Question 3. Once again they are encouraged to communicate their understanding through the form of a hamburger paragraph. It is important to return to and reinforce this key concept – key concepts cannot be taught in a one-off lesson. **Worksheet 8** provides a writing frame. Those pupils who wish to invent their own sentence starters can re-use **Worksheet 3**. Pupils should be made aware that the paragraph they write will be useful for Stage 4 of the History Grand Prix.

Unit 1.3 He never had a chance!

- ◆ Pupils' Book pages 14–19
- ◆ Worksheets 9–12

This unit explores the problems that John inherited from his father and brother. The key question is whether John ever had a chance of being successful. At the end of the unit pupils are expected to write a report which briefs John on the problems facing him on his accession to the throne. Pupils gradually build up their report as they progress through the unit.

Page 15 looks at the responsibilities of a medieval monarch and examines whether John had the right personal qualities to be a successful king. Pupils should use **Worksheet 9** to help them with Section a) of their report, filling in the table as they complete Questions 1–3 on page 15. Questions 1 and 3 are suitable for small-group work. Once completed, the table will help pupils write the first part of their report to John (Question 4).

There are a number of good opportunities to deliver citizenship education throughout Unit 1.3. For example, before pupils study the responsibilities of a medieval monarch they could explore the responsibilities of a modern Prime Minister. Comparisons could then be drawn between the role of leaders in modern society and leaders in the Middle Ages. Similarly, the problems faced by a medieval monarch (page 16) can be compared to the problems faced by the Prime Minister today. **Worksheet 10** gives teachers the opportunity to set this as a homework activity or as an extension activity within the classroom.

Pages 17–19 explore the problems that John inherited from his father and brother. Three key areas have been identified – the Church, the barons and France – to make the task of assessing the significance of John's problems more manageable. Questions 1 and 2 on page 17 are suitable for group work. They are designed to move pupils away from simple descriptions of the

problems John faced. Instead, pupils are expected to prioritise these problems, which means they have to reach and support opinions. There may be disagreement in the class about which problem or dangerous opponent was the most significant, and the teacher should therefore allow some time for class discussion and debate at this point.

Pupils will be in a position to write their report to John at the end of Unit 1.3. They will need to write their report carefully and pay particular attention to finding the appropriate language with which to express their ideas. As much as possible, pupils should feel that they are actually writing to King John. Stress that they need to be polite and very sensitive when they explain that some of John's personal characteristics might cause him problems. **Worksheet 11** provides a writing frame for the final report. It can be used as a model to show higher ability students how to structure and present their report. Lower ability students could write on the actual worksheet. However, they should be encouraged to change some of the sentence starters and to change the frame if it does not suit their needs. Pupils will need to keep their reports as they will help them write Stage 5 of the History Grand Prix.

Worksheet 12 can be used as an extension activity or a homework activity after pupils have written their report for John. The aim of this worksheet is to:

- ◆ test and reinforce pupil understanding of the problems John faced
- ◆ allow comparisons to be made between the problems faced by earlier monarchs and those faced by John, which should strengthen sympathy for John.

Pupils are also encouraged to consider the problems that John faced **in addition** to those that appear in Henry I's nightmare, for example: money problems, defending his land in France, controlling his empire and living up to his brother's brilliant military reputation.

Unit 1.4 Did John fail or was he just unlucky?

- ◆ Pupils' Book pages 20–29
- ◆ Worksheets 13–18

Unit 1.4 examines the key events of John's reign, and pupils have to assess how effectively he ruled. The unit starts with John in the dock, charged with being a failure as king (page 20). In order to decide whether to defend or prosecute John at his trial, pupils have to carry out four investigations. The first explores whether John had any real successes (page 21). The other three examine John's quarrel with the Pope (page 22), the loss of his land in France (pages 23–24) and the conflict with the barons (pages 25–28), continuing the three key themes identified in Unit 1.3 and allowing pupils to assess how effectively John dealt with the problems he inherited. It should be noted that all the research in this unit prepares pupils for an oral activity. It is important that pupils are taught how to argue effectively in both written and spoken forms. Advice on how to deliver effective speeches is provided on page 29.

Page 20 gives guidance on how to construct a sorting frame which will help pupils organise their research and collect evidence for the trial. Large sheets of paper (at least A3 size) should be used. Pupils can work individually, but I usually have pupils working in pairs or small groups in the classroom. It is vitally important that pupils keep their sorting frame up to date as they progress through the four investigations. It is helpful to have a large version of the sorting frame on the classroom wall to use for feedback as pupils progress through the unit.

Sorting frames have many practical advantages and it is important that pupils become familiar with them. As with the hamburger paragraph, it is crucial that they are revisited, reinforced and taught in such a way that pupils see beyond the technique to their purpose. Clear progression is built into this unit.

- ◆ The first time pupils use the sorting frame they are told where the information should go (the good king section of the sorting frame). All they have to do is make a straightforward choice as to whether it is **a)** evidence that he was successful and made intelligent decisions, or **b)** evidence that he was hardworking and kind.
- ◆ When they research John's relationship with the Church, pupils have to consider the possibility that information could go into any category. However, the Pupils' Book provides the key information in four boxes, and pupils have to put the statements into the appropriate sections of the sorting frame.
- ◆ When pupils carry out their third investigation different levels of support can be offered. **Worksheet 13** provides the key details of John's campaigns in France on six information cards. Pupils can cut out and stick these cards onto their sorting frames. This enables pupils to think more about the appropriate place for a piece of information, than worry about what information to select and copy out; and supplies teachers with an opportunity to reinforce the skills learnt during the first two investigations. However, in order to move pupils forward teachers may wish to let pupils have a go at selecting evidence for themselves and then compare pupils' work to the model provided by the cards.
- ◆ Finally, pupils are asked to use the sorting frame independently when they explore the reasons behind John's quarrel with the barons. If lower ability pupils struggle with this investigation, teachers could design their own information cards to help them overcome any difficulties. Some of the material in **Worksheet 14** might be useful for this purpose.

John's conflict with the barons is the most detailed of the four investigations. Page 25 explores the reasons why John was short of money and provides a timeline of the key events leading up to Magna Carta. Pupils will need to use this page and pages 26–27 to collect evidence for their sorting frame. On page 27, before they examine Magna Carta itself, pupils are set the task of designing their own charter based on the barons' complaints. This can be compared with the key clauses of Magna Carta which appear on page 28. Magna Carta

is important evidence of how John upset the barons.

Worksheets 14 and **15** provide support material which enables pupils to see a direct link between the clauses of Magna Carta and the things John did to anger the barons. Using the complaint and clause cards in **Worksheet 14**, pupils can match the complaints of the characters who appear on pages 26–27 to the clauses of Magna Carta. Their findings can then be transferred to the table in **Worksheet 15**.

At the end of Unit 1.4 pupils have to choose to write a speech prosecuting or defending John at his trial. Setting up a mock trial in the classroom is very motivating for pupils. The class teacher and a colleague play the roles of John and judge. It should be made clear to pupils before they start to write their speech that the judge's decision as to whether or not John was guilty of being a failure as king depends on the quality of the speeches delivered by the prosecution and defence lawyers. Pupils should feel that John's fate lies in their hands!

On page 29 advice is given on how to write and deliver an effective speech, and pupils are introduced to the double hamburger which takes the image of the hamburger paragraph a stage further. The double hamburger writing frame helps pupils structure their speech for the trial and find the appropriate language to communicate their arguments. The basic structure of the original hamburger is maintained but with an additional layer added. Pupils now have to challenge the opposing view of John as well as support their own view, moving pupil thinking forward. How to reinforce prior learning **and** ensure progression is a central concern of *King John*. When providing writing structures for pupils, it is always tempting to think in terms of removing the assistance provided as a means of achieving progression. However, the idea devised here is to start off with a simple structure and then to build more complicated layers into the planning process.

To allow for differentiation two writing frames are provided. **Worksheet 16** provides the outline structure only. This gives pupils the opportunity to develop their own sentence starters within an overall framework. **Worksheet 17** is a copy of the double hamburger on page 29 and provides more detailed guidance. It contains sentence starters to help students link arguments together and to model an appropriate writing style. Give pupils the freedom to choose which writing frame they use. Experience in the classroom has shown that most students quickly find a frame which they feel confident with. You may find that some pupils want to move between the two frames during the writing process. This should be encouraged. For example, higher attainers may begin the task using the basic outline structure provided in **Worksheet 16**. Later in the writing process, however, when it comes to the more detailed task of destroying the opposition's argument, they may find it useful to refer to the additional support offered by **Worksheet 17**. Pupils enjoy the flexibility and freedom of being able to choose their own structures, but there are occasions when teacher intervention is necessary: if pupils are clearly using a frame that is inappropriate for their ability they will need to be gently persuaded to change.

Unit 1.4 only looks at events in John's reign up to and including Magna Carta. **Worksheet 18** explores what happened after Magna Carta. This worksheet could be used in a number of ways. Some teachers may wish to give this material to higher ability pupils as extra evidence to incorporate into their speech for the trial. Alternatively, this worksheet could be set as a homework activity after the trial. Pupil answers could then form the basis of a whole class discussion on whether John was to blame for the troubles that occurred after Magna Carta. Pupils could then use this information as extra evidence for the John's Reign Chicane stage of the History Grand Prix.

Unit 1.5 *Has John always been seen as a villain?*

- ◆ Pupils' Book pages 30–35
- ◆ Worksheets 19 and 20

Unit 1.5 investigates how and why interpretations of John have changed over time. The aim is to demonstrate to pupils how historical interpretations reflect the circumstances in which they are developed, the available evidence, and the intentions of those who develop them. Since the start of the National Curriculum the question of how to teach 'interpretations' has posed a number of difficulties for teachers. This unit attempts to offer a fresh and innovative approach to teaching pupils about the way in which historical interpretations are constructed. It is important that pupils approach this unit with a detailed knowledge of John's reign because interpretations should be examined in context, not in isolation.

The unit begins with a challenging activity in which pupils have to work out, from the clues provided, whether John was a hero or a villain to the Tudors and to the Victorians (pages 30–31). Pages 32–33 explore how and why interpretations of John have changed since the Middle Ages. Pupils are asked to construct a graph, or mind map, which shows how interpretations have changed. **Worksheet 19** provides an outline graph which can be used to support this activity. Alternatively pupils could be left to construct their own graph and to design their own illustrations for the hero to villain axis.

If teachers wish to provide pupils with longer extracts by modern historians, Source 3 is adapted from the editor's preface to R.V. Turner's *King John*, first published in 1994 by Longman, and Source 4 is adapted from a chapter of *The Oxford History of Britain*, edited by K.O. Morgan and first published in 1984 by Oxford University Press.

Worksheet 20 provides extra materials which can be used to reinforce and extend pupil understanding of how interpretations are a product of the age in which they are formulated. It reinforces the Activity on page 30 and pupils should attempt it after completing the Activity on page 32.

Pages 34–35 offer the opportunity to examine two contrasting views of John in greater depth. Longer extracts are provided and pupils are encouraged to be critical of both accounts. After all, by this stage, they

too are experts on John's reign and should have the confidence to challenge the views of other historians.

Unit 1.6 *The History Grand Prix*

- ◆ Pupils' Book pages 36–39
- ◆ Worksheets 21 and 22

Section 1 culminates in a piece of extended analytical writing. In Unit 1.6 pupils are asked to pull together everything they have learnt so far and answer the key question: was John really a bad king? The aim of Unit 1.6 is to provide pupils with specific guidance on how to organise and communicate their ideas, so that they can demonstrate their historical understanding effectively and produce a big end product that they can be proud of.

Much of the information that they need for this essay will already be at their fingertips. The work produced for the preceding five units will form its basis. However, pupils will need to be taught how to incorporate appropriate linking sentences. The whole class should look at examples of effective analytical writing. A combination of the work of historians and the essays of ex-Year 7 pupils can be used to demonstrate how high-level work is often characterised by the use of appropriate connectives and sentence starters. Appropriate sentence starters and connectives are provided on pages 36–37. In addition, **Worksheet 21** provides a detailed writing frame for the whole essay. This writing frame could be copied directly by lower attainers, or used as a model for higher attainers before they begin the writing process. Once again, pupils should be encouraged to invent their own sentence starters and connectives. However, the important factor in ensuring learning is that pupils are not being expected to start from scratch, that they have been given a clear idea of what they are aiming for and a model to fall back on if they need assistance.

Similarly, pupils should examine introductions and conclusions written by historians. Discussion should focus on what makes these pieces of writing effective. Pupils could then be given the opportunity to write their own introduction or conclusion, possibly for homework, and these could be used in whole class teaching to highlight and reinforce what makes a good introduction and conclusion. The key point is that before they begin their essay, pupils have been encouraged to think about the different components that go into producing a coherent, fluent piece of extended analytical writing. Mini writing frames for the introduction and conclusion are provided on pages 36–37.

The overall structure of the essay is presented to pupils in the form of a Grand Prix (see pages 38–39). As pupils concentrate on specific stages of the essay-writing process, there is a real danger that they will lose sight of the overall shape of the essay. The History Grand Prix is therefore designed to illustrate how the various stages fit together. Classroom trials have proved that the History Grand Prix works very effectively. It provides pupils with a mind map of the whole writing process and is an image that they find stimulating to use and can remember.

As with the hamburger image, viewing the essay-

writing process as a journey allows useful analogies to be made. The different stages of the writing process have been designed to mirror the stages of a Grand Prix.

- ◆ The introduction and the conclusion have been placed on bends, encouraging pupils to slow down and think carefully about their writing.
- ◆ The stages where pupils have to evaluate or weigh up evidence are presented as chicanes, potentially difficult stages in the writing process which have to be negotiated with caution.
- ◆ To encourage pupils to take up the challenge of extra research, extension work has been presented as an exciting high-speed hairpin bend which dares each individual pupil to take the risk. By inviting a degree of daring it is hoped that many more pupils (especially boys) will tackle this stage and integrate an analysis of historiography into their essays.
- ◆ On The Finishing Straight pupils are encouraged to edit their work. The aim is to encourage pupils to see editing as an integral part of the essay-writing process and to pay greater attention to the rules of spelling, punctuation and grammar in their historical writing.

Worksheet 22 provides an outline of the History Grand Prix so that pupils can work on their essay at home. It will need to be enlarged to A3 size so the writing is legible. The image also helps parents assist their children more effectively at home, as it gives parents a clear idea of what the end product should look like.

◆ Section 2

Unit 2.1 He thinks it's all over – but is it?

- ◆ Pupils' Book pages 42–53
- ◆ Worksheets 23–26

Unit 2.1 explores the nature of government in the Middle Ages and the extent to which it changed after John's death. It aims to provide a stimulating and innovative history-based approach to teaching citizenship. Pupils are frequently asked to compare aspects of our political system to the way in which the country was governed in the Middle Ages, and the reasons behind the development of Parliament during this period form the basis of a whodunit set up by John himself.

Pages 42–43 offer a study of how England was ruled in 1200 and a puzzle page which introduces the key theme of the development of Parliament. The puzzle page is designed for impact and can be dealt with swiftly. Pages 44–45 explore the similarities and differences between government now and government in 1200. Particular attention is paid to the way in which the role of the monarchy has changed. **Worksheet 23** supports Question 1 of the Activity on page 44, providing a template for pupils to fill in. This gives teachers the chance to set 'How is Britain governed today?' as a

homework research activity. **Worksheet 24** provides a completed version of **Worksheet 23**.

Pages 46–47 set up the key question of Unit 2.1: did Magna Carta stop kings ruling the country? On pages 48–49 pupils are introduced to John's theory that Magna Carta put an end to royal power. John's theory is based on two commonly held assumptions about the Middle Ages:

- 1 After Magna Carta the barons became more confident and set up regular meetings of Parliament.
- 2 The development of Parliament resulted in a significant decrease in the king's power.

By the end of this unit, pupils should be in a position to challenge these assumptions and be able to explain the reasons why the power of the monarchy stayed high.

Worksheet 25 supports pupils in their investigation into who started Parliament. The detective's note pad helps them structure their research and explain whether or not they agree with the theory put forward by John. It is important to note the distinction between the occasional parliaments under Henry III and the real beginning of a regular Parliament under Edward I. The key point that should emerge is that a king established Parliament for his own benefit. This discovery leads naturally onto pages 50–51.

Pages 50–51 examine the accuracy of the second part of John's theory: that during the later Middle Ages Parliament took away the king's power. Questions 1 and 2 of the Activity on page 51 could form the basis for class discussion. Pupils should be encouraged to structure their response to Question 3 in the form of a hamburger paragraph and **Worksheet 3** could be used to provide help.

Pages 52–53 explore the reasons why the power of the monarch stayed so high throughout the Middle Ages. The Activity on page 52 encourages pupils to prioritise causes. This is a very important skill. Too often pupils put forward reasons for an event or development without thinking about the relative significance of those reasons. The Olympic medals ceremony image is transferable to other learning situations. It challenges pupils to think in greater detail about the causes of an event or development. **Worksheet 26** provides an outline template of the ceremony, which can be used by pupils who disagree with the order given in the Pupils' Book and wish to construct their own diagram.

Unit 2.2 He thinks it's all over – again!

- ◆ Pupils' Book pages 54–61
- ◆ Worksheets 27 and 28

Unit 2.2 explores whether anyone ever won back John's lost empire. The aim is to provide an overview of England's relationship with Ireland, Scotland, Wales and France during the Middle Ages and to show that John was not the only king who encountered problems controlling an empire. The unit ends with an analysis of Henry V and his reputation as a great English hero, which reinforces earlier work (in Unit 1.5) on historical interpretations.

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Pages 54–55 are a board game which pupils can play in small groups. The game provides a stimulating and enjoyable way of imparting key information about the nature of England's relationship with France, Ireland, Scotland and Wales during the Middle Ages, as well as introducing pupils to the main events and personalities of the period. At the end of the game, pupils should be able to reach a judgement as to which king was the most successful soldier. They should also be able to answer the focus question: did anyone ever win back John's lost empire? **Worksheet 27** provides a table for pupils to fill in during the game, which they will be able to use to assess the successes and failures of their adopted king.

An alternative way to play the game, enabling the teacher to work with the whole class, is as follows:

- 1 Write out the information from each square of the game on a separate piece of paper with the square number given. Distribute each piece of paper to a different pupil.
- 2 Choose six other pupils to be the six kings. They could wear big badges or labelled crowns to show which king they represent.
- 3 Taking each king in turn, go through his moves on the board, asking the relevant pupils to read out their pieces of paper or bring them to the front of the class. Collect each king's points on a scoreboard.

This method fosters whole-class involvement in the game, while also enabling the teacher to keep control of the whole class and avoid some of the problems that emerge during group activities.

Pages 56–57 reinforce the key points learnt during the board game and explore the reasons why English kings were able to conquer Wales, but were prevented from controlling Ireland, Scotland and France.

Unit 2.2 ends with an investigation into the reasons behind Henry V's status as a great English hero. Henry V, with his successes in France and his great reputation, provides an interesting contrast to John. Pages 58–59 introduce pupils to the story of the battle of Agincourt and **Worksheet 28** provides a literacy activity, based on the extended source material, in a style that pupils should be used to from Key Stages 1 and 2. Question 1 should be completed after a whole-class reading of the source. Questions 2–4 get pupils to deconstruct the text in small groups, then feed into a whole-class discussion on how the writer portrays Henry as a heroic figure (Question 5). Question 6 asks pupils to write in the same style/genre as the source, using it as a model for the writing process.

Pages 60–61 explore the reasons why Henry V is remembered so positively, building on Unit 1.5 to extend pupil understanding of how historical interpretations are constructed and why they can change over time. Question 6 of the Activity on page 61 provides pupils with the opportunity to re-tell the story of the battle of Agincourt from a different perspective.

Unit 2.3 Conclusion

- ◆ Pupils' Book pages 62–65
- ◆ Worksheets 29–31

The aim of Unit 2.3 is to help pupils evaluate their own learning and to think about the value of studying history.

On page 62 King John provides a summary of the key events that took place after his death. Pupils have to assess the accuracy of this summary. **Worksheet 29** provides support material for the Activity, which could be set for homework. The aim is to provide a lively way of assessing pupils' knowledge and understanding of the events that occurred during the later Middle Ages.

Pages 63–64 are designed to encourage pupils to reflect on the knowledge, skills and understanding they have developed through studying *King John*. I have found that pupils can improve their own learning and performance by reviewing their work at regular intervals, assessing their achievements and setting their own targets for improvement. **Worksheet 30** provides a copy of the Knowledge Files. Students can highlight the questions that they have found the answers to and record those that remain unanswered. This shows pupils how much they have learnt, but also raises the important political/citizenship questions that remain unanswered, thus providing a link to future **This is History!** books. This worksheet could be set as a homework activity and the results discussed in class.

Worksheet 31 provides a copy of the History Skills Wall. This encourages pupils to reflect on the skills they have developed while studying this book and to design an action plan for the next history topic. This action plan should focus on skills that they need to develop in order to improve the quality of their work in history. **Worksheet 31** could also be set as a homework activity and then followed up in class.

Page 65 demonstrates to pupils the inherent worth of history as a discipline in terms of the thinking and writing skills it naturally develops. The Activity encourages pupils to explore the value of studying history. Links are made between the skills that history develops and the skills that employers are looking for. In addition, pupils are encouraged to think about how getting better at history can help them improve their work in other areas of the curriculum. When key thinking and writing skills are developed in a memorable and stimulating way, pupils start to apply these skills, often subconsciously, to new learning situations in history and other curriculum areas. The activities in Unit 2.3 are designed to encourage pupils to think explicitly about what they have learnt and how they can apply this in a range of areas in the future. King John's closing speech provides a link to later books, as well as an opportunity to promote active citizenship. Through teacher-led class discussion, parallels can be drawn between the way a country is governed and the way in which decisions are made within a school. Pupils might even be motivated to set up a school council and play a more proactive role in the life of their school.

Pupils should end their study of medieval monarchy feeling that history is enjoyable, interesting, relevant and worthwhile. Like John, it is then time for them to sit back and relax with a good book . . . until the next topic!