



THIS IS HISTORY!

King John

TEACHERS' RESOURCE BOOK

DALE BANHAM

JOHN MURRAY

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p.58 *Source C* R.V. Turner, *King John*, Longman, 1994, *Source D* W.L. Warren, *King John*, Yale University Press, 1961

Note: The wording and sentence structure of some written sources have been adapted and simplified to make them accessible to all pupils, while faithfully preserving the sense of the original.

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◆ Why use King John in the classroom?

If you've ordered this book you must be a little interested in this new approach to teaching history at Key Stage 3. But, just in case you're still wavering, here are my top ten reasons for devising *King John* and using it in the classroom.

1 Provides an innovative approach to combining outline and depth

Firstly, we must destroy the notion that the Pupils' Book is *just* a study of one medieval monarch. A depth study of King John is followed by a survey of the whole medieval period, which tackles key questions about the power of the king in the Middle Ages and about the unification of Britain.

2 Examines fascinating characters

The book covers a fascinating period in history, full of colourful characters and important developments. It includes a study of one of the most notorious and controversial historical figures – King John – who is already familiar to pupils through the legend of Robin Hood. Comparisons and connections are then made to the other major figures of the period, including Henry II, Richard I, Edward I and Henry V. All the activities are challenging and interesting, making history relevant, rigorous and fun.

3 Offers significant historical outcomes

The book helps pupils produce big end products that they can be proud of. The first section of the book culminates in a piece of extended analytical writing. Pupils have to draw their findings together to produce a substantiated argument, using the analogy of a Grand Prix race to structure their writing.

4 Addresses the problems pupils face when they attempt to organise and communicate their ideas

Pupils who understand many of the key historical issues can be held back because of a lack of systematic guidance when it comes to expressing themselves in written form. *King John* presents clear and effective strategies which enable pupils of all abilities to achieve success. Pupils need to be able to organise and express their ideas independently, but they first need to be taught how. If we do not address the problems they face we are inviting a large percentage to fail. We also run the risk of turning pupils away from history at GCSE because their experiences have taught them that the subject is too difficult.

5 Encourages a thinking skills approach to studying history

The book offers a thinking skills approach to deepening and assessing historical understanding. Key writing and thinking skills are delivered in a memorable and stimulating way, helping pupils to transfer skills and concepts to new learning situations.

6 Develops key historical skills

A depth study of King John provides a stimulating backdrop for promoting pupils' understanding of historical evidence.

Given the hugely problematic evidence base, it offers an ideal opportunity to teach pupils about the methodological difficulties involved in investigating John's reign. Pupils can develop evidence evaluation skills in a rich and motivating context, deepening and extending their understanding of the many challenges involved in examining different types of evidence.

Pupils are introduced to a variety of interpretations and representations of King John. These range from scholarly interpretations by nineteenth-century historians to films created for the purpose of entertainment. Consequently, pupils gain a growing understanding of how historical interpretations are constructed.

7 Offers stimulating strategies for developing literacy

Section 1 – the depth study – offers varied, relevant and challenging activities, which include practical classroom-trialled techniques and strategies for developing pupils' literacy. It urges pupils of all abilities to write critically, analytically and at length. In doing so, it also empowers them to write more effectively in other areas of the curriculum. *King John* demonstrates the inherent worth of history as a literacy-enhancing discipline. And **This is History!** as a series gives you a significant range of opportunities to build on the foundations of *King John* with increasingly diverse and challenging literacy skills.

8 Delivers citizenship in context

King John provides a stimulating history-based approach to teaching citizenship. It develops pupils' enquiry and communication skills and extends their knowledge of different forms of government. Pupils are encouraged to think about the way in which their country is governed today and to draw comparisons with the medieval period.

9 Develops pupils' understanding of the medieval period

A depth study of King John offers a rich context for helping pupils to understand medieval kingship and the way that society was governed during the medieval period. Pupils can explore the problems faced by medieval kings in context and can investigate how kingship was constructed and perceived at the time.

Studying the medieval period is also essential to understanding the development of Parliament. Section 2 – the overview – offers a fresh and innovative approach to teaching this crucial theme.

10 It is part of a coherent course

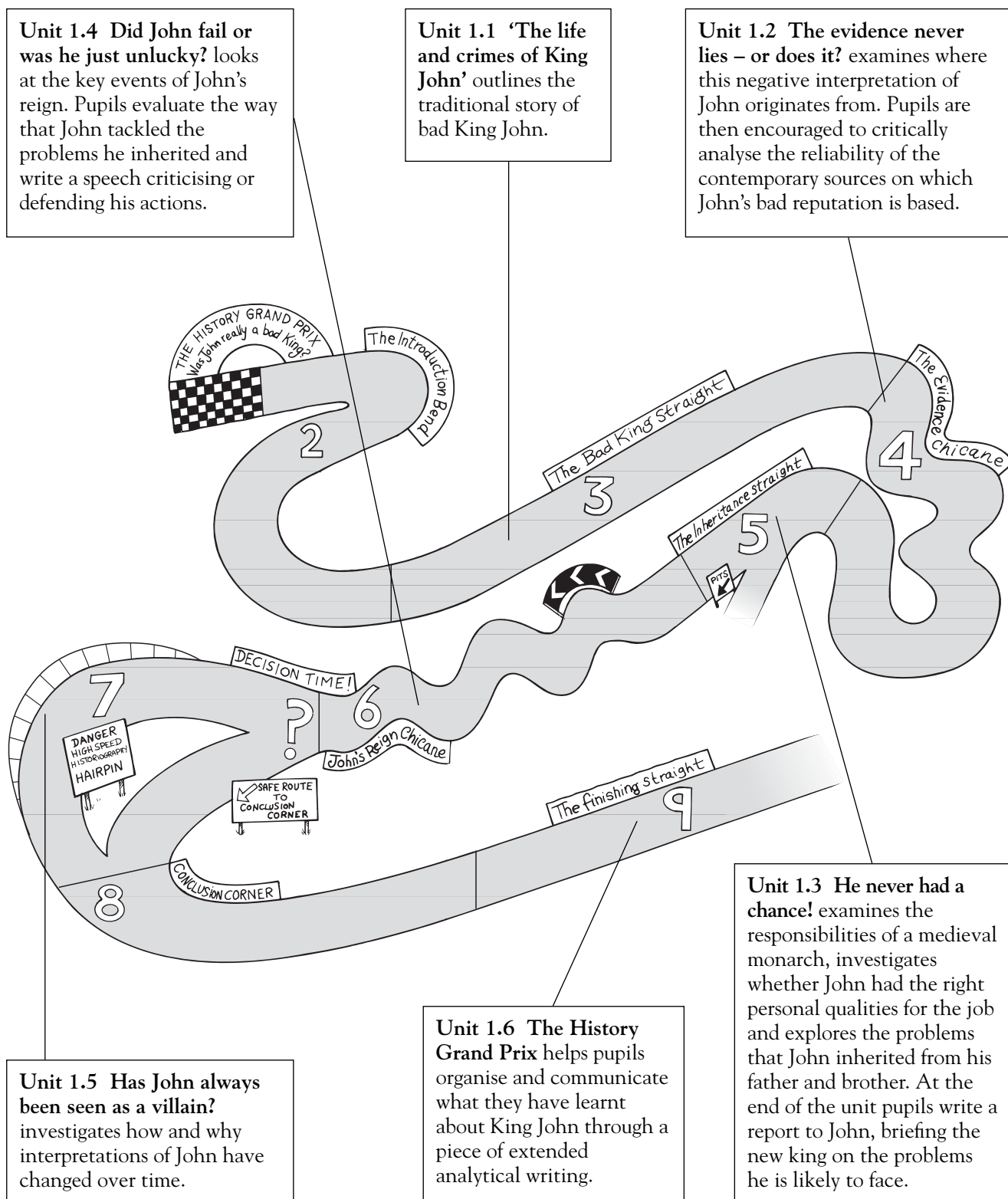
See series details on www.hoddereducation.co.uk.

◆ An overview of the structure

Section 1

Section 1 explores King John's reputation as 'a bad king'. The main aim is for pupils to write a structured essay which analyses the extent to which John deserves his reputation as a bad king. The image of a Grand Prix race is used to structure the essay-writing process (see pages 38–39 of the Pupils' Book).

Each of the six units contained in Section 1 form an important part of the preparation for the History Grand Prix. Units 1.1 to 1.5 correspond directly with Stages 3–7 of the History Grand Prix. Unit 1.6 helps pupils write an introduction (Stage 2) and a conclusion (Stage 8), link their ideas together and edit their work (Stage 9).



Section 2

The second section of the Pupils' Book changes in focus, moving from the depth study in Section 1 to an overview survey of the whole medieval period. It explores what happened after John's reign, asking key questions about the development of Parliament and the monarchy throughout the rest of the Middle Ages. This links explicitly with later work at Key Stage 3, such as the study of the Civil War period in 'King' Cromwell.

Section 2 is divided into three units and leads pupils on a stimulating citizenship/political, literacy-driven exploration of the nature of medieval monarchy.

Central to each unit is a core activity. Together these help develop pupils' understanding of the content as well as their historical skills. *King John* is built around issues and enquiries to encourage pupils to reach their own conclusions. Care has been taken to provide information in sufficient depth to allow pupils to base their conclusions on detailed evidence. It is very important that pupils produce some historical analysis of their own and, in doing so, construct their own view of the past.

The book aims to develop pupils' ability to do the work of a historian: to collect and record information, to organise their ideas and findings, and to present their results using a range of different techniques. This book is founded on the belief that Year 7 pupils can cope with exploring real historical issues – issues that would interest a historian – if they are presented at an appropriate level.

Unit 2.1 He thinks it's all over – but is it?
looks at the impact of Magna Carta and the origins of Parliament. Pupils investigate whether these developments actually reduced the power of the monarch in the Middle Ages.

Unit 2.2 He think it's all over – again!
examines whether anyone ever won back John's lost empire and ends with an analysis of Henry V and his reputation as a great British hero.

Unit 2.3 Conclusion: what have you learnt from your study of King John?
encourages pupils to evaluate their own learning and think about the value of studying history at school.

◆ Developing knowledge, skills and understanding

A long-term investment

History is more than just knowledge. *King John* helps pupils develop the key historical skills in a stimulating context. Many of these skills are crucial at GCSE. However, when trying to raise standards, there is no point leaving such teaching to Key Stage 4. The emphasis on key skills within this book is very important. It is a long-term investment which will save time in the future.

Core techniques will need to be reinforced regularly but, if pupils are taught key thinking and writing skills in a memorable and stimulating way, they can transfer these skills to new learning situations. This raises pupil confidence and accelerates the pace at which future units can be taught. The strategies put forward in this book for teaching pupils how to gather, sort, weigh, criticise and summarise information are all transferable, and are designed to teach pupils to follow independent enquiries in the long term.

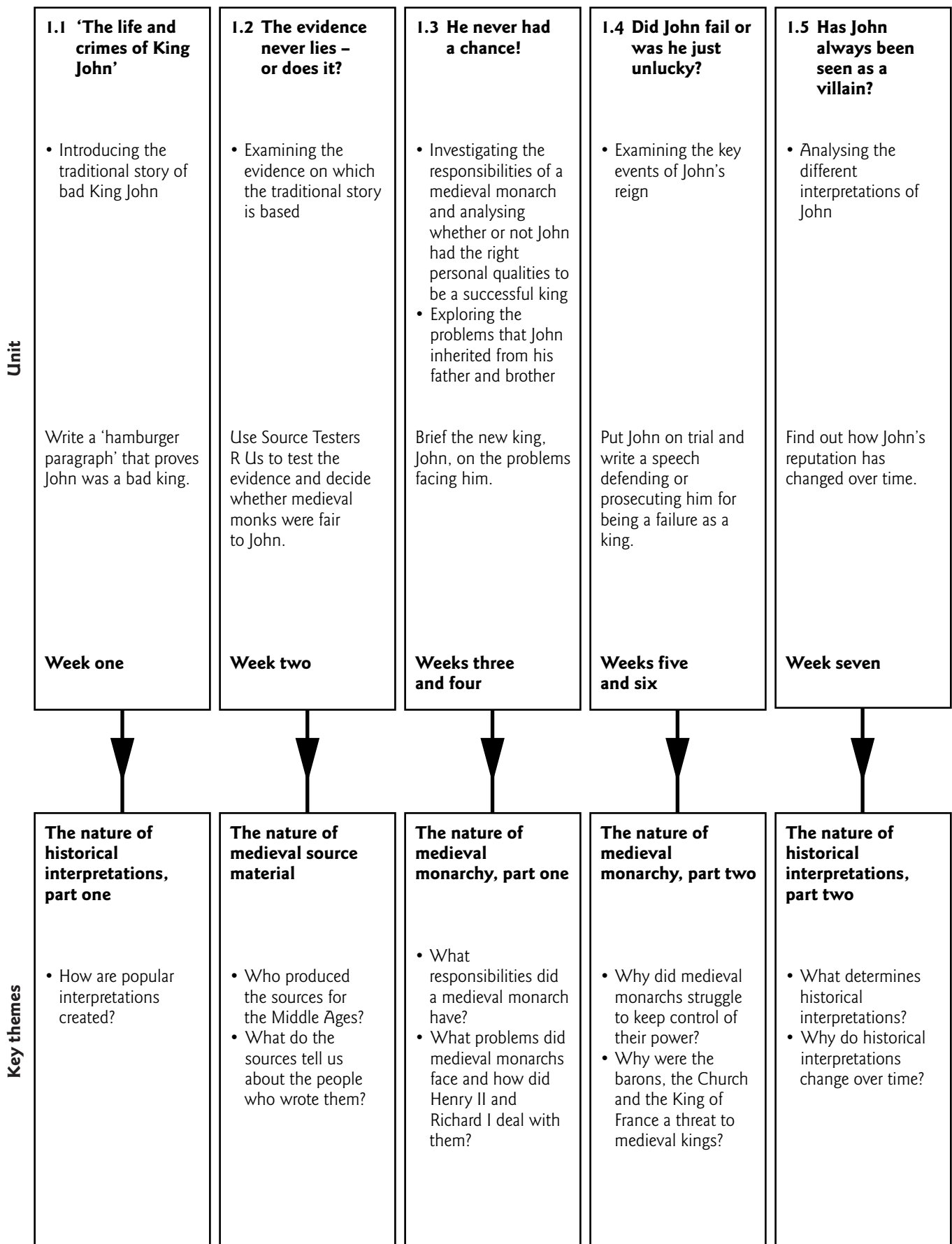
Delivering the National Curriculum

The 'Knowledge, skills and understanding' in the Key Stage 3 programmes of study identify the aspects of history in which pupils are expected to make progress. All of these are developed through the activities in the Pupils' Book. Each unit focuses on at least one aspect.

Aspect identified in the National Curriculum	How <i>King John</i> delivers
Chronological understanding	<p>Chronological understanding is developed throughout the Pupils' Book.</p> <p>In Unit 1.1 pupils construct their own timeline of the key events of John's life. This provides an ideal opportunity to demonstrate how accurately sequenced chronology helps explain 'why?' questions (for example, John's defeat in France leads to rebellion in England).</p> <p>Unit 1.4 provides a timeline of John's conflict with the barons.</p> <p>An overview of the development of Parliament and its impact on the monarchy is provided in Unit 2.1.</p> <p>Finally, the board game in Unit 2.2 gives pupils the opportunity to trace how England's relationship with France, Ireland, Scotland and Wales changed in the period 1200–1500.</p>
Knowledge and understanding of events, people and changes in the past	<p>Pupils are expected to analyse and explain the reasons for key historical events, situations and changes at regular intervals throughout <i>King John</i>.</p> <p>Unit 1.3 examines the reasons why John inherited a number of problems.</p> <p>Unit 2.1 explores the factors behind the development of Parliament and asks pupils to explain why this did not result in a significant reduction in the power of the monarchy.</p> <p>Pupils are also provided with opportunities to identify trends within the medieval period, and to make links with the present day (see Units 1.3, 2.1 and 2.2).</p>
Historical interpretation	<p>In Units 1.5 and 2.2 pupils investigate how and why people and events have been interpreted in different ways. They are also taught how to evaluate historical interpretations. Pupils should gain a clear understanding of the fact that the past has been, and is, represented in many different ways, and that interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them.</p> <p>These themes are introduced in Unit 1.5 via a detailed examination of how interpretations of John have changed since the Middle Ages. And they are reinforced in Unit 2.2 when pupils explore why Henry V has received such a good press.</p>
Historical enquiry	<p>Throughout the book pupils are taught how to identify, select and use a range of sources of information. Their ability to evaluate these sources, to select and record the information relevant to a specific line of enquiry and to reach conclusions is also developed through a wide range of different activities.</p> <p>'Historical enquiry' forms the basis of many of the units. However, Units 1.2 and 1.4 deal with this issue directly.</p>
Organisation and communication	<p>Pupils are provided with frequent opportunities to communicate their knowledge and understanding of history using a range of techniques, including spoken language and substantiated explanations. The extent to which pupils can demonstrate their evidence evaluation skills, their knowledge and understanding of medieval kingship and their formulation of opinion about King John is dependent on their ability to organise and communicate their ideas. The key issue of how to help pupils organise and communicate their ideas is addressed rigorously throughout Section 1.</p> <p>Pupils are taught how to write effective paragraphs (Unit 1.1), highlight weaknesses in evidence (Unit 1.2), write clear reports (Unit 1.3), construct persuasive speeches (Unit 1.4) and to produce coherent analytical essays written in an appropriate style (Unit 1.6).</p> <p>If the teaching of thinking and communication skills is not incorporated into curriculum planning, pupils will not be able to develop or demonstrate their knowledge and understanding effectively. This book recognises that to achieve success in history pupils must constantly organise and communicate their ideas, whether they are doing a piece of 'extended writing' or not.</p>

◆ Pacing your course

SECTION 1 WAS KING JOHN REALLY A BAD KING?



SECTION 2 WHAT HAPPENED AFTER JOHN?

1.6 The History Grand Prix

Pull everything together to produce a balanced, analytical essay which explores the extent to which John really was a bad king.

Week eight

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

- Exploring the nature of government in the Middle Ages and the extent to which it changed after John's death

Become historical detectives. Investigate what happened after Magna Carta and report to John.

Weeks nine and ten

2.2 He thinks it's all over – again!

- Investigating whether anyone ever won back John's lost empire

Play a game to find out whether anyone ever won back John's lost empire. Plus: make up your own mind why heroic Henry V gets such a good press.

Weeks eleven and twelve

2.3 Conclusion

- Evaluating the learning experience and exploring the value of studying history

How getting better at history might one day help you get good GCSEs and a job.

Week thirteen

- What are the differences between government today and government in the Middle Ages?
- Who created Parliament: a baron or a king?
- Why did the power of the king remain high throughout the Middle Ages?

- Why did the English conquer Wales but fail to completely control Scotland and Ireland?
- Did any English king ever re-conquer France?
- Which medieval king was the most successful soldier?
- How do you create a hero?

Section 1

It is important to allow yourself enough time to deliver the depth study on King John. The first time I taught it I rushed through it, worrying that if I spent too long on this one area I wouldn't have enough time to cover other key features of the medieval period. This was a mistake. Pupils became frustrated, felt rushed and important teaching opportunities were missed. If more time is taken:

- ◆ mini overviews can be nested within and around the depth study
- ◆ the speed at which subsequent topics can be taught can be accelerated
- ◆ key skills can be developed in a rich and motivating context
- ◆ pupil confidence can be developed
- ◆ literacy and citizenship can be developed.

I soon realised that it is impossible to cover the entire medieval period in depth. Attempting to do so only results in shallow coverage. What is needed is a combination of overview and depth study. I now spend eight weeks on Section 1, the depth study of King John.

The mini overviews nestling within the depth study provide a number of opportunities to develop pupils' knowledge and understanding of the medieval period. Studying King John provides a context that helps pupils understand medieval kingship and the way society was governed. Section 1 is far more than a study of one medieval monarch. Comparisons and connections are made with other major figures of the period and key themes of the nature of medieval monarchy are illuminated through interesting case studies. Unit 1.3 explores what was expected of a medieval monarch, because it is important that pupils are given a set of criteria to measure John against and that they reach a judgement about him based on the standards of his time. Units 1.3 and 1.4 examine the problems that John inherited from his father and his brother and evaluate how well he dealt with them. What better way to illustrate the problems faced by medieval monarchs? Unit 1.2 uses the problems associated with contemporary source material to investigate the medieval period – pupils are often shocked to learn that we cannot believe everything that monks tell us! Finally, Unit 1.5 builds on the knowledge of life in Tudor and Victorian times that pupils have built up during Key Stages 1 and 2 to work out if John would have been seen as a hero or a villain during these periods.

You will, of course, need to adapt this plan to suit your own circumstances but, whatever you do, try not to rush pupils through each stage or miss out key parts of the story. Classroom experience has shown that pupils welcome the chance to investigate a topic in depth. My pupils quickly expressed their displeasure at being led on

a whistle-stop tour of the Middle Ages. Just as they got interested in something and felt confident with the content it was time to move on. Since I have spent more time delivering depth studies I have found pupils' work enhanced by the increase in detailed knowledge. They feel more confident when they approach the final essay because they have a large pool of knowledge from which to draw.

Teaching pupils how to produce an extended piece of analytical writing does take time. However, I have also found that concentrating on the key thinking and writing skills in the short term actually saves time in the long term. Pupils can transfer the skills learnt to subsequent pieces of work, thereby accelerating the speed at which other topics can be taught.

Section 2

The importance of the depth study in motivating pupils does not remove the need to teach some aspects of history in overview. But it's all about how you do it. An overview is not a superficial rush through a period of history. It requires a deliberately different approach which applies all that we know about pupils' conceptual framework.

The second section of *King John* takes history at a faster pace. It provides an overview of the development of medieval monarchy during the rest of the Middle Ages, tackling key questions about the political system of the period and England's relationship with Wales, Scotland, Ireland and France which can be revisited as part of other topics. I allow five weeks to cover the three units which form the basis of Section 2.

Section 2 can be taught at a faster pace because pupils' learning is accelerated as a result of the depth study in Section 1. There are three main reasons for this:

- 1 **Background knowledge is already in place.** Pupils are not approaching the overview without prior knowledge; they already have a feel for the period. This gives them confidence and makes them more willing to explore complex themes such as the development of Parliament.
- 2 **Key skills are already in place.** For example, pupils have been taught how to write coherent explanations and structure non-chronological reports. This theme is explored in greater detail on page 8 of this Teachers' Resource Book.
- 3 **Pupils are motivated.** They can 'see the point' of the overview. They are eager to find out what happened after John's death. Was John really the worst soldier? How did other kings deal with the problems that John faced?

Knowing that Section 2 can be taught at a faster pace allows you to spend time on the depth study without worrying that you won't have left enough time to cover key content areas.

◆ Learning across the National Curriculum

The 2000 National Curriculum represents a real opportunity for history departments to re-establish the place of history as central to so much of pupils' all-round learning. Why should the curriculum time allocated to history be cut to make way for citizenship and literacy when our subject can deliver both of these new initiatives effectively and in a stimulating context? It is important that we, as history teachers, make senior managers, head teachers and governors aware of the range of ways that history can contribute to whole-school initiatives such as citizenship and literacy. We must raise the profile of history within our schools. We know that it is **the** most important subject in the curriculum, now is an ideal time to prove it!

Specific examples of how *King John* makes a valuable contribution to learning across the curriculum are given on pages 15–21.

Promoting citizenship

How to deliver the content and skills outlined in the Key Stage 3 programme of study for citizenship is a central concern for many schools at the moment. How do we provide a stimulating context for the development of the key skills? How do we help our pupils develop knowledge and understanding of such varied and complex issues? History can provide the answers!

The table below demonstrates how *King John* addresses, in a history context, the issues, knowledge, skills and understanding required by the proposed citizenship curriculum. The activities and characters in the Pupils' Book make apparently remote and irrelevant knowledge meaningful; whilst key skills are developed in a stimulating and motivating context.

Aspects identified in the National Curriculum	How <i>King John</i> delivers
Knowledge and understanding about becoming informed citizens	This is mainly developed in Units 1.3 and 2.1, where pupils are expected to make comparisons between the way that the country was governed in the Middle Ages and the political system that operates today. In Unit 1.3, for example, pupils explore the way that the role of the monarch has changed since the Middle Ages and compare the problems faced by a medieval monarch with those faced by a modern Prime Minister.
Developing skills of enquiry and communication	It is here that <i>King John</i> makes its most significant contribution to citizenship education, as it develops the key skills identified in the programmes of study. In particular, it helps pupils become better able to: <ul style="list-style-type: none"> ◆ analyse information and its sources ◆ justify orally and in writing a personal opinion ◆ contribute to class discussions and debates.
Developing skills of participation and responsible action	<i>King John</i> provides opportunities for pupils to use their imagination to consider other people's experiences and to think about, express and explain views that are not their own.

Pages 18–19 of this Teachers' Resource Book provide a planning template and an example of how it can be used. It will help stimulate your department's (and other colleagues') creative thinking about the links between *King John* and citizenship. Don't overdo the linking; focus on the genuine links.

Promoting literacy

Literacy matters! It really does! If pupils get better at history they get better at literacy and vice versa.

Literacy is not an optional extra; it needs to be fully integrated into the history curriculum. History can be the best vehicle for literacy if handled appropriately.

King John develops literacy in a wide range of different ways. It develops:

- ◆ the ability to read and use written information
- ◆ speaking, listening, writing and critical thinking skills
- ◆ pupils' ability to plan, draft, revise and edit their own writing (see, for example, the hamburger paragraph activity in Unit 1.1 and the guidance given during the various stages of the History Grand Prix in Unit 1.6)
- ◆ the ability to understand, use and write in a range of non-fiction text types.

Throughout *King John* pupils are expected to write in five different non-fiction text types.

Non-fiction text type	Purpose	Example from <i>King John</i>
Discuss	to present arguments and information from different viewpoints	Unit 1.6: pupils analyse the extent to which John was a bad king.
Explain	to explain how something works	Unit 1.5: pupils explain why historical interpretations change. Unit 2.1: pupils explain why the power of the king stayed strong throughout the Middle Ages.
Persuade	to argue the case for a point of view	Unit 1.4: pupils write a speech either prosecuting or defending John at his trial.
Recount	to retell events	Unit 2.2: pupils retell the story of the battle of Agincourt.
Report	to describe the way things are	Unit 1.3: pupils write a report to John outlining the problems he faces on becoming king. Unit 2.1: pupils write a detective's report on who started Parliament.

Writing frames: the next generation

Writing frames are used widely throughout *King John*, and there are a number of very good reasons for this.

The benefits of writing frames are now widely acknowledged. They help pupils write and think more effectively. A good frame gives pupils a mental map of the area of knowledge or the concepts they are dealing with. *King John* also attempts to move writing frames into another dimension. The writing frames provided have a strong metaphorical significance. There is the mega writing frame (the History Grand Prix) which structures seven weeks' work and models the writing process. There is also a series of micro writing frames, such as the hamburger paragraph, which provide memorable guides to the ingredients of a good paragraph. These frames are used elsewhere in the series, so getting to grips with them at this stage will pay dividends throughout Key Stage 3.

The National Curriculum states that pupils should be taught to 'organise their writing in logical and coherent forms'. The writing frames and sentence starters provided in both the Pupils' Book and the Teachers' Resource Book directly address this issue. But they also meet other important objectives. They help pupils find the appropriate historical language to communicate their ideas and, most importantly, they motivate pupils. My experience of using writing frames has taught me that poorly presented writing frames can demotivate pupils. Devices such as the hamburger paragraph, the History Grand Prix and the detective's note pad are designed to make the writing process exciting and enjoyable. They also make history stand out from other subjects. Where else can pupils negotiate evidence chicanes and high speed hairpins when they write! Too often pupils see writing as a chore; *King John* shows them that writing can be fun!

Developing links with your English Department

The Pupils' Book provides an ideal opportunity to develop closer links with the English Department. When I devised the activities and guidance material for *King John* I consulted closely with colleagues in the English Department. As a result a series of joint literacy initiatives was established.

For example, the advice on editing, which forms Stage 9 of the History Grand Prix, is identical to the advice given to pupils in Key Stage 3 english when they complete pieces of extended writing. The National Curriculum states that, 'In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions.' The History Grand Prix actively encourages pupils to check their work carefully and to pay attention to spelling, punctuation, grammar and presentation. There is no reason why pupils should be given different messages by different departments.

It is also a good idea to invite colleagues from the English Department into history lessons, so they can see theory being put into practice. This demonstrates to

even the most sceptical colleagues that history is an excellent vehicle for delivering literacy.

Promoting and delivering literacy must not be seen as the sole responsibility of the English Department. It is time for all of us to reassert the fundamental importance of our subject in terms of the key skills it naturally delivers! Pages 20–21 of this Teachers' Resource Book provide a planning template and an example of how it can be used. It will help identify the contribution *King John* can make to your school's Literacy Strategy, and form the basis for discussions with those responsible for literacy within your school.

... and there's more!

The development of literacy and citizenship are obviously key features of *King John*. However, the book also provides opportunities to develop other key skills and promote pupils' spiritual, moral, social and cultural development.

Promoting key skills

King John provides opportunities for pupils to develop:

- ◆ **communication skills** through reading and responding to a range of sources of information, taking part in discussions, asking and answering questions about the past and presenting findings in a variety of different ways
- ◆ **ICT** (see page 25 of this Teachers' Resource Book)
- ◆ **methods to improve their own learning and performance** through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement. This issue is directly addressed in Unit 2.3, where pupils reflect on the knowledge, skills and understanding they have developed throughout the book, design an action plan for the next book, and think about how the skills they have acquired can be transferred to new learning situations
- ◆ **problem solving strategies** by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions
- ◆ **thinking skills** through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of events.

Promoting pupils' spiritual, moral, social and cultural development

King John provides opportunities to promote:

- ◆ **moral development** in Units 1.5 and 2.2 where pupils explore how different interpretations of the past reflect different viewpoints and values
- ◆ **social development** in Units 1.3 and 2.1 where pupils discover how medieval society was organised and examine different political structures.

History and citizenship planning sheet			Unit:
Task	Aspect of history knowledge, skills and understanding (formerly key elements)	Link with citizenship or aspect of citizenship education	Citizenship menu
			<p>Becoming informed citizens:</p> <p>1a the legal and human rights underpinning society, basic aspects of the criminal justice system</p> <p>1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding</p> <p>1c central and local government, the public services they offer, how they are financed, opportunities to contribute</p> <p>1d the key characteristics of parliamentary and other forms of government</p> <p>1e the electoral system and the importance of voting</p> <p>1f the work of community-based national and international voluntary groups</p> <p>1g the importance of resolving conflict fairly</p> <p>1h the significance of media in society</p> <p>1i the world as a global community and the political, economic, environmental and social implications of this and the role of the European Union, the Commonwealth and the United Nations.</p> <p>Developing skills of enquiry and communication:</p> <p>2a think about topical political, spiritual, moral, social and other cultural issues, problems and events by analysing information and its sources including ICT-based sources</p> <p>2b justify orally and in writing a personal opinion about such issues, problems or events</p> <p>2c contribute to group and exploratory class discussions and take part in debates.</p> <p>Participation and responsible action:</p> <p>3a use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p> <p>3b negotiate, decide and take part responsibly in both school- and community-based activities</p> <p>3c reflect on the process of participating.</p>

History and citizenship planning sheet		Unit:
Task	Aspect of history knowledge, skills and understanding (formerly key elements)	Link with citizenship or aspect of citizenship education
<p>Prepare evidence and make a speech for either the defence or the prosecution at King John's trial.</p>	<p>KSU 2E: consider the significance of the main events; people and changes studied KSU 4B: evaluate sources used, select and record information relevant to the enquiry and reach conclusions KSU 5A: recall, prioritise and select historical information KSU 5B: communicate using spoken language and substantiated explanations</p>	<p>2b justify orally and in writing a personal opinion about a political issue, problem or event 2c contribute to group and exploratory class discussions and take part in debates</p>
		<p>Citizenship menu</p> <p>Becoming informed citizens: 1a the legal and human rights underpinning society, basic aspects of the criminal justice system 1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding 1c central and local government, the public services they offer, how they are financed, opportunities to contribute the key characteristics of parliamentary and other forms of government 1d the electoral system and the importance of voting 1e the work of community-based national and international voluntary groups 1f the importance of resolving conflict fairly 1g the significance of media in society 1h the world as a global community and the political, economic, environmental and social implications of this and the role of the European Union, the Commonwealth and the United Nations.</p> <p>Developing skills of enquiry and communication: 2a think about topical political, spiritual, moral, social and other cultural issues, problems and events by analysing information and its sources including ICT-based sources 2b justify orally and in writing a personal opinion about such issues, problems or events 2c contribute to group and exploratory class discussions and take part in debates.</p> <p>Participation and responsible action: 3a use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own 3b negotiate, decide and take part responsibly in both school- and community-based activities 3c reflect on the process of participating.</p>

History and literacy planning sheet			Unit:
Task	Aspect of history knowledge, skills and understanding (formerly key elements)	Link with literacy or aspect of literacy education	Literacy menu
			<p>Non Fiction: adverts; arguing different viewpoints; biographies; captions; charts; chronological reports; comparisons; debates; diaries; directions; discussion texts; editorials; explanations or accounts of historical events; fact sheets; information text on historical events; headlines; instructions; journals; labels; leaflets criticising, complaining or protesting; letters written for a range of purposes; lists; newspaper articles; accounts or reports; non-chronological reports; notices; obituaries; persuasive writing; posters; recipes; recounts of field visits; reviews; rules; slogans; statements; summaries</p> <p>Fiction: empathetic story about an issue explored in history; epitaphs; historical event retold as an adventure story; imaginary reconstruction of events from historical sources (faction!); play scripts; poem based on observation or interpretation of an event; prayers; songs</p>

History and literacy planning sheet		Unit:
Task	Aspect of history knowledge, skills and understanding (formerly key elements)	Link with literacy or aspect of literacy education
Use sources of evidence to write a paragraph proving that John was a bad king.	KSU 2E: consider the significance of the main events, people and changes studied	Persuasive writing

Literacy menu

Non Fiction:

adverts; arguing different viewpoints; biographies; captions; charts; chronological reports; comparisons; debates; diaries; directions; discussion texts; editorials; explanations or accounts of historical events; fact sheets; information text on historical events; headlines; instructions; journals; labels; leaflets criticising, complaining or protesting; letters written for a range of purposes; lists; newspaper articles; accounts or reports; non-chronological reports; notices; obituaries; persuasive writing; posters; recipes; recounts of field visits; reviews; rules; slogans; statements; summaries

Fiction:

empathetic story about an issue explored in history; epitaphs; historical event retold as an adventure story; imaginary reconstruction of events from historical sources (faction!); play scripts; poem based on observation or interpretation of an event; prayers; songs

◆ *Teaching and learning: using King John in the classroom*

Main features

Preparation

Each unit is structured around a historical enquiry and it is very important that pupils know the aims of the enquiry or piece of work they are undertaking.

Before beginning an enquiry, always read the questions and activities in the Pupils' Book and the descriptions and suggestions in this Teachers' Resource Book.

In the Detailed Notes on pages 26–32 of this book, information is given on:

- ◆ the purpose of each enquiry
- ◆ which questions can be used for discussion and which for written work
- ◆ ideas for support or extension work.

There are a number of photocopiable worksheets for each unit. These provide support and extension material. Some of them are designed to be suitable for homework where it is impossible for pupils to use the Pupils' Book.

Using the questions

Not all the questions in the Pupils' Book are intended for written work, and the Detailed Notes provide guidance on which questions are best used for class discussion. These questions are there to act as stepping stones towards the big question that dominates the enquiry.

All questions, however, should be addressed in class or group discussion in some way, because they are designed either to introduce or reinforce new ideas, skills and concepts.

Source material

Consistent with our aim of providing useful learning experiences we have translated, simplified and edited written source material to make it more accessible. Make it clear to pupils that spelling and punctuation have been modernised, and that modern equivalent words have been substituted where necessary. However, the sense and meaning of all sources have been preserved.

The source line, which introduces and describes the source being studied, is an important tool. It contains the details pupils will need to know to answer the questions, such as who wrote or painted the source and when. Encourage pupils to use these source lines as an important part of the evidence.

Supporting pupils

It is important that pupils are not left to tackle each enquiry alone. The book has been written with the expectation that much of the material in the Pupils' Book will be introduced by the teacher (see pages 23–24 of this Teachers' Resource Book for advice on how to role play John in the classroom). It is also good practice to read and discuss all the sources with pupils. We are attempting to develop skills and understanding, which will not be achieved simply by leaving pupils to work through the questions by themselves all the time.

Group work can also help. Some pupils will contribute to small group discussion, and risk putting forward ideas and answers, in a way that they would not do in front of the whole class. Pupils tend to experiment more in small groups, partly because they are not so worried about getting things wrong.

Differentiation

Making history accessible to all

The questions and activities in the Pupils' Book are designed to be genuinely accessible to all abilities. We have allowed for differentiation by outcome rather than task, although the Detailed Notes do suggest alternative teaching strategies which may help weaker students. The principle, however, is that the overall historical question remains the same for all abilities. What varies, and what determines the question's accessibility, is the amount of support given in terms of frameworks for research and communication of ideas.

Providing a structure

Pupils need help with how to structure their research and writing. The worksheets in this book provide a range of evidence-collection tables, sorting grids and writing frames.

Helping pupils find the right language

Most pupils need help to write in an appropriate style, especially when formal essay writing is required. The Pupils' Book and this Teachers' Resource Book aim to provide this help in a stimulating and memorable way, thereby making history accessible to **all** abilities. Sentence starters are offered for most of the main activities and these have been designed to help pupils find the right language and link their ideas together.

Writing frames as flexible friends

This Teachers' Resource Book provides differentiated support materials. These have been carefully designed so that teachers can offer appropriate levels of support. A range of different writing frames is provided here and within the Pupils' Book. Some provide basic outline structures while others provide more detailed help.

As an experiment in differentiation, teachers may wish to allow their pupils to decide for themselves the level of support that they think they need. Classroom trials have shown that this approach can have a number of positive learning outcomes. In terms of motivation, pupils enjoy the flexibility and freedom of being able to choose their own structures. It gives them a greater sense of being in control of their own learning. This approach also overcomes the difficulty of determining how much guidance each pupil should receive. During the writing process pupils should be encouraged to swap frames if they find that the one they are using offers too much or too little help (a practical example of when a pupil may wish to do this is given in the Detailed Notes for Unit 1.4). This has the added benefit of encouraging pupils to view writing frames as flexible

structures that can be adapted to suit their individual needs, as opposed to rigid structures that cannot be individualised.

Extension activities

The worksheets provide a series of extension activities which can be used to provide higher attainers with extra challenges. The Detailed Notes provide specific information on when these extension activities could be introduced.

Building in progression

Moving pupils forward

It is a central concern of this book that pupils move forward in their acquisition of historical skills. Clear progression is built into the activities in the Pupils' Book. For example, Unit 1.4 introduces pupils to the concept of a sorting frame. In the opening activities of this unit pupils are given a great deal of guidance and support as they learn how to use the frame effectively. As they move through the unit the sorting process is gradually made more difficult.

Developing independence

Teachers can gradually encourage pupils to move away from a writing frame that offers a great deal of support to one that offers far less assistance. And, as they progress through the book and their independence grows, it is also hoped that pupils will come to use the various structures as models which they can adapt. For example, they should develop the confidence to invent their own sentence starters and connectives.

Building in more complex concepts

It is not always the case that progression is achieved by removing structures. It can also be achieved by adding new layers and more complex concepts to the original structure. For example, pupils move from the single hamburger paragraph (Units 1.1 and 1.2) to the double hamburger paragraph (Unit 1.4). This technique is explored in greater detail in the Detailed Notes for Unit 1.4.

Assessment

Meeting National Curriculum requirements

We have ensured that pupils have the opportunity to attempt work centred around the knowledge, skills and understanding identified in the National Curriculum.

Evidence of:

- 1 chronological understanding will be provided by the activities in Units 1.1 and 2.1
- 2 knowledge and understanding of events, people and changes in the past, parts a, b and c will be provided by the activities in Units 1.3 and 1.4. Evidence of demanding parts d and e (identifying trends and links, considering significance) will be provided by the activities in Unit 2.1
- 3 historical interpretation will be provided by the activities in Units 1.5 and 2.2, as well as by the History Grand Prix (Unit 1.6)
- 4 historical enquiry will be provided by the activities in Units 1.2 and 1.4

- 5 organisation and communication will be provided throughout the book. However, the History Grand Prix (Unit 1.6) will highlight any weaknesses in the ways pupils organise and communicate their ideas.

If you choose to use the History Grand Prix as one of your periodic assessment tasks, the following task-specific statements will help you decide what level your pupils are working at. An essay characteristic of level 3:

- ◆ sticks closely to the History Grand Prix format, adding only a limited range of sources and information to support statements
- ◆ picks items from sources or text without evaluation. For example, John is made out to be wicked by the monks' accounts
- ◆ shows that the pupil understands that different people have different views of John
- ◆ gives a sound basic narrative.

An essay characteristic of levels 4 and 5:

- ◆ makes a good selection of items to support each point made in the History Grand Prix
- ◆ makes sound comments on the reliability of sources
- ◆ shows that the pupil understands why different people have different views of John
- ◆ makes good links between causes and results.

An essay characteristic of level 6 (and possibly level 7):

- ◆ personalises the History Grand Prix structure to write a coherent, well-argued response
- ◆ comments on the reliability and usefulness of sources
- ◆ explains how and why different interpretations of John are made
- ◆ analyses causes and results of events.

Evidence for assessment

The questions and activities in the Pupils' Book are designed to develop understanding rather than produce evidence for assessment. They will, however, provide opportunities to show attainment; although judgements about attainment cannot depend upon one piece of work. Such judgements should be made over a number of pieces of work and over a period of time. Teachers need to think more in terms of a pupil working towards the statement and showing some evidence of attaining that level.

No one judgement based on a single piece of work is definitive. There will always be factors, such as the way a topic was introduced to the class, the amount of support given or how a pupil feels on a particular day, that influence performance. When assessing pieces of work teachers might wish to consider the following before giving out a grade linked to attainment.

The level of difficulty of the exercise:

- ◆ the amount of source material used
- ◆ the complexity and length of the source material
- ◆ the complexity of the events being studied
- ◆ how familiar pupils already are with the content
- ◆ how the content is structured
- ◆ how the activity is structured
- ◆ the complexity of the activity

INTRODUCTION

- ◆ how much support the teacher has provided
- ◆ how much support the Pupils' Book or a worksheet has provided. Has the pupil, for example, used a writing frame which provides detailed assistance or minimal assistance?

The quality of pupil response:

- ◆ breadth and depth of knowledge used
- ◆ historical accuracy
- ◆ quality of explanations
- ◆ selection and relevance of information
- ◆ planning and organisation
- ◆ independence and imagination
- ◆ critical analysis
- ◆ balance
- ◆ effective communication.

Classroom management

Bringing King John to life

Different approaches

There are two approaches to role playing King John at the start of the depth study.

The first is for the teacher to introduce the book and the material on pages 2–3 of the Pupils' Book as John. This is largely a story-telling, interest-creating approach that does not require pupils to have prepared in advance. Your performance may however generate questions from the pupils which can form a useful springboard into the rest of the depth study.

The second approach requires pupils to have done some introductory work, largely on the story on pages 4–6 of the Pupils' Book, which retells the story of evil King John. Pupils are asked to write down a list of questions they would like to ask John. For example, 'Did you really murder your nephew Arthur?' and 'Why did the barons rebel against you?' This can be done for homework or in the first ten minutes of a class. Pupils then ask John these questions when they meet him (or you as his alter ego!).

Setting it up

Experience suggests that the role play is best done in a different room from the normal classroom, with period music to create an atmosphere. The change of room indicates to pupils that this is a special event and creates interest. Working with a colleague who has a parallel class at the same time may help, as he or she can set up both classes while you prepare for your spectacular entrance.

Pupils are more likely to accept you as King John if you wear an appropriate costume. It adds to the sense of occasion and even if the experiment fails you'll have a ready made outfit for any fancy dress party! If you do wear a costume expect some pupils to laugh – the best antidote is to establish eye contact with the front row, holding the gaze of individuals for a few seconds. If you don't giggle back, then the hubbub dies down.

Begin by saying how happy you/John will be to answer questions from such an intelligent-looking group and explain that you/John will prove that he was a good king, not a bad king. At this stage you may have to ask individual pupils if they have a question for you – don't

let a gaping silence develop. At the very least your aim is to counter the story on pages 4–6 of the Pupils' Book by explaining why John was unlucky in France, why he was right to stick up for England against a foreign Pope and why those treacherous barons were wrong to rebel.

The emergence of King John's darker side

It is possible to do more than present a wholly good John with a little more planning. Start by answering pupils' questions graciously – 'What a good question.' – to show your intelligence as king. Then, as you are asked more questions, gradually lose patience with the questioners so that John ceases to be a friendly visitor and becomes bad tempered and, if possible, suspicious and paranoid. If someone (a planted colleague?) is writing, screw up their notes and accuse them of conspiring with your enemies.

If you can show John in different moods it will help make the depth study more interesting and more complex.

King John returns

You can use your role play of John at the beginning of Section 1 when you present the good John and then again just before the History Grand Prix in Unit 1.6 when you develop the more complex character described above. John could also make an appearance at his trial (Unit 1.4). The continuing presence of John can also drive Section 2. Units 2.1 and 2.2 require pupils to report back to an inquisitive John on the changes that took place after his death, and John could reappear in the classroom to set up these investigations. Being John, he already thinks he knows the answers, setting up hypotheses for the pupils to test. This is a very powerful motivational tool because pupils enjoy proving adults wrong! And imagine the impact, as irascible John storms into the classroom, arrogantly puts forward his theories and demands his report by the end of the week. If pupils who do not make the deadline are threatened with a stay in one of John's worst dungeons they quickly become as eager as John to find out what happened after he died. Pupil motivation in the end product can be increased further if John promises to respond personally to reports that are e-mailed to him – and replying in character can make marking thirty reports far more fun!

Your own circumstances will determine when and how many times you bring John to life in the classroom. However, my experiences have shown that the appearance of John really does motivate pupils at the start of the depth study and fires their imagination. It can also prove to be great fun for the teacher, especially those of us who are frustrated actors!

Modelling effective writing

Pupils should be encouraged to look beyond the content of their written work and to think carefully about how they organise and express their ideas. They need to be encouraged to think, directly and self-consciously, about all the different components that go into producing a coherent and fluent piece of writing. One very successful technique is to use the work of historians as a model of effective writing and to highlight key teaching points. It helps pupils grasp the importance of paragraph structure, connectives, sentence starters, introductions and conclusions.

I have also used pupils' work in whole class teaching to highlight effective writing during, for example, Unit 1.6 when pupils look at what constitutes an effective introduction and conclusion, or Unit 1.1 when pupils write their first hamburger paragraph. It is important that the teacher fosters an atmosphere of group co-operation within the classroom. Pupils should be encouraged to critically and sensitively evaluate the work of their peers. Providing an appropriate environment is created in the classroom, pupils will quickly accept that others in the class will point out the strengths and weaknesses in their work. It is also very motivating for pupils to see that their work is being valued.

Timelines

As you begin the depth study it is a good idea to cover the whole of one wall of your classroom with a timeline, on which characters, events and developments can be displayed. Some activities require pupils to construct timelines themselves. These could also be displayed in the classroom.

Learning trouble spots

The frameworks provided within the Pupils' Book and this Teachers' Resource Book should not restrict pupils' thinking. By modelling the various components of the writing process, the sorting frames and writing frames should give students the freedom to express their ideas. Pupils should be encouraged to view them as flexible structures that can be adapted to suit their own individual needs.

Throughout the writing process pupils should be encouraged to mould the frames to suit their own purpose. The frames should mainly be used as a support during drafting. Words may be crossed out, changed and extra sentences added by the pupil. This is very important. Writing frames should give pupils the confidence to develop their ideas in greater detail and should result in well-structured work. They should not become a strait-jacket that produces constrained, mechanical responses.

Pupils should be encouraged to develop their own sentence starters and connectives. Don't be surprised if their early attempts fall below what might be regarded as a good answer. Any genuine attempts to become independent should be encouraged. If pupils are worried about getting it wrong they will play safe and their progress will be hindered.

Equal opportunities

I have attempted to directly address the problem of poorly motivated boys when it comes to extended writing. Presenting the final piece of extended writing in Section 1 as a Grand Prix race will hopefully motivate boys to write at length. The exciting challenge connected with the Grand Prix image should stimulate their interest. Similarly, the main piece of extended writing in Section 2 takes the form of a detective's report.

ICT

ICT, like literacy, need not be an optional extra in history lessons. It can be made an integral part of the history curriculum. The National Curriculum states

that, 'Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in **all** subjects.' Yet, we shouldn't feel we are doing ICT for the sake of it, to fulfil National Curriculum requirements! History not only develops ICT skills in a rich and motivating context, but ICT can also improve the quality of pupils' work in history. Consequently, the activities in the Pupils' Book offer a range of opportunities to use ICT.

Structuring thinking

ICT can be used to help pupils structure their thinking and therefore their written and oral work. The sorting frames and writing frames that appear in the Pupils' Book and this Teachers' Resource Book can be used to create a series of templates which will help pupils organise their work more effectively.

Finding relevant information

Pupils should be encouraged to purposefully search CD Roms and the Internet to find relevant information. The British Library CD Rom *Medieval Realms*, for example, provides pupils with an opportunity to explore a wealth of accessible documents relating to John's reign and those of other medieval monarchs. These can be copied into word processing and DTP packages, refined and incorporated into their own work.

Extra research, using CD Roms or the Internet, can be undertaken in most units.

- ◆ In Unit 1.3 pupils can extend their understanding of the problems created by Henry II and Richard I.
- ◆ In Unit 1.4 pupils can search for evidence to include in their speeches for the trial.
- ◆ In Unit 1.6 pupils can find evidence to strengthen their piece of extended analytical writing.
- ◆ In Unit 2.2 pupils can explore different interpretations of Henry V or examine the key events of his reign in greater detail.

Refining the end product

ICT can be used as a tool to help pupils amend and refine their work, to enhance its accuracy and to develop supported conclusions, thus enhancing its overall quality. It is an essential part of historical enquiry and communication to be able to present written conclusions clearly, to redraft conclusions in the light of new evidence, and to introduce new findings or further corroborating evidence into an answer.

On-going curriculum development

The SHP website (www.tasc.ac.uk/shp) forms an integral part of on-going curriculum development. The bulletin board offers teachers the opportunity to feed back their experiences and communicate to us how materials and activities work in the classroom. Teachers may also wish to:

- ◆ share with other teachers how they have adapted certain aspects of the book or changed the emphasis of some activities
- ◆ explore any difficulties or problems they encountered using the book
- ◆ discuss assessment strategies.