YEAR 1: Kings, Queens and Leaders (6 lessons)

Contents Include:

The United Kingdom and the Union Jack
Kings and Queens
The Magna Carta
Charles I
Parliament
The Prime Minister

Suggested Teacher Resources:
• The Usbourne History of Britain, pages 206–216
• What Your Year 1 Child Needs to Know, pages 136 and 141-148

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Lesson 1: The United Kingdom and the Union Jack

This lesson will introduce children to the United Kingdom and its flag. The United Kingdom is the name given to the union between England, Scotland, Wales, and Northern Ireland. The UK is considered a country within its own right, but each member country has had powers devolved to them over time. The capital city of the United Kingdom is London. As early as the 10th century, different parts of England were becoming joined together in order to be ruled as one, but it wasn’t until the end of the 18th century that the word ‘British’ was used and the Union Flag was created. In 1707 England and Scotland became one under the Act of the Union. To reflect the union, the two flags of the countries, the St George’s Cross of England and the St Andrew’s cross of Scotland, were combined. Later the flag changed again when Ireland united with England and Scotland and the cross of St Patrick was also added to the flag. In 1921, the Southern part of Ireland became an independent country but the Union Jack is still the flag of the United Kingdom.

See page 118 of What your Year 1 Child Needs to Know

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<tr>
<td>To know the United Kingdom is made up of several countries.</td>
<td>The United Kingdom is made up of Northern Ireland, Wales, England and Scotland. The Union Jack is the name of the flag of the United Kingdom. The Union Jack is made from the flags of Scotland, Ireland and England.</td>
<td>Display a world map and show children where the UK is. Identify the countries in the UK and locate these on a map of the UK. Discuss meaning of word <em>united</em>. Display picture of the flags (St George’s cross, St Andrew’s cross, St Patrick’s cross, Union flag) from the Core Knowledge website and explain to the children how the flags come together to make the ‘Union Jack’ (reinforcing idea of ‘union’) Give children a Union Jack outline in the centre of a page and ask them to write information (single words if appropriate) about the UK around the flag; they can use a map or atlas to support them. Discuss how a flag can represent a country or group of countries and recall the countries in the United Kingdom.</td>
<td>flag country union united cross flagpole</td>
<td>What is the Union Jack? What countries does the Union Jack represent? What do we know about the United Kingdom?</td>
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Resources:
Explanation of the history of the Union Jack from Project Britain by Mandy Barrow.
Union Jack diagram showing the different component flags.
The Union Jack
The United Kingdom
Lesson 2: Kings and Queens

The United Kingdom is a constitutional monarchy which means the monarch shares power with the government. Although our Queen, HRH Queen Elizabeth II is officially our head of state, the government actually runs the country from day to day. Our Queen came to the throne after the death of her father, King George VI on 6th February 1952. The coronation, where the crown is placed upon the head of the monarch, was a year later on June 2nd 1953 in Westminster Abbey. In this lesson the children will learn about the symbols associated with Kings and Queens including a crown, a sceptre and orb, and the throne. To extend this lesson, children could research or be taught about a particular King or Queen from the past, perhaps one with local relevance.

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<td>To know that England has been ruled by Kings and Queens for many years.</td>
<td>England has been ruled by Kings and Queens for many years. Her Royal Highness Queen Elizabeth II is our Queen. Kings and Queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre.</td>
<td>Explain that for many years there have been people who have <strong>ruled</strong> over the land where we live. Show children some images/paintings of Kings and Queens in the past. Discuss how we can tell they are Kings/Queens- what clues are in the pictures? Explain a <strong>crown</strong> is a symbol for <strong>royalty</strong>. Show children a picture of Queen Elizabeth II. She became Queen when she was young (25) – show a picture. She has <strong>reigned</strong> for 50 years. Explain that a long time ago there was another Queen called Elizabeth. Show a picture of the coronation of Elizabeth I and explain that when somebody becomes a king or a queen they wear a crown and <strong>ring</strong>, sit on a <strong>throne</strong> and hold a <strong>sceptre</strong> and <strong>orb</strong>. Children to draw and label a picture of Queen Elizabeth I and write about what they have learned.</td>
<td>King, Queen, rule, crown, crowned, throne, sceptre, orb, ring, majesty, royalty, reign, bow, curtsey</td>
<td>Tell me something you have learned about Kings and Queens. What do we call the special time when someone becomes a King or a Queen? What would a King or Queen wear for their coronation? What can you tell me about our Queen?</td>
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**Resources:**
The official website of the [British Monarchy](https://www.britishmonarchy.org.uk) [Kings and Queens](https://horriblehistories.com) video from Horrible Histories.
Lesson 3: The Magna Carta

In the past, Kings of England held lots of power and did not have to consult with parliament before making decisions. During the reign of King John an important agreement was drawn up to limit the power of the monarch. The Magna Carta stated that the King must behave in a way that keeps to the laws of the land. King John did not believe that this should be the case; he believed that Kings were all powerful and answerable to no one. Eventually, the King was forced to approve the document and stamped it with his official seal on 15th June 1215. This meant that no person could be arrested without a good reason. The Magna Carta also stated that no one should be imprisoned or have his possessions taken away unless he has been brought before a judge. King John did go on to break many of the promises made in the Magna Carta, but the most important thing was that he had admitted that the king must not just do whatever he likes and that he must abide by the laws of the country.

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<td>To understand that King John made an important promise to the people of England.</td>
<td>King John made a promise to the people of England. King John promised not to take too much money from people. King John also promised that he would not throw people in prison for no reason.</td>
<td>Role play- tell story of King John with a child dressed in a cloak and a crown. Explain to chn that he was mean and nasty, he took lots of money from people and would throw them into prison even if they had only made a small mistake. Introduce the Barons- dress some children in different coloured cloaks- they try to tell King John to stop. Eventually, when presented with the Magna Carta, he agrees. Children can write their own version of the promises King John made- not to take money and not to put people in prison without a fair trial. Give children ‘scroll’ templates to record the promises. Display a picture of King John and ask children to tell you everything they know about him. Record their answers as a record of learning.</td>
<td>King John Barons prison trial tax promise power rule</td>
<td>Why were the Barons angry with King John? Can you explain what the Barons persuaded King John to do? What promises were made in the Magna Carta?</td>
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Resources:
BBC Primary History:  [The Magna Carta](#) (includes lots of interesting information about the Magna Carta)
The British Library:  [The Magna Carta](#) (Includes an online viewer of one of the copies of the document)
The Magna Carta
Lesson 4: Charles I

Many years after the Magna Carta was agreed upon, another King who didn’t want to listen to parliament was on the throne in England. Charles I believed in the ‘Divine Right of Kings’ which meant he thought that God had chosen him so therefore he could never be wrong about anything. Parliament tried to tell King Charles that he was obliged to listen to them, however he did not agree. One day King Charles stormed parliament with his soldiers and tried to arrest all the people who had spoken against him. In fact, when he entered parliament, lots of the members had heard he was on his way and had fled. This led to a civil war; a war fought between people in the same country. The supporters of King Charles were called Cavaliers and the supporters of parliament were called Roundheads. Eventually, the Roundheads won the war and King Charles I was executed. Parliament did not want to replace King Charles with another King, so they called upon Oliver Cromwell to rule the country. At this time, England was a republic. Oliver Cromwell was a puritan and people in England did not like the strict rules he was imposing upon them, so they invited the son of King Charles I, also called Charles, to become king. He agreed to this and became King Charles II.

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<td>To know that there was a time when England did not have a king.</td>
<td>Charles I believed he could do whatever he wanted. Charles I was executed. After Charles I died, there was no King and England was a republic.</td>
<td>Explain to children that many years after the Magna Carta was signed there was another king who did not want to listen to anyone. Charles I wanted to send people to other countries to fight wars, but this was expensive. He started a war with his own country, called the civil war. Eventually he was captured and killed. After this, people decided not to have another King. During this time England was a republic. Children to create a storyboard of three or more parts. 1-Charles I not listening to people, 2-Fighting a battle (civil war) 3-No King</td>
<td>Charles I civil war money expensive parliament capture King</td>
<td>Who was King Charles I? Why did people in England get angry with Charles? Why did England have no King? Why was Charles’ son hiding in France?</td>
</tr>
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</table>

Resources:
- BBC History - The Execution of Charles I – (Useful for subject knowledge for teachers)
- Death warrant of King Charles I from the British Library
Lesson 5: Parliament

In this lesson children will learn that our parliament is made up of a group of representatives who come together to make decisions about our country. The work that parliament do can be communicated to young children through the use of many different examples in a context they can relate to. For example, you can explain to children that parliament need to make decisions about what they spend money on; building new schools, paying doctors and nurses, fixing the roads, helping people in different countries etc. An explanation of voting can be delivered through practical tasks where children must mark a cross next to an option and then all of the crosses are counted. This lesson is a good opportunity for children to look at images of the Houses of Parliament and begin to recognise the building and its clock tower; Big Ben. The UK parliament meets in the House of Commons, in London. The House of Lords is the second chamber of the UK parliament. Both houses can make changes to laws before they are passed, but both must agree before the Queen gives her approval.

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<td>To know that parliament discuss and make decisions about our country.</td>
<td>In parliament, people talk about the country and make decisions. We choose the people in our parliament by voting. Parliament meets to talk about things in the Houses of Parliament.</td>
<td>Recap prior learning – What do we know about Kings and Queens? Explain: After the Magna Carta was signed, people came together in a group to talk about the country. These groups were called ‘parliaments’- the French word for ‘talk’ is ‘parler’. They meet in a special place called the <strong>Houses of Parliament</strong> - show picture. Things parliament might talk about include (child friendly): building schools, building hospitals, paying nurses/teachers/doctors, building play areas, keeping our streets clean, helping people in different countries etc. The money they spend is called the budget and it must be managed carefully. Chn work in groups to look at and talk about pictures of the above and decide which they think are most important and why. Emphasise the challenge of managing a budget for the whole country.</td>
<td>Magna Carta parliament Houses of Parliament choice decision budget</td>
<td>What is ‘parliament’? What does our parliament do? How are people chosen to be in our parliament?</td>
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**Resources:**
Suitable clips from the [BBC Parliament Channel](http://www.bbc.co.uk) can be shown to children so they can see inside of the House of Commons.
The UK Parliament

These are some of the things that the UK Parliament are responsible for:

If you went to the House of Commons, what questions would you ask our Parliament?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Lesson 6: The Prime Minister

In this lesson, children will learn about the role of the Prime Minister. In the previous lesson children have learned about parliament and they should now understand that parliament is made up of different people chosen to represent us. The role of parliament is to check all the work that the government does and to discuss and approve new laws. The government is separate from, though work closely with parliament. The government are responsible for the running of the country and they are led by the Prime Minister. The role of the Prime Minister developed during the reign of King George I. King George was from Hanover in Germany and regularly returned to his home country, which meant someone else had to be in charge of the meetings when he was away. Robert Walpole was chosen to do this role, which was called the First Lord of the Treasury. Later this role became known as ‘Prime Minister’ as the meaning of the word ‘prime’ is ‘first’. 

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<td>To know that the Prime Minister is in charge of our government.</td>
<td>The Prime Minister is in charge of our government. The Prime Minister makes decisions for our country. The Prime Minister lives at No. 10 Downing Street.</td>
<td>Display world map – locate England. Explain: A long time ago we had a King called George, he was the first King to be called George, and so we call him George I. He came from a place called Hanover in Germany. Show Germany on the map. He didn’t speak English and he spent a lot of time in Germany, so who would be in charge when he was away? He gave some power to another man called Robert Walpole. Show children picture of RW. He would tell King George what parliament were talking about. He was called the ‘Prime Minister’ and prime means first. Show children images of other significant Prime Ministers including Margaret Thatcher as an example of a female Prime Minister. Discuss our Prime Minister and show an image of 10 Downing Street. Show pictures of the PM doing different jobs. Children can then write about the role of the Prime Minister using the images to give them ideas. Children could also write letters to the current Prime Minister asking him questions about his role.</td>
<td>Prime Minister King George I Robert Walpole power country decision money discuss Germany 10 Downing Street</td>
<td>Why did King George want Robert Walpole to be in charge? What sort of jobs does our Prime Minister do? Why do we have a Prime Minister? What would you change about our country if you were the Prime Minister?</td>
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**Resources:**
Information for teachers about the role of the current Prime Minister.
The Prime Minister