



**Bishop Hogarth Catholic Education Trust**

**Year 6 Transition Project 2020**

# **The Changing Power of the Monarchy**

**Transition Project Work Booklet**



**Name:** .....

**Primary School:** .....

**Secondary School I'm Going To:** .....

# Lesson 1:

## Part 1: What is 'Monarchy'?

### Lesson objective:

Understand and explain the concept of 'monarchy'

### You will be able to:

- Identify Britain's current monarch and heir(s)
- Order significant British monarchs across time
- Provide simple definitions of 'absolute monarchy' and 'constitutional monarchy'

## What is Monarchy?

Who do these items belong to? What is their role?



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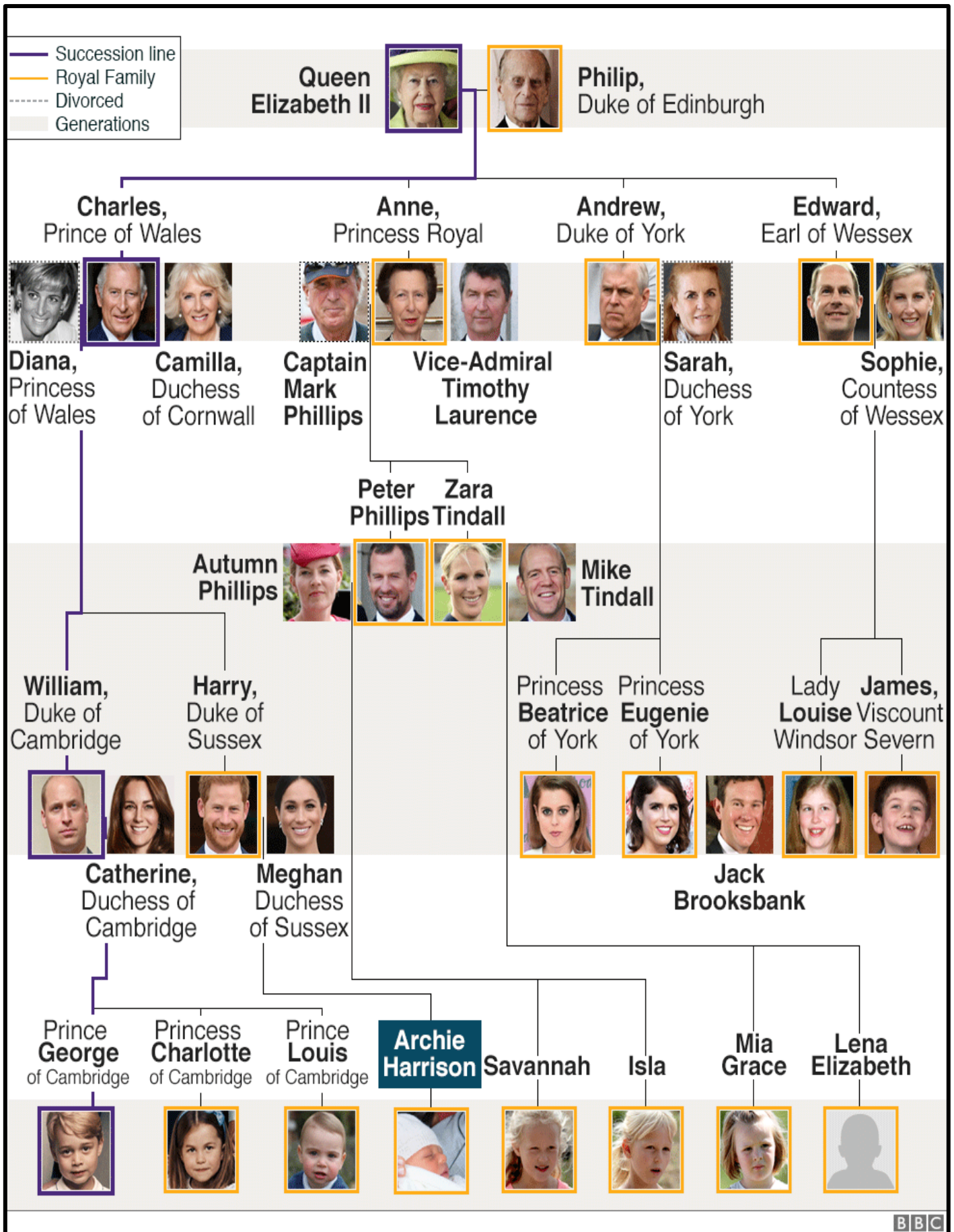
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**Line of Succession:** This means that the role of king or queen is passed down in the family. There are special rules to decide who can inherit the crown. The monarch's first child is first in line to the throne.



**Activity:** Complete the table, deciding which of the statements below describe an absolute or constitutional monarch.

Absolute monarch	Constitutional monarch

Able to write and pass laws

Above the law, can do anything and not be punished

Power is limited by parliament, the prime minister holds day-to-day powers of governance

Must be neutral and not tied to any particular political party.

Governed by the same laws that we are

Can build and take over any country.

Power to raise taxes

Ability to declare war

Little power regarding the running of the country.

# The Changing Power of the Monarchy

What type of monarchy do these kings and queens have?  
Write this next to each significant monarch.

**█** = Next Significant King and not next in line of succession.

**William I**  
**1066-1087**

William II (1087-1100)  
Henry I (1100-1135)  
Empress Matilda (1102-1187)  
Emperor Henry V (1005-1125)  
HENRY ii (1154-1169)  
Richard I (1189-1199)

**King John**  
**1199-1216**

**King Henry III**  
**1216-1220**

Edward I (1239-1307), Edward II (1284-1327), Edward III (1322-77), Richard II (1367-1400), Henry IV (1366-1413), Henry V (1422-71) Henry VI (1422-71) Henry VI (1457-1509), Henry VIII (1509-1547), Elizabeth I (1558-1603) James I (1603-1625) Charles I (1603-1649) Charles II (1661-1685)

**King James II**  
**1685-1688**

**King William II**  
**1689-1702**

George III (1738-1820)  
Queen Victoria (1837-1901)

**King Edward VIII**  
**(1901-1910)**

George V (1910-1936)  
George VI (1936-1952)

**Queen Elizabeth II**  
**(1952- current)**

Prince Charles      Princess Anne  
Prince Andrew      Prince Edward

## Part 2: How Powerful Was William I?

### Lesson Objective:

Understand and explain William's unchecked power

### Students will be able to:

- Identify examples of how William used his power
- Describe the impact of William's style of monarchy on society and the Church
- Discuss the utility and reliability of sources contemporary to the time
- Identify how William's style of monarchy is different to Elizabeth II

### Activity 1:

This is an advert for a McDonald's Bacon Big Mac.  
Can we 100% trust this advert?  
Is it reliable?  
What might be misleading about it?

**Two All-Beef Patties**  
**Special Sauce**  
**Bacon?**  
**Lettuce**  
**Cheese**  
**Pickles**  
**Onions**  
**Sesame Seed Bun**



What are your thoughts about whether this advert is reliable? Can we trust it? Is it misleading in any way?

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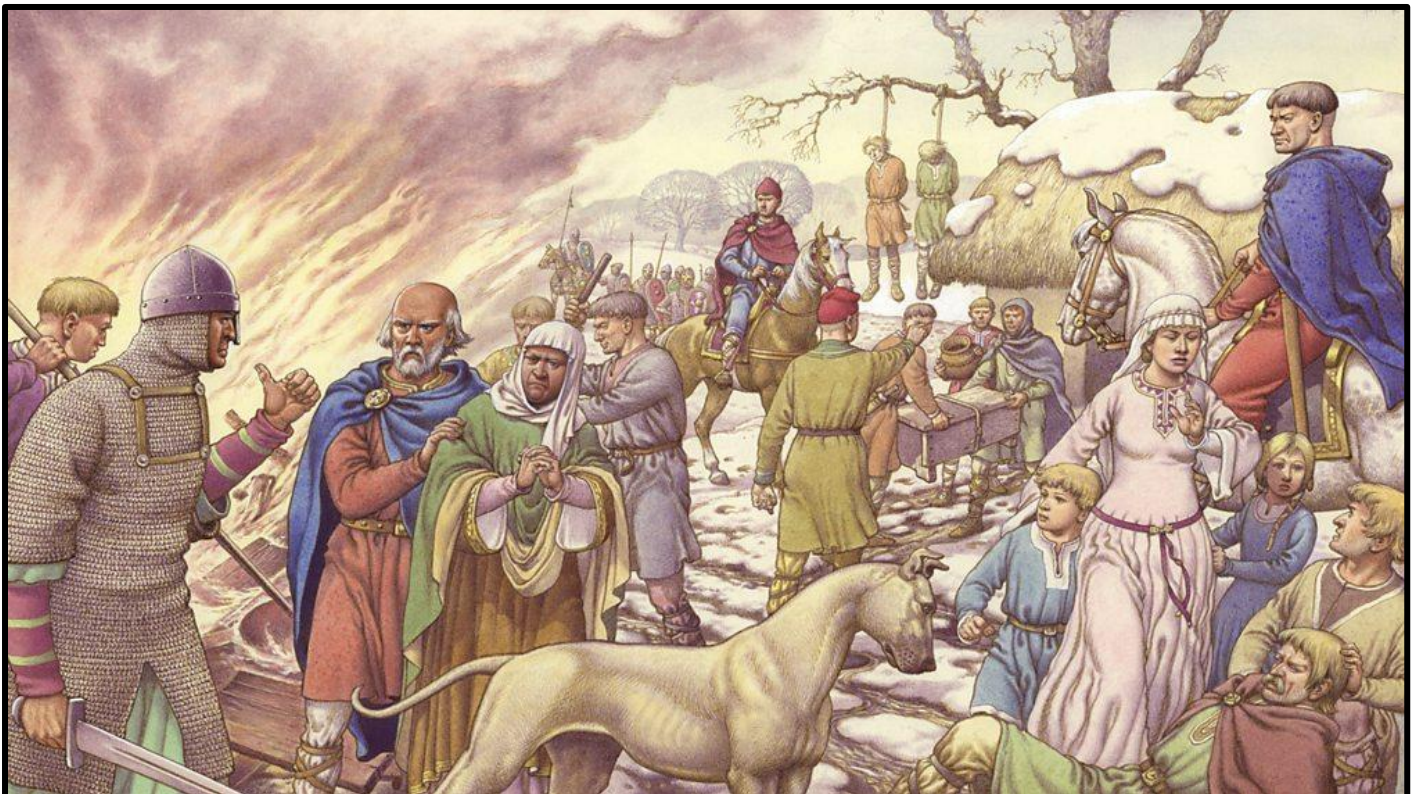
## Activity 2:

**Source A: An account from Orderic Vitalis, a half-Norman, half-English monk, writing in the 1100s about an event that happened in 1069-1070. This was written thirty years after William I had died. Vitalis had been William I's personal priest.**

After the people of the north rebelled against their new Norman monarch, nowhere else had William shown such cruelty. Shamefully he succumbed to this vice, for he made no effort to restrain his fury and punished the innocent and the guilty. In his anger he commanded that all crops and herds, chattels and food of every kind should be bought together and burned to ashes with consuming fire, so that the whole region north of the Humber might be stripped of all means of sustenance. In consequence so serious a scarcity was felt in England, and so terrible a famine fell upon the humble and defenceless populace, that more than 100,000 Christian folk of both sexes, young and old alike, perished of hunger.

My narrative has frequently had occasions to praise William, but for this act which condemned the innocent and guilty alike to die by slow starvation I cannot commend him. For when I think of helpless children, young men in their prime of life, and hoary grey beards perishing alike of hunger, I am so moved to pity that I would rather lament the griefs and sufferings of the wretched people than make a vain attempt to flatter the perpetrator of such infamy.

## Source B: An artist's impression of Orderic



**Writing Task:**

1. Why did William attack the north of England?

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2. What did William do in this attack? Give three examples.

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3. What sort of monarch was William? Refer to the text in your answer.

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4. Why do you think William was allowed to act like this?

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5. How does the author of the source feel about what William's actions? Refer to the text in your answer.

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6. Do you think we can trust Orderic Vitalis as a source of information? Why?

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## Lesson 2:

# How Powerful Was King John?

### Lesson objective:

Understand and explain changes in the power of the monarchy between William I and John

### You will be able to:

- Describe the reasons for Magna Carta
- Explain what Magna Carta was
- Describe the impact the implementation of Magna Carta had on the power of the monarch
- Identify key differences between William's and John's power

### Activity 1:

Runnymede is a name which means a great deal to every citizen not only in Great Britain, but also in the United States of America.

It is in fact a marshy piece of land by the Thames, between Staines and Windsor. King John was on one bank, and the nobles, led by Archbishop Langton, were on the other. When the King was rowed across to a neutral island between the two, he found twenty-five armed men grimly waiting to receive him.

Magna Carta, the Great Charter of English liberties, was ready for the royal seal. When the Archbishop presented it to him, King John received it with a scowl. But one look at the armed men made him realise that for the moment he had no choice. He still hoped to gain time, and we are told that all day there were discussions and arguments. It was not until nightfall that John affixed his seal to the Charter.

When the King returned to his castle of Windsor, it is said that he was almost insane with rage. He insisted that he had only agreed under duress, a word which means something done unwillingly under the threat of violence. He shouted that the Charter was "mere foolishness" and he had no intention of keeping his promises.



Look closely at the picture from the Ladybird book, and answer the following questions:

1. What do you think is happening?

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2. Who appears to be in charge?

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3. Does King John look pleased?

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4. Looking at the picture, who appears to be taking King John's power?

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5. Do you think something like this could have happened to William? What's changed?

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## Activity 2:

My father, Henry II, gave me the nickname 'King Lackland' because he gave most of his lands to my eldest brother.

I married a rich French girl called Isabella, who had been promised to a French baron – he was NOT happy, and complained to King Phillip of France.

I asked the barons to provide an army to help me win back my lands in France. Some of them refused me! They said they didn't trust me, and they don't like the way I make important decisions without consulting them.

My brother – Richard the Lionheart – was King of England before me, but he was imprisoned while fighting in the crusades, so I 'took care' of the kingdom for him.

King Phillip of France invaded my French lands, but I did not go to France to lead my army myself. I was given the nickname 'Soft-Sword.'

I placed high taxes on the barons to help fight my wars in France.

I tried to pay the Holy Roman Emperor, Henry VI, 800,000 marks to keep my brother in jail!



Some of the barons wanted my twelve-year-old nephew, Arthur of Brittany, to be King instead of me. He mysteriously disappeared in 1203. Some people think I actually murdered him!

I charged rich widows as much as £3000 for the right to stay unmarried after their husbands died.

To pay for my army, I increased the fines people had to pay in the courts.

In 1214, the Emperor of Germany agreed to help me attack France, determined to win back the lands I had lost. I did not ask the barons for their advice and did not get their support. Many refused to fight, but I paid for an army and invaded the south of France anyway. I lost this battle.

I became judge in the Royal Court and decided cases myself. People said I used the courts to help my friends and punish people and I did not like.

### King John I (1166-1216)

I increased the tax people paid to the King when they inherited their parents' land. I charged one baron £6000 for land that was only earning £550 per year.

I did not trust the advice of the English barons. Foreign mercenaries, like Gerard d'Athee, who were paid to fight for me, gave me much better advice. I put Gerald in charge of three major castles in Gloucester, Bristol and Hereford after taking them from untrustworthy barons!

I greatly increased taxes on barons who would not provide soldiers to fight for me. One baron who refused to pay was imprisoned without trial until he paid.

I wanted one of my own men to be the new Archbishop of Canterbury but the Church wanted the final say on who should be appointed. This led to a big argument with the Pope.

I always wore expensive, exotic fur coats made of sable, ermine and even polar bear.

I travelled around the country checking up on the English barons and making sure that they were keeping my laws.

In my lifetime, I collected so much tax that almost half of all the coins in England were stored in my castles by the year 1213!

Activity 3:



Now watch the clip from Disney's *Robin Hood* and then think about these questions:

1. What impression do you get of John from the clip?

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2. What happened in the clip that gave you this impression?

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3. Given that the clip is from Disney, how far can we trust it as a reliable source?

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4. Given John's style of monarchy, why might the barons want to limit his powers?

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## Writing Task:

Use the prompts to help you explain how the power of the monarchy changed between the rule of William I and the rule of King John.

### Areas to think about:

#### William:

- What type of monarch William was.
- Outline your understanding of 'absolute monarchy'.
- Give examples of William's actions as an absolute monarch.

#### John:

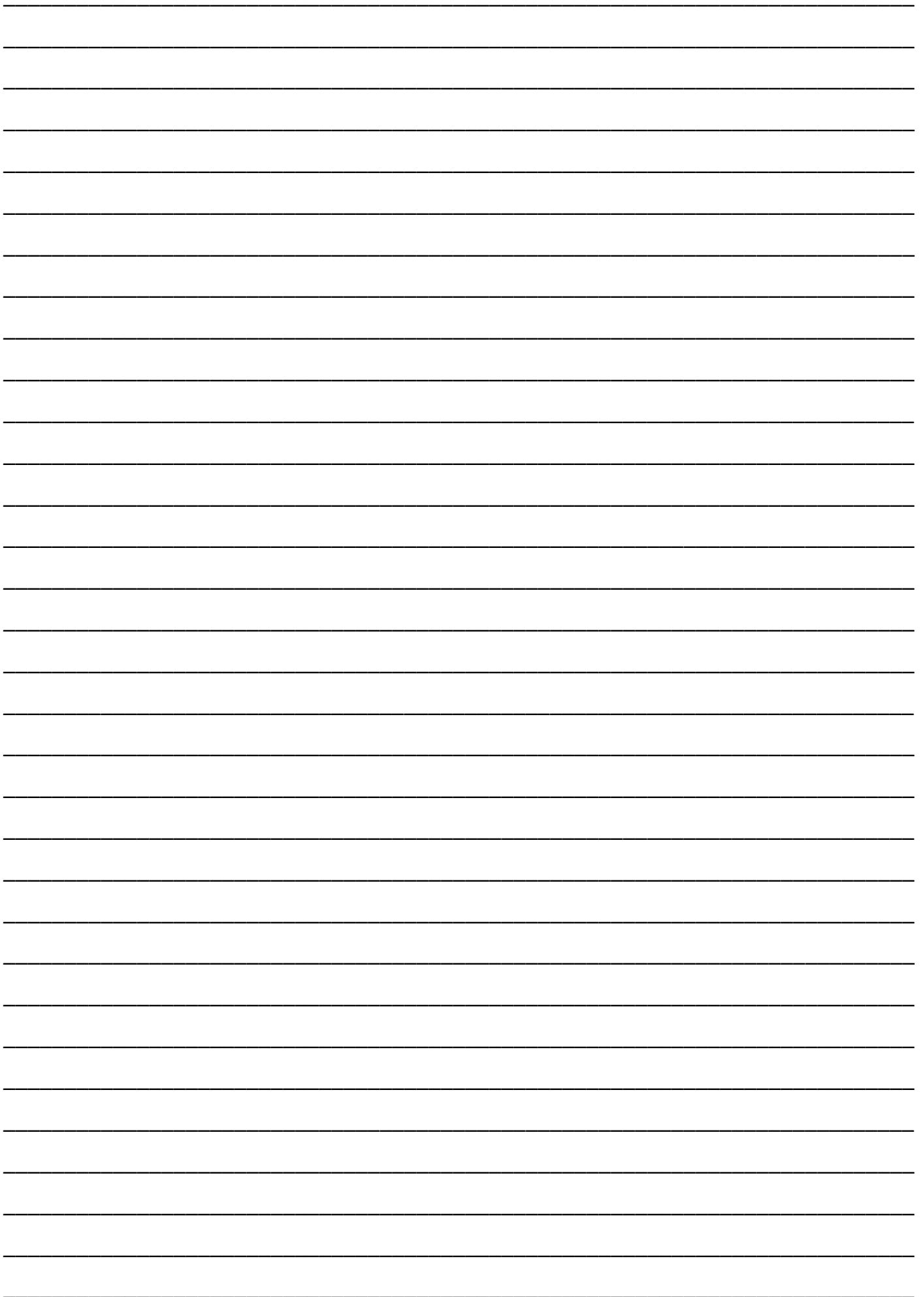
- Why John was an unpopular king.
- The actions of the barons and why they acted this way.
- Your understanding of Magna Carta
- Some details about the rules in Magna Carta

### Final section

- Summarise the main changes in the power of the monarchy between William I and King John.

### Useful Vocabulary:

absolute	Harrying of the North	power	law		
taxes	govern	rule	barons	charter	rights
limited	increased/decreased	punishment	Magna Carta		



# Lesson 3:

## How Powerful Was Henry III?

### Lesson Objective:

Understand and explain why the reign of Henry III was a turning point in how powerful an English monarch was

### Students will be able to:

- Demonstrate understanding of the fact that Henry III was John's son and was a child when John died
- Explain some of the reasons that a parliament was established during Henry III's reign
- Identify and describe powers that parliament took away from Henry III
- Describe the continuing change in the power of the monarch since William I

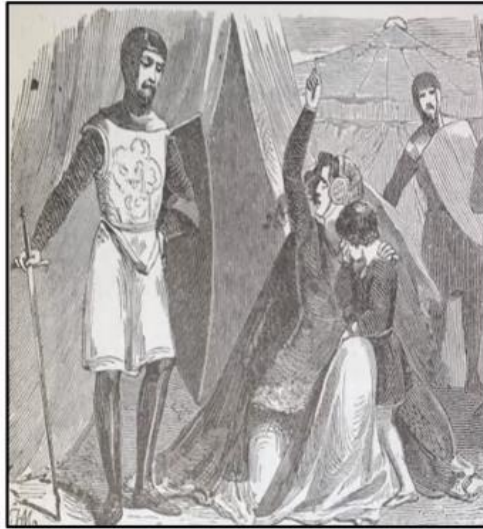
### Activity 1: Key Words

1. Parliament – this is a part of the UK's government. The word comes from the French verb 'parler' which means to speak.
2. Provisions of Oxford – these were created by a group of barons in 1258. The provisions reduced the power of King Henry III and forced him to accept a new form of government.
3. Council – a group of people who meet regularly to discuss important topics and issues.
4. Barons – members of the nobility who communicated with, and met with, kings and queens.
5. Knights – soldiers who protected the barons.
6. Citizens – merchants who traded goods.
7. Representatives – people chosen to speak for others.
8. Battle of Lewes – a battle which took place on the 14<sup>th</sup> May 1264. In this battle, Simon de Montfort defeated, and imprisoned, King Henry III and his son Edward.
9. Democracy – a country in which power is held by the people, through representatives.
10. Battle of Evesham – a battle which took place on the 4<sup>th</sup> August 1265. The future King Edward I used his father's army (Henry III) to defeat, and kill, Simon de Montfort.

Use this space to learn and revise spellings and meanings of the 10 key words for this lesson.



**Activity 2:**



1. How old does Henry look?

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2. Using this source and your knowledge of monarchy so far, who is going to rule England after King John's death?

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3. Can this **boy** be a successful king? Why/why not?

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**Activity 3:** Using the facts your teacher read to you be (printed below), explain why you think a parliament was set up during Henry III's reign.

- King John died in 1216.
- His son Henry was only 9 years old when he became King Henry III of England.
- As you would expect, the new king needed help. He received advice from barons, he upheld the terms of the Magna Carta (which you learned about last lesson) and he largely did as he was told by the barons.
- However, Henry was growing up and, in 1236, he got married and his wife was very unpopular. Henry no longer took advice from the barons and instead gave money and important jobs to his wife's family – for example his wife's uncle became the Archbishop of Canterbury!

- The English barons were also very unhappy with other things Henry was doing such as collecting high taxes to spend on expensive wars and to buy an island for his youngest son.
- By the 1250s, Henry III had failed in his foreign policy, he did not like foreign people having a say he how his country was run and he was running out of money - owing lots of money to lots of people.
- One of the most powerful barons was Simon de Montfort. Simon and the king had been friends but fell out because Simon de Montfort did not like Henry III was ignoring the barons, nor how he was ruling the country.

**A parliament was set up during King Henry III's reign because:**

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**Activity 4:**

1. Why was Simon De Montfort angry with the King?

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2. What did Simon De Montfort want the King to do?

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3. What happened as a result of the King ignoring all of the important barons in England?

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**Activity 5:**

Sum up the importance of the Battle of Evesham.

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5. \_\_\_\_\_  
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**Activity 6: Writing Task**

How did the power of the monarchy change from King John to King Henry III?

*The power of the monarchy changed from King John to Henry III because during King John's reign*

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# Lesson 4:

## How Powerful Were James II and William III?

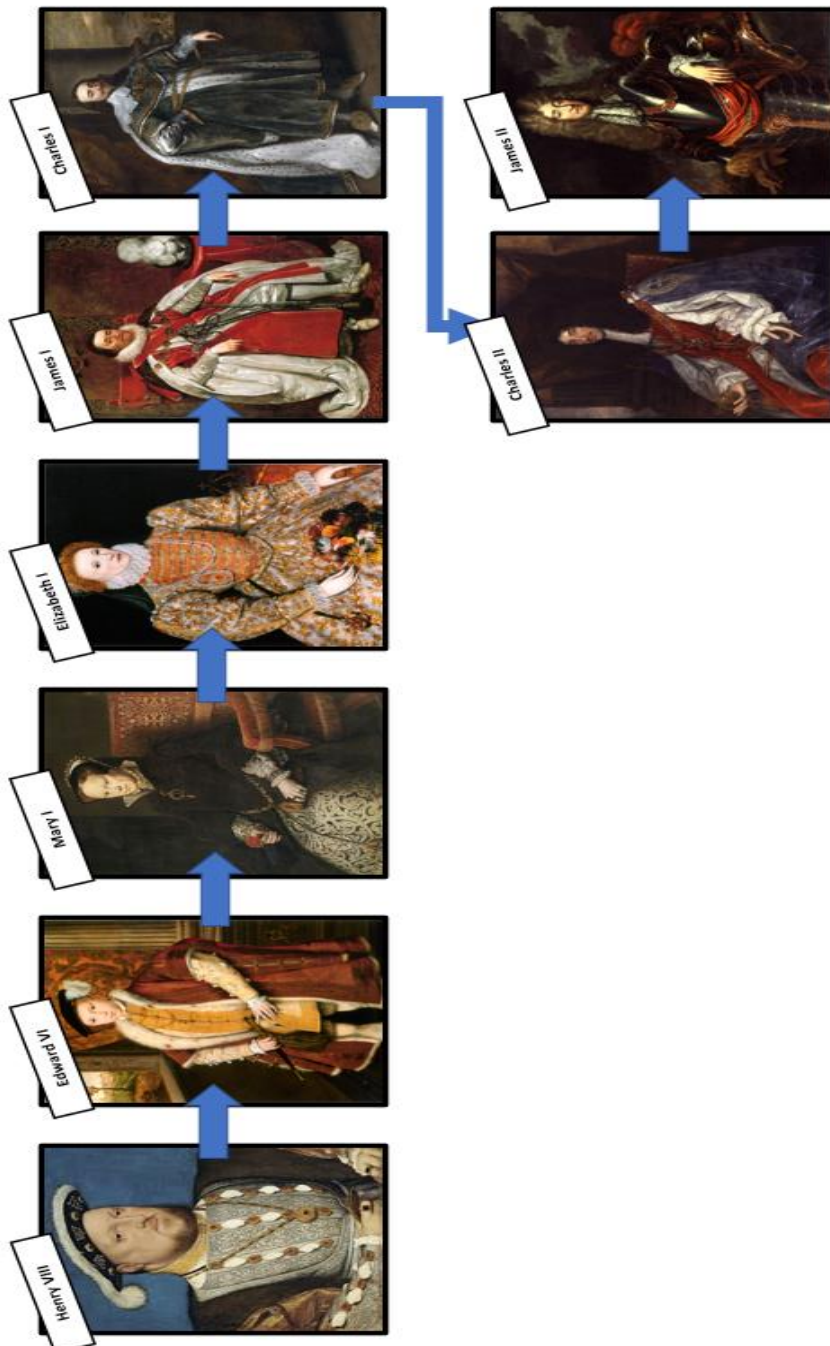
### Lesson objective:

Understand and explain how England became a constitutional monarchy

### Students will be able to:

- Explain why James II was unpopular with Parliament
- Explain why William III was approached to become King of England
- Recognise that William III was the first ever constitutional monarch of England
- Compare William III's style of monarchy (constitutional) with William I's style of monarchy (absolute)

**Activity 1:** Listen carefully as your teacher talks you through some key facts about monarchs on the timeline you were given at the beginning of this topic. You might even want to make a few notes on the timeline below:



**Activity 2:** Video key words, times, and definitions:

<b>Term</b>	<b>Time</b>	<b>Definition</b>
Civil war	00:08	Two armies from the same country fighting
Frivolity	00:30	Lack of seriousness
Ominous	00:42	Worrying feeling that something bad will happen
'Absolute' ruler	01:05	Somebody who holds all of the power without limits
House of Lords	01:39	The upper house in Parliament – members are appointed, not elected
Landed	01:42	Someone who owns land through inheritance
Aristocracy	01:43	The highest class in society; usually people born into noble families
Elite	02:14	A group of people with the most power and influence in society
Retinue	02:46	A group of people accompanying an important person
Glorious Revolution	02:47	The removal and replacement of James II with William II
Revolution	03:10	The forced removal of a leader, government or social order
Coup	03:19	A sudden, violent and illegal seizure of power from a government
House of Commons	04:29	The lower house in Parliament – members are elected, not appointed

**Writing Task:** Letter to William – remember to include:

- The fact that you, as William Cavendish, are aware that William will never become King of Holland, so this is his only chance to become a monarch.
- An explanation of Parliament’s dislike of James II as he is a Catholic.
- An explanation to William that he must agree to become a **constitutional monarch** in England if he wants to take the English throne – leaving the majority of the power with Parliament.

Dear William,

My name is William Cavendish and I have an exciting opportunity for you. I would like you to \_\_\_\_\_

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This is a good opportunity for you because \_\_\_\_\_

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We want you to do this because \_\_\_\_\_

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However, if you do agree to this, there are some conditions. These are \_\_\_\_\_

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All the best,

William Cavendish

# Lesson 5:

## How Did Elizabeth II Become Our Monarch?

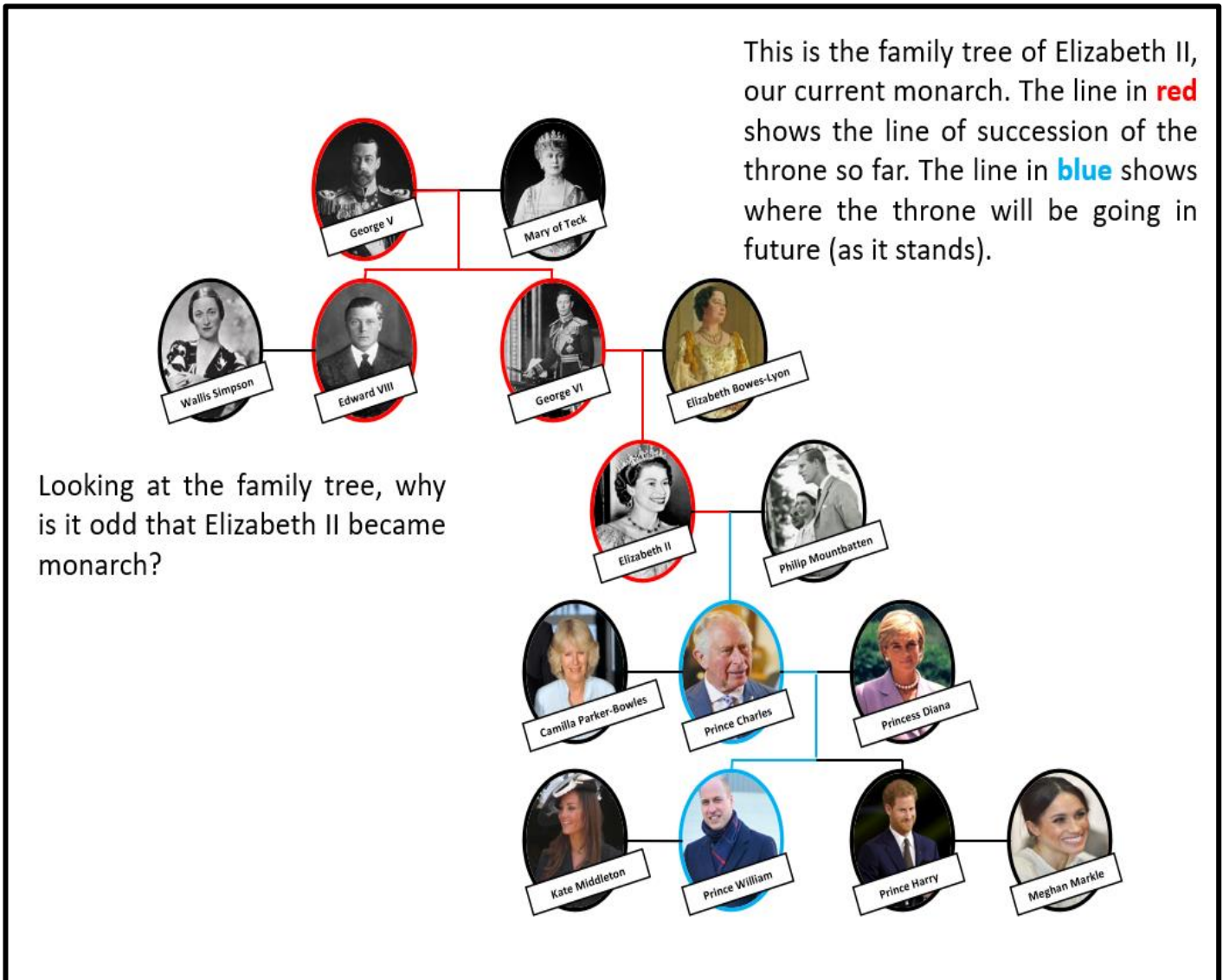
### Lesson Objective:

Understand and explain the Abdication Crisis of 1936

### Students will be able to:

- Describe how the abdication of Edward VIII changed the line of succession in Britain
- Explain how Parliament's rules led to Edward VIII choosing to abdicate the throne
- Explain how Elizabeth II therefore became our monarch

### Activity 1:



Word	Definition
Renounce	Formally declare your abandonment of something
Abdicate	Renounce your throne
Succeed	Take over a throne



**Activity 2:** Listen to the speech that Edward VIII broadcast from BBC Radio, despite being told not to do it, on 12 December 1936. Read the transcript as you go.

What reasons did Edward give for his **abdication** in the speech? What did it have to do with marriage?

King Edward VIII's Speech Transcript

12 December 1936

At long last I am able to say a few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak.

A few hours ago, I discharged my last duty as King and Emperor, and now that I have been succeeded by my brother, the Duke of York, my first words must be to declare my allegiance to him. This I do with all my heart.

You all know the reasons which have impelled me to renounce the throne. But I want you to understand that in making up my mind I did not forget the country or the empire, which, as Prince of Wales, and lately as King, I have for 25 years tried to serve.

But you must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the help and support of the woman I love.

And I want you to know that the decision I have made has been mine and mine alone. This was a thing I had to judge entirely for myself. The other person most nearly concerned has tried up to the last to persuade me to take a different course.

I have made this, the most serious decision of my life, only upon the single thought of what would, in the end, be best for all.

This decision has been made less difficult to me by the sure knowledge that my brother, with his long training in the public affairs of this country and with his fine qualities, will be able to take my place forthwith without interruption or injury to the life and progress of the empire. And he has one matchless blessing, enjoyed by so many of you, and not bestowed on me – a happy home with his wife and children.

During these hard days I have been comforted by her majesty my mother and by my family. The ministers of the crown, and in particular, Mr. Baldwin, the Prime Minister, have always treated me with full consideration. There has never been any constitutional difference between me and them, and between me and Parliament. Bred in the constitutional tradition by my father, I should never have allowed any such issue to arise.

Ever since I was Prince of Wales, and later on when I occupied the throne, I have been treated with the greatest kindness by all classes of the people wherever I have lived or journeyed throughout the empire. For that I am very grateful.

I now quit altogether public affairs and I lay down my burden. It may be some time before I return to my native land, but I shall always follow the fortunes of the British race and empire with profound interest, and if at any time in the future I can be found of service to his majesty in a private station, I shall not fail.

And now, we all have a new King. I wish him and you, his people, happiness and prosperity with all my heart.

God bless you all.

God save the King!

