

Year 5 Rights & Responsibilities

Enquiry question: How did the rights and responsibilities of the monarch change during the early Georgian era?

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>The changing power of monarchs using a case study of Queen Anne and George I.</p>		<p>Why was Queen Anne's lack of an heir a problem?</p> <ul style="list-style-type: none"> To establish the chronology of the late Stuarts/early Georgians To establish a timeline of significant events To understand the problem caused by Queen Anne having no heir To understand the historical context of the Act of Settlement & how it prevented a Catholic from the succession To know the candidates for the succession and why they were suitable/unsuitable To understand why George of Hanover was chosen to succeed the throne <p>How did the Act of the Union change England?</p> <ul style="list-style-type: none"> To understand how the United Kingdom of Great Britain was created by the 1707 Act of Union To understand that this led on from the Act of Settlement and helped to prevent a Catholic succeeding the throne <p>Why did the Jacobites object to the chosen heir?</p> <ul style="list-style-type: none"> To understand the story of Bonnie Prince Charlie and the role of religion in the Jacobite Rebellion To investigate the role of the Oglethorpe family in the Jacobite Rebellion <p>How did the monarchy change with the arrival of George I?</p> <ul style="list-style-type: none"> To know why the coronation of George 1 was so unusual To investigate why the arrival of George 1 allowed the role of the Prime Minister to develop 			<p>Theophilus Oglethorpe's wife and daughter were Jacobite supporters and there is evidence that they sheltered Jacobite sympathisers</p>	
					Key Figures	Linked Texts
<p style="text-align: center;">Prior Learning</p> <ul style="list-style-type: none"> In Year 4, the children learn about the Stuarts and the Glorious Revolution, which brought Queen Anne to the throne after William and Mary. They are familiar with the concepts of monarch and succession as well the conflict between the protestants and Catholics (Reformation in Year 3 and the Gunpowder Plot and Civil War in Year 4)) 		<p>Queen Anne George 1 James II James – the Old Pretender Bonnie Prince Charlie – the Young Pretender Sophia of Hanover - Robert Walpole – the first Prime Minister Theophilus Oglethorpe -</p>		<p><i>'Skye Boat Song', Traditional Scottish Song</i></p>		
		Future Learning				
		<ul style="list-style-type: none"> Throughout Year 5, the children study the Georgian era including the rise of the British Empire. In Year 6, the children study the Industrial Revolution from its origins in the Georgian era. 				
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
Chronology of the late Stuarts/early Georgians	How does the role of the modern prime minister compare with the time of Robert Walpole?	How did the monarchy change with the arrival of George I?	Why was Queen Anne's lack of an heir a problem?	What is the significance of the signing of the Act of Union?	How did the rights and responsibilities of the monarch change during the early Georgian era?	

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • 1701 – Act of Settlement • 1702 – Queen Anne crowned • 1707 – Act of Union: England, Wales and Scotland become Great Britain • 1714 – George I crowned • 1715, 1719 – Jacobite rebellions • 1725 – Robert Walpole becomes Prime Minister • 1727 – George II crowned • 1745 – Jacobite rising – Bonnie Prince Charlie attempts to take the throne • 1746 – Battle of Culloden • 1760 – George III crowned 	<p>Monarch Coronation Reign Protestant Catholic Sovereign Parliament Government Succession Union Rebellion Usurper Pretender Clan</p>	<ul style="list-style-type: none"> • I can use a timeline to place different events, time periods or political movements from the past. • I can name the date of significant events from the past that I have studied and place them in the right place on a timeline. • I know and can sequence several events or artefacts both within and across time periods I have studied. • I make comparisons between different times in the past, describing the main historical changes of these times. • I can ask a variety of questions about the time period I am studying and realise that there is often more than one answer to these questions. • I can begin to recognise primary and secondary sources of evidence. • I can choose reliable sources to collect evidence about the past, including documents, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites. • I can describe some of the main changes in a period in history using words such as social, religious, political, technological and cultural (<i>e.g. political changes in 18th century Britain, or the social changes at times in revolutionary periods</i>) • I can choose reliable sources of factual evidence to reconstruct aspects of life and people’s actions in the time studied (<i>e.g. events and actions in the Jacobite rebellions</i>) • I can evaluate evidence and begin to choose the most reliable forms. • I can look at and compare a variety of representations of a period in history and give reasons why I think there may be differences in the accounts that these representations make.