



Sitwell Junior School
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MAGNA
800th
CARTA

www.magnacarta800th.com

Key Stage 2 Magna Carta 800th Anniversary Teaching Ideas

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Teaching plans developed by Nicola Doughty, Sitwell Junior School, for the Magna Carta 800th Anniversary Committee



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INTRODUCTION

This document is designed as a guide for Key Stage 2 teachers to provide ideas and guidance for the teaching of Magna Carta.

We have produced eight Lesson Ideas across a range of key National Curriculum themes, including history, art, computing and English. These have been designed so that teachers can use all of the ideas, or just dip into them.

In the new National Curriculum from September 2014, Magna Carta should be taught in Key Stages 3 and 4 for both history and citizenship. There are also opportunities in Key Stage 2 to incorporate the teaching of Magna Carta. This guide therefore provides some examples and ideas for this, but also extends to other areas where we feel that Magna Carta – the history, legacy and ideas around it – are worth exploring with pupils.

This packs has been developed for the Magna Carta 800th Commemoration Committee by Nicola Doughty, a teacher at Sitwell Junior School in Rotherham. It is free to use and can be downloaded from: magnacarta800th.com/schools or contact markgill@magnacarta800th.com

The Magna Carta Trust's 800th Anniversary Commemoration Committee is charged by the Magna Carta Trust to co-ordinate activities, raise the profile of the anniversary and deliver a number of key national and international aspirations. These, and much else, can be found at www.magnacarta800th.com The Chair of the Committee is Sir Robert Worcester. For more information please contact Mark Gill, Executive Director, MC 800th Committee, at markgill@magnacarta800th.com.

Subjects

History, Computing, English

History

Pupils should be taught about:

- ✓ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Computing

Pupils should be taught to:

- ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

English

Spoken Language

Pupils should be taught to:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge

Differentiation

Low – I can explain the reasons for the Magna Carta

Average – I can give my own reasons for the Magna Carta

High – I can give my own reasons for the Magna Carta, based on evidence

Overview of activity

Learning Objective: to understand a key event in British history

Give children a historical background to the Magna Carta

Tell the story of King John and the Barons. Discuss the events leading up to the Barons' rebellion, and the reasons behind the Magna Carta itself

Introduce pupils to the two key clauses in Magna Carta - numbers 39 + 40 in 1215 version (see page 11)

Key Questions:

What do we mean by Liberty and Fairness? What are Human Rights? Why do you think the Barons rebelled against King John?

What effect do you think the Magna Carta had on ordinary people? What about the King?

Children to create and film a news report, explaining the events leading up to the sealing of the Magna Carta at Runnymede on 15th June 1215. They should think carefully about their viewpoint and the information they wish to include in the report

Resources:

Ipads/cameras

Subjects

History, Computing, English

History

Pupils should be taught about:

- ✓ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Computing

Pupils should be taught to:

- ✓ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

English

Spoken Language

Pupils should be taught to:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ articulate and justify answers, arguments and opinions
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Differentiation

Low – I can use evidence to help me describe how the Magna Carta affected people at the time

Average – I can choose reliable sources to help me explain how the Magna Carta affected people at the time, with some support

High – I can choose reliable sources to help me explain how the Magna Carta affected people at the time

Overview of activity

Learning Objective: to understand the feudal system and how the different social classes were affected by the Magna Carta

Using the internet or reference books, children to undertake research about the feudal system.

This activity can be done individually, in pairs or groups to suit the needs of the individual class. Give each child (or group) a specific role or character to research, eg baron, lord, serf etc

Give one child (or one from each group) the role of King's scribe. They are going to interview one person from each social class and report their findings to the King. When the research is completed this child will film each person in turn as they speak about their lives in medieval times. The completed films can then be presented to the rest of the class

Key Questions:

Explain the day to day life of your character. What was their role in medieval life? Based on what you know, how do you think they felt towards King John? How would the Magna Carta have affected their lives?

Resources:

ipads/cameras, access to the internet, reference books about medieval life

Subjects

PSHCE, English

English

Spoken Language

Pupils should be taught to:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ articulate and justify answers, arguments and opinions
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role play, improvisations and debates
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication

Differentiation

Low – I can explain my ideas

Average – I can explain my ideas, and justify them with help

High – I can explain my ideas fully and justify my opinions

Overview of activity

Learning Objective: to develop a greater understanding of the themes of liberty and justice

Present children with a scenario which threatens to deny their rights – eg a new set of school rules

Allow children to discuss the rights and wrongs of the new set of rules, exploring the themes of liberty and justice. Facilitate a debate about what fair rules might look like within school, and how these rules should be upheld

Allow children to create their own set of school rules, giving reasons for their choices

Key Questions:

Do you agree with the new school rules? Why are the new rules unfair? What is fairness? How could we ensure that they are not introduced in school? What would fair rules be like? Should we be free to do what we want? Justify your answers

Resources:

The teacher will need to prepare a short scenario to present the children with. This could be a letter or email from the headteacher to the children, explaining a change to the school rules

Subjects

PSHCE, English

Spoken Language

Pupils should be taught to:

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ articulate and justify answers, arguments and opinions
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ select and use appropriate registers for effective communication

Differentiation

Low – I can explain my ideas

Average – I can explain my ideas, and justify them with help

High – I can explain my ideas fully and justify my opinions

Overview of activity

Learning Objective: to develop a greater understanding of democracy

Allow children to share their ideas about laws and democracy, keeping in mind the themes of fairness and liberty. Make explicit links to school council to ensure that this is relevant for children, and to facilitate their understanding of how a democracy works. What laws would they make? How would they ensure that these laws were fair?

Children could then create their own set of laws, giving reasons for their choices

Key Questions:

What is democracy? Why is it important? What do we mean by laws? What laws would you make? Why? Are these laws fair? How would you uphold these laws? Justify your answers

Resources:

Subjects

PSHCE, English, Computing

Spoken Language

Pupils should be taught to:

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- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ articulate and justify answers, arguments and opinions
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication

Computing

Pupils should be taught to:

- ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Differentiation

Low – I can use computer technology to develop, and present my work

Average – I can show awareness of my audience in my presentations

High – I can think carefully about purpose and audience when I use computer technology to present my ideas

Overview of activity

Learning Objective: to develop a greater understanding of the theme of liberty, and what it means to us

Through class discussion, explore the theme of liberty. What does it mean to the children?

Children use ipads or video cameras to create a film, documenting what liberty means to them, and to others within school

The films can then be shown to the rest of the class, or to other classes in school

Key Questions:

What is liberty? What does liberty mean to you?

Resources:

Ipads / video cameras

Subjects Art, History

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Pupils should be taught:

- ✓ to create sketch books to record their observations and use them to review and revisit ideas
- ✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- ✓ about great artists, architects and designers in history

History

Pupils should be taught about:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Differentiation

Low – I can experiment with different materials

Average – I can choose the most appropriate materials to fit the purpose, with help

High – I can choose the most appropriate materials to fit the purpose

Overview of activity

Learning Objective: to deepen understanding of the historical period, and to develop art and design techniques

Refer back to previous lessons about the feudal system. Discuss knights, barons and heraldry. Allow children to design their own shields. These could then be made life size from card/paper mache/poster paint etc, or simply drawn on card and cut out to make a classroom display

Key Questions:

Why did knights carry shields in battle?

Why were they decorated?

How were the designs chosen? (The reason is that the various devices often carried meanings and these sometimes involved a pun on the owner's name: e.g. trumpets on the shield of the de Trumpington family of Trumpington, near Cambridge). Pupils might like to think of puns on their own names

If you were a medieval knight, what design would be on your shield?

Resources:

Card, paper, paper mache, paint etc

Subjects

Art, History

Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design

Pupils should be taught:

- ✓ to create sketch books to record their observations and use them to review and revisit ideas
- ✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- ✓ about great artists, architects and designers in history

History

Pupils should be taught about:

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Differentiation

Low – I can experiment with different materials

Average – I can choose the most appropriate materials to fit the purpose, with help

High – I can choose the most appropriate materials to fit the purpose

Overview of activity

Learning Objective: to deepen understanding of the historical period, and to develop art and design techniques

Show the children examples of illuminated letters from the medieval period, explaining that these were done by hand and would have taken a very long time to create. Note that the Magna Carta itself is not decorated as such. Why do the children think that this was (copies were made, to be taken around the country; it would have needed to be done quickly)

Allow children to practise their own illuminated letters, perhaps beginning with their own initials. Children could then use this skill to write up a copy of their own school rules or laws, or the skill could be linked to literacy

Key Questions:

Describe what you can see. Why do you think illuminated letters were used in medieval times? Why do you think they were not used in the Magna Carta? (this is because the charter was not a religious manuscript, it was a legal document. In these times, religious documents were illustrated not just to make the page look pretty, but to also help the reader understand the narrative) What conclusions can you draw from this?

Resources:

Examples of illuminated letters from the medieval period, pictures of the Magna Carta, watercolour paints, inks

Subject English

Possible links to English

Legends – the legend of Robin Hood (Set during the reign of Richard the Lionheart, King John's older brother). Children could write a Robin Hood Story

Playscripts – children could create a play, using their knowledge of medieval times, or about King John and the Barons. These could then be filmed

Recounts - Write a newspaper report about the Magna Carta, thinking carefully about your viewpoint

Poetry – children could write descriptive poems about an aspect of medieval life, or about King John, using figurative language. These could be performed aloud

Lower Key Stage 2

Reading

Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

- ✓ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Writing Composition

Pupils should be taught to:

plan their writing by:

- ✓ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ✓ discussing and recording ideas

draft and write by:

- ✓ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ✓ organising paragraphs around a theme
- ✓ in narratives, creating settings, characters and plot
- ✓ in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

evaluate and edit by:

- ✓ assessing the effectiveness of their own and others' writing and suggesting improvements
- ✓ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✓ proof-read for spelling and punctuation errors
- ✓ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Upper Key Stage 2

Reading

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- ✓ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Writing Composition

Pupils should be taught to:

plan their writing by:

- ✓ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ noting and developing initial ideas, drawing on reading and research where necessary
- ✓ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

- ✓ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ using a wide range of devices to build cohesion within and across paragraphs
- ✓ using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

evaluate and edit by:

- ✓ assessing the effectiveness of their own and others' writing
- ✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- ✓ proof-read for spelling and punctuation errors

The full text of Magna Carta, translated into English, can be viewed at the British Library's website:
www.bl.uk/treasures/magnacarta/translation/mc_trans.html

Below are some of the most important and well-known clauses from the original, 1215 version:

Clause 1:

the English Church shall be free.

Clause 12:

No scutage or aid (i.e. tax) shall be levied except by common counsel (consent).

Clause 33:

All fish weirs shall be removed from the Thames and the Medway and throughout all England, except on the coast.

Clause 38:

No bailiff shall put anyone on trial by his own unsupported allegation, without bringing credible witnesses to the charge.

Clause 39:

No free man shall be taken or imprisoned except by the lawful judgement of his peers or by the law of the land.

Clause 40:

To no one shall we sell, delay or deny right or justice.

Clause 45:

We will not make justices, constable, sheriffs or bailiffs who do not know the law of the land and mean to observe it well.

- The original Great Charter was agreed by King John on 15th June 1215, when he acceded to barons' and bishops' demands to limit his powers, first sealed on 19 June 1215 and distributed throughout the land
- The 1215 version of Magna Carta was revised several times in the 13th Century, reissued in 1216 after the death of King John, revised in 1217 and 1225
- The 1297 version was brought into English law, virtually unchanged from the 1225 version
- There are 4 known surviving copies of the 1215 Magna Carta - at Lincoln (1) and Salisbury (1) Cathedrals and in London at the British Library (2)
- There are 13 known surviving later 13th century copies – Durham (1216) (1225), Hereford (1217), Oxford (1217x3) (1225), London (1225x2) (1297x2), Canberra, Australia (1297), Washington, DC, USA (1297)
- And another 6 (or 7?) of the 1300 re-issue of Magna Carta in the City of London, Durham Cathedral, Faversham Town Council, Oxford (2), and Westminster Abbey (and Society of Antiquaries in London as well). Making 24 in all we know of

The Schools page of the Magna Carta 800th website contains a wide range of materials and links that will be of interest: www.magnacarta800th.com/schools

This page includes:

- Short biographies of all the 25 Magna Carta Barons
- Bibliographies for those interested in reading more about Magna Carta – aimed at beginner, intermediate and advanced level interest
- Answers to some Frequently Asked Questions about Magna Carta, including “why did the Barons and King John meet at Runnymede?”, “what did Magna Carta do for women?” and “where can I see a copy of Magna Carta?”
- Links to other institutions with information about Magna Carta, including the website of the British Library

We can also recommend the following two books as excellent general introductions to Magna Carta:

- “A very short introduction to Magna Carta” by Professor Nicholas Vincent
- “1215: The Year Of Magna Carta” by Danny Danziger and John Gillingham

