

## **KING JOHN AND THE MAGNA CARTA**

### **Suggested lesson sequence**

Lesson	Focus/Aim	Learning outcomes	Teaching activity
1  <i>Use one of the <u>STARTERS</u> AND <u>PLENARIES</u>.</i>	The nature of Medieval monarchy. How people became monarchs and the fact that there was no certainty they would be able to do the job.	Pupils to understand what challenges medieval monarchs faced and what qualities they needed to be successful.	Ask pupils, in groups, to discuss what qualities are required for a successful king. Which monarchs were successful and why did others fail?  <i><u>Family tree</u></i> <i><u>Successful king diagram</u></i> <i><u>Qualities needed to be a successful king</u></i> <i><u>Medieval monarchs</u></i> <i><u>Richard I storyboard</u></i>
2  <i>Use one of the <u>STARTERS</u> AND <u>PLENARIES</u>.</i>	Why was John regarded as a bad King?  Introduce pupils to a dramatic story from the end of King John's reign, e.g. the siege of Rochester Castle in 1215.	Pupils will be able to give, from the evidence examined, several reasons why John was regarded as a good or bad king.  They will understand why John argued with his barons and use evidence to support statements in a written summary.	Use a range of different activities to encourage pupils to examine the good and bad King John interpretations. Why did John fall out with the barons?  <i><u>King John biography</u></i> <i><u>Events in King John's reign</u></i> <i><u>Cause cards : Why did John fall out with his barons?</u></i>
3  <i>Use one of the <u>STARTERS</u> AND <u>PLENARIES</u>.</i>	More evidence about King John Why was John regarded as a bad King?	Pupils will build on their understanding of why interpretations differ and on how to use evidence to support an argument.	Discuss the differences between the interpretations and the reasons for them.

<p><u>PLENARIES.</u></p>	<p>How does the evidence show a different view of King John?</p>	<p>They will also understand that selection of sources determines conclusions reached about the nature of the rule of King John.</p>	<p><u>What was John like as a king?</u>  <u>Interview with King John</u>  <u>What to do about King John</u></p>
<p>4</p> <p><u>Use one of the STARTERS AND PLENARIES.</u></p>	<p>Focus on Magna Carta. Explain the circumstances in which it was produced.</p>	<p>Pupils should be able to make a judgement about the significance of the Magna Carta in John's struggle for control.</p>	<p>Pupils could consider the reasons why Magna Carta became famous later in history and talk about modern attempts to produce charters of rights.</p> <p><u>Who was affected by the Magna Carta?</u>  <u>Events that led to the Magna Carta</u>  <u>Importance of the Magna Carta</u>  <u>King John and the Magna Carta word search</u>  <u>Why did John sign the Magna Carta? Heads and Tails</u>  <u>Who was affected by the Magna Carta?</u></p>

<p>5</p> <p><i>Use one of the</i> <b><u>STARTERS</u></b> <b><u>AND</u></b> <b><u>PLENARIES.</u></b></p>	<p>Summary lesson.</p> <p>What is your overall opinion about King John?</p>	<p>Pupils will be able to use a range of evidence to express their overall judgment on King John and his reign.</p> <p>They will be able to justify their opinions.</p>	<p><b><u>Source evaluation checklist</u></b></p> <p><b><u>Extended writing 'Was John the worst king of England ever?' Does the evidence show this view to be true?</u></b></p> <p><b><u>Writing frame</u></b></p> <p><b><u>Knowledge test</u></b></p>
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*Choose from the range of activities for each lesson to suit the interests and abilities in your class. Use the differentiated tasks as well.  
Several activities are suitable for homework tasks*