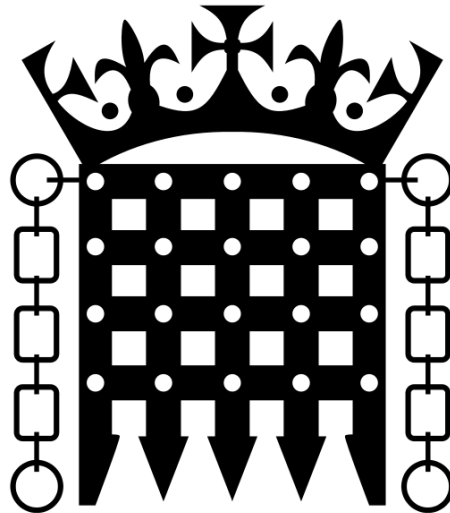


YEAR 3: CONSTRAINTS ON ROYAL POWER

(6 lessons)



Contents Include:

Henry II

Thomas Becket

King John

Magna Carta

Simon de Montfort

Suggested Teacher Resources:

- *The Young Oxford History of Britain & Ireland*, pages 96-103.
- *Great Tales from English History* by Robert Lacy, 83-102.
- There are clips on the [Crusades](#) and the [Middle Ages](#) on the History Chanel.
- The [BBC](#) has some good background reading on the Middle Ages.
- Dorling Kindersley books, such as *Stephen Biesty's Cross-Sections Castle*.

Lesson 1. Henry II and the Rule of Law

Henry II was a great reformer. He developed much of the legal system as we know it in Great Britain, introducing both judges and trial by jury. In addition, he introduced the 'rule of law', the idea that nobody, not even the king, should be above the law. Fair laws, and not individuals, were to rule the country. This was a popular development because it replaced the brutal tradition of 'trial by ordeal'. These were a series of cruel and superstitious ways to assess whether someone was guilty, such as making suspects hold red hot iron bars, and seeing how quickly their burns healed to assess whether they were guilty.

See page 163 of *What Your Year 3 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To gain an overview understanding of the Wars of the Roses.</p>	<p>During the middle ages, legal cases were decided by 'trial by ordeal', deciding a suspect's guilt through ordeals such as holding a red hot iron bar, or plunging their arms in boiling water.</p> <p>Henry developed trial by jury instead, and employed judges to travel the country hearing court cases.</p> <p>Therefore, many of the right that we enjoy today, such as the right to a fair trial, trial by jury, date back to the reign of Henry II.</p>	<p>Explain some of the most common 'trial by ordeal' methods, such as trial by hot iron, trial by boiling water, or trial by water.</p> <p>Pupils write an explanation of why 'trial by ordeal' was so cruel and ineffective, and why trial by jury was more fair.</p> <p>There are many good documentaries on this topic. This is a clip from the recent BBC documentary, <i>The Strange Case of the Law</i>, about trial by ordeal. This is about the development of the Jury. This is from a Tony Robinson documentary, and there is also the classic 'burn the witch' scene from Monty Python.</p>	<p>jury judge trial by ordeal the rule of law</p>	<p><i>What was 'trial by ordeal'?</i></p> <p><i>Give an examples of 'trial by ordeal' in medieval England?</i></p> <p><i>What did Henry II replace this with?</i></p> <p><i>Why was trial by jury more fair than trial by ordeal?</i></p>

Lesson 2. Henry II and Thomas Becket

The story of Henry II and Thomas Becket illustrates how the Church constrained royal power during the middle ages, and forced the king to share his power. Henry II made his best friend, Thomas Becket, Archbishop of Canterbury (the head of the English church), but frequently argued with him over whether priests should be tried in Church courts, or the Crown court. This ongoing argument led to one of the most famous misunderstandings in English history: four knights misheard Henry II and believed they were ordered to murder Becket. The king, Henry II, was forced to go on a pilgrimage to Canterbury to show he was sorry.

See pages 164-165 of *What Your Year 3 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To understand how the Church constrained the king's power, and why Thomas Becket died.	<p>Henry II made his best friend, Thomas Becket, Archbishop of Canterbury, but they then fell out.</p> <p>Henry was so angry with Thomas Becket, that he shouted 'Will no one rid me of this turbulent priest?' Four knights took this to be an order, so travelled to Canterbury and murdered the Archbishop in his Cathedral.</p> <p>Henry II was devastated by the news, and tried to gain forgiveness by walking barefoot to Canterbury and being whipped beside Becket's tomb.</p>	<p>Re-enact the Becket's murder and the events leading up to it in the classroom, with pupils playing Henry II, Thomas Becket, and the four knights. This website has good resources for approaching the death of Becket as a murder mystery.</p> <p>Write an angry letter from Henry II to his knights explaining to them that he never wanted them to kill Becket, and ordering that they go on a crusade to gain forgiveness. Or, write a newspaper story reporting on the murder in Canterbury Cathedral.</p> <p>This is a good Horrible Histories video about Henry II's visit to Canterbury.</p>	<p>Archbishop of Canterbury</p> <p>Thomas Becket</p> <p>Canterbury cathedral</p>	<p><i>Why did Henry II and Thomas Becket fall out?</i></p> <p><i>What did Henry II say to cause Becket's death?</i></p> <p><i>Did Henry II mean to cause Becket's death?</i></p> <p><i>What did Henry II do to seek forgiveness for his mistake?</i></p>

Lesson 3. The Crusades

The Crusades are covered in more detail studying the Rise of Islam in Year 6. For this unit of work, pupils should know the crusades were a series of invasions of Muslim controlled territory in the Holy Land, in particular Jerusalem, by European Christian armies. The Holy Land (modern day Israel) is where Christianity originated, but is also a sacred land for Islam. In the 7th century AD, the Holy Land was taken over by the Islamic Empire. There were four major crusades from the 11th to the 13th centuries, as the Holy Land swung back and forth between Muslim and Christian control. Richard I fought in the Third Crusade.

See pages 164-165 of *What Your Year 3 Child Needs to Know*.

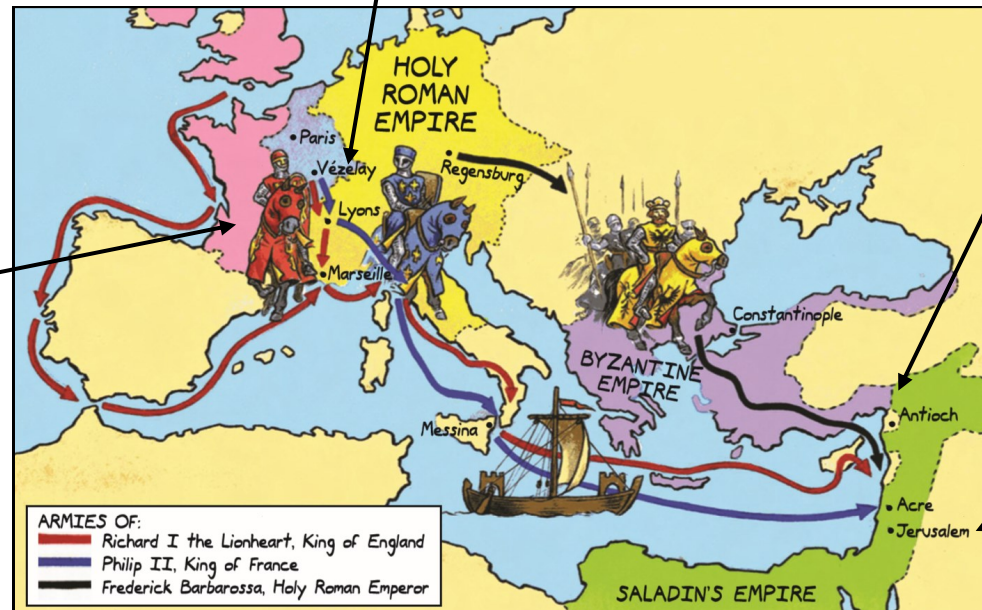
Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand why Christian European kings invaded the Holy Land during the crusades.</p>	<p>During the middle ages, the Holy Land (modern day Israel) was controlled by Muslim leaders, in particular a great emperor called Saladin.</p> <p>European kings wanted to win control of the Holy Land, because it is sacred to Christianity. They led a series of invasions called 'The Crusades'.</p> <p>England's most famous crusader king was Richard the Lionheart, who fought the Muslim Emperor Saladin for control of Jerusalem during the Third Crusade.</p>	<p>Annotate a map of the crusades, so that pupils understand the geography and purpose of the crusades (resource 2).</p> <p>Write a letter from a crusader knight who is about to embark on the Third Crusade, to their family. The letter should explain to the Knight's family what the crusade is for, and why the knight has chosen to take part in it.</p> <p>These are two excellent videos about Saladin and Richard the Lionheart. This is a Horrible Histories summary of the crusades, and their take on Richard the Lionheart, and the Knights Templar.</p>	<p>Pope crusade Holy Land Jerusalem</p>	<p><i>What is the Holy Land?</i></p> <p><i>What is a 'crusade'?</i></p> <p><i>Why did the Christian kings decide to go on a crusade?</i></p> <p><i>What was the outcome of the Third Crusade?</i></p>

2. The Crusades

The Third Crusade

The Holy Land

Richard I



Jerusalem

2. The Crusades (complete)

The Third Crusade

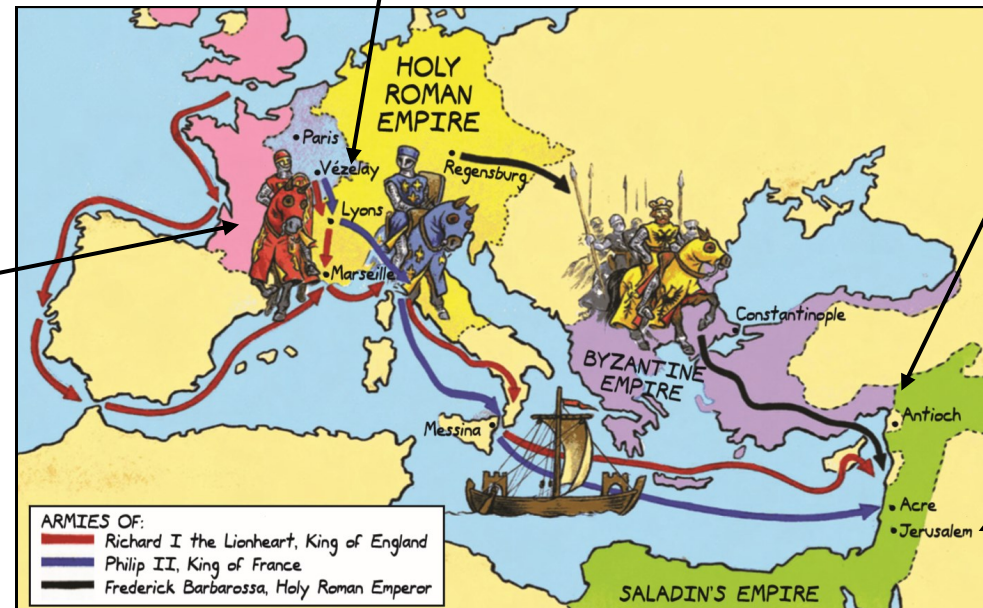
The third crusade began in 1187. Saracens led by the great Muslim Emperor Saladin, had taken control of Jerusalem. The Pope called for an army of Christian kings to take back the land. This army included Frederick Barbarossa from Germany, Phillip II from France, and Richard I from England. In particular, they wanted to win back control of Jerusalem.

The Holy Land

Located in modern day Israel, the Holy Land is important for Christians and Muslims, as it is central to the stories of both Jesus Christ and the prophet Mohammad. From the 7th century AD, it was controlled by Muslims.

Richard I

Richard I was the king of England, and the son of Henry II. He was brave on the battlefield, and known as 'Richard the Lionheart'. Richard I fought against Saladin in the Third Crusade. He was unable to win back Jerusalem, but he did win the right for Christians to visit Jerusalem at the Treaty of Ramla.



Jerusalem

As the final resting place of Jesus, Jerusalem is a very holy place for Christians. However, under Muslim rule Christians were not allowed to visit it. For this reason, Christian kings wanted to control the city.

Lesson 4. Richard the Lionheart and King John

Whilst Richard the Lionheart was on crusade, his brother John seized power. John claimed that Richard had died, and when Richard was imprisoned, John refused to pay his ransom. In 1199 Richard died whilst on campaign in France, and John became King of England. King John is remembered as one of the worst kings in English history. Despite recent attempts to rehabilitate his reputation, most still agree that he was a terrible king. He fell out with the church, fell out with the barons, raised taxes, seized people's property, imprisoned people without trial and probably murdered his own nephew, Arthur.

See pages 167-168 of *What Your Year 3 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand why King John was such a bad king.</p>	<p>Whilst Richard I was on crusade, his brother John seized power and began to rule as king. When Richard died, he became King John.</p> <p>King John is remembered as one of the worst kings in English history. He out with the church, fell out with the barons, raised taxes, seized people's property, imprisoned people without trial and probably murdered his own nephew.</p> <p>This led to a lot of conflict with his own barons, who were badly treated by King John.</p>	<p>Pupils learn about what John did whilst Richard was fighting a crusade in the Holy Land. They then write a letter from Richard to John, telling him off for trying to seize his throne whilst he was abroad</p> <p>Pupils make a list of all of the bad things that King John did as king. They then prepare a speech to be made by a baron to King John, explaining why he is such a bad king, and what he needs to do to be a better king.</p> <p>This is a video about King John's reign, and this article provides background reading on whether he deserves his reputation as 'bad King John'.</p>	<p>tyrant King John Richard the Lionheart</p>	<p><i>What did King John do whilst Richard the Lionheart was on crusade?</i></p> <p><i>What happened when Richard the Lionheart died?</i></p> <p><i>Why was John such a bad King?</i></p> <p><i>What did John do to anger the people of England?</i></p>

Lesson 5. Magna Carta

The barons hated ‘bad King John’. He lost every war he fought in France, and to fight these unsuccessful wars, King John raised money through taxing his barons. One baron who refused to pay had his land and property seized, and his wife and son were starved to death in prison. The barons decided they had had enough, and forced King John to make a series of promises about how he would rule England. These included the right to a fair trial; not meddling in the affairs of the church; and limiting his ability to raise taxes. This document established the legal rights of English subjects, and was known as the Magna Carta.

See pages 168-9 of *What Your Year 3 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand the significance of the Magna Carta.</p>	<p>The barons were extremely angry with King John. He would raise taxes; steal their land and property; and imprison them if they complained.</p> <p>The barons decided to stand up to King John, and forced him to sign a series of promises to rule England more fairly.</p> <p>These promises were grouped together in a document called Magna Carta, which John signed in 1215 in a place called Runnymede. Magna Carta is seen as the origin of our legal rights in England today.</p>	<p>Pupils consider all of the negative things that King John did to his subjects whilst in power. For a case study, look at William de Braose, see case study here. Pupils then draw up their own list of promises that King John should have to make to his barons, creating their own Magna Carta (resource 3). The class then role-play ‘bad King John’ signing the Magna Carta against his wishes.</p> <p>There are many teacher resources about Magna Carta online, thanks to the 800th birthday celebrations. This website will redirect you to resources, including a free video from Parliament, and possible Key Stage 2 lesson plans.</p>	<p>Magna Carta Runnymede Barons</p>	<p><i>Why were the barons angry with King John?</i></p> <p><i>What was the Magna Carta?</i></p> <p><i>When and where was the Magna Carta signed?</i></p> <p><i>What promises did the Magna Carta include?</i></p>

3. Magna Carta Clauses

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.



Lesson 6. de Montfort's Parliament

A year after Magna Carta, King John died fighting a war against his barons. His son, Henry III, ruled for fifty years. He made many of the same mistakes as his father, and in 1264 a 'Second Barons War' broke out. The barons were led by a great knight called Simon de Montfort, who beat Henry III at the Battle of Lewes and imprisoned the king. In order to decide what to do with the king, de Montfort asked every county in England to send two knights to represent them. Towns (called burghs) could also send two commoners. This group of representatives were given the name 'Parliament', from the French 'parler'.

See pages 169-170 of *What Your Year 3 Child Needs to Know*.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand the origin of the English Parliament.</p>	<p>King John's son, Henry III, fought a civil war against his barons, who were led by a knight called Simon de Montfort.</p> <p>At the Battle of Lewes, de Montfort defeated and imprisoned king Henry III. To decide what to do with Henry, he asked two knights and two commoners from every county and town in England to attend a great meeting.</p> <p>This meeting was called a 'Parliament', from the French word 'parler'. It is the origin of the political system we still use today.</p>	<p>Imagine that the classroom is Britain after the Battle of Lewes. Role play the meeting of the first Parliament, with pupils playing Henry III; Simon de Montfort; Prince Edward; the electors of a county or burgh; and two Members of Parliament (resource 4).</p> <p>This is a video, and this is a brief summary about de Montfort's Parliament, both provided by the UK Parliament. The de Montfort society has further information about the life of the founder of the English Parliament.</p>	<p>Parliament county burgh elect democracy</p>	<p><i>What sort of king was Henry III?</i></p> <p><i>Who was Simon de Montfort?</i></p> <p><i>What happened at the end of the Second Barons War?</i></p> <p><i>Who was elected to Parliament?</i></p> <p><i>Where does the word 'Parliament' come from?</i></p>

4. The First Parliament

The class will act out the calling of the first ever English Parliament. This will require pupils to play the following roles: Henry III; Simon de Montfort; Prince Edward; the electors of a county or burgh; and two Members of Parliament.

Props: a crown, handcuffs and chains, a sword and shield, a scroll.

TEACHER The Battle of Lewes has been won, and the barons have defeated Henry III. He has been temporarily stripped of his crown, and thrown in prison, until the barons can decide what to do with him.

Henry III has his crown removed, and he is handcuffed, chained up, and thrown in prison. Simon de Montfort, with his sword and shield, comes forward.

TEACHER The leader of the barons is a strong, brave, handsome knight named Simon de Montfort. He needs to decide what to do with the king, so who is going to help him make his decision?

SIMON A great meeting shall take place in Westminster Hall. Every county should elect two knights, and every burgh (town) shall elect two commoners, to join me.

The teacher then splits the remainder of the class into two groups, and each group chooses two representatives. This could be done through discussion, or through a vote. During the first Parliament, wealthy landowner could vote in county elections, but each burgh devised its own electoral system.

TEACHER Simon de Montfort and his representatives met at Westminster Hall from 20 January to 15 February, to work out what should be done with the King. They called this meeting 'Parliament', from the French word 'parler', meaning 'to talk'. This is because Parliament did a lot of talking about how England should be ruled.

The two members of Parliament come to the front of the classroom. Simon de Montfort then reads out a series of proposals, and the members of Parliament vote 'yes' or 'no'. At this point, the whole class could perhaps role play as 'Parliament'.

SIMON King Henry III should be stripped of his crown, and it should pass to his 25 year old son King Edward, who is also in prison.

Class discusses the idea and votes.

SIMON King Henry II should be executed for treason against the people of England, and we should choose a new king from amongst ourselves.

Class discusses the idea and votes.

SIMON I should be made king instead of Henry III, as I would do a much better job than him.

Class discusses the idea and votes.

SIMON King Henry III should be given a bit of a telling off, and then put back on the throne as king. He is from the royal family, anointed by God, and it is not in our power to kill him.

Class discusses the idea and votes.

TEACHER Unfortunately, Simon's Parliament did not last very long. In May 1265, Henry III's son Prince Edward escaped from his prison, and raised a new army in support of the King. In August 1265, Prince Edward and Simon de Montfort met with their armies at the Battle of Evesham. Prince Edward won a great victory, and Simon de Montfort was killed, his body brutally mutilated.

Prince Edward escapes from Prison, kills Simon de Montfort, and Henry III wins back his crown.

TEACHER Although de Montfort's Parliament did not last long, its legacy continues up to this day. Having become king of England, Edward I realised that he needed to call Parliament regularly to raise taxes and decide new laws. The idea that the king should share power with his barons was now established.