

The Changing Power of Kings and Queens (Kings and Queens)

Teacher Notes

Length: 60 minutes

Meeting point:

Your presenter will meet you at the **Group Entrance**.

New National Curriculum links at KS2:

KS2 History

- To explore a local history study post 1066
- To investigate a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms

KS2 Spoken Language

- To ask relevant questions to extend their understanding and knowledge
- To articulate and justify answers, arguments and opinions
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- To participate in discussions and debates

Session objectives:

Guided by a presenter, pupils will discover how the role of the monarchy in Britain has changed from one where kings and queens could rule as they pleased, to having to share power with Parliament. They will travel through the reigns of Queen Victoria, William and Mary and other kings and queens examining a range of sources and taking part in activities that explain how and why the monarch's role changed.

During the session pupils will:

- Create their own laws and discuss the pitfalls of absolute power
- Investigate, debate and deduce information from a range of sources.
- Discover elements of the life of the young Victoria, and William & Mary and other Kings and Queens.



Preparation for your session:

In order to help your pupils enjoy this session, we would request that, where possible, they are aware of the following subjects and concepts prior to their visit:

- An idea of who Queen Victoria and William and Mary were and where their lives sit chronologically in relation to any other time periods they have studied and the present day, perhaps through a timeline activity.
- That the United Kingdom has a royal family, the eldest child normally inheriting the throne when their father or mother dies.
- That the UK has a Prime Minister who is elected, and his or her government makes all the main decisions about how to run the country through Parliament.
- Laws define what people may or may not do in the UK, and that these can change over time.

During your session:

Please note that the 1:10 staff to pupil ratio, which we ask for throughout your visit to Kensington Palace, still applies during your teaching session. We ask that sufficient adults remain with your group as they will be encouraged to join in with the session activities. Please brief adults that are attending the sessions that they will be asked to help facilitate and guide the pupils' discussion, as well as support with additional needs, such as reading session handouts.

Follow-up activities:

A visit to a historical site can be an excellent way to help stimulate children's imaginations in relation to a particular area of study. Below we have listed some ideas that can be carried out at school following your visit to Kensington Palace. We hope that these might offer some ways to help extend the children's learning and interest not only in history but also a range of subjects.

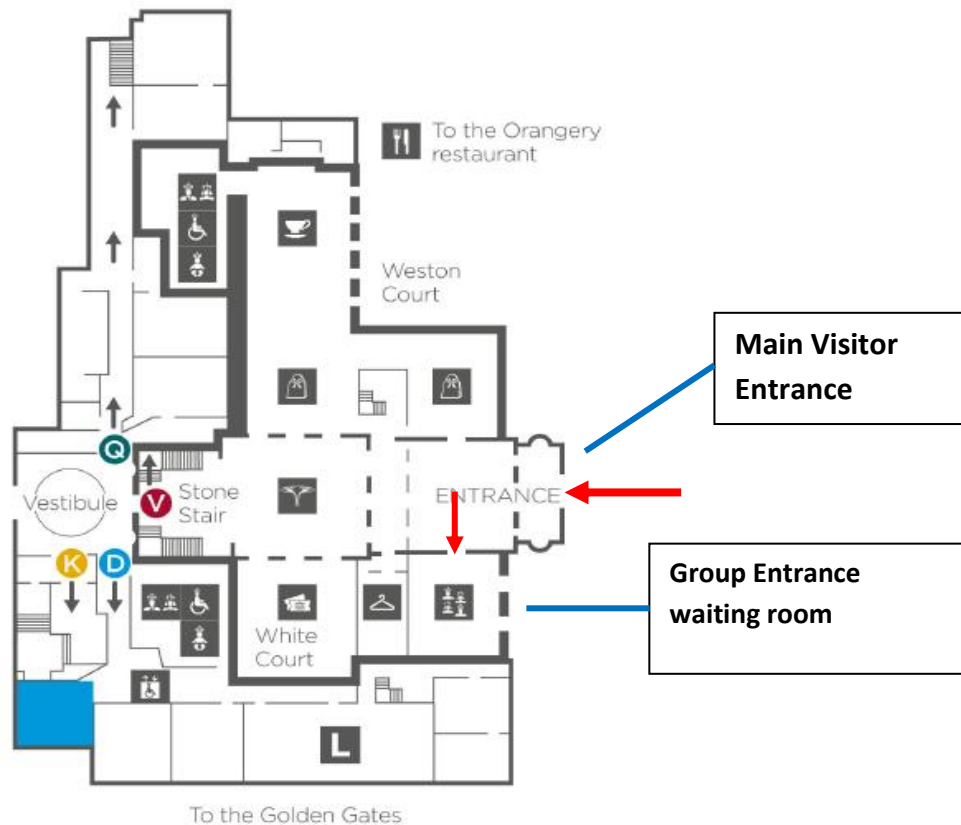
A visit to a historical site can really stimulate children's imaginations, and wherever possible should have lessons to capture and extend that interest once back at school in order to best support their learning. Some possible lessons could include:

- A report or diary entry detailing the trip (with illustrations). A class discussion and collectively built wordbank of the highlights would aid the children in this task.
- Drama and hotseating activities that help children to draw upon what they have learnt to empathise with the royal characters they met and imagine how they saw the world. What wouldn't they know about that we do today? How might they think similarly or differently to us?
- Posters presenting the monarchs discussed in the trip, their personalities (likes/dislikes) and the key historical events of their lifetimes.
- A discussion about the sort of laws which affect us every day. This could lead into a persuasive writing activity where children propose a new law and put forward an argument to support it. This could even be tied in



to the school's rules with the children suggesting changes to the system which they could present to the head teacher.

Directions to the Group Entrance:



- On arrival enter Kensington Palace via the main visitor entrance
- Bring your group into the **Group Entrance**, directly to your left
- Students should remain in the Group Entrance while the teacher/group registers with our Team
- Groups can leave coats/ bags etc in the wardrobe facilities in the Group Entrance waiting room
- A member of the Welcome Team or volunteer on duty will show you how to access the main visitor routes and the meeting point for your pre-booked taught session

