

How influential is the Head of State?

Key Stage 3 / Year 9

<p>Overview</p>	<p>The lesson sets out to outline the role of the Head of State, and the personal service of the queen over the last 70 years. It is written to celebrate the Platinum Jubilee of Her Royal Highness Queen Elizabeth II.</p> <p>There are plenty of opportunities to extend this lesson across two lessons and even into a research task/homework. As a teacher, you can use your professional experience to adapt the lesson to your needs.</p>
<p>Citizenship Skills and Concepts</p>	<p>Students will develop skills of enquiry and discussion. They will consider democracy and understand the role of the monarchy in our constitutional democracy.</p>
<p>Essential Teaching Guidance</p>	<p>Depending on issues selected or discussed by students/teachers, there could be some differing views on the monarchy, its establishment and associated activities. The Deliberative Classroom is a project to support teachers to lead knowledge based discussions and debates with students on topical issues relating to fundamental British values (democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs), citizenship and equality. You can access support here: https://www.teachingcitizenship.org.uk/deliberative-classroom-to-pical-debating-resources-and-teacher-guidance</p> <p>Students may be keen to discuss issues moving on from this, and by discussing our constitution and issues around the way the UK is governed, it will allow teachers to ensure impartiality over time</p>
<p>Learning Questions</p>	<ol style="list-style-type: none"> 1. What is the Head of State's role? 2. Why is a Head of Stage important? 3. How has the role changed over time and why? <ol style="list-style-type: none"> a. What is succession and how does it work?

<p>Resources</p>	<p>Queen’s Jubilee slide set including image slides that can be printed out</p> <p>Jubilee Head of State sort cards</p>
<p>Do now / Starter /Entry Task</p> <p><i>(15 minutes)</i></p>	<p>What does the Head of state do?</p> <p>Students to place the different activities of the monarch (Sort cards) into three piles; Legislative, Politically, Worldwide</p> <p>Challenge: Add additional activities the Head of State may undertake (consider charitable work, and public influence)</p> <p>Question: How is this different/similar to those who are elected as Head of the Government?</p> <p>Question: How much power does the Head of State have?</p> <p>Look at the quote from the Queen’s 21st Birthday speech. Discuss as a class:</p> <p>What did The Queen mean by service?</p> <p>What did The Queen mean by ‘Imperial family’?</p>
<p>Task 1</p> <p><i>(10 minutes)</i></p>	<p>Understanding The Royal Family, the British Empire and the Commonwealth.</p> <p>Briefly explore the historical background of the current Royal family (the Windsors), the former British Empire and its demise, and the Queen’s inheritance of the Commonwealth role.</p> <p>Explain the aims of the Commonwealth today.</p> <p>Think-Pair-Share</p> <p>How might someone’s viewpoint on the British Imperial family differ? Why?</p> <p>Ask students to create a list of pros and cons for being part of the Commonwealth.</p>

<p>Task 2 <i>(25 minutes)</i></p>	<p>70 years of reign: Citizenship events</p> <p>Pick images you may have covered with your class, or that you think will interest them the most. You may need to give hints to get them started.</p> <p>This could be delivered as a:</p> <p>Research activity (ask students to research the event using laptops)</p> <p>Class activity (go through a selection of the images together as a class on the board)</p> <p>Group activity (print an image off for each group and have students annotate answers around theirs and feedback after)</p> <p>As you discuss each picture, students establish:</p> <ul style="list-style-type: none"> ● The date ● The event ● How it links to Citizenship ● Changes we see today because of this event; (this could be political, economical, or social) ● The influence of the Head of State. <p>Would the Head of State have been involved? Would the role have changed because of the event? (How the Head of State role may have been impacted by the event?)</p>
<p>Task 3 <i>(5 minutes)</i></p>	<p>Considering what makes a good Head of State and a good leader</p> <p>Think-Pair-Share</p> <p>List the qualities needed to be an effective Head of State, as shown in examples you have looked at</p> <p>Challenge: Compare the Differing qualities of elected MPs/ Head of Government</p> <p>Question: How much influence does the Head of State have?</p> <p>Students should consider the definitions of ‘power’ and influence when answering the question, and refer to the historical events they have explored.</p>

<p>Task 4 <i>(5 minutes)</i></p>	<p>What is needed from future Head’s of State to meet the changing needs of the British people?</p> <p>Independent writing task</p> <p>Give three changes you think will be needed for the Head of State to continue effectively</p> <ul style="list-style-type: none"> ● Consider the modernisation that has happened up to this point, and the future challenges ● Would they consider any changes? ● How influential do you think the next Head of State will be? <p>Or</p> <p>Exam style question</p> <p>‘The UK already has a Head of Government so the role of the monarch as Head of State appears purely ceremonial and therefore unnecessary.’</p> <p>Begin to evaluate this statement by thinking of at least 3 reasons to support it and 3 reasons to oppose it.</p>
<p>Plenary / Reflection</p>	<p>3 - activities fulfilled by the role of Head of State</p> <p>2- differences between Head of State and Head of Government</p> <p>1 - function of the Commonwealth</p>
<p>Additional Teacher Links & Resources</p>	<p>Imperial</p> <p>The term imperial family describes a family of an empire.</p> <p>Windrush</p> <p>After WW2 black people from the Caribbean and Africa, and people from India, were asked to come to Britain to help rebuild the country.</p> <p>Constitutional Monarchy</p> <p>Political power is shared between the monarch and a constitutionally organised government such as a parliament.</p> <p>Heir apparent</p> <p>Next in line to the throne</p> <p>Head of State</p> <p>A head of state is the leader of a country, for example a president,</p>

king, or queen

Succession

The action or process of inheriting a title, office or property.

The pink map

The Empire came to cover huge swathes of territory and from the nineteenth century onwards, Commonwealth countries were coloured pink on maps. Pink was a printer's compromise for letters overprinted to be clearly read, as the colour that was traditionally associated with the British Empire is red.

Regency Acts

Shared role between the monarch and their heir apparent in performing the role of the UK constitutional monarchy.

Commonwealth

An international association between the UK and the countries which were previously part of the British Empire.

Republic

a country without a king or queen, usually governed by elected representatives of the people and a president.