

# Who Do We Think We Are?

**Module overview  
and plan:  
Unity and Union:  
What does the  
Union flag  
represent?**

## **KS3**

**Years  
8/9**

### **Module title: Unity and Union: What does the Union flag represent?**

#### **Learning objectives**

- To appreciate the wide variety of uses to which the Union flag is put today and to identify some different forms of use.
- To understand the historical origins of the present Union flag.
- To draw inferences about the nature of British national values in 1897, 1940 and 2002 from the analysis of contemporary depictions of the Union flag.
- To assess how what the Union flag has stood for has changed between 1897 and 2002.
- To consider whether the Union flag needs to be replaced with a new national flag and if so, what design?

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#### **Key question(s)**

- How do British people use the Union flag today?
  - Why was the Union Flag created?
  - What did the Union flag stand for in 1897, 1940 and 2002?
  - How did what the Union flag stood for change between 1897 and 2002?
  - Do we need a new national flag?
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**LESSON 1**

**Learning objectives**

To appreciate the wide variety of uses to which the Union flag is put today and to identify some different forms of use.

**Key vocabulary**

- Union flag

**Key question(s)**

How do British people use the Union flag today?

**Resources within module**

Students may be shown a range of images using the Union flag design and suggest reasons why they were being used in this way.

Students may compile a folder of different images which make use of the Union flag for different purposes, e.g. official use, sport, fashion, a particular identity etc.

**Folder of electronic resources**

- image of a girl draped in the union flag as if it were Islamic dress) within a speaking and listening layers of inference frame (the image was originally used on an LSN learning resource titled "*We all come here from somewhere*").
- an image of Gordon Brown, British Prime Minister since 2007 photographed in profile with the Union Flag in the background (this photograph was originally posted on **www.britsattheirbest.com** but it is unclear which if any organisation the photographers represent and what the purpose behind the site itself is.) However the photograph is emblematic of Gordon Brown's well publicised views on the importance of "Britishness" and issues of national identity.
- Amir Khan the boxer draped in the Union Flag (this photograph is from the archive of the Daily Mail and prompted controversial criticism from Islamist cleric, Omar Bakri Mohamed).

**Learning outcomes**

To have collected and categorized images of the Union flag.

To have been stimulated by the use of ICT.

To have discussed the current variety of uses to which the Union flag design is put and possible reasons for this.

**Links to Key Concepts**

Citizenship

**Key Concepts** 1.3

**Key Processes** 2.1a, b, c

**LESSON 1 *continued***

**Resources  
within module**

**Folder of electronic resources**

- Geri Halliwell, then part of the Spice Girls pop group, wearing an iconic Union Flag dress in 1997 (again from The Daily Mail Archive).

**Weblinks**

- Union flag kite [www.tug.com/uk/](http://www.tug.com/uk/) (personal site of “Andrew & Kathleen”)
- Union Jack Door Matt [www.heals.co.uk](http://www.heals.co.uk) (London department store)
- Union flag bunting [www.zigzagbunting.com/Union\\_jack\\_bunting.html](http://www.zigzagbunting.com/Union_jack_bunting.html) (selling bunting)
- Dog wearing union jack t-shirt [www.canineconcepts.co.uk/item\\_union\\_jack\\_t-shirt](http://www.canineconcepts.co.uk/item_union_jack_t-shirt) (selling dog products).
- Union flags in the Mall leading to Buckingham Palace [www.sovereignty.org.uk/articles/moucst.html](http://www.sovereignty.org.uk/articles/moucst.html) claims to be a non partisan political website
- Union flags either side of the coat of arms of a city in Northern Ireland on a street mural [www.cain.ulst.ac.uk/images/symbols/loyalmurals.htm](http://www.cain.ulst.ac.uk/images/symbols/loyalmurals.htm)  
This celebrates a protestant victory over Catholics in 1689. The city is known as Derry to most Catholics and all Irish republicans. It is known as Londonderry to protestants and loyalists. This archive site was set up by the University of Ulster.
- Tesco advertising English butter with a Union Flag on it [www.wonkosworld.co.uk](http://www.wonkosworld.co.uk)
- “Patriotic Union Flag bedroom set” [www.edirectory.co.uk](http://www.edirectory.co.uk) (enter a keyword search term like “Union Jack”)
- Union flag design on a motorcycle titled “Union Jack” [www.ddickinsonairbrushing.com/USERIMAGES/VESP](http://www.ddickinsonairbrushing.com/USERIMAGES/VESP) (a site selling motorbikes and equipment)
- Iron Maiden (the heavy metal rock band) featured a sleeve with this image of a “trooper” in a redcoat uniform carrying the union flag. It is now sold as a resin model [www.starstore.com](http://www.starstore.com) (put Iron Maiden “trooper” into search facility)
- British swimmer Stephen Parry celebrates a sporting victory holding the Union Flag above his head [www.liverpoolmuseums.org.uk/mol/life/display](http://www.liverpoolmuseums.org.uk/mol/life/display)
- Queen Elizabeth II speaking in front of a Union Flag and the French tricolour [www.telegraph.co.uk](http://www.telegraph.co.uk). Put “Queen Elizabeth II of France? Mais vous” into search facility, check through listed articles, this one written by Caroline Davies goes by the title of the search.
- In addition to the above links to the British National Party incorporate the Union Flag across their logo. It is for teachers to judge very sensitively how and whether to include a BNP image in this activity.

**LESSON 2**

**Learning objectives**

To understand the historical origins of the present Union flag.

**Key vocabulary**

- Act of Union
- Ensign
- Union Jack

**Key question(s)**

“Why was the Union Flag created?”

Students will complete initial activities comparing a modern political map of the British Isles with one dating from 1575, showing an independent Scotland and Ireland as an English possession. The teacher will use original portraits of Elizabeth I and James I to explain the Union of Crowns in 1603. Students will be shown the Earl of Southampton’s proposed designs in 1604 for a union “jack” to be flown by English and Scottish vessels at sea. They will play an interactive electronic game the “British Flag Design challenge” (copyright permission pending from Historic Scotland). The lesson is completed by teacher explanations of the Acts of Union of 1707 and 1801 which lead to the adoption of the Union Flag used today.

**Resources within module**

**Image**

1604 designs for a union “jack” from the Earl of Southampton’s commission (National Library of Scotland)

**Interactive Game**

British Flag Design Challenge (© Historic Scotland)

**Website links**

- Political map of British isles – [www.geocites.com/.../maps/OrdachoyMaps.hitm](http://www.geocites.com/.../maps/OrdachoyMaps.hitm). This can be found through a Google image search in the UK, putting “maps of the British Isles” into the search function.
- First atlas of Europe by Mercator in the 1570s. Follow links through “online gallery Turning the Pages” on the British Library site – [www.bl.uk](http://www.bl.uk) (This resource requires installation of adobe shockwave for access.)

**Learning outcomes**

To have understood the main historic forces shaping the Union flag’s design, 1603 Union of Crowns, 1707 Act of Union, 1801 Act of Union.

To have been stimulated by the use of ICT.

To have designed their own Union flag using “British Flag Design Challenge”.

**LESSON 2 *continued***

**Resources  
within module**

- [www.npg.org.uk](http://www.npg.org.uk) – National portrait gallery site. Click on “Elizabethan Age” under “16th century and earlier” to access The Ditchley Portrait of Queen Elizabeth 1 1599-NPG 2561. Click on “Jacobean Court” on same site to access “King James I of England and Scotland” by Daniel Mytens – NPG 109.

**Links to Key  
Concepts**

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Citizenship

**Key Concepts** 1.3a, b, d

**Key Processes** 2.1a, b, c and 2.2a, b, c

History

**Key Concepts** 1.a, b, c, 1.2, 1.3, 1.5

History

**Key Processes** 2.1, 2.2, a, b

**LESSON 3**

**Learning objectives**

To draw inferences about the nature of British national values in 1897 from the analysis of contemporary depictions of the Union flag.

**Key question(s)**

“What did the Union flag stand for in 1897?”

The teacher explains the importance of Queen Victoria’s Diamond Jubilee of 1897, building on any prior learning. Groups of students are presented with a range of different images from Queen Victoria’s Diamond Jubilee in 1897, illustrating different uses of the Union flag’s design at the height of Empire.

They are given a set of statements about British values and then have to judge whether the source mentioned shows evidence of these values in 1897.

The groups report back to the class on their judgements.

These judgements are transferred onto a “living graph”, following class discussion.

**Learning outcomes**

To have understood the importance of Queen Victoria’s Diamond Jubilee in 1897 at the time.

To have drawn inferences from a variety of contemporary sources about British national values in 1897 from depictions of the Union flag.

To have participated in motivating discussion about British national values in 1897.

**Links to Key Concepts**

**Key concepts** History 1.1a, b, c; 1.2; 1.3; 1.5

Citizenship 1.1c; 1.3a, b, c, d

**Key processes** History 2.1; 2.2 a, b

Citizenship 2.1a, b, c; 2.2a, b, c

**Key vocabulary**

- Empire
- Colony
- Imperialism
- Colonialism

**Resources within module**

**Images**

Electronic folder of images from BL with paper copies.

**Worksheet**

Activity sheets with values statements.  
Sugar paper for living graphs.

**Website links**

For a description of Queen Victoria’s Diamond Jubilee in 1897 access **[www.royal.gov.uk/output/page 929-asp-29k](http://www.royal.gov.uk/output/page_929-asp-29k)** (a British government website).

For further information about the history of the British Empire directed at teachers see **[BritishEmpire.co.uk](http://BritishEmpire.co.uk)** (a personal but non-academic website) **[www.friesian.com/british.htm](http://www.friesian.com/british.htm)** (contains a good geographical overview) National Archives learning resources – **[www.learningcurve.gov.uk/empire/](http://www.learningcurve.gov.uk/empire/)**

**LESSON 4**

**Learning objectives**

To draw inferences about the nature of British national values in 1940 from the analysis of contemporary depictions of the Union flag.

**Key vocabulary**

- Invasion
- Blitz

**Key question(s)**

“What did the Union flag stand for in 1940?”  
The teacher explains the significance of 1940 in British history, “Britain Alone” etc, building on any prior learning.

**Resources within module**

**As LESSON 3**

Activities as above with range of images illustrating different uses of the Union flag with Britain threatened by German invasion.

**Links to Key Concepts**

**Key concepts**  
History 1.1a, b, c; 1.2; 1.3; 1.5  
Citizenship 1.1c; 1.3a, b, c, d  
**Key processes**  
History 2.1; 2.2 a, b  
Citizenship 2.1a, b, c; 2.2a, b, c

**Learning outcomes**

- To have understood the importance of 1940 to British people at the time.
- To have drawn inferences from a variety of contemporary sources about British national values in 1940 from depictions of the Union flag.
- To have participated in motivating discussion about British national values in 1940.

**LESSON 5**

**Learning objectives**

To draw inferences about the nature of British national values in 2002 from the analysis of contemporary depictions of the flag.

**Key vocabulary**

- Jubilee

**Key question(s)**

“What did the Union Flag stand for in 2002?”  
The teacher explains that 2002 saw the Jubilee of Elizabeth II. Activities as above with range of images illustrating different uses of the Union flag in the press during the Jubilee.

**Resources within module**

**As LESSON 3**

**Learning outcomes**

To have understood the importance (or not) of the Jubilee of 2002 to British people of the time.  
To have drawn inferences from a variety of contemporary sources about British national values in 2002 from depictions of the Union flag.

**Links to Key Concepts**

**Key concepts**  
History 1.1a, b, c; 1.2; 1.3; 1.5  
Citizenship 1.1c; 1.3a, b, c, d  
**Key processes**  
History 2.1; 2.2 a, b  
Citizenship 2.1a, b, c; 2.2a, b, c

**LESSON 6**

**Learning objectives**

To assess how what the Union flag has stood for has changed between 1897 and 2002.

**Key vocabulary**

**Key question(s)**

How did what the Union flag stood for change between 1897 and 2002?"

**Resources within module**

Whole class revision of living graph.

The teacher leads a discussion about the overall pattern of change revealed across time by the living graph.

This will include suggestions as to why these changes towards the Union flag have taken place, e.g. loss of empire, rise of multiculturalism etc.

**Links to Key Concepts**

**Key concepts**

History 1.1a, b, c; 1.2; 1.3; 1.4; 1.5

Citizenship 1.1c; 1.3a, b, c, d; 1.4

**Learning outcomes**

To have participated in motivating discussion about British national values in 2002.

To have completed the living graph showing a pattern of changing values in relation to the Union flag.

To have participated in motivating discussion about these changes.

**Key processes**

History 2.1; 2.2 a, b

Citizenship 2.1a, b, c;

2.2a, b, c

**LESSON 7**

**Learning objectives**

To consider whether the Union flag needs to be replaced with a new national flag and if so, what design?

**Key question(s)**

“Do we need a new national flag?”

Teacher displays images from website links showing proposed redesigns of the Union Flag e.g. addition of black stripes to reflect multi-cultural Britain, the overlay of a Welsh dragon to give Wales representation and entirely new designs from the Guardian website.

Teacher introduces competition for a new national flag to be completed in pairs / small groups.

They present and justify their designs in class/school as part of a balloon debate, eliminating designs by vote in turn until a winner is selected. One of the groups (of G&T students?) should defend the current union flag as an option. A balloon debate with winning designs from other schools could be staged as a cross-school event.

One design is chosen as the winner and pupils debate with other schools which design, if any, should replace the Union flag.

**Learning outcomes**

To have contributed to a new design for the national flag.

To have contributed to presenting and justified their design.

To have participated in a debate about whether the winning design should replace the Union flag.

**Resources within module**

Paper for designs.

Materials to create designs.

**Web links**

- Nathan Turner’s design adding black stripes to the Union Flag – [news.bbc.co.uk/1/hi/uk/2981038.stu.42K](http://news.bbc.co.uk/1/hi/uk/2981038.stu.42K)
- Wrexham MP Ian Lucas’ proposed overlay of Welsh dragon on union flag at [www.eveningleader.co.uk/news/should-this-be-the-new-352532](http://www.eveningleader.co.uk/news/should-this-be-the-new-352532). JP (a Welsh media site).
- Various re-designs for a new national flag from Guardian newspaper website at [www.guardian.co.uk](http://www.guardian.co.uk) (select the more seriously intentioned entries to this newspaper competition).

**Links to Key Concepts**

**Key concepts**

Citizenship 1.1c; 1.3a, b, c, d

**Key processes**

Citizenship 2.1a; 2.2a, b, c; 2.3b