



Kindness


Positivity


Respect

<u>HISTORY MEDIUM TERM PLANNING</u>		
Year Group: Year 1	TERM: Autumn 2	Theme: Who are the Royal family?
<p>National Curriculum: Changes within living memory and beyond. Where appropriate, these should be used to reveal aspects of change in national life-communication and technology. Local History</p>		
<p>Context: The children will be introduced to the concept of monarchy and the role of the king or Queen. They will learn that the monarch is an important person who has a role in the running of the country. They will compare the coronation of Queen Elizabeth II and King Charles III using sources to ask and answer questions. The children will look at the generations in Royal family tree, who will be the next monarch and the generations within their own family. They will look at how childhoods were different for our parents and grandparents focusing on ways we communicate now and in the past.</p> <p>They will look at the Tower of London and Windsor Castle as important buildings to the royal family and compare the features to local castles in our area. They will learn that life in the past was very different to life today as they find out who lived in a castle, what life was like for different people living there, the jobs they did and food they ate.</p>	<p>Concepts: Society Power- monarchy</p>	<p>Vocabulary: castle A type of home. A large building with thick walls, battlements and often a moat coronation The ceremony when a king or queen is crowned as a monarch future The time ahead of us king Charles III King Charles III is our current monarch memory you remember something you have seen or experienced in the past monarch A monarch is a king or queen of a country past Any time before now present Things that are happening right now reign The time that someone is king or queen royal A way of describing the monarch and their family succession The order in which a monarch's family will take over the throne timeline When you put events in the order they happened</p>
<p>Prior Knowledge: The children know there was a time before they were born. They began to look at how change is where something was different in the past. They have looked at kings and queens in traditional stories and that our King is an important person.</p>	<p>Future Knowledge: Year 2 Victorians- learn about childhoods further in the past beyond living memory. The Great Fire of London and Victorians - develop their understanding of power and monarchy and that in the past Kings and Queens had the power to make laws. Compare Queen Victoria and Charles II to our Monarch today</p>	

End points /by the end of this unit pupils will know ...(NB Crucial/sticky knowledge is highlighted):

- A monarch is a king or queen. The United Kingdom has a monarch today called King Charles III.
- A king or queen is crowned in a special ceremony called a coronation
- Queen Elizabeth was our last reigning monarch. Prince William will be our monarch in the future.
- The lives of our parents and grandparents happened before our lives. They were children once. Our grandparents had very different childhoods to our own.
- A castle is a type of home. The people who lived in castles were usually kings, queens or lords and their families. Rich and poor people would live in a castle.
- We still have castles today. Windsor castle and the Tower of London are important castles to the royal family. In our local area we can visit Bolsover, Conisbrough, Peveril or Duffield castles.



Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1 Recap history learning in EYFS</p> <p>To understand a monarch is a King or Queen of a country</p> <p>To name King Charles III as the reigning monarch</p> <p>To talk about the qualities needed to be a good monarch</p>	<p>Recap what the children learnt about in history in EYFS</p> <p>You learnt about now/present and the past- anytime before now that has already happened. You sequenced stories, sequenced pictures to show how you changed from being born to now and you made a class timeline to show what we did over the year. We read traditional stories set in the past and looked at how things have changed.</p> <p>What is a monarch?</p> <p>Ask the children for their ideas. Introduce A monarch is a king or queen of a country. The King or queen is someone important to our country.</p> <p>Show the children an image of King Charles. Do you know who this is? King Charles is our reigning monarch, our monarch now. reign-the time that someone is king or queen</p> <p>What does a monarch do? He performs important ceremonial roles such as signing laws and opening parliament. The monarchs face appears on money and stamps. Show images of a crown, sword, scroll & pen, coins, a book to help identify some of the monarch's roles</p> <p>What rules would you create if you were king or queen? In small groups ask the children to decide which of these rules they would choose (bottom of pg), give their reasons why and reasons why they would not choose others. Discuss some other rules they would create - hotseat sharing own rules wearing a crown/ holding props. Do other children agree this is a good idea?</p>	<p>What is a monarch?</p> <p>Who is our monarch today?</p> <p>What does a monarch do?</p> <p>What qualities does a good monarch need to have?</p>	<p>Flip chart</p> <p>Copy of book</p> 

	<p>Is it fair for one person to decide what happens to all the people in the country? Explain that recent monarchs in the UK do not have the power to make decisions alone as they did in the past.</p> <p>What qualities does a good monarch need to have? Kind or selfish? Helpful or mean? Weak or brave? Share King Charles book and talk about the things that happened in his life that show he has the qualities to be a good monarch e.g. passionate about protecting the natural world, set up a charity to help young people, served in the Royal Navy.</p>		
<p>2 To understand that the UK has been ruled by kings and queens for many years.</p> <p>To name a past monarch.</p> <p>To begin to order events on a timeline</p>	<p>Recap what a monarch is, who our reigning monarch is and what we learnt about King Charles.</p> <p>When did King Charles become our monarch? Start to build up a washing line time line of royal events. What year are we in now? Add this date on right side of line. Show an image of Charles as King with the date 2022. Talk about how to say the year.</p> <p>Who was our monarch before King Charles? What do they know about Queen Elizabeth II? She became Queen in 1952. She was the longest reigning monarch in British History Read Queen Elizabeth book picking out the important events e.g. becoming queen, her son Charles being born, her role, changes she made, Jubilee celebrations. Can you remember celebrating the Queens platinum jubilee? https://www.youtube.com/watch?v=kfwmrtAf_Ls Add other key events cards to the washing line.</p> <p>Children to write simple sentence, fact file or poster about the King and/or Queen sharing information they have learnt and their role. Continue to add information at the end of the theme.</p> <p>Queen Elizabeth II reigned within living memory- people who are living now can remember her as the Queen. Can you name any other Kings or Queens before Queen Elizabeth II?</p>	<p>Who was the last monarch before King Charles?</p> <p>What do you know about Queen Elizabeth II?</p> <p>Can you name any other kings or queens before Queen Elizabeth II?</p>	<p>Cards- images and dates for washing line – today's year, King Charles 2022, platinum jubilee 2021, golden jubilee 2002, Charles born 1948, Queen Elizabeth coronation 1953, Queen born 1926</p> 
<p>3 To name some of the main steps in the coronation ceremony</p>	<p>Recap what we have learnt about King Charles and some of the children's facts.</p> <p>What is a coronation? The ceremony when a king or queen is crowned as a monarch.</p> <p>What happened at the coronation of King Charles III? At the coronation the new King made a promise to look after their country. Can you remember watching the coronation of the King?</p>	<p>What is a coronation?</p>	<p>Flip chart</p> <p>Images of the Kings coronation</p>

<p>To compare the coronation of Queen Elizabeth and King Charles</p>	<p>https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-the-coronation-of-king-charles-III/zdknb7h Pause and discuss...</p> <p>The ceremony was held at a big church in London, called Westminster Abbey. King Charles travelled through London in the Gold State Coach.</p> <p>The King wore special clothes and robes He sat on King Edward's Coronation Chair which is over 700 years old! He had a crown placed on his head as the Archbishop says 'God save the King' https://news.sky.com/video/hub-15-seconds-crowning-16x9-mp4-12874435</p> <p>Children to sketch King Charles during his Coronation, how many of these special objects can you include. Look at images of queen Elizabeth and Charles coronations. What can you see that is similar? Different? Queen Elizabeth's coronation was the first to be shown on television.</p>	<p>Did you watch the coronation of King Charles III?</p> <p>What happens at a coronation?</p> <p>How are the coronations similar? Different?</p>	<p>Paper and sketching pencils</p>
<p>4 To develop an awareness of past and present</p> <p>To understand a generation is a group of people born around the same time</p> <p>To name a future monarch.</p> <p>To find out about the past by asking people about their memories</p>	<p>Who will be the next monarch?</p> <p>Look at a simple family tree of the Royal family Royal- a way of describing the monarch and their family. A family tree shows how people in a family are connected. Family trees help us understand how families change and grow over generations. A generation is a group of people born around the same time, like your parents and their brothers and sisters or your grandparents and their siblings.</p> <p>Look at King George, Queen Elizabeth's dad and the succession- the order in which a monarch's family have/will take over the throne since. Use the tree to show Prince William will be the next King and then Prince George.</p> <p>Watch https://www.bbc.co.uk/teach/articles/zq376rd to see the main events in the queen's life and introduce changes that happened during her time. Discuss how we can find out information about the past- look at objects, visit museums, look at books, photographs and by talking to people who were there. We want to find out about the childhoods of different generations- who could we talk to about their memories? A memory is where you remember something you have seen or experienced in the past.</p> <p>Collect/Scribe list of questions for children to take home and ask parents/grandparents/great grandparents</p>	<p>Who will be our next monarch?</p> <p>Who is in your family tree?</p> <p>What would you ask your parents/grandparents about their childhood?</p>	<p>Simple family tree</p> <p>Children to interview parents/grandparents about life when they were a child</p>

<p>5 To compare our own childhoods with those of our parents and grandparents</p> <p>To use words relating to the passing of time</p>	<p>What did you find out about the childhoods of your parents and/ or grandparents?</p> <p>Share the information the children found out from their relatives about their memories of their childhoods. Living memory is a time that can be remembered by people who are still alive. We can use a timeline to split 100 years, a century into decades (groups of 10 years) to show clearly when our parents/grandparents were born.</p> <p>Do you know what year you were born in? 2017/18 You were born before Charles became King, the date is further in the past. Add a picture of a child, parent and grandparent along timeline to show when they were born and compare to birth of William, Charles and Elizabeth. Who was born further in the past? Compare this to the class washing line to show same order.</p> <p>George, Charlotte and Louis are a similar age to you. They are children in 2020s. Watch video clips children in...https://school-learningzone.co.uk/key_stage_one/ks1_history/changes_in_living_memory/changes_in_living_memory.html</p> <p>Watch video clips for life in 80's for your parents and Prince William as a child ...60's for grandparents / 50's for King Charles as a child ...30's for great grandparents/ Queen Elizabeth as a child. Looking back at the timeline each time</p> <p>Focus on changes in communication and technology e.g. telephones, computers, letters, emails, music, recording images, camera, video, tvs and compare differences. Children to look at images of objects/real objects if possible and explain/write captions how they know if they were used in past or present. Note changes- things that are different and any things that have stayed the same.</p> <p>Which of these ... were invented further in the past? How have they changed over time? Remember, Queen Elizabeth needed to adapt to new forms of communication over her reign.</p>	<p>What did you find out about the childhoods of your parents and/ or grandparents?</p> <p>What year were you born in?</p> <p>What was different in the ...s?</p>	<p>Simple timeline format on flipchart</p> <p>Images of familiar technology and ways to communicate from now and past</p>
<p>6 To name some of the places where the royal family live.</p> <p>To identify and describe some of</p>	<p>Recap within living memory and beyond living memory looking at the time lines we used last lesson. Tell your friend about something that has changed in the last 100 years.</p> <p>Where does the royal family live?</p> <p>Royal family homes include Buckingham Palace, Clarence house, Kensington Palace, St James' Palace, Balmoral, Windsor Castle.</p> <p>Look at some of these homes, which would you like to stay at and why?</p>	<p>Where does the royal family live?</p> <p>Why does the king have so many homes?</p>	<p>Images of royal homes around the UK</p> <p>Images of castles</p> <p>Design template</p>

<p>the features of a castle and understand that these features were to protect those living there</p> <p>To plan, design and evaluate a castle</p>	<p>What is a castle? A large building with thick walls, battlements and often a moat. A type of home, the people who lived in castles were usually kings, queens or lords and their families.</p> <p>There would also be soldiers, cooks, cleaners and other people who lived inside and helped to look after and protect the king, queen or lord. Within a castle would live the rich and the poor, both would live completely different lives</p> <p>The first castle was built 1,000 years ago (add this to our washing line timeline to show how long ago) much older than anyone alive can remember- beyond living memory. The first castles built were made out of wood before changing to stone. Castles were built and designed specifically to defend against battle. There were many parts to a castle, all had a purpose. Lots of castles were built on top of hills. Why do you think they did this?</p> <p>What important features did a castle need to have? Why did they need these?</p> <p>Scribe a list of features of a castle as watch https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-the-features-of-a-castle/z7c3sk7</p> <p>Children to plan and design their own castle including the main features. What will you use to build your castle?</p> <p>The Tower of London is one of the most significant (important) castles in the UK. It is along the river Thames in London and was built a very long time ago. Have any of you ever visited the Tower of London? What did you see? The royal families crown jewels are kept here https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knights-the-tower-of-london/z4t2wnb</p>	<p>What is a castle?</p> <p>Which features of a castle can you name?</p> <p>What is its purpose?</p> <p>Why were castles built on top of a hill?</p> <p>What will your castle design look like?</p>	
<p>7 To compare how castles have changed over a very long time</p>	<p>Recap the features of a castle and look at some of the children's designs.</p> <p>How have castles changed over time? What is the same about these castles? different?</p> <p>Some castles are still around today (Windsor Castle) and look exactly the same as 500+ years ago. Today, some castles are ruins (Peveril Castle-local) as they would've been attacked in the past. Over time, some castles stopped being lived in, while others are still working buildings. Look at examples of castles in our local area e.g. Sheffield/Bolsover/conisbrough/ Peveril, Duffield looking at similarities, differences and what remains of each today. Discuss children's experiences of visiting a castle. What can you remember seeing?</p> <p>Local Links- Explore the sites looking at the castle that was built in Sheffield https://friendsofsheffieldcastle.org.uk/gallery/ https://friendsofsheffieldcastle.org.uk/for-children/</p>	<p>What is the same about these castles?</p> <p>What is different?</p> <p>How have the castles changed over time?</p>	<p>Images of different castles</p> <p>Junk modelling resources</p> <p>Wooden blocks</p> <p>Construction sets</p>

	 		
<p>8 To describe some differences between life in a castle in the past compared to their own lives now</p> <p>To explore a range of sources that tell us about the past</p>	<p>Children to build their castles following their designs</p> <p>History Van Castles workshop- see additional information</p> <p>What was life like in a castle?</p> <p>Who lived and worked in a castle?</p> <p>How do we know what life was like so long ago?</p> <p>Would you like to live/have lived in a castle?</p> <p>Meet the people who live inside a Norman castle, see how they lived, the jobs they had, animals they kept and how they entertained themselves. Will you be going to work at Sheffield, Bolsover, Peveril or Duffield Castle?</p>		

Nobody is allowed to steal from anybody.	Everyone has to pay the monarchy £100 per year.	Every child should go to school.
Nobody is allowed to have a TV in their home.	It will be free to post letters and packages anywhere in the country.	It will be free to see a doctor and have operations in a hospital.
Children are allowed to drive a car.	Everyone has to respect each other's beliefs and ideas.	People can only buy sweets and chocolate from the king.

