


Our Intent is: To support our children’s knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

<p style="text-align: center;">Nicky Nook Class Summer 2 Year B</p>	<p>N.C. LINKS: Pupils should be taught about: Changes within living history.</p>			
<p>Etymology – monarchy – from Greek monarchia ‘the rule of one’.</p>	<p>Vocabulary:</p>			
	<p>Subject Specific</p>	<p>Chronological Understanding</p>	<p>Knowledge and Interpretation</p>	<p>Historical Enquiry</p>
 <p>The Queen’s Wardrobe By Julia Golding and Kate Hindley</p>	<p>Queen Elizabeth Reign Royal Achievements Monarchy Significant Coronation Buckingham Palace</p>	<p>Year decade century timeline modern timeline</p>	<p>Queen Britain famous person important celebrate earlier later prince</p>	<p>Artefact, explain, who? Why? What? When? Where? Source, events, newspapers, evidence</p>
<p>Key Concept: MONARCHY/SIGNIFICANT INDIVIDUAL – <u>Queen Elizabeth II</u></p> <p>Key Question: Why was Queen Elizabeth a significant person in history?</p>				
<p>Unit Overview: Explain Queen Elizabeth’s life and achievements</p>				

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<p>Order events in history linked to her life and achievements and understand how these fit into the chronology of history and the Royal Family.</p> <p>Understand the significant of her achievements.</p>				
<p>Chronological Context:</p> <p>King George VI – 1936 - 1952</p> <p>Queen Elizabeth II crowned in 1953</p> <p>King Charles crowned in 2023</p>				
<p>New Knowledge Progression:</p> <p>Explain Queen Elizabeth’s life and achievements</p> <p>Order events in history linked to her life and achievements and understand how these fit into the chronology of history and the Royal Family.</p> <p>Understand the significant of her achievements.</p>	<p>Building on Prior learning from EYFS: Key Learning linked to Historical Development</p> <p>Communication – talk about key events in own lives, about family, friends, other people including significant people.</p> <p>Observe – show an interest insignificant events and experiences in the lives of others, including friends and family members.</p>	<p>Building on Prior learning when B follow A:</p> <p>Understand what led to the planning of The Gunpowder Plot</p> <p>Sequence what happened before, during and after this historical event.</p> <p>Explain the significance of Guys Fawkes role in the plot.</p> <p>Explain the impact this historical event has had on our world today.</p>		

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	<p><i>Describe</i> – features of objects, people, places at different times, make comparisons</p> <p><i>Research</i> – find out about people, places, events, objects, ask questions, use different sources to find answers.</p> <p><i>Chronology</i> – order simple experiences in relation to themselves and others, including stories, events, experiences.</p> <p><i>Vocabulary</i> – language of time when talking about past/present events in their own lives.</p>	Understand where The Gunpowder Plot fits into the chronology of history.
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Key Skills (Disciplinary)

- **Chronology**
- Order and sequence events and objects.
- Recognise that their own lives are similar and / or different from the lives of people in the past.
- Use common words and phrases concerned with the passing of time.
- Recognise the distinction between past and present.
- Order and sequence some familiar events and objects.
- Identify some similarities and differences between ways of life at different times.

- **Interpretation, Enquiry and Using Sources**
- Describe some changes within their living memory (including aspects of national life where appropriate).
- Ask and answer simple questions about the past through observing and handling a range of sources.
- Consider why things may change over time.
- Recognise some basic reasons why people in the past acted as they did.

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- Make simple observations about different people, events, beliefs and communities.
- Use sources to answer simple questions about the past.
- Identify some of the basic ways in which the past can be represented.
- **Communication**
- Talk about what / who was significant in simple historical accounts.
- Demonstrate simple historical concepts and events through role-play, drawing and writing.
- Use a variety of simple historical terms and concepts.
- Describe special or significant events.
- Retell simple stories or events from the past.
- Use simple historical terms.

Sequence of Lessons:

1. **LO: To learn about the role of a monarch**
2. **LO: To learn about Queen Elizabeth's life and achievements.**
3. **LO: To order the events of Queen Elizabeth's life.**
4. **LO: To understand where Queen Elizabeth fits into the chronology of the Royal Family.**

Enhancements:

Royal role play

End of Unit Outcome:

Create a timeline of Queen Elizabeth's life and achievements.

Oral Assessment:

Why was Queen Elizabeth a significant person in history?

What is the role of a monarch?

What were the main events of Queen Elizabeth's life and her achievements?

Can you order the events of Queen Elizabeth's life?

Where Queen Elizabeth fits into the chronology of the Royal Family?