Albrighton Primary School: History Unit Plan

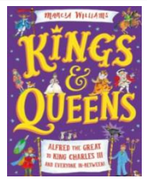
Year 1/2 History Summer Term: Kings and Queens

Enquiry Question

Why is monarchy important in our country?

About this unit

This unit explores the golden threads of 'hierarchy and power', 'conflict and conquest' and 'heritage'. Children learn about events within living memory and the lives of significant individuals who have contributed to national achievements through 'Kings and Queens'. They study what and who our monarch is and look at how someone becomes a monarch and the roles they undertake through previous monarch comparisons. This unit develops our British Values of 'Democracy' and 'Rule of Law' and our Albrighton Values of respect and responsibility.

National Curriculum Objectives	'Sticky Knowledge' and Skills	Vocabulary
• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • The lives of significant individuals in the past who have contributed to national and international achievements.	1. Know that a monarch is a sovereign head of state: a king, queen or ruler. 2. Know that our monarch is King Charles III. 3. Know who is in King Charles III's family. 4. Know that someone becomes a monarch through the rules of succession and a coronation day. 5. Know that monarch undertake state duties. 6. Know that monarchs usually live in Buckingham Palace.	Monarchy, King, Queen, Prince, Princess, Royal, Sword, Tiara, Crown, Coronation, Qualities, Famous, Family tree, Tradition, Enemy, Palace, Parliament, Democracy, Prime Minister, Guard.
Prior Learning	**Key Questions**	**Future Learning**
EYFS **Year 1/2** Children will have looked at the role of the King during the Great Fire of London.	Lesson: 1. What is a monarch? 2. Who is our monarch? 3. Who is in our royal family? 4. How does someone become a monarch? 5. What does a monarch do? 6. Where do monarchs live? 7. Who is patron of our RAF Cosford Museum?	**Y3/4** Children will look at the first King of England in the Anglo-Saxons and make comparisons with other leaders/rulers in the Romans, Egyptians, Ancient Greece. **Y5/6** Children will learn about the Tudors and go deeper into Queen Elizabeth I's reign.
Key Texts	**Assessment Opportunities**	**Unit Outcome**
  	Can children: ✓ Understand and explain the key vocabulary? ✓ Explain what a monarch is? ✓ Explain who our monarch is? ✓ Describe who is in our royal family? ✓ Explain how someone becomes a monarch? ✓ Describe what a monarch does? ✓ Describe where a monarch lives?	**Why is monarchy important in our country?** Children present their findings as a speech presentation to each other!

Learning Sequence	1	2	3	4	5
Key Learning	**What is a monarch?**	**Who is our monarch?**	**Who is in our royal family?**	**How does someone become a monarch?**	**What does a monarch do?**
Activity	Children will ask and answer questions by looking at the roles of a monarch in the United Kingdom and the positive and negative qualities of a monarch.	Children will explore the life of King Charles III and create a timeline of significant events from his childhood to now.	Children will investigate a family tree of the royal family and use pictures, photographs and information to find out about how the lives or royal children have changed from when King Charles was a child to royal children now.	Children will explore the rules of succession and compare King Charles and Queen Elizabeth II's coronation days, routes and processions.	Children will look at the life of Queen Elizabeth I and King Charles III and make comparisons between their roles. Children will explain why both monarchs are significant.
Learning Sequence	**6**	**7**			
Key Learning	**Where do monarchs live?**	**Who is patron of our RAF Cosford Museum?**			
Activity	Children will explore the similarities and differences between their house and Buckingham Palace. They will look at size, appearance, decor and protection.	Children will explore the role of King Charles III as patron of our local RAF Cosford Museum. They will learn what this means and what his role is.			