

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Monarchs	2	Spring 1	12+ Hours
End of unit objectives.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of significant individuals lives in different time periods. • Recognise events beyond living memory that are significant nationally or globally. • Recall significant historical events, people and places in their own locality. 			
End of unit objectives.	<ul style="list-style-type: none"> • I can describe what a Monarch is. • I can explain the role of a Monarch. • I can recall each Monarch and their differences. • I can place the Monarchs in chronological order. • I can describe the impact of each Monarch. • I can identify a variety of sources which give us information. • I can explain the importance of sources. • I can identify the changes in the Victorian era. • I can recall important events in each period. 			

Lesson Sequence	Time Allocation	Key Question	Teaching Activities (Possible computing opportunities)	Resources
Lesson 1	1 hour	<p>What is a Monarch?</p> <p>Key Vocabulary: Monarch, Crown, Throne, Coronation</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Explain that during this block, we are going to learn about what a monarch is and the type of roles they might have. • You are going to pretend to be crowned as a monarch! Define a monarch as a king or queen and ask children to suggest their own royal title (e.g. Queen Raigon of Bilston or King Taylan of Wolverhampton). • Create a mock throne in the classroom and get children to take turns to walk up in a cloak and sit on the throne to be crowned while the class stands and then bows. • Explain that at a coronation the audience would say 'Long live the Queen/King'. Do the children know that our King Charles will have his coronation this year (May) <p>Put the children in mixed ability groups and provide them with a large crown shape (flat) children to write as many words or ideas that they know about Monarchs. Share each of the groups ideas, make want to take photos as evidence for books or children could then complete their own crown with words magpie from groups.</p> <p>Using the powerpoint from Hamilton:</p> <ul style="list-style-type: none"> • show children the images of some famous kings and queens. Read the 'clues' to see if the children are able to guess the names of these monarchs. Play around with 	<p>Resources/Preparation</p> <ul style="list-style-type: none"> • If possible, contact the local library service/museum to try to arrange to have some real-life historical objects for children to handle. Also collect some age-appropriate information books on monarchs and eras, particularly Elizabethan and Victorian, for children to use throughout the block. • 5-6 pieces of A3 paper cut in the shape of a crown (see resource for an outline); mock throne and crown.

			<p>trying to work out which ones may have been on the throne the first. Point out that more modern monarchs have photos rather than paintings.</p> <ul style="list-style-type: none"> •As a class, create a timeline, placing the printed images and names (resource) in the correct eras. Children can then create their own timeline using the images. 	
Lesson 2	1 hour	<p>What is a Monarch? Key vocabulary: Monarch, Crown, Throne, Coronation, Jobs</p>	<p>Introduction: recap from previous lesson can the children recall any of the names and order of the kings and queens. If they could be any of the monarchs who would they like to be?</p> <p>We are going to think about what monarchs do as a 'job' and what their 'role' is.</p> <ul style="list-style-type: none"> •Start the children off by suggesting some 'jobs' and asking them which ones a king or queen might do. Possible examples include visiting people for meetings (yes), driving a train (no), reading official papers (yes), working in a shop (no). Discuss that modern British monarchs don't make laws, but in the past they did. •Explain that children are going to create a monarch's 'job description'. Look at the sample job description of a teacher to introduce the concept (PPT slide 12 and resource). Gather children's ideas. <p>Independent activity: write their own job description for a monarch.</p>	Monarch job description template.
Lesson 3	1 hour	<p>Who was Elizabeth 1? Key Vocabulary:</p>	<p>Introduction: Ask children if they think the job of monarch is easy or hard. Encourage them to give reasons for their ideas. Explain they are going to be</p>	The pictures and explanations of the mystery items (resource) could be

		<p>Tudor, Famous, Coronation, Sources, Lifestyle</p>	<p>learning a bit more about two ‘famous’ monarchs on the class timeline (Elizabeth I and Victoria).</p> <ul style="list-style-type: none"> • Look back at your class timeline (Lesson 1) and ask children if they can remember which queen is Elizabeth I. Point out that the most recent queen is also called Elizabeth but was Elizabeth II. • Do you think Elizabeth I lived a long time ago or recently? Look at the timeline picture of Elizabeth and the images on PPT slides 2-4 (also provided in the resource). Discuss her clothes, jewellery and facial expressions. Establish that we don’t have photos of Elizabeth I, just paintings. Some of these things give us clues that she lived a long time ago. • Look at the coronation paintings (PPT slides 5-6 and the resource) and discuss any further details the children can spot. • We are going to learn more about Elizabeth’s life as queen, and the Tudor times that she lived in. You may wish to point out that this era is sometimes called the Elizabethan time. • Read through the information about Queen Elizabeth I on PPT slides 7-12 and watch the short BBC Bitesize video (see weblinks). You may wish to pick just a couple of slides to share with the children depending on their interests. <p>Independent activity: children choose one of the images of Queen Elizabeth 1 and add facts that they know about</p>	<p>enhanced with any ‘real’ historical objects the local museum or library service might have.</p> <p>Weblinks</p> <p>Facts, activities, and a short video about Queen Elizabeth I are available on the BBC Bitesize website.</p> <p>PPT 2 Hamilton</p>
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Lesson 4	1 hour	<p>Why are objects so important to historians?</p> <p>Key Vocabulary: Sources, Artefacts, Events, Influence, Significance, Reliable</p>	<p>Introduction: What did we learn about Queen Elizabeth 1? Use key questions as prompts to assess children's understanding. When we sort then and now images why are things, events different?</p> <ul style="list-style-type: none"> •Next, give each group one mystery item per group (resource or real object). Swap the items after one minute. Repeat until the children have seen all of the items. •Explain that each item represents a key 'event' that Elizabeth had an influence on and that affected England. The primary aim of this activity is to encourage the children to think historically, so ask them to think what the item might be used for and then make a suggestion as to its significance. Discuss children's ideas and then elaborate on each item (see resource). <p>Independent activity: children add their own ideas on how they think the mystery items are linked to Queen Elizabeth.</p>	<p>Mystery images or items</p> <p>PPT Hamilton 2</p>

			Share the answers with the children how close were their ideas? From PPT 2	
Lesson 5	1 hour	<p>What can historians find out from looking at photos?</p> <p>Key Vocabulary: Sources, Events, Influence, Reign Significance, Commission</p>	<p>Introduction: Can we remember the links between the mystery items and Queen Elizabeth 1?</p> <p>Look at the portrait of Elizabeth I on PPT slide 2 and point her out on your class timeline again. Elizabeth's reign was many, many years ago. How can we find out information about her? How have people already found out so much?</p> <p>Discuss how we can learn about the past from objects, writing, pictures and paintings. Return to the portrait and explain that in Elizabeth's reign, cameras and therefore photographs, were not invented.</p> <p>People had to commission an artist to paint or draw a portrait as a way of recording an event or person. Usually, only very wealthy people could afford to have a portrait commissioned as it would have cost a lot of money.</p> <p>In mixed ability groups Ask the children to look carefully at the portrait of Elizabeth and talk about what she is wearing and her expression.</p> <p>When a portrait was commissioned, the background scenery was almost as important as the subject. It also allows us to be historical detectives as by really looking carefully at the background, we might be able to find out</p>	<p>Magnifying glasses; large sheets of paper; glue; coloured pens or pencils</p> <p>PPT 3 Hamilton</p>

		<p>more about what life was like. It might tell us things such as what the interior of Elizabethan houses were like, what people ate or what pets they had. Portraits were also a way for the subject of the painting to show off how rich, wealthy or well-travelled they were!</p> <p>Give the children magnifying glasses to see what can they spot?</p> <p>Now really delve into the portrait of Elizabeth I. Ask the children to spot as many things as they can and highlight these on the whiteboard, for example, the Armada pearl necklaces, her hand on a globe, the crown, the rough seas, etc.</p> <p>Play I spy with my little eye...</p> <p>Independent activity: children label all the items they have found in the image of Queen Elizabeth 1 portrait, provide word banks if necessary.</p> <p>Explain that another way of finding out information about the past is to look through written documents (see weblinks).</p> <p>Display the extract of Elizabeth I's first speech on PPT slide 3 (a copy of the extract and a transcript are also provided in the resource). Explain that this was written in old English so a lot of the words look and sound funny to us. However, historians who are used to understanding this language, can use written letters and</p>	
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			<p>documents to find out more about what Elizabeth was really like as a queen, her subjects' opinions and the events that took place during her reign.</p> <p>Highlight the differences between this speech and modern documents. For example, documents might be typed today; there might also be differences in the language and spelling or how elaborate the handwriting is.</p> <p>Independent activity: Using word on laptops set as Blackadder ITG font children word process what they might say if they were a monarch making their first speech.</p>	
Lesson 6	1 hour	<p>What changed in the Victorian times?</p> <p>Key Vocabulary: Change, Impact, Influence, Reign, Events, Compare</p>	<p>Introduction: review the timeline that we created in lesson 1. Can the children find Victoria?</p> <p>We are going to look at another very famous monarch, Queen Victoria. She was on the throne from 1837 to 1901 and her reign was one of the longest in history.</p> <p>Explain that Queen Victoria is another one of the most famous monarchs because like Elizabeth I, she reigned for a long period of time at a volatile period. Victoria was also a woman, which even all these years later is still quite unusual!</p> <p>Do you think Victoria lived as long ago as Elizabeth I or more recently? Look with the children at the photograph of Victoria on your class timeline (see Session 1) and the portraits of her on PPT slides 2-8.</p> <p>How do these portraits compare to Elizabeth's portrait? Point out that Victoria's clothes are different to</p>	<p>Hamilton PP T Resources for Victoria images of the queen.</p>

			<p>Elizabeth's, but they are still quite old fashioned. Although we have photos of her, they are only in black and white. Explain that these things are clues that she lived more recently than Elizabeth I but still quite a while ago. We are going to learn more about Victoria's life as queen, and the Victorian era that she lived in.</p> <p>Independent activity: using the images children make comparisons between the two queens? What questions might they want to ask Queen Victoria?</p>	
Lesson 7	1 hour	<p>What changed in the Victorian times?</p> <p>Key Vocabulary: Lifestyle, Artefacts, Past, Influence, Events, Impact</p>	<p>Introduction: recall the comparisons between the two queens.</p> <p>Recall the then and now images from lesson 3. Explain that we are going to do a similar activity thinking about then and now, using the resource pictures, if necessary, give headings: cooking, toilet, medicine, school ...</p> <p>Children check answers using the PPT slides. Ask children to think how these compare to the previous lesson how have things changed between each era?</p> <p>Remind children that looking at objects and artefacts is another useful way of finding out about the past. Pass around some real-life objects or photographs of mystery objects (resource). Explain that each item represents a key 'event' that Victoria had influence over and that affected England.</p> <p>Independent activity: can the children write down their thoughts on how they think these items are linked to Queen Victoria.</p>	<p>Hamilton PPT</p> <p>Resources and items linked to Queen Victoria</p>

			<p>Share ideas, after a class discussion, elaborate on each item using the notes in PPT slides 15-20 (or the resource).</p> <p>Read through the Victorian Tales and gather the children's thoughts.</p>	
Lesson 8	1 hour	<p>What events took place in the Victorian times?</p> <p>Key Vocabulary: Throne, Reign, Sources, Impact, Influence, Events</p>	<p>Introduction: What items were associated to Queen Victoria and Elizabeth 1?</p> <p>Remind children where Queen Victoria comes on the timeline and again compare this to Elizabeth I. Explain that although Victoria was on the throne much more recently than Elizabeth I, it is still a very long time ago and not during the lifetime of anyone living today. This means that once again we must become history detectives to find out as much as can from photographs, paintings, letters and objects.</p> <p>Watch the short video about Queen Victoria (see weblinks).</p> <p>Use PPT slides 2-10 to discuss some of the key events that happened during Victoria's reign. Look at the paintings on PPT slides 11-12 and discuss everything the children can spot that might tell us about Victorian times.</p> <p>Independent activity: provide children with images from PPT can they match the images to the statements.</p> <p>Answer the questions: What do you think about all the events that happened in the Victorian times?</p>	<p>PPT Hamilton/resources</p> <p>Weblinks Facts, activities and a short video about Queen Victoria are available on the BBC Bitesize website.</p>

Lesson 9	1 hour	<p><i>Why are photographs and paintings so important to historians?</i></p> <p>Key Vocabulary: Sources, Reliability, Influence, Change, Reign,</p>	<p>Introduction: key questions to recall the events from the Victorian era.</p> <p>Organise children into groups. Give each group a selection of photographs and paintings of Queen Victoria (resource) and magnifying glasses.</p> <p>Explain that children need to become history detectives again. They need to look closely at the pictures and talk in their groups about what information they can gain from the images. Remind them to look at the background of the image just as much as the subject. They should stick the pictures onto a large sheet of paper and add notes around the images to show what they have found out about Victorian times and Victoria herself.</p> <p>Share each other's ideas</p> <p>Independent activity: Were these pictures as 'staged' as Queen Elizabeth's portraits? What type of a queen do you think Victoria wanted to be seen as? How did her portraits change throughout her reign? Which picture do you think gives the most insight into Victorian times and Victoria herself? Why do you think this?</p> <p>Independent activity: Ask children to pick the picture that they think gives them the most insight into Victorian times Queen Victoria. What information can they provide about the Victorian times?</p>	<p>Magnifying glasses; large sheets of paper; glue; coloured pen pencils</p> <p>Resources images of Victorian times</p>
Lesson 10	1 hour	<p>What was similar and what was</p>	<p>Introduction: recall the timeline from lesson 1 can children remember names of the kings and queens?</p>	<p>Hamilton PPT/resources</p>

		<p>different about the two queens? Key Vocabulary: Lifestyle, Events, Reign, Developments, Influence, Living</p>	<p>Use PPT slides 2-4 to discuss comparisons between Queen Elizabeth I and Queen Victoria. What did they wear? Where did they live? What key events happened in their reign?</p> <p>Use PPT slides 5-7 to explore other comparisons between life during the Elizabethan and Victorian eras.</p> <p>Independent activity: children should sort pictures of transport, clothing, buildings, pictures into Elizabethan or Victorian times (resource).</p> <p>They could cut out and stick the pictures onto a large piece of paper, placing the Elizabeth images on one side and the Victorian images on the other.</p> <p>Using the pictures, the children have sorted, talk about how life in England changed between the reigns of the two queens. Draw out developments in transport, technology, and education.</p> <p>So now we have a good understanding of life under Queen Victoria and Queen Elizabeth, which one would you rather have been... a Victorian or an Elizabethan?</p>	<p>Pairs of scissors; glue; crowns (see Session 1); coloured pens or pencils. Cut up and muddle up the images from the resource</p> <p>document ready for children to sort in small groups (currently pp. 1-3 are Victorian images and pp. 4-5 are Elizabethan images).</p>
Lesson 11	1 hour	<p>Who was Queen Elizabeth 11? Key Vocabulary: Sources, Lifestyle, Reign, Impact, Influence, Significance</p>	<p>Introduction: What do you know about Queen Elizabeth 11? Why might we know more about this queen than others we have looked at?</p> <p>On the tables provide images of the queen include photos and paintings. Why do the children think that the queen also had paintings? Being history detectives, what information can they discover from the images?</p> <p>Share ideas about the information they have discovered.</p>	<p>Twinkle PPT</p> <p>Images of the queen throughout her life include photos and paintings.</p> <p>Magnifying glasses</p>

			<p>Share the PPT about the life of the queen. Did children discover any of this information from the images?</p> <p>Using the video on slide 16 what do the children think about the life of the queen how was her reign different to the other queens we studied? Could we do a then and now activity for this queen's reign?</p> <p>Independent activity: children create a fact file of the queen. Provide the children with images and the slides 17 and 18 with the timeline and fun facts.</p>	
Lesson 12	1 hour	<p>Who is our present king?</p> <p>Key Vocabulary: King, Monarch, Royalty, Throne, Reign, Role</p>	<p>Introduction: Who is our monarch today? Does anyone know anything about King Charles 111?</p> <p>Show the fun fact video https://www.youtube.com/watch?v=b18tUxHF8I8 we can collect and provide information in many ways. Image if Queen Victoria would have been able to do a you tube video? What might she have included?</p> <p>What can we expect from our king? Do the children think he will be a good king? What might he go down in history for? Show the news round clip https://www.bbc.co.uk/newsround/62850323</p> <p>Independent activity: Using images from the news round children choose an image and provide their thoughts and ideas on how Charles will reign as king.</p>	<p>Website links</p> <p>Images of Charles.</p>