

### What I have already learnt (In Year 2)

#### **Chronological understanding:**

I have learnt to accurately order events that I learnt about from furthest away to most recent.  
I have learnt to draw timelines and placed areas of study on them.  
I have learnt to compare areas of study and identify similarities between them.  
I have learnt to compare areas of study and identified differences between them.

#### **Vocabulary:**

I have learnt a range of names and words specific to areas of study  
I have learnt to and used words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries

#### **Questioning:**

I have learnt to ask simple questions to develop my understanding.  
I have learnt to accurately answer simple questions related to an area of study confidently  
I have learnt to justify my answers using sources or stories

#### **Knowledge:**

I have learnt to identify key events about the areas I have studied.  
I have started to about how we know about past events.  
I have learnt to identify different representations of history e.g. books, visual clips, letters.

### What I will have learnt by the end of this unit

- I will learn about the chronology of the monarchs who reigned during the events we learnt about in KS1.
- I will have learnt to use secondary sources to learn about the changes in Britain under Queen Victoria's reign.
- I will have learnt about Queen Victoria's life in Britain as monarch.
- I will have learnt to use secondary sources to learn about the changes in Britain under Queen Elizabeth II's reign.
- I will have learnt about Queen Elizabeth II's life in Britain as monarch.
- I will have compared life in Britain under Queen Victoria's reign to life in Britain under Queen Elizabeth II's reign.

### What I will have learnt by the end of my Key Stage

- I will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- I will have noted connections, contrasts and trends over time and developed the appropriate use of historical terms.
- I will have regularly addressed and sometimes devised historically valid questions about change, cause, similarity and difference, and significance.
- I will have constructed informed responses that involve thoughtful selection and organisation of relevant historical information.
- I will understand how our knowledge of the past is constructed from a range of sources.

### Kings and Queens History Year 3

#### Key Vocabulary

**Monarch** - A head of state such as a king, queen or emperor.

**Legacy** - Something that a person leaves behind to be remembered by.

**Historical sources** - Documents, artefacts, photographs etc that are from or inform us about the past.

**Reign** - To hold royal office; rules as a monarch.

**Coronation** - A ceremony to crown the new King or Queen.

**Development** - A significant change or movement.

**Throne** - A ceremonial chair for important people such as monarchs.

**Innovation** - A new method or idea.

**Hierarchy** - A system of ranking people according to their status.

**Royalty** - People of royal blood or status.

**Elizabethan** - Relating to the reign of Queen Elizabeth I. A person alive in this era.

**Victorian** - Relating to the reign of Queen Victoria. A person alive in this era.

**Heir** - A person legally entitled to the property or rank of another on that person's death.

**King** - A male ruler or monarch who inherits the position through right of birth.

**Queen** - A female ruler or monarch who inherits the position through right of birth.

**Jewels** - A precious stone or a single crystal.

#### Key Knowledge

- William I came from France. He killed King Harold in 1066 and took over England, becoming known as 'William the Conqueror'.
- King Edward I was given the nickname 'Longshanks' because he was very tall. He was also called the 'Hammer of Scots' as he spent a long time fighting with Scotland.
- Henry VIII was desperate for a son, so when his wife Katherine of Aragon gave him a daughter, he divorced her. In doing so he split England from the Catholic church and created the Church of England.
- Henry VIII had six wives! He divorced two and beheaded two! reign The length of time a king or queen rules for.
- Elizabeth I was the daughter of Henry VIII. She was never married. coronation The new monarch is crowned King or Queen. sovereign A ruler of a country such as a king or queen.
- Richard III is often known as being a cruel and unkind king. He is famous because no one knew where he was buried until his skeleton was discovered in a car park in 2012.

#### Key Skills I will learn/use

- APPLY AND ANALYSE** - I will be able to apply what I know about different monarchs in the past to what I know now and analyse these in ways which further my learning.
- Describe** - I will learn to use historical terminology to describe what life was in the times of different monarchs.
- Connect ideas** - I will be able to connect ideas about how monarchs wanted to rule and what they did.
- Consider** - I will consider what happened during the times of different monarchs and how it has influenced our lives now.
- Question** - I will question ideas and concepts that I am not sure of to gain further understanding of monarchs.
- Discuss/ideas/points of view** - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.
- Respond thoughtfully** - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far.



### **Monarchy in the United Kingdom**

There have been over 60 monarchs since Alfred the Great in AD 871. The Queen, Elizabeth II, is the monarch today. She is the longest reigning British monarch.



Elizabeth II

**My Skills and Knowledge that I may use from other subjects**

- Mathematics:** I can use my maths knowledge to work out how long-ago events happened.
- Literacy:** I can use my reading and comprehension skills to further my knowledge of different reigning monarchs.
- Geography:** I can use my geographical skills to find out where the best places were to build forts and castles.
- Science:** I can use my knowledge of rocks to analyse the crown jewels.
- Art:** I can use my art skills to create replica art and tapestry from different periods of time.
- RE:** I can use my knowledge of religion to compare beliefs and contrast those to different reigns.
- D&T:** I can use my knowledge of food technology to study the development of food and cooking from different reigns.
- Music:** I can use my music knowledge and skills to take part in improvised performances using replica musical instruments.

**Recall and Remember**

	A	B	C	D
What are the four countries that make up the United Kingdom?	England, Wales, Scotland and France.	England, Wales, Scotland and Britain	England, Wales, Scotland and Northern Ireland	England, Wales, Scotland and Republic of Ireland
Who is the current Queen of the United Kingdom?	Queen Elizabeth II	Queen Elizabeth I	Queen Victoria	The Queen Mother
How many times did King Henry VIII marry?	Twice	Once	Five times	Six times
How old was Queen Elizabeth I when she became Queen?	45	25	27	5
How long has Queen Elizabeth II been on the throne for?	67 years	76 years	25 years	70 years
Who was Queen Elizabeth II's father?	King Edward VI	King Henry VIII	King George VI	The Duke of Cambridge

**Significant Buildings**



Lancaster Castle



Buckingham Palace



Balmoral Castle



Hillsborough Castle



Windsor Castle



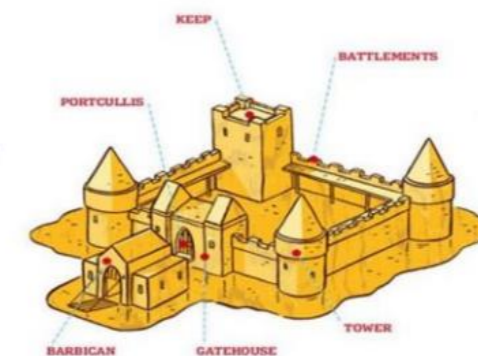
Caernarfon Castle

**Types of castles**



**Motte and Bailey**

These castles were built first because they were quick and cheap to build. King William needed castles as soon as possible to defend his new crown. They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans.



**Keep and Bailey**

When the rebellion against King William calmed down they were able to build Keep and Bailey castles, that took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London.

**Opportunities for teaching Diversity, Equality (Including protected characteristics) and expanding Cultural Capital**

**Key Historical Concepts**

- Chronology Empire
- Civilisation
- Wider world history
- Continuity and change
- Cause and consequence
- Similarity/difference/significance
- Local history
- Culture
- Economy
- Governance