

### What I have already learnt (In Year 3)

#### **Chronological understanding:**

I have learnt to develop my knowledge of chronology and can place periods of history I have learnt about accurately on a timeline.

I have learnt to confidently make links between areas of history I have studied in Year 3 and previously, identifying similarities between them

#### **Vocabulary:**

I have learnt to use a range of names and words from the areas I have studied in Year 3 as well as remembering a few names and words from previous study.

I have learnt to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

#### **Questioning:**

I have learnt to ask more in depth questions for my age to develop my understanding.

I have learnt to answer questions accurately related to the area of study and used sources to justify my answers.

#### **Knowledge:**

I have learnt to remember a range of key facts and information from areas of study in Year 3.

I have learnt to identify at least two ways we gather information.

I have learnt to use at least one type of source of information confidently

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

- I will have learnt to ask questions about life in Norman England and look at a map of the British Empire to understand why the UK was such a powerful nation in the Victorian era.
- I will have learnt to have a chronological understanding of which monarch reigned in relation to another.
- I will have learnt to explain what the Magna Carta was and why it was an important document.

### 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 4

### **Royal portraits**

Royal portraits show a monarch in the way that they wish to be seen. The pose, objects, background, clothes and facial expression give messages to the viewer about the monarch's power and personality.



Elizabeth I

Elizabeth I's direct stare and straight back show her strength and confidence. The orb, sceptre and crown show her authority. The Tudor roses on her dress show that she is a Tudor monarch.



Charles I

Charles I is holding a baton while riding a horse. He is not wearing his helmet. This shows that he is a brave warrior. There are grand pillars and an archway in the background, which show his pride.



George III

George III's crown shows his authority and his robes display his wealth. The pillar represents strong leadership. He is staring into the distance, showing that he is quiet and thoughtful.

#### Key Historical Concepts

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

### 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.

**Movements** - A significant change or development.

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

**Innovations** - 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.

#### Key Skills I will learn/use

**APPLY AND ANALYSE** - I will be able to apply the knowledge I have gained about reigning monarchs to analyse, compare and contrast ideas and opinions.

**Describe** - I will learn to use key vocabulary and historical terminology when describing different aspects of life in different reigns.

**Connect ideas** - I will connect the ideas I have about monarchs in the past to our current monarch and how society has developed. I.e. Lifestyle. Religion.

**Consider** - I will consider what influenced change in monarchs, different ruling styles and the impact it has had.

**Question** - I will ask well-structured and in depth questions about life and ruling monarchs to challenge my learning.

**Discuss/ideas/points of view** - I will use my ideas and points of view to have in depth discussions with peers about different topics surrounding the British monarchy.

**Respond thoughtfully** - I will be able to respond thoughtfully to others views, different ideas and my own thoughts, challenging and analysing them.

## Recall and Remember

**William the Conqueror invaded England from Normandy. He defeated King Harold at a famous battle in 1066.**

**What was it called?**

The Disagreement of Dundee

The Argument of York

The Fight of Ipswich

The Battle of Hastings.

**King Richard I was very brave and earned himself a nickname. What was it?**

Eaglewing

Lionheart

Jaguar mind

Serpent spirit

**Queen Victoria was our longest reigning monarch so far. How long was she Queen for?**

100 years

63 years

16 years

29 years

**A royal war between the House of Lancaster and the House of York was called...**

The War of the Roses

The War of the Daisies

The War of the Daffodils

The War of the Violets

**King Edward I founded something in politics which still exists today. What was it?**

A Prime Minister

Parliament

Arguments

Voting

**Henry VIII's reign came just after the War of the Roses, but he is more famous for something else. What is it?**

His skill at ballet dancing

His love of dancing

His beautiful hats

His six wives

**At one point, England was a republic and had no King or Queen. How long did this last?**

11 hours

11 days

11 months

11 years

**King George VI becoming King was a bit of a surprise. Why?**

His older brother gave up his throne to get married

He was the King's butler and was crowned by mistake

He forgot about the ceremony until the last minute

Nobody thought he could do it

**England's first female monarch was called:**

Queen Violet

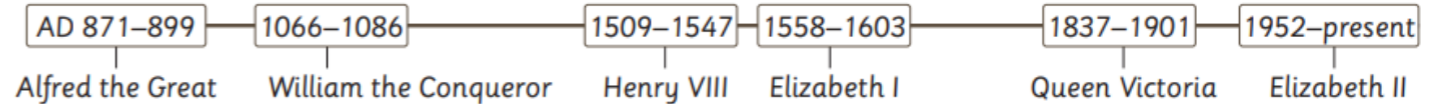
Empress Matilda

Princess Verruca

Duchess Sophie

## Timelines

A timeline shows important events in chronological order. This is a timeline of six significant sovereigns. The numbers represent the dates of their reigns.



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

### Key Knowledge

- The responsibilities of a monarch: signs government laws, head of the armed forces, head of the Church of England and represents the nation through visits and at ceremonies.
- Life in the Victorian period was different to our lives now.
- Before King John ruled the country, Kings of England had a lot of power and did not have to ask Parliament before making important decisions. This changed when the Magna Carta was introduced.
- The United Kingdom is part of Europe.
- Buckingham Palace is located in London, which is the capital city of England. Buckingham Palace is home to our current monarchy and is a significant building in England.
- The coronation of Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. Elizabeth II became Queen at the age of 25 after the death of her father King George VI.
- Queen Elizabeth II is the Head of State in Great Britain. She has the authority over the courts, is commander-in-chief of the armed forces and is the head of the Church of England.
- The coronation of Queen Elizabeth I took place at Westminster, London, on 15th January 1559. She became queen at the age of 25 after the death of her half-sister, Queen Mary I.
- The roles and responsibilities of Queen Elizabeth I and Queen Victoria were different to Queen Elizabeth II.
- Transport has developed and changed from the Elizabethan era to present day.

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

**Mathematics:** I can use my mathematical knowledge of coordinates to create scaled and ratio replicas of castles.

**Science:** I can use my knowledge of materials and use these to investigate cloaks, crown jewels, stone, bronze and iron statues.

**Geography:** I can use my geographical knowledge to consider where in my locality would be best to construct a castle.

**Literacy:** I can use my reading, comprehension and writing skills to further my knowledge of different British monarchs.

**Art:** I can use my art skills to experiment with different techniques and styles to create my own medieval royal art.

**RE:** I can use my knowledge of religion to compare and contrast the significance of religions in different reigns.

**D&T:** I can use my technology skills to discover technological developments from different reigns.

**Music:** I can use my music knowledge and skills to take part in improvised performance to compare and contrast musical instruments.