History – Year 2 – Summer Term

Kings and Queens

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| Links to other subject units this term | | |
| The children will use their writing skills to communicate what they have found out about kings and queens from the past. They will listen to music which was composed and played during the times of previous kings and queens. | | |
| Prior Learning | | |
| Through our study of significant explorers, the children have an understanding of the concept of a time line and the chronological order of events. They understand that, whilst there are a variety of sources of information available to us, not all of these are reliable; especially those from many years ago when we did not have photographic or film / video evidence to back-up the written information. | | |
| Key vocabulary for this unit | | |
| monarch, heir, rule, abdicate, prime minister, parliament, government  chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II, Charles III  family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great grandparent.  ‘princes in the tower’, the Battle of Bosworth, War of the Roses, House of York, House of Lancaster, William Shakespeare, debate  medieval, banquet, coronation  Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada. | | |
| Learning Sequence | | |
| **The Role of a Monarch** | * Understand what a monarch is and the qualities needed to be a good monarch. | |
| **Significant British Monarchs** | * Find out about some important British monarchs. | |
| **Family Trees** | * Find out how the title of king or queen is inherited. * Find out about how family history, such as queen Victoria's and our own family, can be represented. | |
| **The Secrets of**  **Richard III** | * Understand how we know about the life and death of Richard III. * Find out about some key facts about the life of Richard III. | |
| **A Medieval Banquet** | * Find out about what kings and queens ate during medieval banquets. | |
| **Comparing Elizabeth I and Queen Victoria** | * Find out about and compare the lives of Elizabeth I and Queen Victoria. | |
| Assessment milestones | | |
| **Historical Skills**   * Find out about some important British monarchs, using research skills. * Decide which sources of information are most reliable to historians when finding out about Richard III. | | **Historical Knowledge:**   * Have an understanding of the chronology of various significant British kings and queens, and be able to place some in the correct order. * Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria. * Talk about how we know about the lives of some significant people in history and use historical facts to support their opinion about them. |