

### What I have already learnt (In Year 4)

#### **Chronological understanding:**

I have learnt to become more secure in 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, identifying differences and similarities between them

#### **Vocabulary:**

I have learnt to remember and use a range of names and words from the areas I have studied in Year 4 as well as remembering some names and words from previous study

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

I have learnt to understand 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 questions to develop my understanding

I have learnt to challenge sources of information

I have learnt to organise some information that is purposeful for responding to or asking questions.

#### **Knowledge:**

I have learnt to remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study

I have learnt to understand how our knowledge of history is developed through a range of sources

I have learnt to use at least one type of source of information confidently and begin to use at least two different types of sources e.g. books, internet, visual clips

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

- I will have learnt to raise questions about Queen Elizabeth II in order to understand life as a modern monarch.
- I will have described how different monarchs fought to become powerful, whilst others used dynasties to secure their position as head of the country.
- I will understand the importance of an heir to the throne through comparing different generations of monarchy.
- I will be able to see why these six monarchs have been identified as being significant to understanding events in British history

### 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 5



### Key Vocabulary

**Abdicate** - Give up, such as power, as of monarchs and emperors.

**Commonwealth** -- A political system in which power lies in a body of citizens.

**Coronation** - The ceremony of installing a new monarch.

**Descendant** - A person considered as coming from some ancestor or race.

**Dynasty** - A series of leaders in the same family, like the British Royal Family.

**Hereditary** - Inherited or inheritable by established rules of descent.

**Illegitimate** - Contrary to or forbidden by law.

**Interregnum** - The time between two reigns or governments.

**Line of succession** - The order in which individuals are expected to succeed one another in some official position.

**Monarch** - A nation's ruler usually by hereditary right.

**Protestant** - A member or follower of any of the Western Christian Churches that is separate from the Roman Catholic Church.

**Reign** - Royal authority; the dominion of a monarch.

**Sovereign** - A nation's ruler usually by hereditary right.

### Key Knowledge

- William the Conqueror - reigned 1066-1087.
- William believed that when King Edward died, he would be named as the next King of England.
- Edward announced Harold Godwinson as the next King and William was not happy.
- King John - reigned 1199-1216.
- King John charged the English people high taxes so he could afford more weapons and soldiers for battles.
- The people got so fed up with this that they began to revolt.
- King Henry VIII - reigned 1491-1547 While he was King, Henry wanted the next monarch to be male so that England would be in the strongest hands (he believed a daughter would not be clever enough to keep the peace). His first two wives gave birth to daughters and it wasn't until he married Jane Seymour that he finally got a son.
- Queen Anne - reigned 1702-1714.
- Some people questioned whether Queen Anne was healthy enough to run the country as she suffered from terrible illnesses.
- Queen Victoria - reigned 1837-1901.
- Victoria survived seven assassination attempts. She had become unpopular for hiding away after her husband's death.
- Queen Elizabeth II.
- Elizabeth became Queen in 1952 and has reigned for over 60 years

## Recall and Remember

How many wives did Henry VIII have beheaded?

- One
- Two
- Three
- Four

Who was the mother of Elizabeth I?

- Catherine Howard
- Catherine Parr
- Catherine of Aragon
- Anne Boleyn

Who did Henry VII marry?

- Elizabeth of York
- Mary of York
- Katherine of York
- Anne of York

Who succeeded Elizabeth I?

- George I
- James VI of Scotland
- James II
- Charles I

Who was Henry VIII's first wife?

- Catherine Parr
- Anne Boleyn
- Catherine of Aragon
- Anne of Cleves

What religion was Mary I?

- Protestant
- Quaker
- Catholic
- Muslim

Who was the first Tudor monarch?

- Henry VII
- Elizabeth I
- Henry VIII
- Mary

Who was the 'nine day' queen?

- Mary Queen of Scots
- Mary I
- Catherine Howard
- Lady Jane Grey

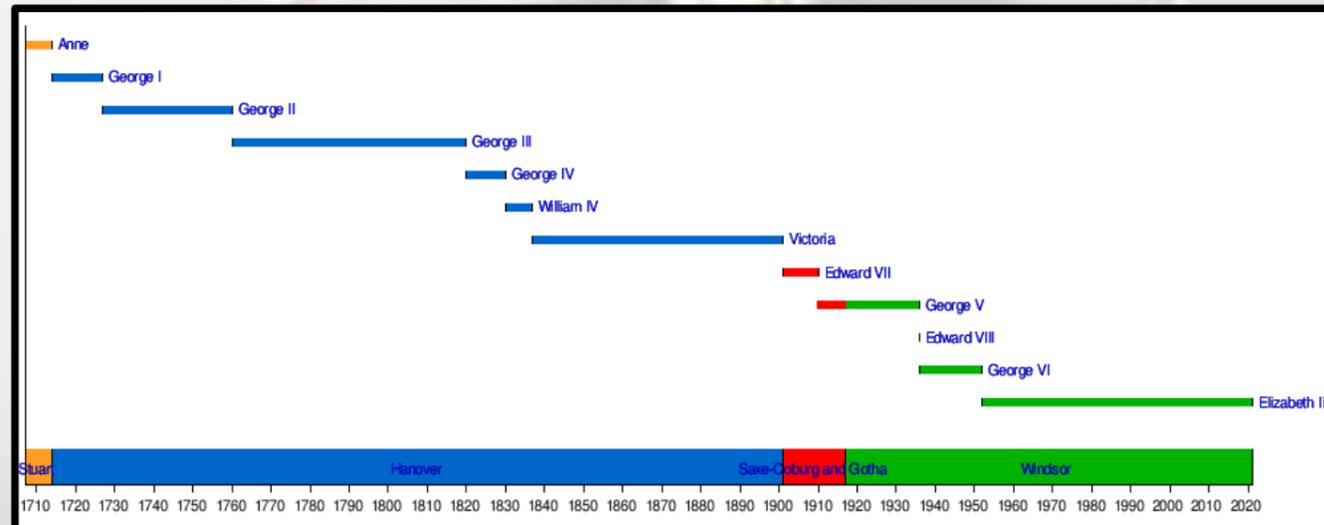
How many years did Elizabeth I reign?

- 10
- 25
- 45
- 60

Who succeeded Henry VIII?

- Edward VI
- Elizabeth I
- Mary I
- Henry IX

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



### Key Skills I will learn/use

**EVALUATE AND CREATE** - I will be able to evaluate what I have learnt about different reigning monarchs and use these to help me in my work (both written and verbal).

**Connect ideas** - I will connect ideas by making links in the impact certain periods of time have had to nowadays and how life has developed.

**Describe** - I will learn to use a range of historical terminology to describe different periods of history (including the Victorian times) and how they have impacted the world we know today.

**Recognise impact** - I will use what I have learnt to outline the impact different monarchs have had in the country we live in today.

**Question/ideas/points of view** - I will compare my own ideas, points of view and questions to those of my peers and think about how the range of answers will influence my view of different monarchs.

**Respond thoughtfully** - I will respond thoughtfully to questions and answers myself and peers have and use what I have learnt to further these.

**Investigate** - I will be able to use different methods to investigate different views on reigning monarchs.



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

**Mathematics:** I can use my mathematical knowledge of coordinates, conversion and measurement to create an accurate model of a monarchs tower/castle/home.

**Science:** I can use my knowledge of materials to study different clothing and armour.

**Geography:** I can use my geographical skills to plot where monarchs lived, visited and explored.

**Literacy:** I can use my reading, comprehension and writing skills to further my knowledge of the monarchy.

**Art:** I can use art skills such as colour mixing, impression, and sculpture.

**RE:** I can use my knowledge of religions to make informed decisions as to why there were different religious beliefs in different reigns.

**D&T:** I can use my knowledge of construction, materials, design and structure to construct a range of different replicas.

### Key Historical Concepts

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