

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

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.

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.

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

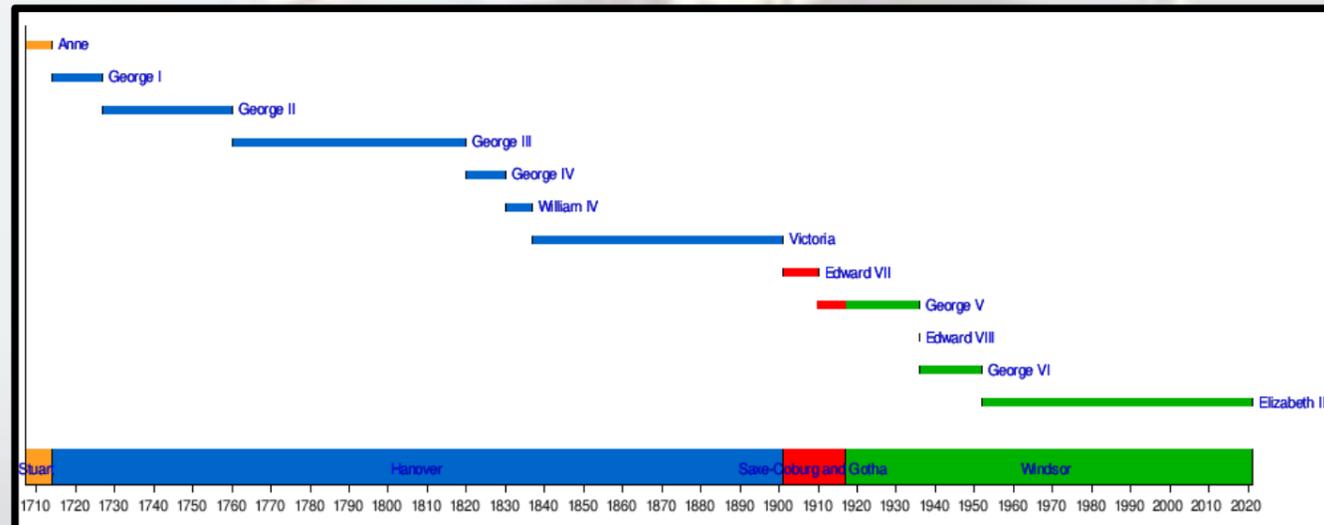
How many years did Elizabeth I reign?

- 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