

What I have already learnt (In Year 5)

Chronological understanding:

I have learnt to have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline.

I have learnt to draw my own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.

I have learnt to compare historical periods, identifying similarities between them.

I have learnt to compare historical periods, identifying differences between them.

I have learnt to identify trends over time

Vocabulary:

I have learnt to remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study.

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

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

Questioning:

I have learnt to question to develop my understanding and also ask questions of what people have said.

I have learnt to challenge sources of information.

I have learnt to make purposeful selections about information I wish to include in responses.

I have learnt to organise information purposefully when responding to or asking questions.

Knowledge:

I have learnt to remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.

I have learnt to build my understanding of how our knowledge of history is developed, identifying how a range of sources build up my knowledge and understanding.

I have learnt to access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

What I will have learnt by the end of this unit

- I will have learnt to understand why and how monarchy affected the formation of the United Kingdom of Great Britain and Northern Ireland as we know it today.
- I will have learnt to explain how different monarchs achieved, secured and continued to exact power on the UK by looking at royal behaviours from the past and considering the impact of these on how we live today

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 6

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.
- William invaded England from France in order to defeat Harold in battle and become King.
- William used fear to control the people of England and ordered them to pay huge taxes.
- 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.
- The rebels took control of London and made King John approve Magna Carta.
- 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.
- Catherine of Aragon (divorced) Anne Boleyn (beheaded) Jane Seymour (died) Anne of Cleves (divorced) Kathryn Howard (beheaded) Katherine Parr (survived).
- Queen Anne - reigned 1702-1714.
- Some people questioned whether Queen Anne was healthy enough to run the country as she suffered from terrible illnesses.
- She was a strong and calm leader who joined Wales, Scotland and England together as Great Britain.
- Queen Victoria - reigned 1837-1901.
- Victoria survived seven assassination attempts. She had become unpopular for hiding away after her husband's death.
- During her reign, Britain became the most powerful country in the world.
- Queen Elizabeth II.
- Elizabeth became Queen in 1952 and has reigned for over 60 years.
- Titles include: British Sovereign, Head of The Commonwealth, Head of the Armed Forces and Supreme Governor of the Church of England.

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.

Assassination - The murder of someone important.

Commonwealth - A group of countries, including the UK, which have agreed to work together and have a joint set of values.

Invade - To raid or enter another area as an enemy.

Magna Carta - A list of promises that would make England a safer and fairer place to live.

Rebels - A group of people who disobey or fight against a government.

Revolt - To join with others to fight against the government.

Recall and Remember

Which one of his six wives is England's King Henry VIII buried alongside?

How many kings of England have been named Henry?

Which king signed the Magna Carta?

Who was the wife of king Henry II?

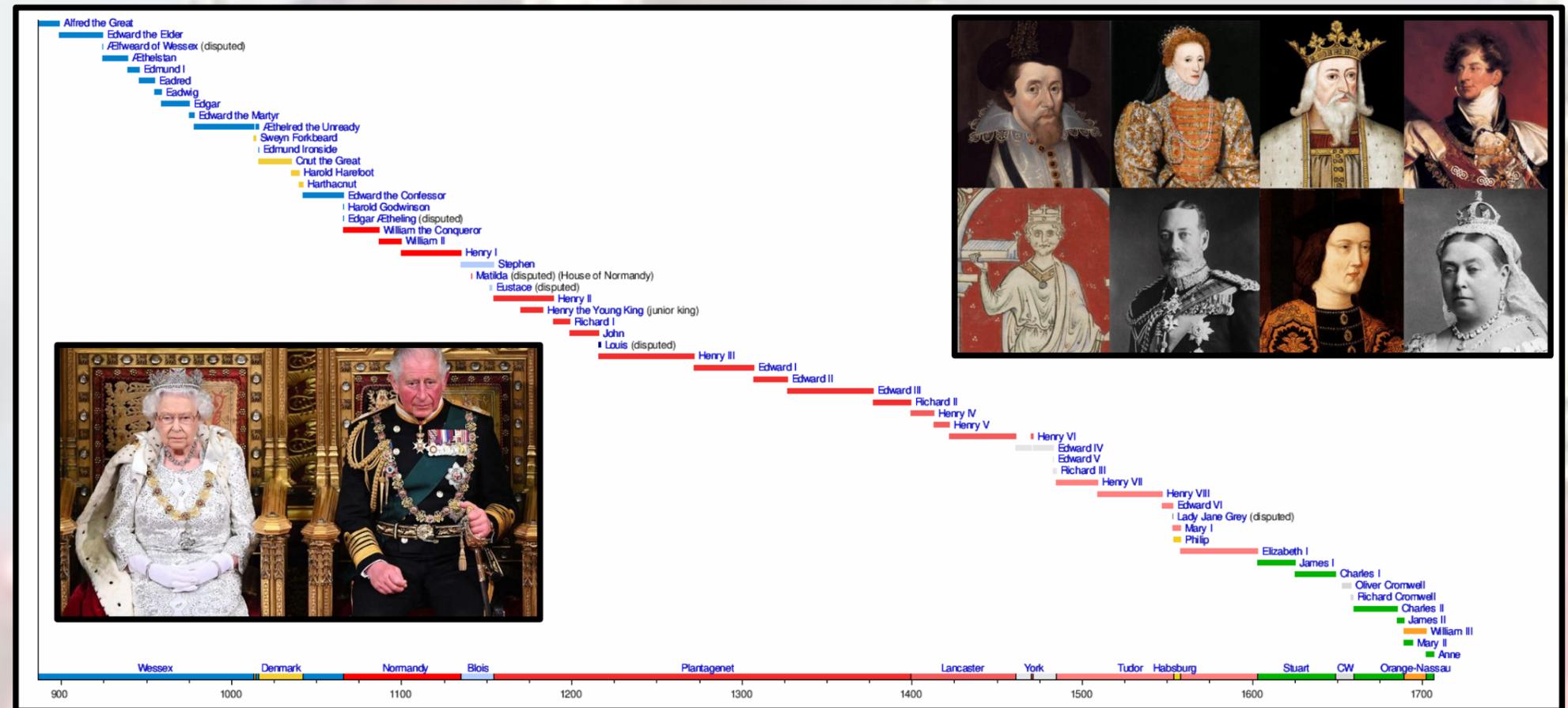
Who was the English king at the Battle of Agincourt?

Which king of England died at the Battle of Bosworth?

Who was the king of England (and the rest of Great Britain) at the time of the American Revolution?

[Can you complete this BBC Bitesize English Monarch Quiz?](#)

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
- Vocabulary

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 royal replica.

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

Geography: I can use my geographical skills to find out about royal visits, tours and explorations across the globe.

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 when creating replica royal artwork.

RE: I can use my knowledge of religions to make informed decisions as to why there was no single religion in the reigning monarchy and why others wanted it changing.

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

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 create pieces of work that are well thought out and balanced.

Outline ideas/practices - I will outline ideas and practices of different reigning times in a range of different ways and methods.

Link different viewpoints - I will be able to use my ever growing knowledge of historical periods to link different viewpoints to the different rulers and how they have influenced later periods of time.

Explain - I will be able to confidently and clearly explain my ideas, what I have learnt and my views of the monarchs.

Recognise impact - I will use the knowledge I have gained to recognise the impact monarchs have had on many different factors of society today.

Express own ideas - I will express my own ideas thoughtfully and respectfully when talking about different subjects surrounding different monarchs.

Apply ideas thoughtfully - I will be able to express my own ideas thoughtfully into group discussions and expand when needed to further my own and others learning.

Investigate - I will be able to use investigate methods to research concepts, ideas and different topics in royal family and monarchs.