



## Medium-term plan

<b>Year group:</b> 1/2	<b>Term:</b>
<b>Topic/unit:</b> Queens: Elizabeth I, Victoria, Elizabeth II: The lives of significant individuals in the past who have contributed to national and international achievements – used to compare aspects of life in different periods.	
<b>Children make progress in</b>	<b>Evidence for knowledge/understanding developed</b>
<b>Substantive knowledge</b> (what we want children to know and remember)	
<ul style="list-style-type: none"> <li>Children will understand that Victoria and Elizabeth I's reigns were at different times in the past and that they and Queen Elizabeth II are related, although generations apart.</li> <li>Children will understand that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reigns.</li> <li>Sees that people from Europe were beginning to explore the World in Elizabeth I's time and gains a notion that by Victoria's reign Britain controlled lots of other countries (Empire).</li> </ul>	<ul style="list-style-type: none"> <li>Will talk about, eg Queen Elizabeth I's reign being a very long time ago, or a long time before Queen Victoria's reign.</li> <li>Can match transport/building images on <a href="#">RS4</a> to the correct period/Queen.</li> <li>Talks about exploration in terms of finding new lands or searching for gold and/or the empire in terms of other places being ruled by Britain/Victoria (the link between the two is not likely to occur to children of this age).</li> </ul>
<b>Disciplinary knowledge</b> (use HIAS AREs)	
<ul style="list-style-type: none"> <li><b>Year 1 – chronology</b> – creates simple timelines to sequence events, objects, etc. Confidently uses vocabulary associated with the past e.g. old, new, then, now.</li> <li><b>Year 2 – chronology</b> – realises that historians use dates to describe events. Uses phrases describing intervals of time, eg before, after, at the same time, etc.</li> <li><b>Year 1 – characteristic features</b> – recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today.</li> <li><b>Year 2 – Characteristic features</b> – recognises and describes, in simple terms some characteristics of a person or period studied. Increasingly uses topic specific language in explanations.</li> </ul>	<ul style="list-style-type: none"> <li>At step 3 successfully places images of the three Queens in chronological order.</li> <li>At step 4 successfully matches at least one important event to each queen on timeline or by sorting images.</li> <li>May add a date caption to images on the timeline, eg Queen Elizabeth II's coronation image.</li> <li>At step 5 can identify differences in forms of transport and objects linked to communication, eg fountain pen/quill telephones) to match them to the correct period/ Queen.</li> <li>At step 5 explains that a palace for Queen Victoria or Queen Elizabeth I would not have modern gadgets or facilities. Understands that Queens Elizabeth I and Victoria would not have mobile phones, Internet, TV, etc.</li> </ul>

**Key question to drive the enquiry to promote children's progress:** which Queen reigned at the best time, Queen Elizabeth I, Queen Victoria, or Queen Elizabeth II?

**Knowledge specific vocabulary**

- Crown.
- Coronation.
- Commonwealth.
- Communication.
- Empire.
- King.
- Monarch/monarchy.
- Orb.
- Queen.
- Realm.
- Regalia.
- Reign.
- Royal/Royal family.
- Sceptre.

**Promoting SMSC**

- Spiritual:
- Moral:
- Social: group working, collaboration.
- Cultural: knowledge of our Monarchy and its long history.

**Cross-curricular links**

**Resources**

- Queens lives and times loan box from the History Curriculum Centre.
- Possible visitor or visit – see page 13.