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| **History medium term plan** |  |
| **Year group: Y1 or Y2** | **Term:**  |
| **NC topic/unit: *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.* |
| **Children make progress in:**  | **Evidence for knowledge/ understanding developed:** |
| **Substantive knowledge:** (What children should know and remember)Children will understand that Victoria and Elizabeth I’s reigns were at different times in the past and that they and our Queen are related, although generations apart. 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. 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). | * Will talk about e.g. Queen Elizabeth I’s reign being *a very long time ago*, or *a long time before Queen Victoria’s reign.*
* Can match transport/ building images on RS4 to the correct period/ Queen.
* 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).
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| **Disciplinary knowledge:** (Using HIAS AREs)**Y1 ARE – chronology:** Creates simple timelines to sequence events, objects etc.Confidently uses vocabulary associated with the past e.g. *old, new, then, now.***Y2 ARE – chronology:** Realises that historians use dates to describe events.Uses phrases describing intervals of timee.g. *before, after, at the same time* etc. **Y1 ARE – characteristic features:** Recognises that buildings, clothing, transport or technology could be different in the past.Shows awareness of significant features not seen today. **Y2 ARE – characteristic features:** Recognises and describes, in simple terms some characteristics of a person or period studied.Increasingly uses topic specific language in explanations. | * At Step 3 successfully places images of the three Queens in chronological order.
* At Step 4 successfully matches at least 1 important event to each queen on timeline or by sorting images.
* May add a date caption to images on the timeline e.g. Queen Elizabeth II’s coronation image.
* At Step 5 can identify differences in forms of transport and objects linked to communication e.g. fountain pen/quill telephones) to match them to the correct period/ Queen.
* 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.
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| **Key question to drive the enquiry and promote progress:***Which Queen reigned at the best time, Queen Elizabeth I, Queen Victoria, or our queen, Queen Elizabeth II?* |
| **Promoting SMSC****Spiritual:****Moral:****Social:**Group working, collaboration. **Cultural development:**Knowledge of our Monarchy and its long history. | **Knowledge specific vocabulary** |
| CrownCoronationCommonwealthCommunication EmpireKingMonarch/ monarchy | OrbQueenRealmRegaliaReignRoyal/ Royal familySceptre |
| **Resources/visits etc:** **Queens lives and times loan box** from the History Curriculum Centre.Possible visitor or visit – see p11 |