

History

Queens - Year 2

What can portraits tell us about the difference between Queen Elizabeth I and Queen Elizabeth II?

How was the Victorian era different to the Elizabethan era?

Remember when

- Timelines
- Significant people (Amy Johnson/ Samuel Pepys)
- Monarchy- Charles II (Great Fire of London) and James I (Gunpowder Plot)

Sticky knowledge

- Queen Elizabeth became our queen in 1952 and is the longest serving monarch.
- The queen is the head of the church of England and works closely with the Prime Minister.
- Queen Elizabeth I became queen of England in 1547.

Elizabethan Era:

- Transport- horses and carts
- Toys- homemade toys, dolls, toy soldiers
- Houses- made of wood

- Queen Victoria was married to Albert and ruled England for over 60 years. This was called the Victorian era.

Victorian Era:

- Transport- horses and carts, trains, early cars and buses
- Toys- wooden toys, dolls, marbles
- Houses- made of brick or stone

- I can compare three aspects of life in the Elizabethan and Victorian eras .

Key vocabulary

Queen
King
Reign
Nation
Monarch
Coronation
Crown
Throne
Parliament
MPs
Prime Minister
Law Jubilee
Castle
Past
Present
Timeline
Then
Now
Era

National curriculum

To study the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

To study events beyond living memory that are significant nationally or globally

Timeline specification

Timelines
To focus on creating and understanding the timeline.
-Sorting
-Sequencing
-Key events

Enquiry questions

Did people really ...?
How do we know ...?
Was it really ...?
Why did...?

Sources of information

visit	maps
visitors	oral testimonies
artefacts	diaries
museums	autobiographies
photographs	songs
documentation	tools
real life accounts	speeches
newspapers	paintings
letters	clothing

	Title / Focus	Lesson outline
Lesson 1	<p>LO: To know who our queen is and her role.</p> <p>Sticky Knowledge: Queen Elizabeth became our queen in 1952 and is the longest serving monarch.</p> <p>The queen is the head of the Church of England and works closely with the Prime Minister.</p>	<p>Introduction to British democracy and current monarch Queen Elizabeth II. Key events link to sticky knowledge. Link to previous knowledge regarding Guy Fawkes – roles of the king and parliament. Discuss a range of key events through Queen Elizabeth II's life e.g. having children, getting married, her career, becoming queen, jubilee. Show a range of photographs of the key events. How has Queen Elizabeth II changed over time? Create a timeline by matching pictures, key dates and plot them on a timeline.</p> <p>ARE - Plotting dates and events to create a timeline of Queen Elizabeth II's life. LA – Have printed facts and dates to stick alongside corresponding images. Adult support with reading. GD – Recall events and dates and sequence these accurately on the timeline, using their knowledge of chronology to explain why they have placed events in particular places on the timeline.</p>
Lesson 2	<p>LO: To know who Queen Elizabeth I was.</p>	<p>Use paintings, descriptions, books, secondary sources to carry out research – Who was Queen Elizabeth I? Use books such as 'Pick your queen'. Children to find out about Queen Elizabeth I's childhood, time being queen, family.</p>

	<p>Sticky Knowledge: Queen Elizabeth I became queen of England in 1547.</p>	<p>ARE - Write a fact file based on facts researched about Queen Elizabeth. LA – Question prompts to support the children’s research. Adult support, group work. GD – Locate their own facts using a range of research sources e.g, books, internet, images, videos.</p>
<p>Lesson 3</p>	<p>LO: To know what life was like in Elizabethan era.</p> <p>Sticky Knowledge: Transport- horses and carts. Toys- homemade toys, dolls, toy soldiers Houses- made of wood.</p>	<p>Investigation lesson – use photographs, books, artefacts and clues provided to gather knowledge of different aspects of life during the Elizabethan era (linked to sticky knowledge). Children to be given a range of headings to research: What were clothes like? What was the food like? What did they do for entertainment? What toys did children play with? What were the houses like? How did they travel?</p> <p>WTS/ARE/GDS – Mixed ability groups to support with reading and inference of artefacts/images. Twitter evidence of group work/discussions. Class mind map for washing lines.</p> <p>Twitter sticker to be put in books.</p>
<p>Lesson 4</p>	<p>LO: To know what Queen Victoria’s life was like.</p> <p>Sticky Knowledge: Queen Victoria was married to Albert and ruled England for over 60 years. This was called the Victorian era.</p>	<p>Using a range of secondary sources – photographs, books, videos to carry out research - What was Queen Victoria’s life like? Use books such as ‘Pick your queen’. Share photographs of Queen Victoria, her family. Can the children infer anything from the photos? Children to find out about Queen Victoria’s childhood, time being queen, family.</p> <p>ARE - Write a fact file based on facts researched about Queen Victoria. LA – Question prompts to support the children’s research. Adult support, group work. GD – Locate their own facts using a range of research sources e.g, books, internet, images, videos.</p>
<p>Lesson 5</p>	<p>LO: To know what life was like in the Victorian era.</p> <p>Sticky Knowledge: Transport- horses and carts, trains, early cars and buses Toys- wooden toys, dolls, marbles Houses- made of brick or stone</p>	<p>Investigation lesson – use photographs, books, artefacts and clues provided to gather knowledge of different aspects of life during the Victorian era (linked to sticky knowledge). Children to find out what life would be like as a child growing up, family, houses, food, travel, entertainment and clothing.</p> <p>WTS/ARE/GDS – Mixed ability groups to support with reading and inference of artefacts/images. Twitter evidence of group work/discussions. Add to class mind map using a different colour to highlight comparison points.</p>
<p>Lesson 6</p>	<p>LO: To be able to make comparisons between the Elizabethan and Victorian eras.</p> <p>Sticky Knowledge: I can compare three aspects of life in the Elizabethan and Victorian eras</p>	<p>Recap key knowledge learnt. Make comparisons between Elizabethan and Victorian era using the knowledge they have gained so far. Discuss how childhood will have been different between the two eras, similarities and differences between houses, clothing, entertainment etc... Discuss the similarities and differences between Queen Elizabeth I and Queen Victoria.</p> <p>ARE – Split page to make comparisons between the 3 aspects: transport, toys and houses. Make comparison between Queen Elizabeth I and Queen Victoria. WTS – Group discussion to support recap of knowledge and writing. GDS – Provide detailed comparisons using correct vocabulary. Back up comparisons using historical evidence.</p> <p>Mini quiz – Assessment opportunity.</p>
<p>Working towards</p>	<p>End of unit assessment</p>	<p>Working at a greater depth</p>

	Working at Age related expectations	
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