

History

Monarchs - Year 2

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

- King Charles III is our current monarch
- The monarch is the head of the Church of England and works closely with the Prime Minister
- Queen Elizabeth II became queen in 1952 and was our longest serving monarch
- Queen Elizabeth I reigned in England for 45 years. This was called the Elizabethan era.
- Queen Victoria reigned in England for over 60 years. This was called the Victorian era.

Elizabethan Era:

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

Victorian Era:

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

Key vocabulary

Queen
King
Reign
Monarch
Coronation
Crown
Throne
MPs
Prime Minister
Past
Present
Timeline
Then
Now
Era
Elizabethan
Victorian

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

photographs
newspapers
speeches
paintings
images of clothing
letters

	Title / Focus	Lesson outline
Lesson 1	<p>LO: To know what the role of a monarch is.</p> <p>Sticky knowledge: - King Charles in our current monarch.</p> <p>The monarch is the head of the Church of England and works closely with the Prime Minister.</p>	<p>Enquiry Question- What is the role of a monarch?</p> <p>Recap: What do you know about the royal family? Do you recognise any of these people- show Charles, Camilla, William, Kate, Harry and Meghan. Recap the coronation and what they might have done in FS/KS1 to celebrate. Explain what a coronation is.</p> <p>Activities: Give groups pictures of the royal family: Charles, Camilla, William, Harry, Elizabeth, Philip. Talk about who each of these people are. Which have been a king or queen? How did they become king or queen? Explain that the oldest child becomes the next monarch.</p> <p>In pairs, children organise the pictures into a family tree of the royal family starting with Elizabeth and Philip- explaining that Elizabeth's father was the king before her, then adding Charles and Camilla and finally William and Harry. Tell the pupils that William is older than Harry- who will become king after Charles? Take a photograph of their family tree for books.</p>

		<p>What does a monarch do? Show pictures of Charles in different roles-e.g. in church, meeting the prime minister, charity work. Discuss the pictures- what is he doing? Explain that the monarch is also the head of the church of England and the church of England was started by King Henry VIII, who they will be learning about in KS2. The monarch also works closely with the prime minister-do they know who that is?</p> <p>In books: Photograph and children answer questions in their books:</p> <ol style="list-style-type: none"> 1. Who is the King of England? 2. Who will be the next monarch? 3. How does someone become king or queen? 4. The monarch is the head of..... <p>Extra information to discuss: Charles is called Charles III because there have been two other King Charles' before him. Do you remember Charles II? He was the king during the great fire of London (show a picture).</p> <p>Start a class timeline split into 100 year segments. Put the current King on and Queen Elizabeth and explain that they will be learning about some other kings and queens from a long time in the past(on display).</p> <p>Adaptations: Written answers could be scribed or given multiple choice.</p>
<p>Lesson 2</p>	<p>LO: To know who our queen was and her role.</p> <p>Sticky Knowledge: Queen Elizabeth became our queen in 1952 and was the longest serving monarch.</p>	<p>Enquiry Question- Why was Queen Elizabeth II so significant? Introduction to British democracy and previous 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>
<p>Lesson 3</p>	<p>LO: To know who Queen Elizabeth I was.</p> <p>Sticky Knowledge: Queen Elizabeth I became queen of England in 1547.</p>	<p>Enquiry Question- What was it like to be Queen Elizabeth I? Recap: What is a monarch? What role do they play? How do they become the monarch? Display image of Queen Elizabeth I and speculate who/what she is? How can you tell from the portrait? Compare the portrait to one of King Charles.</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 child hood, time being queen, family.</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 4</p>	<p>LO: To know what life was like in Elizabethan era.</p> <p>Sticky Knowledge: Transport- horses and carts.</p>	<p>Enquiry Question- What was it like to live in the Elizabethan era? Recap: Who was Queen Elizabeth I? What do you know about her? When did she become queen? 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 the houses like? What transport did they use? What toys did the children play with? What clothes did they wear? Who was Queen Elizabeth I? - BBC Bitesize</p>

	<p>Toys- homemade toys, dolls, toy soldiers</p> <p>Houses- made of wood.</p>	<p>WTS/ARE/GDS – Mixed ability groups to support with reading and inference of artefacts/images. Photo evidence of group work/discussions. Class mind map for washing lines.</p>
Lesson 5	<p>LO: To know what Queen Victoria's life was like.</p> <p>Sticky Knowledge:</p> <p>Queen Victoria was married to Albert and ruled England for over 60 years. This was called the Victorian era.</p>	<p>Enquiry Question- What was it like to live in the Victorian era?</p> <p>Recap monarchs so far. Show image of Queen Victoria. Explain that there isn't anyone still alive from the Victorian times now- it was a long time ago. Explain that the time she was queen is known as 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>Who was Queen Victoria? - BBC Bitesize</p> <p>ARE - Write a fact file based on facts researched about Queen Victoria. What year did she become queen? How long was she the queen? Who was she married to? How many children did she have?</p> <p>LA – Question prompts to support the children's research. Adult support, group work.</p> <p>GD – Locate their own facts using a range of research sources e.g, books, internet, images, videos.</p>
Lesson 6	<p>LO: To know what life was like in the Victorian era.</p> <p>To be able to make comparisons between the Elizabethan and Victorian eras.</p> <p>Sticky Knowledge:</p> <p>Transport- horses and carts, trains, early cars and buses</p> <p>Toys- wooden toys, dolls, marbles</p> <p>Houses- made of brick or stone</p> <p>I can compare three aspects of life in the Elizabethan and Victorian eras.</p>	<p>Enquiry Question- How was the Victorian era different to the Elizabethan era?</p> <p>Recap: Who was Queen Victoria? What can you remember about her? How was the Elizabethan era different to now? Remind pupils about houses, transport, toys and clothes.</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, transport, toys and clothing.</p> <p>WTS/ARE/GDS – Mixed ability groups to support with reading and inference of artefacts/images. Photograph evidence of group work/discussions. Add to class mind map using a different colour to highlight comparison points.</p> <p>Discuss 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 focusing on houses, transport and toys. Discuss the similarities and differences between Queen Elizabeth I and Queen Victoria.</p> <p>Children to write a few sentences about what they notice about the similarities and differences between the two eras.</p>
Working towards	<p>End of unit assessment</p> <p>Working at Age related expectations</p>	Working at a greater depth

