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| **National Curriculum** | **Week** | **NC - Coverage** | **Disciplinary Knowledge** | **Factual Knowledge**  | **Activity Outline** |
| **Key Stage One**Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.Pupils should be taught about:* Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
* Events beyond living memory that are significant nationally or globally (The Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
* 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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell).
* Significant historical events, people and places in their own locality.
 | **1****Who have been Queen of England?** | 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 [for example, Elizabeth I and Queen Victoria. | Use words and phrases such as new, old, now and thenSequence events from history in orderUse information to describe the past | Identify the three Queens of England and explain one important fact about each.Understand the role of a queen in British history.Articulate why queens are significant figures in our society. | Prior knowledge will be evaluated by asking students questions such as:"Who can tell me what a Queen is?""Have you heard of any Queens before? Can you name any?" This will help gauge their familiarity with the concept of royalty and any specific individuals they might already know.Begin with a large image of the British flag. Ask students what they think it represents, leading to a brief discussion about Britain and its monarchy.Introduce the lesson's focus on Queens by showing a picture of Queen Elizabeth II. Pose questions such as: “Who is she?” and “What do you think her job is?”Present information about the three Queens, Elizabeth I and II and Victoria.A brief biography (name, years of reign)Key achievements or events during their reignTheir image and any fun facts (e.g., Queen Victoria had a very long reign).Use engaging visuals, such as pictures and short videos, to maintain students’ attention.Jigsaw Activity: Divide the class into three groups, each assigned to one queen. Provide fact sheets with simple words and illustrations related to their queen’s life and achievements.Art Integration: Encourage students to draw pictures of their queen to display under their presentations. |
| **2****Who was****Queen Elizabeth II?** | 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 [for example, Elizabeth I and Queen Victoria. | Recount the main events of a significant event in history.Ask questions about the past | Identify who Queen Elizabeth II was.Recall key facts about her life and reign.Understand her significance as a historical figure in Britain. | Before the lesson begins, the teacher will gauge students’ prior knowledge through a quick thumbs up/down activity. The teacher will ask questions such as:“Have you heard of Queen Elizabeth II?”“Can anyone tell me if they know something about her?”Begin with a brief discussion on kings and queens. Show a picture of a crown and ask students what they associate it with. Discuss their contributions to society.Introduce Queen Elizabeth II using a simple and engaging story or an anecdote that highlights a fun fact about her life to capture interest.visual timeline of Queen Elizabeth II’s life. Include significant dates and events such as her coronation, her marriage, and special occasions during her reign.Use pictures and simple text, ensuring to contrast her early life with her role as the monarch.Foster a whole-class discussion. Ask guiding questions:“What did Queen Elizabeth like to do when she was young?”“Why do you think she became the queen?”Provide students with materials such as sheets representing key events in Queen Elizabeth II’s life (e.g., her coronation or meeting children) so they can write facts underneath. Alternatively, group students to create a class timeline on large paper, where they can draw or use pictures to represent different stages of her life. |
| **3****Who was Queen Victoria?** | 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 [for example, Elizabeth I and Queen Victoria. | Recount the main events of a significant event in history.Ask questions about the past.Use a timeline to place events | Identify who Queen Victoria was.Recap major events during her reign.Explain her significance to British history. | To assess prior knowledge, the teacher will ask the following questions at the start of the lesson:"Can anyone tell me what they know about kings and queens?""Has anyone heard of Queen Victoria before?""What do you think a queen does?"key facts about Queen Victoria's life, including:Her birth and family backgroundMajor events during her reign (like the Industrial Revolution)Her legacy and contribution to British societyMake use of visuals such as maps, images of her family, and important events.Incorporate storytelling elements about her life to engage students.Divide the class into small groups and hand out fact cards that contain information about different aspects of Queen Victoria’s life (achievements, significant events, family).Each group will create a simple poster to summarise their assigned topic about Queen Victoria. They should include drawings, words, or phrases.Support: Provide sentence starters for less confident pupils, such as "Queen Victoria was…," and visual prompts to help them. |
| **4****What happened during Queen Victoria’s reign?** | 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 [for example, Elizabeth I and Queen Victoria. | Recount the main events of a significant event in history.Describe people and places from the past in different waysAsk questions about the past | Identify key events during Queen Victoria’s reign.Recognise important aspects of life in Victorian Britain.Describe Queen Victoria's significance in British history. | Question and Answer Session: Begin the lesson by showing a picture of Queen Victoria. Ask the students to describe what they see (clothing, expression). This encourages observational skills and sparks curiosity.Think-Pair-Share: Have the students turn to a partner and share anything they've already learned about Queen Victoria or ideas about what life may have been like during her reign.outlines key events from Queen Victoria’s reign, such as:The Industrial RevolutionThe expansion of the British EmpireSignificant inventions (e.g., the telephone)Changes in the roles of womenStorytelling Technique: The teacher will tell a short story about a day in the life of a child during Victorian times, incorporating sensory details to help students visualise this era.Task Prompt the children with questions such as what was the biggest impact Queen Victoria had on Britain?What did she enable Britain to do?What did she bring to the people of Britain?Ect  |
| **5****Who was Queen Elizabeth I?** | 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 [for example, Elizabeth I and Queen Victoria. | Recount the main events of a significant event in history.Compare the lives of significant individuals from different periods.Describe differences between the past and now.Describe people and places from the past in different ways | Identify who Queen Elizabeth I was and her importance in British history.Describe key features of her reign, including notable events and achievements.Compare aspects of Elizabethan life to modern life. | "Have you heard of Queen Elizabeth before? What do you know about her?""Can you name any important kings or queens in history?"Hook: Show the class a portrait of Queen Elizabeth I. Ask students to observe the picture.Discussion: Initiate a brief discussion focusing on their observations. Questions might include:"What do you notice about her clothing?""How does she look in this portrait? What does her expression tell us?"Note this is a painting and not a photo.. what could that suggest?ing a simple timeline. Cover major events such as her ascension to the throne, the Spanish Armada, and the flourishing of arts during her reign (e.g., Shakespeare).Use clear, age-appropriate language, and actively involve students by asking them to repeat key points.Key Vocabulary: Introduce the following words, explaining them clearly:Monarch: A king or queen.Reign: The period during which someone rules.Elizabethan Era: The period in history when Queen Elizabeth I ruled, marked by cultural flourishing.Provide each with a worksheet with images depicting different aspects of life in Elizabethan times (clothing, food, schools) alongside modern equivalents.Continuous discussion for past and present.Each group will compare and discuss differences and similarities. They will then present one comparison to the class. |
| **6****Can you compare these three Queens?** | 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 [for example, Elizabeth I and Queen Victoria. | Compare the lives of significant individuals from different periods.Describe differences between the past and now. | Compare and contrast three significant queens in British history (Queen Victoria, Queen Elizabeth I, and Queen Elizabeth II).Identify key features of their reigns and their contributions to society.Use appropriate vocabulary to express their comparisons. | Go through prior learning facts through comparing each Monarch. Go through impact on Britain, inventions at the time, people during the time, international impacts. Debate which monarch had a greater impact on Britain between the class.Have a for and against side and have prompts for children ready, sentence stems, and visual aids too.  |