

Objective and Milestone 1 Indicators	Teaching input	Basic Activities	Advanced Activities	Deep Activities	Resources
<p><b><u>To understand what a monarch is and where monarchs live.</u></b></p> <p><b><u>To investigate and interpret the past</u></b> Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Show the word monarch to your children and invite them to share their ideas about what the word means.</p> <ul style="list-style-type: none"> <li>• Explain to children what the word means. Ask if they know names of any kings and queens we have had in the past or have now.</li> <li>• Show children pictures of the three most famous queens (Queen Elizabeth I, Queen Victoria and Queen Elizabeth II) and explain the dates and when they ruled.</li> <li>• Reveal the simplified British history timeline and show where the three queens fit.</li> <li>• Ask children if they know where kings and queens live. Reveal to your class that they live in palaces.</li> <li>• Explain that a palace is a house or building where a monarch lives.</li> <li>• Show children pictures of palaces in England and ask them to discuss what they can see in the pictures.</li> </ul>	<p><b>I can match the queens to their dates and palaces lived in</b></p> <p>Provide children with worksheet 1A. Children need to draw lines to match each queen to their dates as queen, palace lived in and description.</p>	<p><b>I can identify the queens and answer questions</b></p> <p>Provide children with worksheet 1B. Children need to cut out the Captions and Images and glue them to the correct queen's name. They need to answer the questions at the bottom of the worksheet about the queens.</p>	<p><b>I can create a poster about the queens of England</b></p> <p>Provide children with an A3 piece of paper and Queens of England Fact Sheet. Children are to use the fact sheet to create their own poster about the three significant queens of England. They must include dates and palaces on their poster.</p>	<p>Slides Worksheet 1A/1B/1C Queens of England Fact Sheet Captions and Images Palace Discussion Cards (for FSD? activity only)</p>
<p><b><u>To explore Tudor life and Queen Elizabeth I.</u></b></p> <p><b><u>To investigate and interpret the past</u></b></p>	<p>Show the image of Elizabeth I and ask children if they can remember who she was.</p> <ul style="list-style-type: none"> <li>• Explain to children that Elizabeth was part of the Tudor family and this time in history was called the Tudor period.</li> <li>• Explain to children how Elizabeth became queen and refer to the Tudor family tree.</li> <li>• Discuss with your class what life was like during the Tudor period (laws, poor people,</li> </ul>	<p><b>I can match the pictures to show what life was like during the Tudor period</b></p> <p>Provide children with worksheet 2A and Word Cards. Children are to cut</p>	<p><b>I can predict what I would hear, smell, see, touch and taste during the Tudor period.</b></p> <p>Provide children with worksheet 2C.</p>	<p><b>I can justify why I would or would not like to live in the Tudor period</b></p>	<p>Slides Worksheet 2A/2B/2C Word Cards Tudor Picture Cards Mask Templates (for FSD?)</p>

<p>Identify some of the different ways the past has been represented.</p>	<p>farming, education, clothing and food). Reveal to children that there was a big difference between the rich and poor Tudors.</p> <ul style="list-style-type: none"> <li>• Explain that when Elizabeth I became queen she tried to make changes in England. She allowed more entertainment and opportunities for people to explore and express their talents.</li> </ul>	<p>out the Word Cards and match them to the pictures on the worksheet. The pictures show what life was like during the Tudor period.</p>	<p>Children are to write about what they would see, hear, smell, touch and taste during the Tudor period. Provide Tudor Picture Cards to assist them with their descriptions.</p>		<p>activity only) Character Profile Cards (for FSD? activity only) Craft materials (for FSD? activity only)</p>
<p>Ask children if they would like to have lived in the Tudor period. If so, can they explain their answer to a partner? Why would you or why wouldn't you like to live in the Tudor period?</p>					
<p><b><u>To explore who Queen Victoria was.</u></b></p> <p><b><u>To investigate and interpret the past</u></b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>Recap with your class which queen they learnt about last lesson and show the simplified family tree again.</p> <ul style="list-style-type: none"> <li>• Explain to your class that when Queen Elizabeth I died the Stuarts and the Georgians (Hanover family) ruled England for many years. Explain that there were many kings and one queen during this time.</li> <li>• Ask children if they know which significant queen ruled England and the UK after the last Hanover king.</li> <li>• Explain to your class it was Queen Victoria and discuss a brief biography about her with your class.</li> <li>• Where did Queen Victoria live? Explain to children she was the first monarch to move into the famous Buckingham Palace.</li> <li>• Show the images of Buckingham Palace again.</li> <li>• Go through the remaining slides showing the rooms in Buckingham Palace and how Queen Victoria used the rooms and the palace.</li> </ul> <p><b><i>You may wish to read Queen Victoria's Diary to your whole class first.</i></b></p>	<p><b>I can recognise whether a statement is true or false.</b></p> <p>Provide children with Queen Victoria's diary and worksheet 3A.</p> <p>Children are to read the cards and tick one of the boxes to show whether the picture and statement is true or false.</p>	<p><b>I can modify the sentences to solve the facts</b></p> <p>Provide children with Queen Victoria's diary and worksheet 3B.</p> <p>Children need to read the sentences and choose a word at the bottom of the page to finish the sentences. The diary will help them to remember some facts.</p>	<p><b>I can select the correct words to form sentences</b></p> <p><b>Queen Victoria may have written</b></p> <p>Provide children with Queen Victoria's diary and worksheet 3C.</p> <p>Children are to write sentences Queen Victoria might have written in her diary. They can use the words at the bottom of the sheet to help them form sentences. They can also use Victoria's diary to help them.</p>	<p>Slides Queen Victoria's Diary Worksheet 3A/3B/3C Scenario Cards (for FSD? activity only)</p>

	Show three pictures of rooms in Buckingham Palace and ask children to discuss this question: If you were Queen Victoria what would you use these rooms for?				
<p><u>To explore the Victorian period.</u></p> <p><u>To build an overview of world history</u></p> <p>Describe historical events.</p>	<p>Ask children if they can remember the name of the period when Victoria was queen.</p> <ul style="list-style-type: none"> <li>Remind them that it was called the Victorian period.</li> <li>Ask children to think, pair-share what they think changed while Victoria was queen.</li> <li>Go through the slides detailing seven major changes that occurred during the Victorian period and what life was like during this time.</li> <li>Use the pictures to briefly discuss the following changes during Queen Victoria's reign: Britain became the richest country; water and electricity were given to towns; changing work laws; railways were used more; all children could go to school and seaside holidays became very popular.</li> </ul>	<p><b>I can find the correct statement to match the drawings.</b></p> <p>Provide children with worksheet 4A. On this worksheet children need to draw three pictures of three things that changed during Victoria's reign. Children then need to use the Statement Cards and match the most appropriate ones to their drawings.</p>	<p><b>I can identify four changes in the Victorian period.</b></p> <p>Provide children with worksheet 4B. Children need to write some sentences about four of the changes in the Victorian period. What can they remember? Children can use the Victorian Fact Sheet to support them.</p>	<p><b>I can explain what changed in the Victorian period and decide if they were good changes or not</b></p> <p>Provide children with the Poster Challenge. Children need to read the Victoria Fact Sheet and design a poster to explain what changed during the Victorian Period. Encourage them to draw pictures and write some sentences.</p>	<p>Slides Worksheet 4A/4B</p> <p>Poster Challenge Statement Cards</p> <p>Victorian Fact Sheet</p> <p>Freeze Frame Cards (for FSD? activity only)</p>
	<p>Ask children to try and remember the seven major changes we talked about in the lesson today. Invite them to discuss what they can remember with a partner. Reveal the seven changes on the second plenary slide and remind children about the Victorian period.</p>				
<p><u>To explore the life of Queen Elizabeth II.</u></p> <p><u>To understand chronology</u></p> <p>Place events and artefacts in order on a time line.</p>	<p>Ask children if they can remember the famous queens they have already learnt about.</p> <ul style="list-style-type: none"> <li>Explain that after Victoria died, kings took over the throne until a new queen was crowned.</li> <li>Ask them if they know who the new queen was and reveal that it is Queen Elizabeth II. She is still alive today.</li> <li>What do you know about Queen Elizabeth II? Invite children to share their ideas.</li> <li>Discuss with your class a brief biography of Queen Elizabeth II and talk about the royal</li> </ul>	<p><b>B - I can work in a group to arrange the pictures in chronological order</b></p> <p><b>A - I can work individually to organise the pictures into a family tree</b></p> <p><b>D - I can create a royal family tree and discuss</b></p> <p>Ask children to work in small groups or individually to create a poster showing the royal family tree.</p> <ul style="list-style-type: none"> <li>Provide children with A3 paper, felts, glue and scissors.</li> <li>Provide the Royal Family Picture Cards and Royal Family Name Cards and invite children to cut them out.</li> <li>Children are to create the family tree using the cut out pictures and captions. Provide the completed Royal Family Tree to guide groups or individual children.</li> </ul>		<p>Slides Worksheet 5B/5C</p> <p>Badge</p> <p>Templates</p> <p>Symbol Sheet</p> <p>Jubilee Fact Sheet</p> <p>Royal Family Picture Cards (for FSD? activity only)</p> <p>Royal Family</p>	

<p>Label time lines with words or phrases such as: past, present, older and newer.</p>	<p>family.</p> <ul style="list-style-type: none"> <li>• Explain how she uses Buckingham Palace and that she spends her weekends at Windsor Castle.</li> <li>• Discuss with your class that the countries of the British Empire are now known as the Commonwealth. Elizabeth II visits these countries regularly.</li> <li>• Discuss what a jubilee is again to remind your class. Explain that Elizabeth II has celebrated her silver, golden and diamond jubilees.</li> <li>• Go through the slides explaining how the three jubilees were celebrated in England and around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• An alternative for less able children would be to just match the images to the captions instead of creating a tree poster.</li> </ul>			<p>Name Cards (for FSD? activity only) Royal Family Tree (for FSD? activity only)</p>
<p>Show some of the Commonwealth countries' flags on the last slide. Ask children if they think these countries would celebrate the Queen's jubilees. If so how would they celebrate it?</p>					
<p><u>To compare three major time periods.</u></p> <p><u>To understand chronology</u></p> <p>Place events and artefacts in order on a time line.</p> <p><u>To build an overview of world history</u></p> <p>Describe historical events.</p>	<p>Show the timeline from previous lesson and ask children if they remember it. Do they remember which queen ruled during which period?</p> <ul style="list-style-type: none"> <li>• Show children the timeline again with the queens and the dates they ruled.</li> <li>• Recap that the Tudor period was when Elizabeth I ruled. What can they remember about the Tudor period?</li> <li>• Recap that the Victorian period was when Queen Victoria ruled. What can they remember about the Victorian period?</li> <li>• Remind children that Queen Elizabeth II is still our queen now and ask them to discuss what life is like now.</li> <li>• Go through the slides explaining the differences during the three time periods. Town conditions, jobs, education, clothing and travel options, food and houses.</li> <li>• Ask children what they think has changed</li> </ul>	<p><b>I can sort the pictures into the three time periods.</b></p> <p>Provide children with the Image Cards from the three time periods and ask children to sort them into the three groups. The images are the same pictures from the slides. They could make their own heading cards to go with the three piles.</p>	<p><b>I can sort the pictures into the three time period and explain them</b></p> <p>Provide children with the Image Cards and ask them to sort the cards into the three time periods. Provide Speech Bubbles for them to cut out. Ask children to match the Speech Bubbles to the Image Card. There is one for each topic.</p>	<p><b>I can create a poster to show the different time periods.</b></p> <p>Provide children with a set of the Topic Cards and the Image Cards. Children are to choose a topic, e.g. town's, and create a poster showing how this was different in each time period. Children can use the Topic Cards as a heading for their poster. They can cut up and use the Image Cards too.</p>	<p>Slides Worksheet 6A Image Cards Speech Bubbles Topic Cards Fact Templates (for FSD? activity only) Date and Event Cards (for FSD? activity only)</p>

Describe significant people from the past.	over time and what they think has stayed the same.				
Ask children to discuss which time period would have been the easiest/ hardest to live in and why.					
<p><u>To compare the three significant queens.</u></p> <p><u>To build an overview of world history</u></p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p><u>To communicate historically</u></p> <p>Use words and phrases such as: a long time</p>	<p>Explain to children that we are going to play a "Who am I" game. Can they guess the correct queen?</p> <ul style="list-style-type: none"> <li>• Go through the slides and give children clues about a queen. Can they guess who it is?</li> </ul> <p>Reveal the answer to your class.</p> <ul style="list-style-type: none"> <li>• Show the images of the three queens and ask your class to talk with a partner about what the queens look like. Are there any similarities? What is different about them?</li> <li>• Discuss with your class some interesting facts about each queen they might not know.</li> <li>• Recap with your class what they know/remember about each queen from this scheme of work. Can they make some of their own predictions?</li> </ul>	<p><b>I can find similarities and differences between the queens.</b></p> <p>Provide children with images of the three queens. Ask children to get into a small group. Discuss what they know about each queen and what they can see in the pictures. Can they find any similarities and differences between the queen's appearances? <b><i>NB: Adult support will be needed for this group of children.</i></b></p>	<p><b>I can explain what the queens have in common</b></p> <p>Provide children with worksheet 7A. Children need to come up with five words to describe each queen. They need to write the words in the boxes on the worksheet. Invite children to explain what they think the queens have in common.</p>	<p><b>I can choose which queen I liked the best and why</b></p>	<p>Slides Elizabeth I, Queen Victoria and Elizabeth II Image Sheets Worksheet 7A/7B Poetry Adjectives (for FSD? activity only) Poem Posters (for FSD? activity only)</p>

<p>ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>					
	<p>Ask children to discuss if they would like to be a queen or a king and live in a palace. Why/why not?          What would be good about being a king or queen?          What would be difficult about being a king or queen?</p>				