

**Context Title: Magnificent Monarchy**

**Class: Elms-Year1 Term: Spring**

**Stunning Start:** A time capsule has been found in school containing a letter, a coat of arms and some pictures. Children to find out that the time capsule was buried in the Victorian times and create their own coat of arms.

<b>Learning Context</b>	<b>Key Questions (Learning Intentions)</b>	<b>Learning Skills (NC links)</b>	<b>Learning Outcome/Challen ge/Activity</b>
<b>Week 1 &amp; 2</b>  <b>Kings and Queens</b>  <b>(Princess and the pea)</b>	What is a coat of arms? Who has a coat of arms? Who might this coat of arms belong to? What does the coat of arms represent? What can we learn about this person from their coat of arms? Who is Queen Victoria? When did she live? What did she do? What is a monarchy? What do kings and queens do? Who were kings and queens in the past?  What is a portrait? Why are portraits made? How do people create portraits? Who was Andy Warhol?	<b>History:</b> 1. changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 2. events beyond living memory that are significant nationally or globally 3. 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 4. significant historical events, people and places in their own locality  <b>Art:</b> 1.to use a range of materials creatively to design and make products 2.to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3.to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4.about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Making coat of arms Cold write Mind map Queen Victoria profile Time line  Self Portraits as a King/Queen

<p><b>Week 3 &amp;4</b></p> <p><b>Castles in the UK (Rapunzel)</b></p>	<p>Where did Queen Victoria live? What is a castle? Where can we find castles? What country/county/capital is the castle in? What are the names of different castles in the UK?</p> <p>What makes a castle a castle? What are the different parts of the castle? What is each part of the castle used for?</p>	<p><b><u>Geography:</u></b></p> <ol style="list-style-type: none"> <li>1. name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>2. Human and physical geography <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> </li> <li>2. use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>3. use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>4. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ol> <p><b><u>Design and Technology:</u></b></p> <ol style="list-style-type: none"> <li>1. design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ol>	<p>Use maps to locate castles in the UK. Name the countries/counties/capitals of the UK</p> <p>Label parts of a castle Describe a castle Design a castle</p>
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<p><b>Week 5</b></p> <p><b>My very own Castle (Poetry-rhyme)</b></p>	<p>What materials could you use to build a castle? What different parts of a castle are you going to make? How are you going to make your castle look like your design?</p>	<p><b><u>Design and Technology:</u></b></p> <p>1.select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>2.select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b></p> <p>3.evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>4.build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>5.explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Use recycled materials to build a castle.</p> <p>Make a lever/pulley for a draw bridge.</p>
<p><b>Week 6</b></p> <p><b>Jobs in a castle (Diary entry)</b></p>	<p>What was it like to work in a castle? What jobs did people have?</p> <p>How many people would work in a castle?</p>	<p><b><u>History:</u></b></p> <p>1.changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>2.events beyond living memory that are significant nationally or globally</p> <p>3.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</p> <p>4.significant historical events, people and places in their own locality</p> <p><b><u>Design and Technology:</u></b></p> <p><b>Cooking</b></p> <p>1.use the basic principles of a healthy and varied diet to prepare dishes</p> <p>2.understand where food comes from.</p>	<p>Chef: Baking bread/Victoria Sponge cake</p> <p>Knights/guards: fencing</p> <p>Etiquette: eg. setting the table/ making the bed/greeting the Queen/King.</p> <p>Writing: If I worked in a Castle I would like to be...</p>

**Marvellous middle:** The children will be transported back in time to the Victorian era. They will experience a day in the life of a Victorian.

**Week 7**

**Life as a Victorian**

What was it like when Queen Victoria was alive? What are the Victorian times? What was school like in Victorian times?

What did children wear in the Victorian times?

**History:**

- 1.changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- 2.events beyond living memory that are significant nationally or globally
- 3.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
- 4.significant historical events, people and places in their own locality

**Art:**

- 1.to use a range of materials creatively to design and make products
- 2.to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 3.to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 4.about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Marvellous middle-Victorian Day  
Diary entry  
Comparing Victorian toys to our toys  
Design Victorian clothes/patterns

<p><b>Week 8 &amp; 9</b></p> <p><b>Modern Monarchy</b></p>	<p>Who is the current Monarch? Who will be next in line? What is their job?</p> <p>Where do they live? What is the difference between a castle and a Palace?</p>	<p><b>History:</b></p> <ol style="list-style-type: none"> <li>1.changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> <li>2.events beyond living memory that are significant nationally or globally</li> <li>3.significant historical events, people and places in their own locality</li> </ol> <p><b>Geography:</b></p> <ol style="list-style-type: none"> <li>1.name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>2.use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>3.use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>4.use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ol>	<p>Cards for the Royal baby to Buckingham Palace</p> <p>Time line from Queen Victoria to present.</p> <p>Family tree of present day Royals</p> <p>Map work- Sandringham Castle/Balmoral Castle/Buckingham Palace etc</p>
<p><b>Week 10</b></p> <p><b>Royal Celebration</b></p>	<p>When will the Royal baby be born? Where will he/she born? Who are the parents of the baby? Will the baby be King/Queen?</p>	<p><b>History:</b></p> <ol style="list-style-type: none"> <li>1.significant historical events, people and places in their own locality</li> </ol> <p><b>Design and Technology:</b></p> <p><b>Cooking</b></p> <ol style="list-style-type: none"> <li>1.use the basic principles of a healthy and varied diet to prepare dishes</li> <li>2.understand where food comes from.</li> </ol> <p><b>Art:</b></p> <ol style="list-style-type: none"> <li>1.to use a range of materials creatively to design and make products</li> </ol>	<p>Invitations to the banquet</p> <p>Cooking/food prep for the banquet</p> <p>Decorations for the banquet</p> <p>Dance for the banquet</p>
<p><b>Fabulous finish:</b> To celebrate the British Monarchy and the arrival of the new Royal baby the children will prepare for a Royal banquet with food, fancy dress and lots of fun!</p>			

