

## Context Title: Magnificent Monarchy

Class: Sycamores

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

Learning Context	Key Questions (Learning Intentions)	Learning Skills (NC links)	Learning Outcome/Activity
Week 1 & 2  Kings and Queens	<p><b>History</b></p> <p>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?</p> <p><b>Art</b></p> <p>What is a portrait? Why are portraits made? How do people create portraits?</p>	<p><b>History</b></p> <p><b>KS1</b></p> <p>Events beyond living memory that are significant nationally or globally 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><b>KS2</b></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, Note connections, contrasts and trends over time and develop the appropriate use of historical terms. understand how our knowledge of the past is constructed from a range of sources. Significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p><b>Art</b></p> <p><b>KS1</b></p> <p>Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists, and making links to their own work.</p> <p><b>KS2</b></p> <p>Improve their mastery of art and design techniques Draw with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history.</p>	Making coat of arms Cold write Mind map Queen Victoria profile Portraits Time line

<p>Week 3 &amp; 4</p> <p>Castles</p>	<p><b><u>Geography</u></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><b><u>Geography</u></b></p> <p><b><u>KS1</u></b></p> <p><b>Locational knowledge</b> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and physical geography</b> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> 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 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 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</p> <p><b><u>KS2</u></b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Use maps to locate castles in the UK. Name the countries/counties/capitals of the UK</p>
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	<p><b><u>Art</u></b>          What is a self-portrait? Who was Andy Warhol? What different painting styles did he use?</p> <p><b><u>D&amp;T</u></b>          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>Art</u></b>  <b><u>KS1</u></b>          Use a range of materials creatively to design and make products          Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, and making links to their own work.</p> <p><b><u>KS2</u></b>          Improve their mastery of art and design techniques. Draw with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history.</p> <p><b><u>D&amp;T</u></b>  <b><u>KS1</u></b>          Design purposeful, functional, appealing products for themselves and other users based on design criteria. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b><u>KS2</u></b>  <b>Design</b>          use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion and annotated sketches.</p>	<p>Self portraits in the style of Andy Warhol          Label parts of a castle          Describe a castle          Design a castle</p>
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<p>Week 5 Making a castle</p>	<p><b><u>D&amp;T</u></b> 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>D&amp;T</u></b> <b><u>KS2</u></b> <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> evaluate their ideas and products against design criteria <b>Technical knowledge</b> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <b><u>KS2</u></b> <b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <b>Evaluate</b> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>	<p>Use recycled materials to build a castle. Use pulley and lever systems to create catapults and drawbridges.</p>
<p>Week 6</p>	<p><b><u>History</u></b> What was it like to work in a castle? What jobs did people have? How were people treated? What job would you have liked to have?</p>	<p><b><u>D&amp;T:</u></b> <b><u>KS1</u></b> <b>Cooking</b> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <b><u>KS2</u></b> <b>Cooking</b> understand and apply the principles of a healthy and varied diet. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Take on the role of different jobs within a castle. Cook – working in a kitchen Knights – fencing. Servant – Etiquette. E.g. Setting the table, making a bed etc.</p>

**Marvellous Middle**

The children will be transported back in time to the Victorian era. They will experience what life was like as a Victorian through a range of exciting and engaging activities.

<p>Week 7 Week 8 Life as a Victorian</p>	<p>What was it like when Queen Victoria was alive? What are the Victorian times? What was school like in Victorian times? How was it the same in Victorian times? How was it different in Victorian times? How have things changed since Victorian Times?</p> <p>Art/D&amp;T What did people wear in Victorian times? How has fashion changed since Victorian times? Who designed Queen Victoria's clothes?</p>	<p><b>History</b> <b>KS1</b> Events beyond living memory that are significant nationally or globally 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 <b>KS2</b> Note connections, contrasts and trends over time and develop the appropriate use of historical terms. understand how our knowledge of the past is constructed from a range of sources. Significant turning point in British history, for example, the first railways or the Battle of Britain <b>Art</b> <b>KS1</b> Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, and making links to their own work. <b>KS2</b> Improve their mastery of art and design techniques. Draw with a range of materials [for example, pencil, charcoal, paint, clay]. Learn about great artists, architects and designers in history. <b>D&amp;T</b> <b>KS1</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <b>KS2</b> <b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion and annotated sketches.</p>	<p>Middle – life in Victorian times Diary entry – what is life like? Toys from Victorian Times Design a Victorian outfit Comparing Victorian times to now.</p>
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<p>Week 9</p>	<p><b><u>History/Geography</u></b>  Who was king or queen after Queen Victoria? Who is the Queen now? Where does Queen Elizabeth live?</p>	<p><b><u>KS1</u></b>  <b>Locational knowledge</b>  name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  <b>Geographical skills and fieldwork</b>  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  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  <b><u>KS2</u></b>  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  <b><u>History</u></b>  <b><u>KS1</u></b>  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 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  <b><u>KS2</u></b>  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history,  Note connections, contrasts and trends over time and develop the appropriate use of historical terms.  the changing power of monarchs using case studies such as John, Anne and Victoria</p>	<p>Moarchy Time line  Modern Royal family – Family tree.  Where does the Queen live?  Comparing Queen Victoria to Queen Elizabeth</p>
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<p>Week 10 Week 11</p>	<p>How are Royal events celebrated? What different Royal events have been celebrated recently? What other Royal events might have been celebrated?</p>	<p><b><u>D&amp;T</u></b> <b><u>KS1</u></b> design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a range of tools and equipment to perform practical tasks Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p> <p><b><u>KS2</u></b> <b>U</b>se research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Understand and apply the principles of a healthy and varied diet. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Researching the Queen's Coronation. Banquet Invitation Create decorations for a royal celebration Recipes Fabulous Finish – Royal Banquet</p>
<p><b><u>Fabulous Finish:</u></b> The children will plan and organise a Royal celebration to commemorate the arrival of the new Royal baby. The banquet will include food, decorations, dancing and lots of fun!</p>			