

St John Fisher CVA

History MTP



History Medium Term Plan	Year Group: 2	Unit: Magnificent Monarchs	10 lessons
<p>Big question for the topic: <u>Who was the most powerful monarch?</u></p>			
<p>Prior Learning : Children have looked at chronology in their own lives and within their parents' and grandparents' lives. They have looked at the skill of comparing how two different time periods are different.</p> <p>Later Learning: <i>They will look at the power of dynasties in comparison to the power of a monarchy.</i> <i>Children will look at hierarchies in different time periods and compare these to each other. They will see whether they have a royal family or whether they have adapted over time.</i> <i>The children will go on to look at other monarchs (Richard III) and how they were powerful in their time.</i></p>			
<p>Key Vocabulary: royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (<i>anno Domini</i>), reign, period, century, <i>chronology</i>, <i>cause and effect</i>, <i>examine</i>, <i>interpret</i>, <i>research</i>, <i>hypothesise</i>, <i>hierarchy</i></p>			
<p>Unit End Points: <i>Working as an historian (Historical Enquiry)</i> Understand what a monarch is. Understand what makes a monarch powerful. Describe how coronations have changed over time.</p> <p><i>Think critically about history and communicate ideas confidently.</i> <i>Compare and contrast different moments in history.</i> <i>Respect historical evidence and the ability to make use of it to support their explanations and judgements.</i> <i>Hypothesise and come to own conclusions.</i></p>			

<p>Key Question: Who was the most powerful monarch?</p>	<p>Lesson 1 <u>QFL:</u> What is the key vocabulary that we need in this topic?</p> <p>Knowledge Goals:</p> <ul style="list-style-type: none"> Know and understand historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (<i>anno Domini</i>), reign, period and century. 	<p>Lesson 2 <u>QFL:</u> When were different monarchs in charge of the country? link to learning about Victorian times in yr 1</p> <p>Knowledge Goals:</p> <ul style="list-style-type: none"> A historical period is the duration of a monarch's reign. Locate monarchs on a timeline Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, 	<p>Lesson 3 <u>QFL:</u> How has the power of kings and queens changed through UK history?</p> <p>Knowledge Goals:</p> <ul style="list-style-type: none"> The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today we have a constitutional monarch, Charles III, which means
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		Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor.	that laws are made by parliament, and the King represents the nation.
<p><u>Lesson 4</u> QFL: What are the residences of the monarchy like?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> A significant place is a location that is important to a community or society. Different types of royal residency include castles, palaces and stately homes. Significant royal residences include Buckingham Palace in London; Balmoral Castle in Aberdeenshire; Sandringham House in Norfolk; Windsor Castle in Berkshire; Osborne House on the Isle of Wight; St James's Palace and Hampton Court Palace in London. Royal residences include lots of history of the family and everything is very grand full of artefacts. Some are used as homes, others as meeting places. 	<p><u>Lesson 5</u> QFL: How are royal portraits similar or different to other portraits?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer. 	<p><u>Lesson 6</u> QFL: Who was Elizabeth I?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1558. Elizabeth I's actions, such as bringing religious peace, making good relationships with other European countries and strengthening the role of parliament, had a significant impact on England. 	<p><u>Lesson 7</u> QFL: Who was Victoria?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> Victoria was a constitutional monarch, she had very few powers but was an important influence. She became the monarch when she was 18. She married her cousin, Prince Albert, and had 9 children. Victoria was that devastated when Albert died that she stopped royal duties for 10 years. This made her unpopular with the people but she did return popular again after returning to public duties. She oversaw her nation's industrial, social, and territorial expansion.
<p><u>Lesson 8</u> QFL: Who was Elizabeth II?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom. 	<p><u>Lesson 9</u> QFL: How were the coronations of Elizabeth II and Charles III similar or different?</p> <p><u>Knowledge Goals:</u> Similarities included:</p>	<p><u>Lesson 10</u> QFL: Who was the most powerful monarch?</p> <p><u>Knowledge Goals:</u></p> <ul style="list-style-type: none"> Looking at all of the monarchs, children need to decide who was the most powerful and explain <u>why</u>. 	<p><u>Assessment lesson</u></p>

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<p>Kingdom and the Commonwealth.</p> <ul style="list-style-type: none">• Her work included supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Succession to the Crown Act 2013.• She was the longest reigning British monarch – 70 years on the throne.	<ul style="list-style-type: none">• Both coronations featured a moment of the royals waving from the Buckingham Palace balcony.• The Archbishop of Canterbury crowned the sovereign with St. Edward's Crown.• Both Elizabeth and Charles held the Sovereign's Sceptres during the coronation.• After the coronation service, both Charles and Elizabeth rode back to Buckingham Palace in a Gold State Coach.• It is tradition for royal women to wear white to the coronation—and the embroidery of Queen Camilla's gown mirrored that of Queen Elizabeth's gown. <p>Differences included:</p> <ul style="list-style-type: none">• One major difference between the coronations of Queen Elizabeth and King Charles was the homage. At King Charles's coronation, Prince William was the only member of the royal family to pay homage; at Queen Elizabeth's coronation, Prince Philip went first (pictured), followed by royal princes and five senior peers.• Queen Elizabeth's coronation was a formal affair, with many attendees wearing coronets and tiaras. At King Charles's coronation, nobody wore a tiara.		
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