

# Year 1&2: Magnificent Monarchs



Substantive Concept: **Monarchy**

## Essential Learning:

By the end of this topic, you will have learned:

- The Royal Family today
- What the role of a monarch is
- About some significant British Monarchs
- The family tree of British Monarchs
- To compare between Elizabeth II and Queen Victoria

Enquiry Drivers:

What are the most significant qualities needed to become a good monarch?

### Chronology

Fit people and events into a chronological framework.

### Continuity and Change

Identify examples of growth and change over time.

### Cause and Consequence

Recognise why actions and events happened.

### Historical Vocabulary

Understand and use language related to the measurement of time.

### Perspectives and Interpretations

Identify different ways in which the past is represented.

### Similarities and Differences

Know about similarities and differences between societies, including beliefs.

### Prior Learning:

Children will have studied other significant people and events  
Children will have learnt about the Victorian era through significant people and Seaside holidays of the past

### Curriculum Enrichment:

Build a throne

**Outdoor learning: Can I Do It Outside?** Planting; observing plants in the environment; role play in breathing space for Little Red

### Key vocabulary:

Monarch, King, Queen, hereditary, Victorian, Elizabethan

## Unit Focus: History

**NC:** Events beyond living memory that are significant nationally or globally & significant historical events, people and places in their own locality.

### Children should:

- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Compare aspects of life, identifying similarities and differences between different periods.

### Key Questions

What is a monarch and what do they do? Who was Queen Victoria? Who was Elizabeth I? Who is the longest reigning monarch?

### Sources and Evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of historical paintings and drawings, diaries, maps, photographs, digital resources and other materials.

### Children will learn

- What a monarch is and the qualities needed to be a good monarch
- About some important British monarchs
- How the title of king or queen is inherited
- How family history, such as Queen Victoria's and my own family, can be represented
- About the similarities and differences of the lives of Elizabeth I and Queen Victoria

[KS1 Kings and Queens - Primary Resources - Twinkl](#)

### Resources

[About being Queen](#) from bbc.co.uk

[The role of the Sovereign](#) from royal.gov.uk

[Simpler explanation of the role of the Queen](#) from projectbritain.com

[Queen Elizabeth I coronation](#) – YouTube clip

[The fashions of the Tudors and the Stuarts](#) from royalcollection.org.uk

[Drawing Elizabeth I](#) from shakespeareforschool.uk

[Monarchs Throughout History.pdf](#)

English	
<p><b>Reading:</b> Traditional stories and fairy tales  <b>Guided Reading:</b> Literacy Shed: Stage 1- Famous Queens; Stage 2 – British Monarchy  <b>Possible Texts:</b> The Queens Nose by Dick King-Smith  <b>Grammar links:</b> conjunctions, proper nouns, similes  <b>Writing task 1:</b> Traditional stories and fairy tales  Prince Cinders  <a href="#">Literacy Shed Plus - Teaching Resources Made Easy</a>  Short writes - Character description  Outcome – retell and performance</p> <p><b>Cross Curricular Writing:</b> If I were King or Queen for a day I would... ; Job description for a King or a Queen</p>	<p><b>Writing task 2:</b> Traditional stories and Fairy Tales  Little Red by Bethan Woollvin  <a href="#">EdShed</a></p> <p>Short writes – newspaper report; diary  Outcome – continue a story</p> <p><b>Cross Curricular Writing:</b> Character profile of one of the monarchs studied</p>
Science	Geography
<p><b><u>Planting Seeds</u></b>  Test what seeds need to grow well  NC:  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b><u>Useful links and resources:</u></b>  <a href="https://www.twinkl.co.uk/search?q=planting+seeds+year+2&amp;c=244&amp;r=parent&amp;fa=2.3">https://www.twinkl.co.uk/search?q=planting+seeds+year+2&amp;c=244&amp;r=parent&amp;fa=2.3</a>  <a href="https://www.twinkl.co.uk/resource/t-n-5681-planting-seeds-sequencing-activity-resource-pack">https://www.twinkl.co.uk/resource/t-n-5681-planting-seeds-sequencing-activity-resource-pack</a>  <a href="https://www.twinkl.co.uk/resource/t-t-20557-growing-a-seed-investigation">https://www.twinkl.co.uk/resource/t-t-20557-growing-a-seed-investigation</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zmkg9j6">https://www.bbc.co.uk/bitesize/clips/zmkg9j6</a>  <a href="https://www.youtube.com/watch?v=7a0u5jMYviM">https://www.youtube.com/watch?v=7a0u5jMYviM</a></p>	

DT	Music
<p>Design a crown</p> <p>Design:</p> <ul style="list-style-type: none"> <li>• have own ideas and plan what to do next</li> <li>• describe design using pictures, words, models, diagrams, begin to use ICT</li> <li>• use knowledge of existing products to produce ideas</li> </ul> <p>Make:</p> <ul style="list-style-type: none"> <li>• join materials/components together in different ways</li> <li>• measure, mark out, cut and shape materials and components, with support</li> </ul> <p>Evaluate:</p> <ul style="list-style-type: none"> <li>• describe what went well, thinking about design criteria</li> <li>• talk about what I would do differently if I were to do it again and why</li> </ul> <p>(See simple planning booklet in DT resources on SharePoint)</p> <p>Scissor skills</p> <p><a href="https://www.twinkl.co.uk/free-resource/primary-dt-1653388367-crown-photo-pack-ver-1.pdf">FREE RESOURCES   primarydt t-tp-1653388367-crown-photo-pack_ver_1.pdf (twinkl.co.uk)</a></p>	<p><b>Listening:</b></p> <p>What music is played at a monarch’s coronation? Listen to some of the music played at Queen Elizabeth II coronation</p> <p><b>Singing:</b></p> <p>Nursery Rhymes (royal links) If You’re A King and You Know It (Twinkl) add actions. Use a drum to feel the beat Learn the National Anthem</p>
Computing/ICT	PSHE
<p><b><u>Managing online information</u></b></p> <p><b>NC:</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p><b><u>Pupils should be taught to: -</u></b></p> <ul style="list-style-type: none"> <li>▪ Use technology safely.</li> <li>▪ Keep personal information safe.</li> <li>▪ Use technology respectfully.</li> <li>▪ Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.</li> </ul>	<p>Our Feelings – 6 lessons Value – Kindness NOTE – Some of these lessons may closely link to our Zones of Regulation learning. Use your own judgement to ensure there is sufficient coverage of lesson objectives over this half term.</p> <p><a href="#">Harold has a bad day</a> (Y1) LO: Recognise how a person's behaviour (including their own) can affect other people.</p> <p><a href="#">An act of kindness</a> (Y2) LO: Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.</p>

- Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.

### **Resources**

Login to Project Evolve and follow the lessons for Managing Online Information  
<https://projectevolve.co.uk/toolkit/resources/years/year-one/managing-online-information/>

### **Scratch Junior Programming**

#### **NC:**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

#### **Pupils should be taught to: -**

- Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.
- Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.
- Explore and create sequences of commands/instructions in a variety of programs/devices.
- Make predictions and describe the effects when creating programs and controlling devices.
- Identify errors in instructions.
  - Use logical reasoning to predict what will happen in simple programs.

#### **Useful resources/links**

[Basic first aid](#) (Whole School)

[How are you feeling today?](#) (Y2)

LO: Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.

[Let's all be happy!](#) (Y2)

LO: Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.

[When I feel like erupting](#) (Y2)

LO: Explain, and be able to use, strategies for dealing with impulsive behaviour.

<p><b>Use Scratch Junior App on the IPADS</b></p> <p>Click on this link to follow a series of programming lessons: -</p> <p><a href="https://www.twinkl.co.uk/resource/tp-i-0114-planit-computing-year-1-programming-with-scratchjr-unit-pack">https://www.twinkl.co.uk/resource/tp-i-0114-planit-computing-year-1-programming-with-scratchjr-unit-pack</a></p> <p><a href="https://www.stem.org.uk/resources/elibrary/resource/359084/scratch-junior">https://www.stem.org.uk/resources/elibrary/resource/359084/scratch-junior</a></p> <p><a href="https://www.hyttededucation.com/blog/using-scratch-jr-to-introduce-coding-to-ks1">https://www.hyttededucation.com/blog/using-scratch-jr-to-introduce-coding-to-ks1</a></p>	
<p><b>Art</b></p>	<p><b>Cross-curricular Maths:</b></p>
<p><b>Collage</b></p> <p>Explore the combination of different materials through applying to pictures and tiles to add effect. Use decorative materials to add interest focusing on pattern, texture and shape.</p> <p><a href="#">All that Glitters</a></p> <p>Use collage on crown in DT</p>	<ul style="list-style-type: none"> <li>• Measure growth of plants</li> <li>• Measuring length</li> </ul> <p><b>Spr 2, Week 1</b></p> <div style="background-color: #ff00ff; text-align: center; padding: 5px;"><b>R.E.</b></div> <p><b>Christianity</b> (Church)</p> <p>What unites the Christian community?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• Worship</li> <li>• The church</li> <li>• Use of symbols</li> </ul>
<p><b>Global Links:</b> Do other countries have a monarchy?</p>	<p><b>Local links:</b> Lancaster Castle</p>