



KS1 Kings, Queens and Castles



Where did kings and queens live through time?

Overview of Learning

In this unit, children will be introduced to some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. The children must consider how we learn about the past and how it is similar to a detective. They will then think about castles and why they were built. Children will identify some of the features of a castle and what they are used for. The lessons then continue to look at each significant king or queen in turn, going back in time chronologically. Children will learn a little about their lives and which palaces and castles were significant to them. The children will compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the monarchs of the past. The unit ends with a final response to the main historical enquiry, 'Where did kings and queens live through time?'

Previous Learning

EYFS - Understanding the world:

- Talk about the lives of people around them and their role in society.
- Know similarities and differences between the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events in books and storytelling.

Knowledge and Understanding Objectives

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about the following:

- **The lives of significant individuals in the past who have contributed to national and international achievements.**

Future Learning

Y2 Children will describe and begin to talk about key events of a significant person/time.

Y3 Children will observe evidence to ask about the past and conclude based on what they have seen. Children will, with support, begin to explain the concept of change over a long period of history.

Y4 Children will explain the concept of change over time, represent this with evidence, and discuss the sources' reliability.

Y5 Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history.

Y6 Children will use sources of information to form conclusions about the past.

Key Vocabulary to Explain

attack, Battle of Hastings, Balmoral Castle, before, Buckingham Palace, change, continuity, **coronation**, **defend**, different, drawbridge, **king**, **monarch**, monument, moat, now, past, present, present day, **protect**, **queen**, Queen Elizabeth II, **reign**, regal, significant, sceptre, similar, then, Windsor Castle, William the Conqueror

Words in bold relate to the history curriculum's themes, concepts and skills. Children will need to know the meanings of these words and have examples of them in context. The lessons will build these concepts throughout the rest of the history curriculum.

Themes and Concepts

Themes & Concepts:

Power

Substantive concepts explicitly taught:

Empire, Monarchy

Misconceptions

These lessons start in the present day with King Charles III and go back chronologically in time to look at and discuss Queen Elizabeth II, Queen Victoria, Queen Elizabeth I and King William I (William the Conqueror). Children need to be taught that these Kings and Queens weren't the only monarchs in our history- there were others in between. E.g. Queen Victoria and Queen Elizabeth II's reigns weren't next to each other- there were monarchs between them. These lessons have picked out some monarchs of the past, but not all. This needs to be explicitly taught and emphasised in the lessons.

Unit Overview

Where did kings and queens live through time?						
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Key question: How can we find out about the past?	Key question: Why did monarchs build castles?	Key question: Who were the kings and queens of the past?	Key question: Who was Queen Victoria, and where did she live?	Key question: Who was the first Queen Elizabeth?	Key question: Why do we remember King William I?	Key question: <u>Final Response</u> Where did kings and queens live through time?
Historical Skill: Evidence and Interpretation	Historical Skill: Cause and Consequence	Historical Skill: Chronology	Historical Skill: Evidence and Interpretation	Historical Skill: Similarity and Difference	Historical Skill: Historical Significance	Historical Skill: Change and Continuity
Substantive concepts to build on: Monarchy	Substantive concepts to build on: Empire, Monarchy	Substantive concepts to build on: Monarchy	Substantive concepts to build on: Monarchy, Empire	Substantive concepts to build on: Monarchy	Substantive concepts to build on: Monarchy, Empire	Substantive concepts to build on: Monarchy, Empire

'Hands-On' History

These lessons would benefit from being as practical as possible. Any opportunity for the children to look at images, watch video clips, talk to people about the past and ask questions would be an excellent experience and further enrich the planned lessons' content.

Below are some practical ideas you could include in addition to the planned content available.

- Children should ask their grown-ups at home questions about kings and queens from the past (there is a prompt sheet included in lesson 1 for this).
- If your school is near a castle, it would be a great opportunity to visit and look around.
- Video clips of the different monarchs would give the children an insight into the Royal Family- maybe watch clips from Queen Elizabeth II's coronation or similar historical events.

Stretch and Challenge Ideas Across the Unit

Children could:

- reason about the reliability of sources presented to them
- compare sources and evaluate them, coming up with their own historical interpretation
- compare different periods in time and say what is the same and what is different
- consider how the events of the past might impact the future
- make statements which are justified by historical evidence

Assessment

- You can use the knowledge organiser to support children. This could be on display, on the tables, sent home or used for pre-teaching key vocabulary or concepts.
- The post-unit test can assess the knowledge and understanding of objectives taught throughout the unit. This can be done independently or in small groups with a teacher. These are based on 'I can' statements.

