



Topic:	How is our home different to the King and Queen's?	
<b>Resources/ Links:</b>	<a href="https://www.vam.ac.uk/articles/arts-and-crafts-an-introduction">https://www.vam.ac.uk/articles/arts-and-crafts-an-introduction</a> ; <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd">https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd</a> ; <a href="https://www.natgeokids.com/uk/discover/history/general-history/victorian-facts/">https://www.natgeokids.com/uk/discover/history/general-history/victorian-facts/</a> ; <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk</a> ; <a href="https://www.ks2history.com/queen-victoria">https://www.ks2history.com/queen-victoria</a> ; <a href="https://www.englishheritage.org.uk/learn/story-of-england/victorian/">https://www.englishheritage.org.uk/learn/story-of-england/victorian/</a> ; <a href="https://www.natgeokids.com/uk/discover/history/monarchy/ten-facts-about-queen-victoria/">https://www.natgeokids.com/uk/discover/history/monarchy/ten-facts-about-queen-victoria/</a> ; <a href="https://www.nationalarchives.gov.uk/victorians/02_queen_victoria.htm">https://www.nationalarchives.gov.uk/victorians/02_queen_victoria.htm</a> ; <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bmd">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bmd</a> ; <a href="https://www.npg.org.uk/assets/files/pdf/exploring-elizabeth/SEN5_LessonPlans.pdf">https://www.npg.org.uk/assets/files/pdf/exploring-elizabeth/SEN5_LessonPlans.pdf</a> ; <a href="https://www.bbc.co.uk/newsround/44370212">https://www.bbc.co.uk/newsround/44370212</a> ; <a href="https://www.natgeokids.com/uk/discover/history/monarchy/facts-about-the-queen-elizabeth-ii/">https://www.natgeokids.com/uk/discover/history/monarchy/facts-about-the-queen-elizabeth-ii/</a> ; <a href="https://downloads.bbc.co.uk/schools/primaryhistory/famouspeople/artofmonarchy/lesson1_ks1_role_of_a_monarch.pdf">https://downloads.bbc.co.uk/schools/primaryhistory/famouspeople/artofmonarchy/lesson1_ks1_role_of_a_monarch.pdf</a> ; <a href="https://teachers.thenational.academy/lessons/was-elizabeth-i-weak-and-feeble-crwk4t">https://teachers.thenational.academy/lessons/was-elizabeth-i-weak-and-feeble-crwk4t</a>	
<b>Prior Learning:</b>	<p><b>Year 1, Where do our toys come from?</b> Identify/describe sources used to find information about toys, and to identify differences between toys</p> <p><b>Year 1, How has my local area changed?</b> recognise/describe differences between past and present of school/local area from variety of sources.</p> <p><b>Year 2, Why did the Fire of London Spread?</b> Building on local mapping skills of London (Y1 London) to identify changes of local area past and present, and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire in an urban area. Identify/describe different types of sources (including Samuel Pepys and art) to find information about the fire.</p>	
<b>Introduction</b>	Building on local mapping skills of London (previous unit) to identify changes in homes/local area buildings in the past to present in greater depth and locating developments on a timeline to build chronological knowledge on from last unit, including of monarchy, including for example, QV and QE1 ready for KS2.	
<b>Next Learning:</b>	<b>Year 2, How do our houses differ?</b> Building on understanding of climate zones and knowledge of UK, London+ local area to compare with those in non-European area using photos and other sources (including weather data- building on previous unit) to describe differences with London/UK.	
<b>Vocabulary:</b>	Monarch, empire, reign, architecture, coins, legacy, queen, statues, importance, house, palace, building, manmade, rich poor, change,	
<b>Session 1</b>	<p style="text-align: center;">What do our homes look like?</p> <ul style="list-style-type: none"> <li>Recap the location of school/homes on a map/in relation to London in UK (from Year 1 summer unit)</li> <li>Identify, name the key features of buildings in local area, including materials, size etc from a range of sources.</li> </ul>	
Outcome/tasks	<ul style="list-style-type: none"> <li>What other materials/features can they see from images that show it is an urban place (e.g. transport, number of people)? How would they get there? What wouldn't houses and homes and buildings be made out of now? (recap from last unit)</li> </ul>	
i. Find relevant information from a range of given sources relating to certain buildings	i. Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain features	
i. Describe features including similarities and differences, with detail and correct terms ii. Link features within a chronological framework (to period/after Fire of London)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of chronology on specific features	
<b>Session 2</b>	<p style="text-align: center;">Where does the monarch live?</p> <ul style="list-style-type: none"> <li>Locate Buckingham palace on London map and use sources to find information and images about the palace.</li> <li>Use a range of sources (including images) to identify similarities and differences to residential buildings (see previous learning in Year 1 and previous lesson) in local area.</li> </ul>	
Outcome/Task	<ul style="list-style-type: none"> <li>How different is it now for the monarchy who live there? How can we tell this is a palace?</li> </ul>	
i. Describe features including similarities and differences, with detail and correct terms ii. Link features within a framework of status (i.e. palace for monarch versus local homes)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of specific features (why there, but not in local homes)	
i. Add detail/labels onto a map with some accuracy and using a key/symbols ii. Find given places on a map using locational language (NSEW)	i. Add detail/labels and key onto a map with accuracy and use key/symbols correctly ii. Correctly locate places on a map using locational language, including 4 compass points	
i. Find relevant information from a range of given sources relating to certain places or people ii. Identify/name sources used	i. Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain places or people ii. Describe sources used	
<b>Session 3</b>	<p style="text-align: center;">When was Buckingham palace first made the Queen's home?</p> <ul style="list-style-type: none"> <li>Recall Fire of London (last unit) and today on a timeline, and add Victorian period</li> <li>Recount basic information about period (Year 1): including people (Queen Victoria), and features in local area brought about in Victorian era including railways and schools and locate these on local area maps.</li> </ul>	
Outcome/Task		
i. Add detail/labels onto a timeline with some accuracy and using a key/symbols ii. Find given dates/events on a timeline using chronological language (ago/past/year)	i. Add detail/labels and key onto a timeline with accuracy and use key/symbols correctly ii. Correctly locate dates/events on a timeline using chronological language	
Find given places/features on a local map using locational language (NSEW)	Correctly locate places/features on a map using locational language, including 4 compass points	
i. Describe features including similarities and differences, with detail and correct terms ii. Link features within a chronological framework (to pre and during Victorian period v modern day)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of chronology on specific features	

<b>Session 4 Optional</b>	<p>What changed during Queen Victoria's reign?</p> <ul style="list-style-type: none"> <li>Place further Victorian events and inventions/developments, including those from last lesson and inc. railways, transport, sewers, Education Act/schools) on a timeline.</li> <li>Make/recall links between effects/impact of these features to causes and/or consequences (e.g. railway- factories- homes)</li> </ul>	
<b>Outcome/Task</b>		
Find relevant information from a range of given sources relating to certain periods	Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain periods	
i. Add detail/labels onto a timeline with some accuracy and using a key/symbols	i. Add detail/labels and key onto a timeline with accuracy and use key/symbols correctly	
i. Describe features including similarities and differences, with detail and correct terms ii. Link features within a chronological framework (to period)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of chronology on specific features	
<b>Session 4/5</b>	<p>What is Queen Victoria famous for?</p> <ul style="list-style-type: none"> <li>Use a wide range of sources to find information about Queen Victoria, including portraits/photos, statues, Christmas cards (importance of family) newspaper articles, architecture (E.g. Durbar Room at Osborne - links to Indian Empire: see English Heritage).</li> <li>Make links with features/symbolism in architecture/statues/images with the facts about her life. <i>What can we tell about her from these? What can't we tell?</i></li> </ul>	
<b>Outcome/Task</b>		
i. Describe features including similarities and differences, with detail and correct terms ii. Link features to chronology (why this, then)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of events/people/period on specific features	
i. Find relevant information from a range of given sources relating to certain places or people ii. Identify/name sources used	i. Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain places or people ii. Describe sources used	
<b>Lesson 5/6</b>	<p>Are all Queens the same?</p> <ul style="list-style-type: none"> <li>Apply their understanding of chronology to place images/portraits of other female figures, including QE1 and QE2 on a timeline.</li> <li>Using skills from previous lesson, including recognising meanings/links to events behind images, groups of pupils could investigate information about a different female monarch/figures and present findings to the rest of the class. <i>What did they achieve? Why are they remembered? Where (and when) did they live?</i></li> </ul>	
<b>Outcome/Task</b>		
Describe features including similarities and differences, with detail and correct terms	Describe between features, including similarities and differences, with accuracy in detail and terminology	
i. Find relevant information from a range of given sources relating to certain places or people ii. Identify/name sources used	i. Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain places or people ii. Describe sources used	
<b>Session 6/7</b>	<p>What is a Queen?</p> <p>Present, compare and summarise previous learning (previous lesson 5/6) to consider the events and achievements of the Queens they have studied. <i>What similarities were there? Which do they most admire? How realistic are the portraits/images they have seen? How useful were they in telling us about these people? Where could we find out more?</i></p>	
<b>Outcome/Task</b>		
i. Describe features including similarities and differences, with detail and correct terms ii. Link features to chronology (why this, then)	i. Describe between features, including similarities and differences, with accuracy in detail and terminology ii. Describe the causes and consequences of events/people/period on specific features	
i. Find relevant information from a range of given sources relating to certain places or people ii. Identify/name sources used	i. Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion about certain places or people ii. Describe sources used	

Pupils	
<ul style="list-style-type: none"> <li>I can copy my own map</li> <li>I can add detail and labels to my map in the right places</li> <li>I can find and say where places are on my map</li> </ul>	<ul style="list-style-type: none"> <li>I can draw my own a map</li> <li>I can add the correct detail/labels to my map in the right places with symbols and key</li> </ul>
<ul style="list-style-type: none"> <li>I can identify/name types of sources</li> <li>I can find the information from a map/source to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>I can find places on my map, describing where they are with compass points</li> <li>I can describe my sources and where they came from</li> </ul>
<ul style="list-style-type: none"> <li>I can describe a feature from a place</li> <li>I can spot differences and similarities between features</li> <li>I can identify myself if it is a manmade or natural feature</li> <li>I can find the right place in the world for where I am learning about</li> </ul>	<ul style="list-style-type: none"> <li>I can choose the right information from a range of maps/sources</li> <li>I can describe similarities and differences of features with correct terms</li> <li>I can find links between features and their place</li> <li>I can describe how features are similar or different and suggest reasons why they are different</li> </ul>