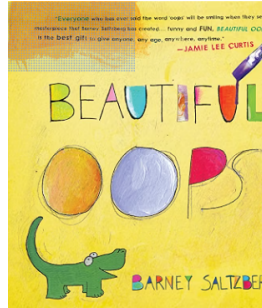


<i>Autumn</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>The big idea</i>	Famous Queens					
<i>Focus of the week:</i>	Identify different Queens and whether they lived in the past or more recently	Place selected queens on a simple chronological timeline and use words and phrases linked to the passing of time	Describe key aspects of a queen's life, role, and achievements using historical vocabulary	Compare two or more queens, identifying similarities and differences in their lives, responsibilities, and impact	Explore how queens used power, influence, and decision-making, including how they affected people's lives and wider society	To use information texts and my own knowledge to write a fact file about Queen Victoria, Queen Elizabeth I or Queen Elizabeth II
<i>Links to our core vision & values:</i>	<i>Respect - respect the contributions different Queens have made to society</i>	Respect - for the Queen and all she did for our country	British Values link: Pupils learn about leadership and rule in the past, reflect on the importance of laws, and show respect for people from different times	Compassion - for people's lives and the adversities they faced	Exploring all of the British Values Compassion - thinking about how decisions other people make have an affect on others	Compassion - For the roles of significant Queens and their impact on the world today
<i>Key skills:</i>	Chronological skills Identifying past and recent Drawing portraits	Chronological skills Using dates Creating a timeline	Chronological skills Reading Creating a fact file	Sorting in a Venn diagram Listening Reading and comprehending	Speaking & listening skills	Writing a fact file Researching
<i>In History we will be</i>	To identify	To order events on a timeline using dates	Describe significant events, people and places in their own locality and beyond	Identify similarities and	Pupils should understand	Learn about the lives of

<i>learning:</i>	queens as significant historical figures and recognise that they lived in different periods of history			differences between ways of life in different periods; develop an awareness of the past using common words and phrases relating to the passing of time; ask and answer questions using sources to show understanding of key features of the lives of historical figures.	the role of a monarch and a prime minister	significant individuals in the past who have contributed to national and international achievements
<i>Links to other subjects:</i> PSHCE English Maths Art/D&T	Art - Portrait of the Queen	Maths - Understanding of place value	English - Reading and comprehending Fine Motor Skills - Finish drawing the castle	Maths - Venn diagrams	English - Speaking and Listening	English - Writing a fact file Maths - Jubilee track game
<i>Focused Activities:</i>	Introduction: Show portraits of several queens and ask pupils to sort them into "queen" and "not a queen" using hoops in	Introduction: Give pupils picture cards of Queens and ask them to order them from oldest to newest with a partner Discuss the information on the Powerpoint To give the children the idea of chronology, show them pictures of Little Red Riding Hood and ask them to put them in order. Discuss how historians do this with events in history Show children the information for Queen	Introduction: Children are to look at the images of royal objects. They are to try and guess what they are called and what they are used for Discuss the information on the Powerpoint Children are to read the information given on the sheet (have a group of children to support). They are to fill in the information and complete the fact file about Queen	Introduction: Introduce the children to a simple Venn diagram. Ask the question: Who likes pizza? Who likes ice cream? Who likes both? Ask has brown eyes? Who can ride a bike? Who can do	Introduction: Introduce the British Values, explain to the children we will be thinking about these as we go through the lesson Work through the presentation discussing the role of the monarch and the	Introduction: Put up images of Queen Victoria, Queen Elizabeth I and Queen Elizabeth II ask the children if they can remember anything about these

small groups Explain that a queen is a significant historical individual and that queens lived in different periods. Model the vocabulary “past” and “recently” The children are to listen to the information about each of the queens and then decide if they lived in the “In the past” or “Recently”. Children are to stick the	I, Queen Victoria and Queen Elizabeth – discuss how to use the dates. Organise in order and ask: *Who lived the longest ago? *Who was the Queen between Queen Elizabeth I and Queen Elizabeth II? *How do we use the dates to help us? Children are to then create a chronological timeline of some events in Queen Elizabeth II life using the dates given EYFS – Understanding the World The children are to colour in the pictures using the instructions and then use the picture to organise the images into first, then, next, last	Victoria. EYFS – Understanding the World Have 2 hoops, one for when Queen Victoria was alive and one for modern day ask the children to sort the images Pencil control – Draw a castle – finish drawing the lines of the castle	both? Explain to the children that as we read the information about Queen Victoria and Elizabeth I we are going to create a Venn diagram to show similarities and differences (discuss these terms) Once the class has worked through the presentation they can go to sort the fact cards to create an information sheet about each Queen. Print the Venn diagram created as a class to put into pupil books Extension: Write a fact sheet showing what they have learnt about each Queen EYFS – Understanding the world	role of the Prime Minister Split the class into 2 groups, ask each child to write down a new rule they would like to introduce. They are to introduce their new rule, why it is important and how to might work. The other children are to then ask questions about the new rule. Model an example of a good/bad rule e.g. Everyone gets free ice cream on a Tuesday. Every town/village/city will have a play area for children that has been redeveloped Extension: Children to write what they would do if they were Queen for a day EYFS – Listening, attention and understanding	Queens and note their responses on the board The children are going to choose Queen Victoria, Elizabeth I or Elizabeth II to study in this lesson. They are going to write a fact file about one of these Queens. They are to read the information, to create the fact file Go through the exit ticket test as a class Play the jubilee track game EYFS – On a large piece of paper the
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	pictures in where they think they should go. They are to then choose one of the Queens, draw portrait of them and write a reason underneath that they will be remembered. EYFS – Understanding the World Children to listen to the information and stick the pictures in Draw the portrait			Speaking and listening Show the children the images of the two queens. Ask them what is the same? Note these in the middle of the Venn diagram. Read some facts about the queens are sort them on the Venn diagram Design a crown using stick on gems, colouring pencils and tissue paper	Read the children the 8 rules, discuss and sort these into two hoops 'Good rules' and 'Bad rules'. After the 8 have been sorted, ask the children to suggestion some that could go in each Royal counting activity	adult is to write 'Queens' and then note down everything the children have learnt about Queens during this topic. Play the jubilee track game in a small groups, all gems to be worth 1 (other children to look at the books about Queens and then swap)
<i>Formative assessment</i>	Looking at where the children	Look at the timelines the children have created	Look at the answers the children have given on their timelines	Looking at the answers given	Through the class	Looking at the fact files

<i>opportunities:</i>	have stuck the Queens Through discussion Looking at the information they have wrote about the Queen	Through discussion	Through discussion	during the class discussion and the Venn diagram Looking at the fact sheets the children have created	discussions and the rules different children have created	the children have created Through class discussions and their knowledge of previous lessons
<i>Art and music</i> <i>Focus on colour</i> <i>Painting drawing</i> <i>Natural sounds</i> <i>Using the Music Garden</i>	Understanding the principles of the colour wheel. Have several types of mediums that can be used to make secondary colours. Challenge-children to be given a sheet to match the colours of items in nature. Show EYFS children how to use paint, dry brush and change water.	https://www.tate.org.uk/schools/resources/discover-animals Use different medium to colour mix "orange" look at how one colour plus black can be impactful. Grain Weevil work as below. Children to create own piece of work using a secondary colour, plus black. EYFS children to have examples to follow. 	Continue to look at colour through the work of Matisse. https://www.tate.org.uk/schools/resources/discover-colour Look at the snail- how is it made? What colours work best. Show children how to cut using scissors safely. Children to create own snail in book sketch book- in partners compare their own to original- present to class.	Learning about art through literacy . Looking at how everything can be art and it's OK to make mistakes. Creating own mistakes and turning them into art. 	Learning about art through literacy. Look at how taking a line can become a piece of art. Experiencing with line. Use different mediums to create the lines. 	Learning about art though literacy.  Looking at the sky and studying all the different colours make the sky. Use watercolours to create different blends of colours.

	Copy a simple stym and learn about what keeping the beat is.					
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