

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

NC objective:

To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

**Cross curricular links**

**Enquiry Question- Who are the significant Monarchs in British History?**

End of unit goal: Children will know what monarchs are and what makes a good monarch. They will be able to recall monarchs from our history and key and their family tree including their own. Children will understand where Monarchs live and how those buildings are shared by their whole family.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I know what a Monarch is and some of the qualities needed to be a good monarch.</p> <p><b>Skills focus:</b> Chronology Causation</p>	<p>Children will be able to recall some monarchs from our history and identify what skills would make a good monarch.</p>	<p>Prior learning assessment- KWL grid to be completed.</p> <p>Starter- children to be given images of monarchs from different time periods and children to order them from the earlier reigning monarchs to the later reigning monarchs. (take photo for comparison on next lesson). Discuss the answers together and recap what a monarch is and anything the children can recall from previous learning. Create a mind map to be put on the working wall.</p> <p><u>Main Teaching-</u> Children to discuss what it means to be a monarch and look at some of the main monarchs in our history. Discuss the important of our royal family in the UK and some of the ways people can be</p>	<p>Monarch images</p> <p>Monarch powerpoint</p>	<p>Kings, queens, monarch, rule, rules, family, royal, royal family, subjects,</p>

			<p>good monarchs.</p> <p><u>Activity</u> Children to work in groups to create a Monarch on flipchart paper. Children to draw a monarch and write the qualities around them. Children then to think about what rules they would create if they were a monarch and write them down.</p>		
Lesson 2	<p>I can research a significant British monarch.</p> <p><b>Skills focus:</b></p> <p>Description Chronology Causation Affect</p>	<p>Children will be able to identify some significant British monarchs and recall some facts about them.</p>	<p><u>Prior learning assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u>- Discuss the British monarchs in the powerpoint and create a timeline together as a class of the monarchs and the dates of their reign. (photo to be taken for books)</p> <p><u>Main teaching</u> Look at the image of the order of monarchs from the previous lesson and discuss the differences and whether any of their placements were inaccurate. Discuss some different facts about the monarchs.</p> <p><u>Activity</u> Children in groups to use ipad/computers to research a key monarch. Give each group a different monarch and children to create a personal fact file for their Monarch including a time line. Plenary- Children to share their fact files with another table.</p> <p>For next lessons- Ask parents if they would be willing to send in a family tree with photos for the child to use in the next lesson. It could be one side of their tree, their house family tree or</p>	<p>Significant british monarchs powerpoint ipad</p>	<p>Kings, queens, monarch, rule, rules, family, royal, royal family, subjects,</p>

			their whole family.		
Lesson 3	<b>I can create a family tree for Queen Victoria.</b>  <b>Skills focus:</b> chronology	Children will be able to discuss what a family tree is and how it is important in the royal family.	<u>Prior learning assessment</u> - Retrieval grid to be completed quickly as a class.  Starter- Discuss the royal family with the children and explain how we end up with a new king/queen. Link to our current queen and how we will eventually get a new king/queen in our lifetime. Discuss family tree's and ask the children if they could share their family tree. (remind parents)  Main teaching- Discuss Queen Victoria with the children and discuss her family tree.  Activity- Children to create Queen Victoria's family tree in their book.	Family tree powerpoint  Family photo/	
Lesson 4	<b>Skills focus:</b> Causation Affect Chronology comparison	Children will be able to discuss their own family tree.	<u>Prior learning assessment</u> - Retrieval grid to be completed quickly as a class.  Starter- recap family trees and the family tree of Queen Victoria.  Activity- Children who have brought in a family tree to share their family tree with the class. Discuss whether children have grand parents/great grandparents/ cousins etc different people in their family.		
Lesson 5	<b>I can identify the</b>	Children to understand where the	<u>Prior learning assessment</u> - Retrieval grid to be completed quickly as a class.	Castles powerpoint	Castle Dungeon Moat

	<p><b>features of a castle.</b></p> <p><b>Skills focus:</b> Chronology Causation affect</p>	<p>monarchs live during their reign and how they are protected.</p>	<p><u>Starter</u>-Discuss where the children think the Monarchs in our history have lived. Show pictures various different castles in England and explain some are still used by our current queen and some are from the past.</p> <p><u>Main teaching</u> Discuss the main castle (buckingham palace and Windsor castle) discuss which other monarchs have reigned from their and explain this link with the family tree. Children to look at difference castles and look at the defences they have and why they have those in place. Briefly look at hylton castle ready for a trip.</p> <p><u>Activity</u> Children to annotate a castle with its features. And HA to outline what those features were there for.</p>		<p>Parapet Towers tall</p>
<p>Lesson 6</p>	<p>NC objective: <i>To learn about the lives of significant historical people in locality.</i></p>	<p><b>Trip to Hylton castle</b></p> <p><u>KWL grid to be completed</u></p>			