

## Morpeth First School Knowledge Organiser

History	Year group	Autumn 1
Kings and Queens	Year 1	6 sessions

### Background knowledge

This Kings and Queens unit will teach about the significant British monarchs in history, and give a more in-depth study of Richard III as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.

### Resources

Twinkl - Kings and Queens  
 BBC bitesize  
 English Heritage Kids

### What should I already know?

Children should be able to talk about the lives of the people around them and their roles in society. They should know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They should begin to understand the past through settings, characters and events encountered in books read in class and storytelling.  
 Have a knowledge of the lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Guy Fawkes)

National Curriculum Objectives / Key Skills	The Journey
<p>Understanding the World;</p> <p>Pupils should develop an awareness of the past. How people's lives have shaped this nation and how Britain has influenced the wider world.</p> <p>Use common words and phrases relating to the past</p> <p>Use a wide vocabulary of everyday historical terms</p>	<ol style="list-style-type: none"> <li>1. The Role of a Monarch - find out about the role of monarchs in British history and understand their connection with present-day society.</li> <li>2. Significant British Monarchs - learn about, and place on a timeline, some significant British monarchs since 1066</li> <li>3. Family Trees - learn how the history of the royal family and their own family</li> </ol>

<p>Learn about the lives of significant individuals and compare aspects of life in different periods of time.</p> <p>Ask questions and think critically</p> <p>Understand historical concepts such as continuity, change, cause and consequence.</p>	<p>history can be represented in a family tree.</p> <ol style="list-style-type: none"> <li>4. The Secrets of Richard III - learn about the life and death of Richard III and the ways in which historians know about it.</li> <li>5. A Medieval Banquet - learn about what medieval kings and queens ate at banquets and compare this to present day habits.</li> <li>6. Comparing Elizabeth I and Queen Victoria .</li> </ol>
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## Cultural Capital

Use of trips and artefacts to bring History to life.

Opportunities to think, act and speak like those working in a historical field

To weigh-up evidence,

To understand chronology,

To evaluate interpretations and develop arguments: skills which are invaluable to the children's future lives in education and beyond.

## Outcomes

Developing: Children should;

- Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.
- Know the chronological order of some kings and queens.

Secure: Children should;

- Have an understanding of the chronology of various significant British kings and queens and be able to place some in the correct order.
- Recall some key facts about the different monarchs studied in this unit and make comparisons between the lives of Elizabeth I and Queen Victoria.
- Talk about how we know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them.

Mastery: Children should;

- Talk and write about the information they have found out about the significant monarchs studied in this unit.
- Imagine and write about the experiences of various kings and queens at different points in history based on their knowledge of their lives, using historical facts to support their writing.
- Think of some questions for their own enquiries into various kings and queens that interest them.

## Key Vocabulary

**expected vocabulary for this unit of work:**

**monarch** - a sovereign head of state, a king or queen

**empire** - a group of countries ruled over by a single monarch.

**parliament** - a system of government in which the power to make laws is held.

**succession** - following one after another

**timeline** - a list of important events over successive years

**chronological order** - arranged in the order that things happened.

**ruler** - the person who controls a country

**era** - a long period of time

**peace** - a time when there is no war

**war** - armed conflict between two countries or sets of people

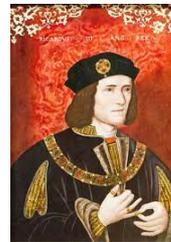
## Timeline / Diagrams

William the Conqueror defeated King Harold at the Battle of Hastings in 1066. The battle is depicted on the Bayeux Tapestry.



Richard III was king from 1483 - 1485.

He was reputed to have murdered his two nephews in the Tower of London as they had a claim to the throne.



### Key people / places

William the Conqueror invaded England from Normandy in 1066 and took the crown.

Richard III was a ruthless ruler who was king from 1483 to 1485

Queen Victoria: Queen Victoria was born 24 May 1819. Aged 18 she became Queen of Great Britain and she went on to rule for 63 years - at the time - she was the longest-serving Monarch in Europe. She ruled through a period of British imperialism with the British Empire expanding and she became Empress of India. She came to epitomise an era of social conservatism and economic expansion.

### Assessment questions / outcomes

1. What is a monarch?
2. Can you name some British monarchs?
3. Can you talk about your family tree?
4. Talk about how we know about the life of Richard III
5. Give some simple comparisons between Queen Victoria and Elizabeth I
6. Think of some questions that you would like to ask about kings and queens