ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: Three Queens TERM: Autumn YEAR GROUP: 2

How can we celebrate the achievement of the three most significant Queens of Great Britain?			
END OF UNIT OUTCOME	Design 3 stamps to celebrate and commemorate each queen's reign.		
OBJECTIVES	The lives of significant individuals in the past who have contributed to national and international achievements		
CONCEPT: Leadership	Leadership shown by 3 Queens – Elizabeth I, Victoria, Elizabeth II		
LESSON 1 QUESTION	**Which three queens of England are most remembered in history and why?**		
KEY KNOWLEDGE	The Queens are the longest ruling queens in history and the most famous. Elizabeth I ruled for 45 years from 1558 – 1603 Victoria reigned for 64 years from 1837 – 1901 Elizabeth II reigned for 70 years from 1953 to 2023		
RICH TASK	Introduce The Big Question – what do they already know? Explore KO – copy in book after title page and paper copy home. Show images of the three Queens – who are they? What do they have in common? Introduce names and also discuss our current monarch and his link to Elizabeth II. Ask 3 girls to come to the front and give them a card (RS2) each with the name of the monarch and their dates on them. Can they first stand in the right chronological order? Then introduce the idea of relative time by asking the child who is Queen Victoria to stand 2 big strides to the LEFT of Queen Elizabeth II (representing 200 years) and then ask 'Elizabeth I' to take 3 giant strides to the LEFT of Queen Victoria (representing 300 years). Which queen ruled longest ago? Which most recently? Find out about each queen by watching these videos: Who was Queen Elizabeth I? - BBC Bitesize Who was Queen Victoria? - BBC Bitesize Her Majesty Queen Elizabeth II (1926 - 2022) - BBC Teach Look at the facts on the powerpoint – can pupils tell me which queen is being referred to? Quick thumbs up / down Use facts from RS1 in a 'fix the errors grid'. Work in pairs to mark facts. Find correct fact to correct errors with.		
SUPPORT AND CHALLENGE	Support – work in pairs. Teacher to read the facts aloud for pupils to mark. Correct facts together and adult to scribe corrections Challenge – correct the errors in the grid.		
KEY VOCABULARY	Reign Queen	**RESOURCES**	RS2 – Names and dates of queens

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	Monarch		Film clips (above) Fix the errors grid
LESSON 2 QUESTION	**How different was life in England when the 3 queens were ruling?**		
KEY KNOWLEDGE	In Elizabethan times, the main form of transport was by horseback, ships were powered by wind. Men wore hose (a bit like tights) and ruffs. Rich men might wear a feather in a hat. In Victorian times, boats were powered by steam. Trains were used for linger distances. Bicycles started to be used for short distances, as well as horses. Factories where goods were made became common. Towns and cities grew. By 1960, cars and buses were common. Streetlights and adverts that light up appeared in towns and cities. Fashions became more relaxed.		
RICH TASK	Retrieval practice activity – buzz around facts about the three queens learnt last lesson. Revise KO. Explain that the children will be looking out of three windows today: one onto a world 500 years ago, one onto a world 200 years ago and one onto a more recent world 70 years ago. Use Powerpoint to look out of Elizabeth I's window: look at fashions of people, transport (horses), ships with sails. Can they add anything from the video clips? Repeat with Victoria. Draw attention to trains, bicycles, how the ships have changed (funnels with steam, factories. Horses still used to pull carts and carriages Elizabeth II – transport, buses, cars, traffic lights, busier, more colourful. Fashion changes. 3 heads activities – for each queen, write down what she sees out of her window.		
SUPPORT AND CHALLENGE	Support – provide images from powerpoint with widget vocabulary sheet. Scaffolded sentences Challenge – compare one key feature for each head eg transport in each era.		
KEY VOCABULARY	Transport Fashion	**RESOURCES**	Out of the window slides Widget vocab supports
LESSON 3 QUESTION	**How do we know about the queens who lived so long ago?**		
KEY KNOWLEDGE	Historians find out about the past by using sources Sources could be images (photos / paintings), writing (letters, newspaper articles), films, artefacts. Historians must use sources to prove that statements they make are true.		

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<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – show images of Queens. Give 3 statements, each linking to a queen and ask children to discuss in pairs and then match up.
Revise KO.
Show images of all 3 queens:

What is the same/ different about them?
Introduce the term ‘sources’ and explain that we know about history by using sources like these portraits.
What could these sources tell us about the queens and the time they lived in?
The sources give us evidence. What other sources could we use? Eg newspaper articles, letters.

Children in groups of 4 look at 9 images of the monarchs from the three periods, placed around the room and a list of statements made about the three periods (RS1). Which piece of evidence proves each statement is true? Give pupils magnifying glasses to look closely at each image and be history detectives.

Discuss together and then pupils match facts and the source which proves it.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Adult to read facts to pupils.

Challenge: write your own fact about one of the queens/ periods of time that you can get from one of the sources. Make sure you have evidence to back up the fact.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Source
Evidence
Prove
truth</td><td>RESOURCES</td><td>Images of the queens
RS1 – prove it facts.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">What important changes happened when each of the queens ruled?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">The best writer of all time, William Shakespeare wrote his plays at this time.
Elizabeth was able to stand up to the Spanish who tried to attack Britain and beat him.
Lots of things were invented while Victoria was queen, including the telephone and the penny farthing bicycle
New factories and railways were built and towns grew much bigger, but life was very hard for the poor.
In Elizabeth II’s reign, Britain welcomed people from places all over the world like Asia and the Caribbean.
Technology has advanced – computers and mobile phones are things that almost everyone had by the end of her reign.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – dual coding. Show some images linked to use of sources eg magnifying glass, a painting, a speech bubble. How could these be linked to historians using sources?
Revise KO</td></tr>
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<table>
<tr><td></td><td colspan="3">Rewatch the videos from lesson 1 and focus on the second half of each. For each one, draw or write 2 things that the period is best remembered for:
Who was Queen Elizabeth I? - BBC Bitesize
Who was Queen Victoria? - BBC Bitesize
Her Majesty Queen Elizabeth II (1926 - 2022) - BBC Teach

In a pair, look at some facts about one of the reigns. Hexagon linking. Explain why you have matched them.

Present back to your group of 6. Share knowledge about the queens' reigns.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support: Provide images to support reading of facts. Work in mixed pairs.

Challenge: Write an extra fact you have learnt about your queen's reign and explain how it links to another fact you have discovered.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Changes
Technology
Inventions
Exploration
Transport
fashion</td><td>RESOURCES</td><td>Facts about the queens' reigns
Dual coded hexagons eg technology, transport, fashion, exploration, the world, other countries, inventions and the queen's images
Videos (as above)</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 & 6 QUESTION</td><td colspan="3">How can we celebrate the achievement of the three most significant Queens of Great Britain?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">The reigns of monarchs are commemorated in different ways, such as statues, mugs, street art, banknotes, coins and stamps</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge – use the KO to help us revise what we have learnt. Complete a simple KO quiz.
What links to our concept have you found?

Outcome linked to The Big Question:
Look at a range of items that are used for commemorating monarchs' reigns. Take the reign of Elizabeth II for example. Looking at slide 2 can then pupils identify the different types of commemoration: statue, mug, street art in the form of banknote showing her lifelong personal passions, horses and with corgis, coins and trees. Which do you think is best? What else might people use for commemoration?

To celebrate the role of women in history a new set of stamps is being commissioned. Pupils are asked to use their knowledge of what happened in the reigns of the 3 queens to design images of the most important changes from each reign and draw them on new postage stamp-one image per stamp, 3 stamps per monarch (RS1). Choose the queen you would like to create your stamps for and discuss with a partner what could go on the stamps. Ensure children realise that the focus is on the change during the leader's reign.</td></tr>
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	Finish with a gallery session where we look at the changes commemorated through different queens' reigns.		
SUPPORT AND CHALLENGE	Support – widget vocab sheets for each queen, showing key changes in the reigns Challenge – accompany stamps with an explanation for why they have chosen each thing.		
KEY VOCABULARY	Change commemorate	**RESOURCES**	KO quiz Stamp outlines Widget vocab sheets