

## Thematic Planning for Spring Term 'Marvellous Monarchs' Year 1

### Additional Requirements Prior to the Unit:

- Book educational Experience – Warwick Castle (Week 9)

### Week 1

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| Focus Subject(s): | History  |
| Skills            | <ul style="list-style-type: none"> <li>• Show an understanding of concepts such as monarchy</li> </ul>   |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know the name of important symbols that represent a monarch and their role and responsibilities.</li> </ul> |
| Sticky Knowledge: | Can they name the current reigning monarch?  |
| Vocabulary:       | Symbol matching activity matching the meanings of the symbols to the objects / images and explore key vocabulary.                                    |

### Teacher guidance

Session outcome: Children will generate questions about Royal Objects and match symbols to their meaning.  
Children will identify the next in line to the throne from a Royal painting with a short explanation of how they know.

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| Lesson exploration | <ul style="list-style-type: none"> <li>• Have an artefact / object box and reveal symbols of a monarch to generate questions and talk bible, sword, coins, scroll and quill, crown, picture of Buckingham Palace).</li> <li>• Symbol matching activity matching the meanings of the symbols to the objects / images and explore key vocabulary.</li> <li>• Explain line of succession (Traditionally, males came before females in the line of succession. However, the law changed on 26 March 2015, so at present, for people born after 28 October 2011 the succession is decided only by age: older children come before younger children. When someone who is in line to the throne has a child, that child comes after them and their older children, but before anyone else in the line of succession.)</li> <li>• Explore painting – children to identify next in line using their knowledge of line of succession in the past (eldest male)</li> <li>• Display selection of images. Can children identify current sovereign and do they have any prior knowledge about her?</li> <li>• Begin to research facts about Queen Elizabeth</li> </ul> |
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**Week 2**

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| Focus Subject(s): | History  |
| Skills            | <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories and online resources to find out about the past</li> <li>• Show an understanding of concepts such as civilisation and monarchy.</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Know the name of the present monarch.</li> <li>• Know the important symbols that represent a monarch and their role and responsibilities.</li> </ul>                        |
| Sticky Knowledge: | Can they name the current reigning monarch? Define 'monarch'   |
| Vocabulary:       | Explore the term 'civilisation'  |

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| Teacher guidance  |   |
| Lesson outcome: Children will create a short fact file about Queen Elizabeth. |   |
| Lesson exploration  | <p><b>Big Question Lesson: Can you name a monarch? &amp; Can you describe a significant event in their life?</b></p> <ul style="list-style-type: none"> <li>• Sticky Knowledge – define 'monarch'. Quick quiz on meanings of symbols of Royal objects (kahoot quiz?).</li> <li>• Explore the term 'civilisation'</li> <li>• Children to work in pairs / groups to sequence the events in Queen Elizabeth's life chronologically. Group discussion – what have you find out about her life?</li> <li>• Fact finding activity – children search for facts about queen Elizabeth around classroom / library etc.</li> <li>• Children to write a short fact file in book about Queen Elizabeth using key history vocabulary.</li> </ul> |



### Week 3

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| Focus Subject(s): | Design Technology   |
| Skills            | <ul style="list-style-type: none"> <li>To cut and grate ingredients safely and hygienically</li> </ul>                                  |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name the present monarch.</li> <li>Know why you must wash their hands before cooking.</li> </ul> |

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| Teacher guidance   |  |
| Lesson outcome: Could be a special day where children come to school in their 'formal wear' and have a royal day? Children will make and eat 'a royal afternoon tea' for DT learning and could link to instruction writing in English / history learning exploring the monarchy. |  |
| Lesson exploration   | <ul style="list-style-type: none"> <li>Sticky Knowledge: Queen Elizabeth through a quiz / children presenting their fact files.</li> <li>Vocabulary activity on DT related vocab – hygiene, wash, cut, grate, weigh, spread, etc.</li> <li>Explain the importance of hygiene when we are preparing food.</li> <li>Explore some of the royal traditions 'high tea / afternoon tea'. <a href="https://www.historic-uk.com/CultureUK/Afternoon-Tea/">https://www.historic-uk.com/CultureUK/Afternoon-Tea/</a> and the food which will be enjoyed.</li> <li>In small groups, children practice skills of cutting and grating to make afternoon tea sandwiches eg. Cucumber sandwiches, grated cheese sandwiches, egg and cress sandwiches, spreading cream and jam on scones.</li> <li>When all children have had the chance to cut, grate and prepare a sandwich, they then enjoy an afternoon tea in the classroom.</li> <li>A quiz to then round up their learning about the royal family and afternoon tea.</li> </ul> |



### Week 4

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| Focus Subject(s): | History   |
| Skills            | <ul style="list-style-type: none"> <li>To ask questions such as: What happened? What was it like for people? How long ago?</li> <li>Use artefacts, pictures, stories and online resources to find out about the past</li> <li>Order events in chronological order (beginning to introduce timeline)</li> <li>Use historical vocabulary correctly to describe the passing of time</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name a significant monarch from the past and one significant event which impacted their life or country.</li> </ul>  |

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| Sticky Knowledge: | Recall a significant event in Queen Elizabeth's Life |
| Vocabulary:       | Conqueror, Battle                                    |

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| Teacher guidance  |   |
| Lesson outcome: Children will generate questions about William the Conqueror and create a timeline of the events in his life. |   |
| Lesson exploration  | <ul style="list-style-type: none"> <li>Give children a range of images and paintings of William the conqueror/ the battle of Hastings. Children to generate questions about them and record their questions in their books.</li> <li>Teacher explain some key information about William the Conqueror and who he was including key vocab such as conqueror, battle... Discuss chronology of time between then and now.</li> <li>Recap on timeline work from previous topic where children sequenced events in their lives / teachers' lives. Children could work in pairs and be given an envelope with images and short captions detailing events of William the Conqueror's life. E.g: born, told by his cousin he will be next in line to the throne, battle of Hastings, crowned King of England, ordered the building of Warwick Castle. Died. Children work together to sequence the events chronologically.</li> <li>Challenge – On your timeline, circle which you think the most significant event in his life was and explain why.</li> </ul> |



### Week 5

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| Focus Subject(s): | History  |
| Skills            | <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories and online resources to find out about the past</li> <li>• Use drama to improve understanding of a historical event</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Name a significant monarch from the past and one significant event which impacted their life or country.</li> </ul>   |

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| Sticky Knowledge: | Who was William the Conqueror? True/False Game |
| Vocabulary:       |  |

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| Teacher guidance  |  |
| Lesson outcome: Children will re-enact key events in William the Conquerors' life (QR code in books with video of their reenactment). |  |
| Lesson exploration  | <ul style="list-style-type: none"> <li>• Set up carousel in the classroom with a range of historical sources on different tables eg: table 1 - paintings of William the conqueror, table 2 - artefacts (crown, sword, armour), table 3 – images of the Bayeux tapestry, table 4 – fact file about William the Conqueror. Children to work in groups to spend time on each table exploring the historical sources and record one or two things they can learn about William the Conqueror from each source (teacher to scaffold and model).</li> <li>• Group discussion – what did you find out? Which source did you find the most interesting? Which source did you learn the most from?</li> <li>• Teacher to introduce and explain the battle of Hastings in more detail. Children to use drama to explore the battle – freeze frames, hot seating, reenactment.</li> <li>• Opportunity to answer big questions: 1.Can you name a monarch? 2. Can you describe a significant event in their life? 3.Can you describe when this event happened?</li> </ul> |



### Week 6

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| Focus Subject(s): | History   |
| Skills            | <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories and online resources to find out about the past</li> <li>• To describe a historical event</li> <li>• Use words and phrases such as: a long time ago, recently, years, decades, centuries to describe the passing of time</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>• Name a significant monarch from the past and one significant event which impacted their life or country.</li> </ul>  |

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| Sticky Knowledge: | Vocab activity recapping sticky knowledge – matching vocab, image and definitions (battle of Hastings, William the conqueror, monarch, Warwick Castle, 1066, Harold Godwinson, sword, armour, etc). |
| Vocabulary:       |   |

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| Teacher guidance  |   |
| Lesson outcome: Children will short retell of the battle of Hastings. |   |
| Lesson exploration  | <ul style="list-style-type: none"> <li>• Display image of Bayeux tapestry. What happened? Recap the events.</li> <li>• Work together to generate a story map of the Battle of Hastings and orally rehearse.</li> <li>• Children to retell the story of the Battle of Hastings in their book. When they have finished, they could use a highlighter to highlight key vocabulary from their word bank.</li> <li>• Key learning – children can recall the important event in William the Conqueror’s life (becoming King of England) and recall that he ordered the building of Warwick Castle.</li> </ul> |





### Week 7

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| Focus Subject(s): | History   | Geography |
| Skills            | <ul style="list-style-type: none"> <li>Use aerial photographs to identify basic human and physical features</li> </ul>  |           |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name the parts of a castle and know why these were built/ used.</li> <li>Name the physical features which would be located close to a castle.</li> </ul> |           |

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| Teacher guidance  |  |
| Lesson outcome: Children will label a map of Warwick Castle and identify its human and physical features. |  |
| Lesson exploration  | <p><b>Big Question Lesson: How might you protect a castle?</b></p> <ul style="list-style-type: none"> <li>Sticky Knowledge: Recap geography learning from last term – quick quiz? Human and physical features, identifying locations in the local area. Etc....</li> <li>Display aerial image of Warwick Castle and one of the children’s School and surrounding areas. Label the human and physical features that can be identified.</li> <li>Learn the vocabulary related to and features of a castle. (books / online resources etc).</li> <li>Children to label an image of Warwick castle with its features using topic specific vocabulary.</li> <li>Opportunity to investigate the question: how might you protect a castle?</li> </ul> <p>Useful website Warwick Castle:<br/><a href="https://www.timeref.com/places/warwick_castle.htm">https://www.timeref.com/places/warwick_castle.htm</a></p> |

### Week 8

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| Focus Subject(s): | Geography  |
| Skills            | <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of a castle and its grounds and the key human and physical features of its surrounding environment.</li> <li>Use aerial images to recognise landmarks and basic human and physical features</li> <li>Devise a simple map and use and construct basic symbols in a key</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>To name the parts of a castle and know why these were built/ used.</li> <li>To name the physical features which would be located close to a castle.</li> <li>Know what a map is and why it is used.</li> <li>Know what a key is and why it is used on a map.</li> </ul>   |

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| Sticky Knowledge: | Quick quiz recap – parts of a castle |
| Vocabulary:       |                                      |

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| Teacher guidance  |  |
| Lesson outcome: Children will explore and show their understanding of a map using a map of Warwick Castle |  |
| Lesson exploration  | <ul style="list-style-type: none"> <li>Quick quiz recap – parts of a castle</li> <li>Recap on what a map is, revisit maps of school / classroom that children created last topic.</li> <li>Investigate a map of Warwick Castle... Can you find...? What is next to....?</li> <li>Explore keys and common symbols used on a map</li> <li>Challenge – the map of Warwick Castle got wet on _____ school trip and all the keys have rubbed off? Can we add them in the correct places?</li> <li>Children could follow instructions to add symbols to simple map and indicate their meaning in the jey. E.g. lunchroom, toilet, dungeon, trebuchet.</li> </ul> |



**Week 9 – Educational Experience TO WARWICK CASTLE**

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| Focus Subject(s): | Geography  | History |
| Skills            | <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of a castle and its grounds</li> <li>Identify the key human and physical features of its surrounding environment.</li> </ul> |         |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name the parts of a castle and know why these were built/ used.</li> <li>Name the physical features which would be located close to a castle.</li> </ul>  |         |

Teacher guidance

Lesson outcome: **TRIP TO WARWICK CASTLE**

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| Lesson exploration | <ul style="list-style-type: none"> <li>Children use maps during their trip to navigate the Castle grounds</li> <li>Explore the surrounding areas and human and physical features</li> <li>Recap on history learning and explore first hand the features of the Castle, learn about William the Conqueror etc.</li> </ul> <p>Discuss and answer some big questions:<br/>Big Questions</p> <ol style="list-style-type: none"> <li>Can you name a monarch?</li> <li>Can you describe a significant event in their life?</li> <li>Can you describe when this event happened?</li> <li>How might you protect a castle?</li> </ol> <p>Challenge</p> <ol style="list-style-type: none"> <li>Name a famous monarch from the past?</li> <li>Why was this monarch important?</li> </ol> |
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**Week 10**

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|-------------------|---|-----------|
| Focus Subject(s): | History   | Geography |
| Skills            | <ul style="list-style-type: none"> <li>Use aerial photographs to identify basic human and physical features</li> </ul>  |           |
| Knowledge:        | <ul style="list-style-type: none"> <li>Name the parts of a castle and know why these were built/ used.</li> <li>Name the physical features which would be located close to a castle.</li> </ul> |           |

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| Sticky Knowledge: | Warwick Castle Knowledge/Fact Harvest   |
| Vocabulary:       | Vocab starter activity – matching / exploration activity of historical and geographical vocab of topic so far – could be used to create a word bank for the lesson? |

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| Teacher guidance   |   |
| Lesson outcome: Children will write a recount of their trip to the Castle which includes geographical & historical vocab and will evidence some of their historical knowledge. |   |
| Lesson exploration   | <ul style="list-style-type: none"> <li>Scenario – Principal would like to know what you did and what you learned on your trip to Warwick Castle. Could we recount our trip?</li> <li>Explore teacher model of trip recount, read together – highlight vocab relating to geog in one colour, historical vocab in another colour. Discuss effectiveness of the recount. What could be improved.</li> <li>Review photos of trip, give children opportunity to sequence and discuss the events of the day. Place emphasis on what they learned.</li> <li>Explore work bank. Which of these words might you use in your recount? Highlight them as you go.</li> <li>Create success criteria as a class.</li> <li>Children plan and write their recount.</li> </ul> |



### Weeks 11 and 12

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| Focus Subject(s): | <b>Design Technology</b>   |
| Skills            | <ul style="list-style-type: none"> <li>Design a product with a clear purpose.</li> <li>Refine designs as work progresses.</li> <li>Evaluate their products against design criteria</li> <li>Explore objects to identify how they have been created.</li> <li>Create a product with movable levers</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>D&amp;T- Know what a lever or sliding mechanism is.</li> </ul>  |

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| Teacher guidance   |   |
| Lesson outcome: Children will make a moving picture card / story |   |
| Lesson exploration   | <p>Useful website: <a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/lesson-1-exploring-sliders-and-levers/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/mechanisms-making-a-moving-story-book/lesson-1-exploring-sliders-and-levers/</a></p> <p>If you sign up for free trial there are useful teaching videos etc on teaching levers and sliders. Resources are on teams and humpty dumpty moving picture book could be changed to Knight moving picture book / William Conqueror?</p> <ul style="list-style-type: none"> <li>Explore what a lever / slider is and test and experience a range. Where might they be used? Explore push / pull slide books / products?</li> <li>Children design, make and evaluate a product with a slider / lever.</li> </ul> <p><b>Possible ideas –</b></p> <ul style="list-style-type: none"> <li>Thank you card to Warwick castle for the trip with a knight popping out of a castle?</li> <li>Moving picture story book of William the Conqueror and the Battle of Hastings? (See humpty dumpty moving story book examples)</li> </ul> |



### Week 13

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| Focus Subject(s): | <b>Art</b>  |
| Skills            | <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Use thick and thin brushes</li> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> |
| Knowledge:        | <ul style="list-style-type: none"> <li>Recall a notable artist</li> </ul>   |

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| Teacher guidance                |  |
| Lesson outcome: Castle Painting |  |
| Lesson exploration              | <ul style="list-style-type: none"> <li>Paint the Castle &amp; look at Clee (notable artist)– Lesley Whelan Art Resource</li> </ul> |

