

Year 5/6 Key Skills to be covered, taken from Lancashire Key Learning Document – pitching at the correct year group and differentiation within plan for different groups

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Show their chronologically secure knowledge by:

- Sequencing events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).
- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...*).

Analyse connections, trends and contrasts over time.

Show their knowledge and understanding of local, national and international history by:

- Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Establishing a narrative showing connections and trends within and across periods of study.
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.

Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.

Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.

- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:

English links	<ul style="list-style-type: none"> • Writing of fact sheets and comparative texts. Debate
Mathematics links	<ul style="list-style-type: none"> • Working out of length of reign etc
Computing links	<ul style="list-style-type: none"> • Use of Ipads for research
Other links	<ul style="list-style-type: none"> •

Possible Experiences including visits/visitors/other:

Consider what could augment your planning to really enthuse the children in your class:

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Year 56 B2 History - The Windsors 2018

Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

Children fact find at home and produce fact board about Windsors.

Year 56 B2 History - The Windsors 2018

	Key objectives from those listed above	Possible activities including use of Computing and Technology	Outcomes/Evidence that teaching has taken place	Possible extension into homework if appropriate to enhance and deepen learning
1	<p>Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>).</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</p>	<p>Who are the Windsors? Has anybody heard of them before? Share ideas with each other. Which group can write down the most facts on a piece of A3 paper.</p> <p>How do the Windsors fit into the British Timeline? Give children periods from British history – can they sort them as a group. Assess understanding of where Windsor period is..... ie latest period How long ago was it? What period did it come after?</p> <p>Who were the Monarchs of the Windsor period? HA: Give children small pics of each monarch of Windsor period. Children use ict to find exact dates of reign and add to own timeline</p> <p>MA: Children have pics of Monarchs with dates attached. Can they put them in order? LA: Children given pictures in order. Assess children’s understanding of time by asking questions: Who reigned for the longest time? Who was the first Monarch of the Windsor Period? Does anybody know who reigned before that person i.e. Hanoverian Monarch. Who is our current Queen? What is her name? How long has she reigned for?</p>	<p>Completed timelines putting the Windsors in the correct Place in British History in their books.</p> <p>Answers to questions about the Windsor Period.</p>	<p>Children find out interesting facts about the Windsors. Challenge: Can they find something out that nobody else might know?</p>
2	<p>Show their knowledge and understanding of local, national and international history by: Understanding significant aspects of history</p>	<p>https://www.youtube.com/watch?v=DOyk7Y_DpJI Watch above episode of The Windsors - children take notes as they watch. Write down important dates/people/events Feedback findings and collate as a class.</p> <p><i>Discuss where the name Saxe-Coburg come from.</i></p> <p>LA: Compile a fact sheet about the Windsors using notes collated as class MA: Write an explanation of who the Windsors are using notes HA: Pick one significant person from the Windsors – describe who he/she was and</p>	<p>Children’s notes taken from The Windsors Episode 1.</p>	

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3	<ul style="list-style-type: none"> In depth study of different periods, using appropriate vocabulary when describing the passing of time . 	<p>Compile a family tree as a class, of the Windsors of Today, starting with the Queen. Model drawing of family tree children have a go in books.</p> <p>HA: Can they compile questions that can be answered from the family tree? i.e who is the Queen's eldest child? Who is second in line to the throne?</p> <p>Share questions as a class and children answer using their family tree.</p>	<p>Children will have a family tree of the Windsors in their books. And list of questions.</p>	<p>Children enquire at home about own family.</p> <p>Can they make a family tree?</p> <p>Who are their extended family?</p>
3	<p>Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history</p> <ul style="list-style-type: none"> Analyse connections, trends and contrasts over time Establishing a narrative showing connections and trends within and across periods of study. 	<p>In pairs chn read http://resources.woodlands-junior.kent.sch.uk/customs/questions/theQueen.htm Where does she live? What is a constitutional monarch? Discuss. What is a Head of State? What is the Commonwealth? What was life like when Queen Elizabeth II first came to throne? What is a coronation? What was life like in the 1950s?</p> <p>HOW has life changed since the beginning of the Queen Elizabeth's reign? Using the internet and books: Consider the following: Homes and settlements Leisure activities Clothes and way of life Buildings and transport</p> <p>LA: chn form a comparative table about changes from beginning of QEII reign and now MA: Write comparative text.</p> <p>EXT – chn conclude whether times a better now or back in the 1950s</p>	<p>Children will have produced a comparative table or a comparative text comparing life now and at beginning of Elizabeth II reign.</p>	<p>..</p>
4 & 5	<p>Understanding of different aspects of history.</p> <p>Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</p>	<p>Why did Edward VIII abdicate?</p> <p>Why wasn't he allowed to marry the person he loved if he was King?</p> <p>Discuss divorce and why it was frowned upon. (Link back to Henry VIII and what he did so that he could divorce his wives) L Re-watch parts of the Windsor video..... pick out what they say about Edward VIII Give children list of events that led to his abdication. Discuss.</p>	<p>Facts for and against the Royal Family divorcing and re-marrying</p> <p>Video of class discussion</p>	<p>Ask parents and grandparents what they know about Prince Charles and Lady Diana Spencer.</p> <p>Record findings.</p>

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		<p>How are things different today? Relate to Royal Family today. i.e. Princess Diana, Prince Andrew , Prince Charles and Camilla. Why have opinions changed. Why do people say the Royal Family is a modern Royal Family? Discuss.</p> <p>Is it ok for the Royal Family to get divorced and re-marry? Ask children to think about the consequences, line of Royal Family etc. eg. Should Camilla be Queen if Charles is King? Split class into two groups For and Against. Each group comes up with supported ideas to support their case.</p> <p>Have class discussion (record)</p>		
6	<p>Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Children will reflect on everything they have found out during the topic: What questions remain unanswered? Is there anything you are confused about? What aspects of the topic have you enjoyed?</p> <p>Children write a review of their learning about the Windsors. What do they now know? How does this impact on their future learning. i.e. what else do they want to find out?</p>	<p>Chn's descriptions</p> <p>Summary page</p>	