



History - Year 1/2 - Medium Term Plan  
Autumn 2, Unit 1: How am I making history?



	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	resources
<p>One: What is my history?</p>	<p>To develop an understanding of personal chronology.</p>	<ul style="list-style-type: none"> <li>- I can order three photographs on a simple timeline.</li> <li>- I can use vocabulary such as past, present and memory.</li> <li>- I can discuss similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- now</li> <li>- present</li> <li>- past</li> <li>- timeline</li> <li>- remember</li> <li>- event</li> </ul>	<p>Watch: Teacher video: Teaching chronology Pupil video: My life timeline Have ready: Interactive presentation: Daily routine Camera. Two photographs of each child (as a baby, on their first day of school, or any other life events such as getting a new pet) - ask parents/carers to email or send these in before the lesson. Print these off for children to use on their timelines. Two photographs of each child from Year 1 (this could be a recent photograph and one from earlier in Year 1) printed for children to use on their timelines. A collection of additional photographs of key events in Year 1 so far. Ten pegs String Link: Kapow primary timeline Sticky notes. Print in advance: Activity: Picture cards Activity: Picture cards -large version Activity: Pictures to sequence (for children who do not send in photographs). Activity: Timeline</p>

<p>Two:</p> <p>How can I find out more about myself?</p>	<p>To learn more about my history.</p>	<ul style="list-style-type: none"> <li>- I can talk about three memories.</li> <li>- I can place one memory on a timeline.</li> <li>- I can explain why memories are special, for example, an event or occasion.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- remember</li> <li>- memory</li> <li>- past</li> <li>- present</li> <li>- timeline</li> <li>- now</li> </ul>	<p>Watch:</p> <p>Teacher video:</p> <p>Teaching chronology</p> <p>Have ready:</p> <p>An example memory box with photographs and memories</p> <p>Interactive presentation:</p> <p>Memory boxes</p> <p>A memory box for the class or a memory box for each child- make out of shoeboxes, covered in colourful paper or decorated by the children.</p> <p>Photographs of each child from Year 1 and Reception (such as their first day at school, in a PE lesson, at playtime, on a school trip, in an art lesson).</p> <p>Photographs emailed or sent in by parents/carers and/or medals, tickets or other things that remind the children of a special memory.</p> <p>Each child's Activity:</p> <p>Timelines from Lesson 1 (see link: History, How am I making history?, Lesson 1: What is my history?).</p> <p>A5 white card - three pieces for each child.</p> <p>Classroom timeline display.</p>
<p>Three:</p> <p>How are special events remembered?</p>	<p>To explore how we remember events.</p>	<ul style="list-style-type: none"> <li>- I can recall four events celebrated throughout the year.</li> <li>- I know three ways in which I celebrate my birthday.</li> <li>- I can begin to recognise similarities and differences between how people celebrate events.</li> </ul>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<ul style="list-style-type: none"> <li>- significant</li> <li>- celebrate</li> <li>- celebration</li> <li>- remember</li> <li>- memory</li> <li>- event</li> </ul>	<p>Have ready:</p> <p>Newspaper headlines or photographs with key events that happened in the year that the children were born - use, for example, notable</p>

					<p>local or national events such as major sporting, Royal or political events.</p> <p>Interactive presentation: How are special events remembered? Sticky notes</p> <p>A piece of card for each child with their birth date written on it A box or a bag.</p> <p>Link: Kapow primary timeline</p> <p>Print in advance: Activity: How do I celebrate my birthday? Activity: How do I celebrate my birthday?</p>
<p>Four:</p> <p>What was it like for children in the past?</p>	<p>To find out what childhood was like for our parents and grandparents.</p>	<ul style="list-style-type: none"> <li>- I can ask questions about the past.</li> <li>- I can compare the past to today.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- childhood</li> <li>- parent</li> <li>- grandparent</li> <li>- family</li> <li>- remember</li> <li>- living memory</li> <li>- past</li> <li>- present</li> <li>- now</li> </ul>	<p>Watch: Teacher video: Posing a historical question.</p> <p>Have ready: Interactive presentation: Childhood in the past</p> <p>A visitor (e.g. a parent, grandparent or member of staff) to be interviewed by the children about their childhood</p> <p>Sticky notes. Link: BBC Birthdays in the past</p> <p>A camera or tablet for video recording</p> <p>Print in advance: Activity: Childhood in the past. Activity: Childhood in the past.</p>
<p>Five:</p> <p>What have I learnt about childhood in the past?</p>	<p>To compare childhood now with childhood in the past.</p>	<ul style="list-style-type: none"> <li>- I can think of one similarity between childhood now and childhood in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- past</li> <li>- present</li> <li>- similar</li> <li>- different</li> <li>- living memory</li> <li>- change</li> <li>- lifetime</li> </ul>	<p>Watch: Teacher video: Similarities and differences</p> <p>Have ready: Interactive presentation:</p>

		<ul style="list-style-type: none"> <li>- I can think of one difference between childhood now and childhood in the past.</li> </ul>			<p>Similarities and differences</p> <p>Notes or video taken from the interview in Lesson 4.</p> <p>Link: BBC Birthdays in the past Sticky notes.</p> <p>Link: Kapow Primary timeline</p> <p>Print in advance: Activity: Similarities and differences- A4 Activity: Similarities and differences</p>
<p>Six:</p> <p>How am I making history?</p>	<p>To identify that some things change and some things stay the same.</p>	<ul style="list-style-type: none"> <li>- I can use relevant vocabulary to describe what I have found out.</li> <li>- I can think of three ideas about myself to add to the time capsule.</li> <li>- I can discuss possible changes in the future.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- time capsule</li> <li>- past</li> <li>- present</li> <li>- future</li> </ul>	<p>Watch:</p> <p>Teacher video: Change and continuity.</p> <p>Have ready: Interactive presentation: Time capsules</p> <p>A container, such as a large jar or bottle, suitable as a time capsule for storing items. Items for a time capsule, for example, coins, newspapers, school photographs, etc</p> <p>Print in advance: Activity: Time capsule Activity: Time capsule</p>
<p>Assessment:</p> <p>There is no Unit quiz for Year 1 units as the children are building their substantive and topic knowledge and this unit focuses on personal history.</p> <p>Skills catcher- Spot the difference! (Optional)</p>					



History- Year 1/2- Medium Term Plan  
Spring 2, Unit 2: Who was to blame for the Great Fire of London?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:  London: Past and Present	To compare past and present London.	<p>I can talk about how the buildings in London were different in the past.</p> <p>I can describe how people travelled differently in London in the past.</p> <p>I can explain how past and present London are different and similar.</p>	- To develop an awareness of the past.	<ul style="list-style-type: none"> <li>- Century</li> <li>- Year</li> <li>- Past</li> <li>- Present</li> <li>- Change</li> <li>- Modern</li> <li>- Capital city</li> <li>- England</li> <li>- London</li> <li>- River Thames</li> </ul>	<p>Have ready: Timeline Year Cards – one per pair or small group, cut up</p> <p>London: Past and Present Cards – one per pair, cut up</p> <p>London: Past and Present Activity Sheet – one per child</p>
Two:  Life in the 17 <sup>th</sup> Century	To identify differences and similarities between ways of life in different periods.	<ul style="list-style-type: none"> <li>- I can describe some jobs that people have now.</li> <li>- I can discuss some jobs that people had in 1666.</li> <li>- I can explain how the jobs that people have now and jobs that people had in 1666 are similar and different.</li> </ul>	- To explain how people live now is different to how people lived in 1666.	<ul style="list-style-type: none"> <li>- Century</li> <li>- Past</li> <li>- Present</li> <li>- Change</li> <li>- Job</li> <li>- Chimney sweep</li> <li>- Blacksmith</li> <li>- Apothecary</li> <li>- Rat-catcher</li> <li>- Gong farmer</li> <li>- Spinner</li> <li>- Chandler</li> <li>- Cook</li> <li>- Scullery</li> <li>- Maid</li> <li>- Carpenter</li> <li>- Musician</li> <li>- Firefighter</li> </ul>	<p>17<sup>th</sup> Century Jobs Activity Sheet- differentiated one per child</p> <p>Firefighters: Then and Now Activity Sheet- one per child</p> <p>Living in London Challenge Cards- as needed</p> <p>17<sup>th</sup> Century Jobs Cards- per pair or small group</p>
Three:  The Events of the Great Fire	To order the events of the Great Fire of London	<ul style="list-style-type: none"> <li>- I can explain how the fire started and why it spread.</li> <li>- I can put the events of the fire into the order they happened.</li> <li>- I can discuss the effect of the fire on London.</li> </ul>	- To know and understand key features of an event beyond living memory that are nationally significant.	<ul style="list-style-type: none"> <li>- Century</li> <li>- London</li> <li>- Order</li> <li>- Event</li> <li>- Timeline</li> <li>- Change</li> </ul>	<p>Events of the Great Fire Timeline Cards- A4 per pair</p> <p>Timeline Activity Sheet -A3 per pair</p> <p>Great Fire of London Mini-Book Template- as required</p> <p>Knowledge Organisers- per child</p> <p>Cut out Events of the Great Timeline Cards for children to order</p>

					Prepare A3 Timeline Activity Sheet per pair.
Four: How do we know about the Great Fire?	To explain how we know about the Great Fire of London.	<ul style="list-style-type: none"> <li>- I can discuss different historical sources of information about the fire.</li> <li>- I can identify which sources are most helpful and explain why.</li> <li>- I can identify which sources are least helpful and why.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>- Source</li> <li>- Reliable</li> <li>- Information</li> <li>- Eyewitness</li> <li>- Diary</li> <li>- Samuel Pepys</li> </ul>	Differentiated Great Fire of London Historical Sources Activity Sheets- per child. Scissors Glue sticks
Five: What happened after the Great Fire?	To explain how London changed after the Great Fire.	<ul style="list-style-type: none"> <li>- I can discuss the problems that caused the fire to spread.</li> <li>- I can describe how I think London should have been rebuilt after the fire.</li> <li>- I can explain the reasons why changed happened.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>- King Charles II</li> <li>- Sir Christopher Wren</li> <li>- St Paul's Cathedral</li> <li>- The Monument</li> <li>- Architect</li> <li>- Declaration</li> <li>- Flammable</li> </ul>	Scissors Glue sticks Whiteboards and pens Differentiated Rebuilding London Activity Sheet- per child.
Six: What have we learnt about the Great Fire?	To describe London before, during and after the Great Fire.	<ul style="list-style-type: none"> <li>- I can describe the problems that meant the fire was able to spread.</li> <li>- I can describe what happened during the fire.</li> <li>- I can explain how and why London changed after the fire.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand key features of events choosing and using parts of stories and asking and answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Before</li> <li>- During</li> <li>- After</li> <li>- Change</li> <li>- Century</li> <li>- King Charles II</li> <li>- Sir Christopher Wren</li> <li>- Samuel Pepys</li> <li>- Architect</li> <li>- Declaration</li> <li>- Historical source</li> </ul>	Whiteboards and pens Sticky notes Differentiated Before, During and After the Great Fire Booklet Templates- per child, printed double-sided and folded. Great Fire of London Illustrations- as needed Before, During and After the Great Fire Word Mat- as needed.
Assessment: There is no Unit quiz for Year 1 units as the children are building their substantive and topic knowledge.					



History - Year 1- Medium Term Plan  
 Summer 2, Unit 3: How have explorers changed the world?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	resources
One:  What is an explorer?	To know what an explorer is.	<ul style="list-style-type: none"> <li>- I can explain what explorers do.</li> <li>- I can recall the names of famous explorers and their achievements.</li> <li>- I can name equipment or transport that an explorer would need.</li> <li>- I can explain that 'beyond living memory' is more than 100 years ago.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> </ul>	<ul style="list-style-type: none"> <li>- beyond living memory</li> <li>- discovery</li> <li>- equipment</li> <li>- exploration</li> <li>- explorer</li> <li>- living memory</li> <li>- past</li> <li>- present</li> <li>- transport</li> <li>- timeline</li> </ul>	Watch: Teacher video: Teaching chronology Have ready: Presentation: Explorers. A range of objects an explorer might use, such as binoculars, a compass, a map, a backpack and some walking poles. An image of a local explorer, if relevant Print in advance: Activity: Explorer images
Two:  Where have explorers travelled and when?	To recognise the achievements of different explorers.	<ul style="list-style-type: none"> <li>- I can recognise how transport for voyages has changed.</li> <li>- I can name important explorers.</li> <li>- I can explain some achievements of explorers.</li> <li>- I can identify where explorers travelled.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> </ul>	<ul style="list-style-type: none"> <li>- achievement</li> <li>- beyond living memory</li> <li>- discovery</li> <li>- explorer</li> <li>- living memory</li> <li>- solo</li> <li>- timeline</li> <li>- transport</li> <li>- voyage</li> <li>- yacht</li> </ul>	Have ready: Presentation: Explorers' achievements. Presentation: Question words. Timeline display from Lesson 1. Access to a device to record audio. Link: Kapow Primary timeline. Print in advance: Activity: Explorers
Three:  Who was Christopher Columbus and what did he do?	To record events on a timeline.	<ul style="list-style-type: none"> <li>- I can select important events from a historical story.</li> <li>- I can place events in the correct order from past to present on a timeline.</li> <li>- I can retell a historical story.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the</li> </ul>	<ul style="list-style-type: none"> <li>- achievement</li> <li>- beyond living memory</li> <li>- explorer</li> <li>- timeline</li> <li>- voyage</li> </ul>	Watch: Pupil video: Christopher Columbus Have ready: Sticky notes Link: Google Earth

			Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].		Link: Kapow Primary timeline. Print in advance Activity: Christopher Columbus images Activity: Explorers timeline (printed on A3 paper)
Four:  Who was Matthew Henson and what did he do?	To use photographs to find out about the past.	<ul style="list-style-type: none"> <li>- I can describe what I can see in a photograph.</li> <li>- I can ask some questions about a photograph.</li> <li>- I can look for hidden clues (inferences).</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> </ul>	<ul style="list-style-type: none"> <li>- achievement</li> <li>- beyond living memory</li> <li>- explorer</li> <li>- North Pole</li> <li>- timeline</li> <li>- voyage</li> </ul>	Have ready: Presentation: Matthew Henson. Link: Kapow Primary timeline. Link: Google Earth Print in advance: Activity: Matthew Henson images. Activity: Speech bubbles. Activity: Thinking bubbles.
Five:  How has exploration changed?	To recognise changes and similarities (continuities) over time.	<ul style="list-style-type: none"> <li>- I can remember information about past and present-day explorations.</li> <li>- I can compare images from different time periods.</li> <li>- I can compare events in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> </ul>	<ul style="list-style-type: none"> <li>- determination</li> <li>- different</li> <li>- explorer</li> <li>- past</li> <li>- present</li> <li>- qualities</li> <li>- resilience</li> <li>- similar</li> </ul>	Watch: Teacher video: Continuity and change Have ready: Presentation: Dame Ellen MacArthur. Presentation: How has exploration changed? Link: Kapow Primary timeline. Print in advance: Activity: How has exploration changed?
Six:  How can we remember them?	To describe the significance of some people and events within history.	<ul style="list-style-type: none"> <li>- I can explain what makes a person or event significant.</li> <li>- I can describe how an explorer changed events or people's ideas.</li> <li>- I can present significant people and events using a coat of arms.</li> </ul>	<ul style="list-style-type: none"> <li>- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> </ul>	<ul style="list-style-type: none"> <li>- coat of arms</li> <li>- event</li> <li>- historical significance</li> <li>- remember</li> </ul>	Watch: Teacher video: Historical significance Have ready: Presentation: What make a person important? Presentation: Historical significance. Presentation: Coat of arms. Print in advance: Activity: Coat of arms



Assessment:

There is no Unit quiz for Year 1 units as the children are building their substantive and topic.

Skills catcher- How have explorers changed the world?

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History - Year 1 - Medium Term Plan  
 Summer 2, Unit 3: What is a Monarch?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:  What is a monarch?	To describe what a monarch is.	<ul style="list-style-type: none"> <li>- I can recognise what a monarch is.</li> <li>- I can recall who rules the UK.</li> <li>- I can identify some of the monarch's duties.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- armed forces</li> <li>- constitutional monarchy</li> <li>- government</li> <li>- Head of State</li> <li>- monarch</li> <li>- Parliament</li> <li>- rule</li> </ul>	Watch: Teacher video: Monarchy Have ready: Presentation: What is a Monarch? Objects to represent the role of a monarch, e.g. a crown, a sword, a Bible, a book or money Lolly sticks or straws. Glue sticks or sticky tape Scissors. Link: Kapow Primary timeline. Print in advance: Activity: Crown Activity: Crown: support version
Two:  Who is our monarch today?	To explain why coronations take place.	<ul style="list-style-type: none"> <li>- I can identify steps in the coronation ceremony.</li> <li>- I can explain the use of special objects in a coronation.</li> </ul>	<ul style="list-style-type: none"> <li>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<ul style="list-style-type: none"> <li>- anointing</li> <li>- Archbishop of Canterbury</li> <li>- ceremony</li> <li>- coronation</li> <li>- crowning</li> <li>- investing</li> <li>- oath</li> <li>- orb</li> <li>- procession</li> <li>- sceptre</li> </ul>	Watch: Teacher video: Monarchy Have ready: Presentation: The coronation. Four sheets of A4 white paper Link: Kapow Primary timeline. Link: BBC - King Charles III's Coronation
Three:  How did William the Conqueror become King of England?	To explain how William the Conqueror became King of England.	<ul style="list-style-type: none"> <li>- I can use sources to find out about the past.</li> <li>- I can recall that the monarchy was different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> </ul>	<ul style="list-style-type: none"> <li>- absolute monarchy</li> <li>- Anglo-Saxon</li> <li>- battle</li> <li>- Bayeux Tapestry</li> <li>- conquer</li> <li>- earl</li> <li>- Edward the Confessor</li> </ul>	Watch: Teacher video: Sources of evidence Have ready: Presentation: Bayeux Tapestry. Link: Kapow Primary timeline.

				<ul style="list-style-type: none"> <li>- Harald Hardrada</li> <li>- Harold Godwinson, Earl of Wessex</li> <li>- invade</li> <li>- nobility</li> <li>- Normandy</li> <li>- Normans</li> <li>- power</li> <li>- William of Normandy</li> <li>- Witan</li> </ul>	<p>Link: Bayeux museum - Bayeux Tapestry</p> <p>Print in advance: Activity: Bayeux Tapestry</p> <p>Activity: Storyboard</p>
<p>Four: How did William the Conqueror rule?</p>	<p>To identify how William the Conqueror built castles while ruling England.</p>	<ul style="list-style-type: none"> <li>- I can name the two types of castles built by the Normans.</li> <li>- I can recognise similarities and differences between Norman castles.</li> </ul>	<ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> </ul>	<ul style="list-style-type: none"> <li>- absolute monarchy</li> <li>- attack</li> <li>- bailey</li> <li>- conquer</li> <li>- defend</li> <li>- invade</li> <li>- motte-and-bailey</li> <li>- Normans</li> <li>- motte</li> <li>- power</li> <li>- stone keep.</li> </ul>	<p>Watch: Teacher video: Similarities and differences. Have ready: Presentation: William the Conqueror. Castles.</p> <p>Presentation: Castles.</p> <p>Print in advance: Activity: Castles</p> <p>Activity: Castles: support version</p>
<p>Five: How did castles change?</p>	<p>To identify features of a castle that would be effective when defending against attacks.</p>	<ul style="list-style-type: none"> <li>- I can sequence castles on a timeline.</li> <li>- I can describe how castles have changed over time.</li> <li>- I can identify the features of a castle.</li> </ul>	<ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> </ul>	<ul style="list-style-type: none"> <li>- battlements</li> <li>- concentric castle</li> <li>- fortified manor house</li> <li>- gatehouse</li> <li>- keep</li> <li>- moat</li> <li>- motte</li> <li>- motte-and-bailey</li> <li>- portcullis</li> <li>- stone keep</li> <li>- tower</li> <li>- walls</li> </ul>	<p>Watch: Teacher video: Continuity and change</p> <p>Pupil video: Castles</p> <p>Have ready: Presentation: Castles.</p> <p>A3 white paper Building bricks or recycled boxes Sticky labels Print in advance: Activity: Castles</p> <p>Resource: Word bank</p>
<p>Six: What was a monarch in the past?</p>	<p>To suggest what a monarch was like in the past.</p>	<ul style="list-style-type: none"> <li>- I can describe what kind of monarch William the Conqueror was.</li> <li>- I can compare the monarchy in the past to the monarchy today.</li> <li>- I can recognise that the monarchy has changed.</li> </ul>	<ul style="list-style-type: none"> <li>- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> </ul>	<ul style="list-style-type: none"> <li>- absolute monarchy</li> <li>- Bayeux Tapestry</li> <li>- constitutional monarchy</li> <li>- coronation</li> <li>- monarch</li> <li>- power</li> </ul>	<p>Have ready: Presentation: What was a monarch in the past?</p> <p>A4 white paper Scissors</p> <p>Link: Bayeux museum - Bayeux Tapestry</p> <p>Print in advance: Activity: Zone of relevance</p>

Assessment:

1. In the past there was an absolute monarchy in which
2. How did William the Conqueror become King of England?
3. Motte-and-bailey castles were:
4. Why did Normans build stone keep castles?
5. What is a monarch?

Skills Catcher (Optional)

Substantive Assessment (Optional)