

# Our Learning Journey through the Topic

What is a monarch?

Who were the key British monarchs?

Who is our monarch?

What is the role of a monarch?

Where are the royal residences?

Hold a class street part to celebrate the coronation

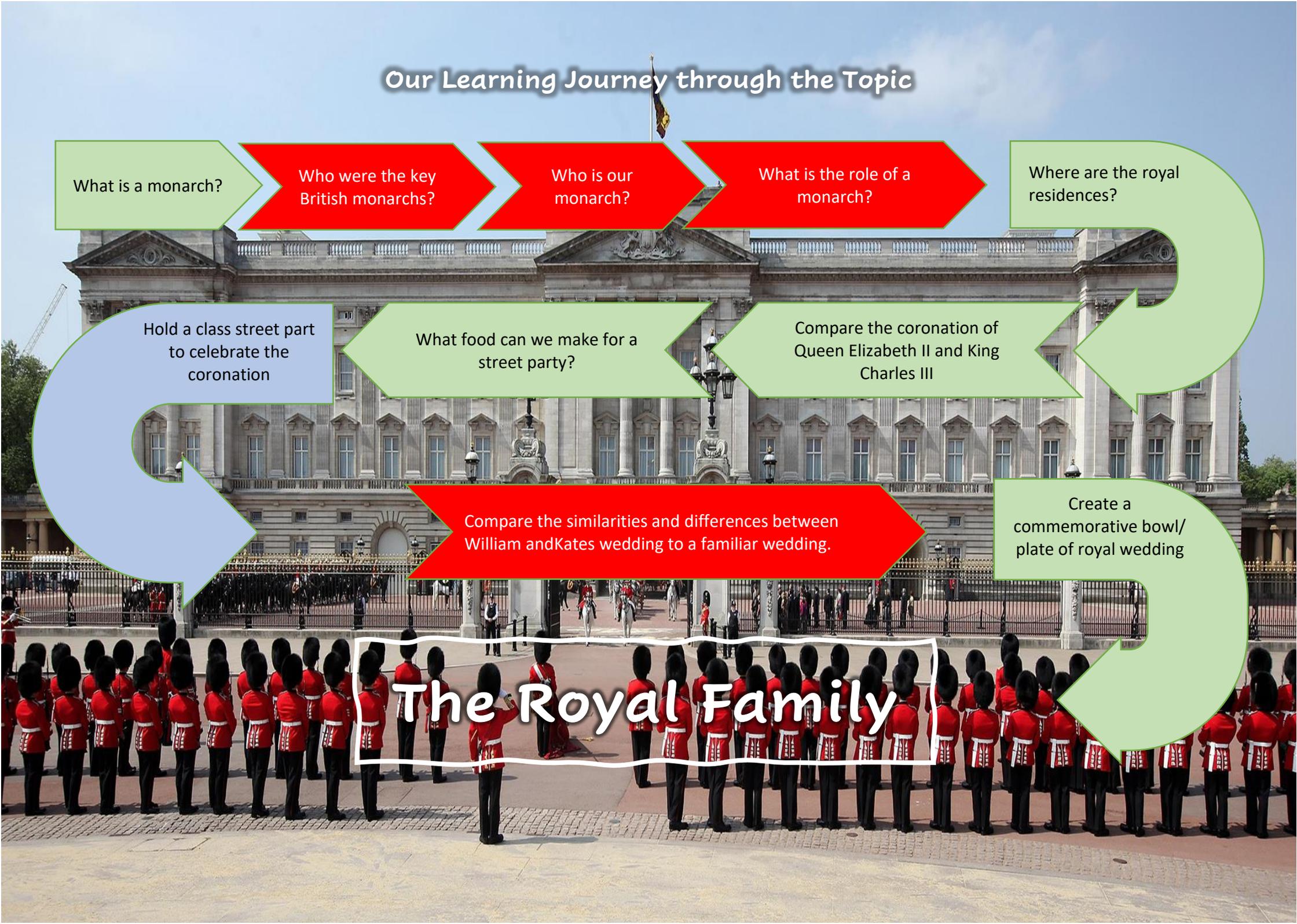
What food can we make for a street party?

Compare the coronation of Queen Elizabeth II and King Charles III

Compare the similarities and differences between William and Kates wedding to a familiar wedding.

Create a commemorative bowl/plate of royal wedding

## The Royal Family



## The Royal Family

Term taught in: Summer 1		Number of Weeks: 7	
Objectives		Outcomes	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Identify some similarities and differences between ways of life at different times.</li> <li>Identify some of the basic ways in which the past can be represented.</li> <li>Use simple historical terms.</li> <li>Make simple observations about different people, events, beliefs and communities.</li> <li>Retell some events from beyond their living memory which are significant nationally or globally.</li> </ul>	<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Create a timeline significant monarchs.</li> <li>Children will look at a range of sources including videos, images, diary entries etc.</li> <li>Compare the food and games played at the Queen's Coronation to today.</li> <li>Children will recreate The Queen's Coronation and compare it to King Charles'.</li> </ul>		
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Name and locate some places in their locality, the UK and wider world.</li> <li>Describe some places and features using basic geographical vocabulary.</li> <li>Use a range of sources such as simple maps, globes, atlases and images.</li> </ul>	<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Use a map of Great Britain to identify Scotland, Wales, England, Northern Ireland and their capital cities.</li> <li>Children will identify some of Royal residences on the map.</li> </ul>		
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>Group familiar food products e.g. fruit and vegetables.</li> <li>Cut and chop a range of ingredients.</li> <li>Work safely and hygienically.</li> <li>Know about the need for a variety of foods in a diet.</li> </ul>	<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Explore the Eatwell plate and the different food groups</li> <li>Create a menu of food for a street party</li> <li>Work together to make the food for their street party.</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Explore and record their own ideas through painting, drawing, sculpture, in response to first-hand observations, e.g. real objects, pictures, artefacts, and experiences.</li> <li>Describe what they think and feel about the work of a chosen artist, craft maker or designer.</li> <li>Begin to talk about the style of a chosen artist, craft maker or designer.</li> <li>Talk about their ideas and choices they have made e.g. chosen tools, media, materials.</li> <li>Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.</li> <li>Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package.</li> </ul>	<p><b>Your child will:</b></p> <ul style="list-style-type: none"> <li>Look images of commemorative plates and discuss their opinions.</li> <li>Design their own plate based on images from the royal wedding between William and Kate.</li> <li>Evaluate their work.</li> </ul>		

Key Vocabulary		End Products	
<ul style="list-style-type: none"> <li>• Majesty</li> <li>• Reign</li> <li>• Monarch</li> <li>• Coronation</li> <li>• Oath</li> <li>• Duty</li> <li>• Jubilee</li> <li>• Royal</li> <li>• Residence</li> </ul>		<ul style="list-style-type: none"> <li>• A commemorative plate for the royal wedding</li> <li>• A timeline of Significant Kings and Queens.</li> <li>• A comparison between their life and the time of the Queen's coronation.</li> <li>• A map of the UK with some of the Royal residences marked on it.</li> </ul>	
Links to our School Values		Links to British Values	
<p><b>Compassion</b> - We will discuss how The Royal Family demonstrate compassion in their roles.</p> <p><b>Resilient</b> - When researching The Queen's life, the children will discuss when she has had to be resilient</p> <p><b>To try your best</b>- We will discuss The Queen's Coronation and her Oath. We will look at how she has tried to be the best in her role.</p> <p><b>Honesty</b>- Children will discuss the qualities of The Queen and how the Oath requires her to be honest</p>		<p>Children will discuss all the British Values when discussing what it means to be British.</p> <p>Being part of Britain - The children will discuss what It means to be British. They will look at the Queen's oath during The Coronation. They will discuss The Queen's role.</p>	
Cross Curricular Opportunities	Enhancements	Evaluation: Misconceptions	
<p><b>English</b> Books- The Queen's Knickers Classic Poetry - Buckingham Palace by AA Milne Persuasive text - design a pair of knickers for the King</p> <p><b>Maths</b> Chronological order, ordering numbers</p>	<p><b>Street Party</b> Children will attend the Queen's coronation and then have a street party to celebrate.</p> <p><b>Forest School</b> Exploring different seasons and identify common plants and trees</p>	<p>Please note if there were any misconception that would need noting for next year.</p>	