

Title of Rubric: KS3 Kings and Queens: Monarchy and the British Empire

<p>Subject curriculum intent:</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. 				
<p>End of KS3 intent/outcome</p>		<p>End of KS4 intent/outcome</p>		<p>End of KS5 intent/outcome</p>	
<p>To be able to identify similarities and differences between recent history and prehistory.</p>		<p>To be able to vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.</p>		<p>N/A</p>	
<p>Intent for this topic:</p>	<p>Through this unit pupils will: explore the monarchy system and how it is used in Great Britain. Pupils will look at specific monarchs throughout history including present day, what the role of the monarch is and the process of succession.</p>				
<p>Core vocabulary needed for this subject/topic:</p>	<p>Past, present, similarities, differences, changes, development, historical, era, period,</p>				
<p>Vocabulary pupils will have accessed in other topics or subject areas:</p>	<p>Now, then, responsibility, wealth, influence, power, diplomacy, leadership</p>				
<p>Key vocabulary taught within this topic:</p>	<p>Changes, affects, architecture, building, construction, period, era, differences, similarities</p>				
<p align="center">Prior knowledge: what pupils may already have studied</p>					
<p>Key stage</p>	<p>Subject</p>	<p>Topic title</p>	<p>Term/year taught</p>	<p>Content/What might pupils already know?</p>	
<p>3</p>	<p>History</p>	<p>Famous people including local people</p>	<p>3 – Autumn</p>	<p>Who are the Royal Family.</p>	

3	History	War and peace: history of conflict and resolution	2 – Spring 1	How rulers could obtain power by conquest.
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Links to other subjects:
Geography – All around the world – names of countries the British Empire ruled at their height of power.

RRS Articles:

Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	<u>B2 P5-6</u>	<u>B2 P7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
Key learning: Kings and Queens: The Monarchy and the British Empire				

<p><u>Subject specific knowledge</u></p>	<p>Can match images of monarchs to time periods.</p> <p>Recalls familiar monarchs and match to names.</p> <p>Knows and identifies a picture of a monarch from the past.</p>	<p>Can identify photographs of monarchs from different set time periods i.e roman, tudor, victorian, elizabethan</p> <p>Knows a difference from a different time period to present i.e. royal family lives in estates and houses as opposed to castles.</p> <p>Knows which monarchs are from the past and present.</p>	<p>Knows different responsibilities that have changed from past to present i.e monarchs were to lead armies into battle.</p> <p>Recalls some key events which triggered a change in monarch i.e. Battle of Hastings, Civil War</p> <p>Knows living conditions of monarchs in comparison to common folk e.g living in luxury, palaces, servants etc.</p>	<p>Knows key dates (by year) of significant events pertaining to a change in monarch e.g Battle of Hastings, Civil War, abdication.</p> <p>Knows different eras and link them to the name of a monarch e.g The Victorian era- Queen Victoria.</p> <p>Knows what evidence can be used to make historical claims about different time periods i.e. Bayeux Tapestry, Magna Carta etc.</p> <p>Knows and uses words such as; monarch, monarchy, succession, abdication</p>
<p><u>Subject specific skills</u></p>	<p>Is able to sort pictures of monarchs from past and present.</p> <p>Can identify a difference between a historical monarch and the present monarch i.e leader by conquest not succession</p> <p>Can ask a simple 'what' question about what they observe from an image of a monarch e.g what are they holding?</p>	<p>Is able to follow a simple sequence of images showing monarchs throughout British history.</p> <p>Is able to listen to information from peers relating to the topic.</p> <p>Is able to identify similarities and differences in pictures of monarchs.</p> <p>Is able to retell some details of a historical event.</p>	<p>Is able to identify and discuss some of the differences/similarities of monarchs through pictures and written sources.</p>	<p>Is able to create a timeline chronically with time periods and their monarch.</p> <p>Can explain the impact the monarchy has on the country in terms of economy and culture e.g brings in tourism, boosts economy, creates diplomatic ties as envoys.</p> <p>Is able to identify how sources are used to support claims about specific monarchs.</p> <p>Can examine how new rulers have been chosen in the past during turmoil in the early 1st and 2nd Century compared to recent monarchs.</p>
<p><u>Personal development</u></p>	<p>Team work - working together as a team.</p> <p>Problem solving - solving problems</p> <p>Communication skills - using voice, signs to communicate facts and opinions.</p> <p>Self-management</p> <p>Self-belief</p> <p>Respect</p>			

Self-awareness
IT skills

Suggested activities

Make a timeline of key events which altered the Royal timeline e.g Battle of Hastings, Civil War, abdication

Create a crown and sceptre defining features e.g The Cullinan Diamond.

Research and create a timeline of the Royal family.

Research and create a family tree from a specific era e.g tudors.

Reenact a Civil War - split the class into Royalists and Parliamentarians - who do they follow and why?

Sort pictures of old and new.

Role play - William the Conqueror - what are his priorities? Queen Elizabeth II - what were her priorities?

Character cards

Explore pictures - similarities / differences

Ask it session

Online resources

[The Crown Jewels | Tower of London | Historic Royal Palaces \(hrp.org.uk\)](http://hrp.org.uk)

[The official website of the Royal Family | The Royal Family](http://www.royal.gov.uk)

[What Happened at the Battle of Hastings | English Heritage \(english-heritage.org.uk\)](http://english-heritage.org.uk)

[English Civil Wars - 1642-46, Parliament, King Charles | Britannica](http://www.britannica.com)

[Royal Family Tree | Britroyals](http://www.britroyals.com)

Evidencing Work

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Work sheets

Pictures

PowerPoints