



# Scheme of Learning for Geography and History



<b>Phase</b>	KS1 Year 1 and 2
<b>Strand</b>	<b>Power, Leadership, Invasion.</b>
<b>Leader</b>	F Parish Principal/History N Pounder/ Geography

# Programme of Study



Sheep Dip Lane  
Academy

KS1 Cycle A

Year 1 and 2

Why do we have a King or Queen?

Who sets the rules for our country?





## HISTORY

Main Strand/Concepts	Power, Leadership and Invasion
Unit overview	<p><b>History of Key Rulers</b></p> <p>In this unit Year 1 will be introduced to some significant historical figures and their leadership, which changed rules and laws. Children will explore what they did and if this has had a lasting impact on Britain today. They will also explore the current monarchy and how parliament was formed and runs today.</p> <p>Key points will include:</p> <ul style="list-style-type: none"><li>• <b>The origins of the Norman conquest</b></li><li>• <b>William I transformation of England and Wales</b></li><li>• <b>King John and the Magna Carta- Rules- why were they important? What rules would you have if you were king/queen?</b></li><li>• <b>Henry VIII- heirs</b></li><li>• <b>Elizabeth I</b></li></ul> <p><b>Comparison of Elizabeth I, Queen Victoria, Elizabeth II and their coronations.</b></p> <p>Understand the United Kingdom is a constitutional monarchy which means the monarch shares power with the government.</p> <p><a href="http://www.coreknowledge.org.uk/resources/Resource%20Pack-Year1-KingsQueensLeaders.pdf">http://www.coreknowledge.org.uk/resources/Resource%20Pack-Year1-KingsQueensLeaders.pdf</a></p> <p><a href="https://www.manorprimary.com/usr/docs/2017/5/History%20Summer%20Y1-Y6.pdf">https://www.manorprimary.com/usr/docs/2017/5/History%20Summer%20Y1-Y6.pdf</a></p>
Prior Learning Links	<p>In EYFS key concepts taught – about themselves and their families and the beginnings of the concept of then and now. What is seen as right and wrong, making the right choices, the importance of sharing and being kind to others, why we have rules at home and in school. People who help us and keep us safe e.g. parent/carer/grandparent, teacher, doctor, nurse, Police, fire service, rescue services.</p> <p>Pupils should have:</p> <ul style="list-style-type: none"><li>• <i>spoken about past and present events in their own lives and in the lives of their families</i></li><li>• <i>some understanding of why people's lives and objects were different in the past</i></li><li>• <i>had opportunities to recount what they have done in their immediate past</i></li><li>• <i>some knowledge of their locality and understand that it has changed</i></li><li>• <i>explored their immediate locality in different ways, both in school and with their parents</i></li><li>• <i>met the term 'famous' and will associate it appropriately.</i></li></ul>
Main enquiry question/s	<b>Why has England had a King or Queen for many years?</b>

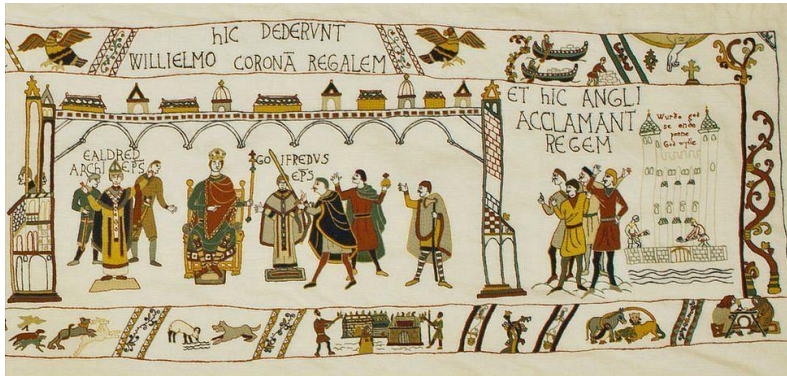
<b>Programme of Study NC Requirements</b>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. 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. 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> <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> <li>• Events beyond living memory that are significant nationally or globally.</li> <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.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>	
<b>Concept 1 Do I know the countries of the UK?</b>	<p><i>The United Kingdom is the name given to the union between England, Scotland Wales and Northern Ireland. The UK is considered a country within its own right, but each member country has had powers devolved to them over time. Children should be able to recall the academy name, what village this is in and the city they live in from EYFS. Discussion to develop and check if they have an understanding of the country they live in England and the capital city.</i></p>	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge - What do we want the children to know?</b>	<b>Suggested learning activities – What key experiences?</b>
<p>           flag            country            union            united            cross            flagpole            United Kingdom            England            Scotland            Wales            Northern Ireland            London            Edinburgh            Cardiff            Belfast         </p>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>– The United Kingdom is made up of Northern Ireland, Wales, England and Scotland.</li> <li>– The Union Jack is the name of the flag of the United Kingdom.</li> <li>– The Union Jack is made from the flags of Scotland, Ireland and England.</li> </ul> <p><i>(As early as the 10th century, different parts of England were becoming joined together in order to be ruled as one, but it wasn't until the end of the 18th century that the word 'British' was used and the Union Flag was created).</i></p> <p><i>-1603 the British flag showing the Scotland and St George cross for England.</i></p> <p><i>-In 1707 England and Scotland became one under the Act of the Union. To reflect the union, the two flags of the countries, the St George's Cross of England and the St Andrew's cross of Scotland, were combined.</i></p> <p><i>- Later the flag changed again when Ireland united with England and Scotland and the cross of St Patrick was also added to the flag.</i></p> <p><i>-In 1937, the Southern part of Ireland became an independent country but the Union Jack is still the flag of the United Kingdom.</i></p>	<p><b>Connect</b> – Start by using photographs. Go back to Google maps and investigate them. Start with the classroom and the school, Balby, Doncaster, Zoom out to show England and where London is comparison to Doncaster on a map (Mind map). Immediate locality, nearest city (Doncaster), capital city (London) and country (England).</p> <p><b>Explain-</b> Zoom out to show the other countries of the United Kingdom. Show the children the flags of each individual country that makes up the United Kingdom.</p> <p><b>Example-</b> Using a flag of the UK, show that all the flags of the 4 different countries make up the Union Jack. Use overlays to show how they are connected.</p> <p><b>Attempt</b> –Using word wall children practice matching and naming the flags for the countries of the UK by selecting, dragging and matching images and names.</p>



	<p style="text-align: center;"><b>The Lineage of the Union Jack</b></p> <div style="text-align: center;"> </div> <p><b>Disciplinary Knowledge</b>  <b>Historical enquiry</b>  Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past</p>	<p><b>Apply</b> – Matching the names and flags to the Countries. Refer to the assessment questions - (remember 2 things model).</p> <p><b>Challenge-</b> children to spot the error and re-organise and explain the countries matched to the flags.</p> <p>Use world map:  Can the children identify where the UK is?</p> <p>Use class Atlases with pupils – explain the type of book an atlas is.  Use a map of the UK:  Can pupils identify the countries in the UK and locate these on a map of the UK?  Discuss meaning of word united. Display picture of the flags (St George’s cross, St Andrew’s cross, St Patrick’s cross, Union flag) and explain to the children how the flags come together to make the ‘Union Jack’ (reinforcing idea of ‘union’) Discuss how a flag can represent a country or group of countries and recall the countries in the United Kingdom.</p> <p>Use a timeline to show the concept of changes in time starting with now 2021 and the class the children are in, the year when they were born, 1974 when SDLA opened and when the flag changed over time to the Union Jack we recognise for the United Kingdom today.</p>
Assessment questions	Can they name the flag of the Union Jack? Can they name the countries the Union Jack represent? What do we know about the United Kingdom?	Resources <a href="https://www.youtube.com/watch?v=kU_SpzWKtqE">https://www.youtube.com/watch?v=kU_SpzWKtqE</a> BBC Bitesize video link countries of UK
Enquiry Question	<b>Pre-Learning Expectations</b>	
<b>Concept 2</b> <b>What is a king or queen?</b>	Recall the countries that make up the United Kingdom. Check recall of England’s capital city. Pupil’s understanding of what a King or Queen is?	



How long has England had a king or queen?		
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>King Queen rule crown crowned throne sceptre orb ring majesty royalty reign bow curtsey</p>	<p><b>Substantive knowledge</b>            -To know that England has been ruled by Kings and Queens for many years.            -To know that Her Royal Highness Queen Elizabeth II was our Queen for 70 years.            -To know that King Charles II is our King.            -To know that the Kings and Queens of England go to a special ceremony (event) called the coronation.            - To know that King Charles' coronation is on 6<sup>th</sup> May 2023.            -To know that the coronation takes place at a special place called Westminster Abbey.</p> <p><b>Teacher additional knowledge:</b>            England has been ruled by Kings and Queens for many years.            -Her Royal Highness Queen Elizabeth II was out queen –[ now to be King Charles III)            -The Kings and Queens of England go to a special ceremony (event) called the coronation.            - The coronation takes place at a special place called Westminster Abbey.</p> <div data-bbox="405 970 743 1262" data-label="Image"> </div> <p>Explain coronations have happened at the site of Westminster Abbey since 1066. See below Bayeux Tapestry record the William I's coronation.</p>	<p>Look at examples of England's Kings and Queens through portraits.            Silver coin William I (the conqueror)            1529 Portrait of William I (1066-1087)</p> <div data-bbox="1229 454 1464 817" data-label="Image"> </div> <p>Richard the lionheart 1189-1199</p> <div data-bbox="1489 549 1666 782" data-label="Image"> </div> <p>King John 1199-1216</p> <div data-bbox="1765 368 1973 580" data-label="Image"> </div> <div data-bbox="1995 343 2175 587" data-label="Image"> </div> <p>Henry VIII 1509-1547</p> <div data-bbox="1249 829 1464 1101" data-label="Image"> </div> <p>Queen Elizabeth I (1558-1603) Queen Victoria 1839-1901</p> <div data-bbox="1565 959 1890 1241" data-label="Image"> </div> <p>Union Jack. Can the countries that make Recall the country that they live in. (Use hexagons – on the table children do think pair share and put in the countries and their names that build up the UK). Photograph.</p> <p><b>Connect</b> - Start with connecting back to the children recall the up the United Kingdom.  <b>Explain</b> – to the children using images of the Kings and Queens that over time from a long time ago in the past our country has been ruled by a King or</p>



Explain for many years there have been people who have ruled over the land where we live.

**Teacher Additional knowledge:**

- Kings and Queens sometimes wear special items: a crown, and hold special things such as an orb and sceptre.
- A crown is a symbol for royalty.
- When somebody becomes a king or a queen they wear a **crown** and **ring**, sit on a throne and hold a **sceptre and orb**.
- The King or Queen wears the following items during the coronation: Golden robe called the Supertunica, the royal stole (embroidered long length of cloth like a scarf), the imperial mantle (special cape).

**-Elizabeth II became Queen on 6<sup>th</sup> February 1952 when she was young (25). She has reigned for over 59 years.** Explain that a long time ago there was another Queen called Elizabeth. Show a picture of the coronation of Elizabeth I.

*Supertunica, the royal stole, Crown (St Edward's Crown made 1661), the orb made in 1661, the sceptre and the royal ring (called the Wedding ring of England).*

**Disciplinary Knowledge**

**Chronological knowledge**

Remember parts of stories and memories about the past

**Historical enquiry**

Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past

**Interpretations of history**

Queen. Showing images of the Kings and Queens above, order and name the Kings/Queens and link to our King today Charles III.

**Example** – Share a photo of Westminster Abbey and using the image of the Bayeux Tapestry explain that this is a very old artefact that shows the coronation of William I in 1066. Discuss that Westminster Abbey is a special cathedral in London this is where the special ceremony/party takes place and this is called a coronation.

**Attempt** – Using role play props name the special items worn and carried during a royal coronation. Show images of the real artefacts and the video of Queen Elizabeth II's coronation. Link to the coming coronation of our new King. (workshop – children are introduced to the names and have replica artefacts to support their understanding: crown, orb, sceptre, ring of England, supertunica, throne.

**Apply** - building on from the workshop children develop a special ceremony day where they come as a King/Queen for the day, have a ceremony, invite dignitaries and have a special celebration tea party. During this they have the opportunity to recall key knowledge to assess if they can recall: what a coronation is, where the King's coronation will take place, the artefacts linked to a coronation, our King.

Record/video and upload it to Seesaw.

**Challenge**

Show children a picture of Queen Elizabeth II at her coronation.

Can they label items on an image of Queen Elizabeth II at her coronation?

Can they identify similarities and differences between the 2 coronation images of Queen Elizabeth I and II?



	Begin to identify and recount historic details from the past from sources, e.g. pictures/stories	
Assessment questions	<p>What have you learned about Kings and Queens?</p> <p>What do we call the special time when someone becomes a King or a Queen?</p> <p>What would a King or Queen wear for their coronation? Can you tell me about our King?</p>	<p>Resources</p> <p><a href="https://www.royal.uk/coronation">https://www.royal.uk/coronation</a> Official royal website</p> <p>Westminster link: <a href="https://www.westminster-abbey.org/about-the-abbey">https://www.westminster-abbey.org/about-the-abbey</a> 1066 coronation: <a href="https://www.bbc.co.uk/news/uk-england-28018096">https://www.bbc.co.uk/news/uk-england-28018096</a></p> <p>Portrait links: Official website for the coronation of King Charles III. <a href="#">The Coronation of His Majesty The King   The Royal Family</a></p>
Enquiry Question	What powers or roles does a King or Queen have today and has that changed over time?	
<p><b>Concept 3</b></p> <p><b>How has the power of a King or Queen changed?</b></p>	<p>Recap on who is our queen?</p> <p>Recall how you become a king or queen and the ceremony.</p> <p>Where does the ceremony take place?</p> <p>Which countries make up the United Kingdom?</p>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>Monarch</p> <p>Succession</p> <p>Commonwealth</p> <p>Queen Elizabeth I</p> <p>Portrait</p> <p>Bedchamber</p> <p>Gown</p> <p>Dressmaker</p> <p>Tailor</p>	<p><b>Substantive knowledge</b></p> <p><i>-To know that the powers the King or Queen has have changed over the last 1000 years.</i></p> <p><i>-To know that the first Anglo-Saxon king of all of England was <u>Aethelstan</u> (895-939 AD)</i></p> <p><i>-To know that the monarchy passed to the first born son of the King until <u>Henry VIII daughter's Jane and Mary became the Queen in 1553.</u></i></p> <p><i>-To know that now the Queen or King does not have the same powers as they used to in the past.</i></p> <p><b>-The powers the King or Queen has have changed over the last 1000 years.</b></p> <p><b>-The Kings and Queens did not have a last name/surname until after World War I. Queen Elizabeth II's surname is Windsor.</b></p>	<p><b>Connect-</b> use the hexagon on tables with images of crown and Westminster Abbey (give two images). Can the children explain what the artefacts are and recall keywords linked to the event of a royal coronation (prior knowledge) e.g. London, coronation, crown, orb...</p> <p><b>Explain</b> – A long time ago we know that the first King of England was called King Aethelstan he was king over 1000 years ago. Going back to the portrait pictures of the Kings and Queens from the past explain that in the past the crown and monarchy passed to the first born son. Now the monarchy passes to the first born son/daughter.</p> <p><b>Example</b> – using images of Queen Elizabeth II – can the children recall who this is? Explain this is an example where King George VI passed on the monarchy to</p>



- The first Anglo-Saxon king of all of England was **Aethelstan** (895-939 AD)*
- The monarchy passed to the first born son of the King until Henry VIII daughter's Jane and Mary became the Queen in 1553.*
- The Kings and Queens did not have a last name/surname until after World War I. Our Queen's surname is Windsor.*
- Now the Queen or King does not have the same powers as they used to in the past.*

**Teacher Additional knowledge:**

Queen Elizabeth II rules over other countries not just the United Kingdom 16 countries, they are called the Commonwealth: Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Canada, Grenada, Jamaica, New Zealand, Papua New Guinea, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, the Solomon Islands, Tuvalu, and the United Kingdom.

**The Queen or King now is called the Head of State.**

**-Queen Elizabeth I was queen over 460 years ago.** Queen Elizabeth's clothing was meant to show how wealthy and powerful she was. Records show she had over 2000 gowns (dresses). Jewellery was often given to her as gifts at New Year. Explore her power and status looking at portraits of her. **Explain why they had portraits not photos or videos.** Look at her coronation portrait, why she wore white (good, kind, angel shaped wings to her collar). Use Queen Elizabeth's coronation BBC video. During her reign only duchesses, marchionesses and countesses were allowed to wear cloth of gold, fur of sables in their gowns

**Disciplinary Knowledge**

**Chronological knowledge**

Identify similarities and differences between periods

**Interpretations of history**

Begin to identify and recount historic details from the past from sources, e.g. pictures/stories

his daughter when she was very young. Share images of the royal family from the past. Explain nowadays we have a prime minister and our King Charles III does not make all the decisions for our country (connect this to Mrs Crampton our principal who makes decision with the teachers about our school but we also have Mrs Nixon).

**Attempt** – Brainstorm what is a King, who is our King? Who was his mother.

**Apply** – Can the children explain their learning. Who is our King? In the past how did someone become the King/Queen? How has this changed?

**Challenge** – using wordwall children investigate the recent and current royal monarchy and name them: Queen Elizabeth II, King Charles III, after him will be William and then George, Charlotte then Louis. Onto a simple family tree children order and match the names on wordwall.

Home learning link: children to make a simple family tree sibling/s, parents/carers, grandparents.

Can they explore the key facts about Kings and Queens of England?

See link below:

Focus on portraits of Elizabeth I: Ask pupils – Who do you think this is? What are the clues from the painting?



Can pupils recap on her coronation portrait the types of clothing, garments and where her coronation will have taken place?

Explore some key facts about Elizabeth I through portraits and a story.

Through story the tailor's apprentice and how he left pearls in her chamber. Explore the power she had at that time, criminal justice system of those times, what the royal pardon would have meant.

Discuss Mrs Blanche Parry the queen's lady of the bedchamber. In her diary she wrote about the queen having 628 pieces of jewellery.



		<p>Children become tailor or dressmaker to the King/Queen. Can pupils create a powerful design for a gown/family crest with symbols, jewellery, collars, capes/fur to show power and status?</p> <p>Do they know there are many sources of evidence historians/archaeologists find out about the past?</p> <p>Children could research facts about the conflict between the queen and her cousin in Scotland (Mary Queen of Scots).</p>
Assessment questions	<p>What have you learned about King Charles III I?</p> <p>Why do we only have paintings/portraits of past royals?</p> <p>Long ago why did Kings or Queen's wear expensive clothing and jewels?</p>	<p>Resources</p> <p>Explore facts about Queen Elizabeth I:  <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/elizabeth_i/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/elizabeth_i/</a>  <a href="https://www.rmg.co.uk/stories/topics/elizabeth-royal-wardrobe">https://www.rmg.co.uk/stories/topics/elizabeth-royal-wardrobe</a>            National portrait gallery online:            Queen Elizabeth I coronation portrait  <a href="https://www.npg.org.uk/collections/search/portrait/mw02070/Queen-Elizabeth-I">https://www.npg.org.uk/collections/search/portrait/mw02070/Queen-Elizabeth-I</a>            other portraiture   <a href="https://www.npg.org.uk/research/programmes/making-art-in-tudor-britain/case-studies/the-queens-likeness-portraits-of-elizabeth-i">https://www.npg.org.uk/research/programmes/making-art-in-tudor-britain/case-studies/the-queens-likeness-portraits-of-elizabeth-i</a>            Artefact links:  <a href="http://www.nationalarchives.gov.uk/museum/item.asp?item_id=14">http://www.nationalarchives.gov.uk/museum/item.asp?item_id=14</a> </p>
Enquiry Question	Should one person (a King or Queen) be allowed to make all the laws and rules?	
<p><b>Concept 4</b></p> <p>Why did King John have to make an important promise to the people of England a long time ago?</p>	In the past, Kings of England held lots of power and did not have to consult with parliament before making decisions.	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>King John</p> <p>Laws</p> <p>Prison</p> <p>Magna carta</p> <p>Barons</p> <p>prison</p>	<p><b>Substantive Knowledge</b></p> <p>-To know that a ong ago England's King John made a special document that promised he would change rules for people in England.</p> <p>- To know that King John promised not to take too much money from people.</p>	<p><b>Connect</b> Recall our current King.</p> <p>Recap that our King is the head of state. Can the children use hexagons to recall facts by ordering and matching the names and pictures from the royal family tree.</p>



trial  
tax  
promise  
power rule

**-To know that King John also promised that he would not throw people in prison for no reason.**  
**To know that during the times of King John an important set of rules/laws was written that changed the powers the King had.**  
**-The Magna Carta (1215) was the name of the set of rules/laws that King John agreed to follow –like our 3 school rules.**

**Teacher Additional knowledge:**



King John did not believe that this should be the case; he believed that Kings were all powerful and answerable to no one. Eventually, the King was forced to approve the document and stamped it with his official seal on 15th June 1215. This meant that no person could be arrested without a good reason. The Magna Carta also stated that no one should be imprisoned or have his possessions taken away unless he has been brought

before a judge.



**Disciplinary Knowledge**

**Historical enquiry**

Respond to simple questions about the past Observe and handle evidence to ask simple questions about the past

**Interpretations of history**

**Explain** Introduce pupils to the concept of the King's powers as head of state by talking about why we have class rules so that they can connect the concept of power and rules/laws.  
 Explain that as head of state the important roles he does have to do e.g. the power he has: he officially open Parliament each year. Although the people of England vote for the Prime Minister, the King officially appoints and meets the new Prime Minister. He goes on special visits abroad to other countries and invites heads of states from abroad to visit England.  
 He appoints new bishops and archbishops.  
 Each day a red box is delivered to the King with lots of reports and documents from Parliament, he has to read them and sign most of them. He also can give out knighthoods and other special awards.  
 He can declare war on another country but only acting on the advice of the government and Prime Minister.

**Example** – Using images reinforce the powers the King has today e.g. Opens Parliament (Houses of Parliament), Our Prime Minister (photo of King Charles III newspaper front page), King coming to Doncaster on a special visit (Free Press images), the red box, giving out knighthoods (images of the Queen doing this at Buckingham Palace in the throne room). Tell the story of King John I using images talk about a long time ago using the teacher additional knowledge. People were not happy about the rules he had and felt they were bad/harsh and not fair. Talk about with the children the set of new rules/laws that were written at this time, show images and explain this set of rules was called the Magna Carta and this is kept safe today and is over 807 years ago.

**Attempt** –children to think, pair and share what rules they would have if they were King or Queen for the day, would these be fair?



**Apply** –Teacher to model writing a rule on our own Magna Carta – children create their own rules. They share one of them with the class and vote for whether their rule is fair or not.

**Challenge-** Can the children explain (Scribe in speech bubbles).



	<p>Begin to identify and recount historic details from the past from sources, e.g. pictures/stories</p>	<p>Why were the Barons angry with King John? Can you explain what the Barons persuaded King John to do? What promises were made in the Magna Carta? Where is our Parliament?</p> <p>Explore: What do we already know about Kings and Queens?</p> <p>Through the use of role play and hot seating – show the character of King John as a mean and nasty ruler who didn't listen to his people and made laws to suit himself e.g. taking lots of money from people or would throw them in prison for making small mistakes.</p> <p>Introduce children to role of Barons who tried to tell King John to stop and sign a special paper with new rules on called the Magna Carta. King John did go on to break many of the promises made in the Magna Carta, but the most important thing was that he had admitted that the king must not just do whatever he likes and that he must abide by the laws of the country.</p> <p>Discuss that following the signing of the Magna Carta important people came together to talk about the country and what was needed. These groups were called Parliament after the French word Parler meaning to talk.</p> <p>Introduce images of England's Houses of Parliament, this is where politicians and the Prime Minister decide on laws and acts for our country. Things members of Parliament might talk about are: building new schools, hospitals, how much to pay nurses, doctors, teachers, keeping streets clean, helping people in other countries. Can children recall some of the promises King John made in the Magna Carta? (Promises scrolls)</p>
Assessment questions	<p>Why were the Barons angry with King John? Can you explain what the Barons persuaded King John to do? What promises were made in the Magna Carta? Where is our Parliament?</p>	<p>Resources</p> <p>BBC Primary History- The Magna Carta (includes lots of interesting information about the Magna Carta) <a href="#">A summary of King John and Magna Carta - King John and Magna Carta - KS3 History Revision - BBC Bitesize</a> The British Library- The Magna Carta (Includes an online viewer of one of the copies of the document) <a href="#">Magna Carta - The British Library (bl.uk)</a></p>

Enquiry Question	What is Parliament?	
<b>Concept 5</b> <b>What role does the parliament have in making decisions about our country?</b>	Recall Kings and Queens pupils have learned about so far. Recap names of each King and Queen and order them on a visual timeline: William the conqueror 1066, King John I, Elizabeth I, Charles I, Charles II, Elizabeth II. Recap prior learning – What do we know about Kings and Queens? Explain: After the Magna Carta was signed, people came together in a group to talk about the country. These groups were called ‘parliaments’- the French word for ‘talk’ is ‘parler’.	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Magna Carta parliament Houses of Parliament choice decision budget	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>-To know that long ago Kings and Queens used to make the rules/laws. Nowadays our king has less power. Parliament makes laws.</li> <li>-To know that we have MP’s members of Parliament who get voted in. They make and pass new rules/laws.</li> <li>-To know that Parliament meets to talk about things in the Houses of Parliament.</li> <li>-To know that the Palace of Westminster is the meeting place of the <u>House of Commons</u> and the <u>House of Lords</u>, the two houses of the <u>Parliament of the United Kingdom</u></li> <li>-To know that a Prime Minister is in charge.</li> </ul> <p><b>Teacher Additional knowledge:</b></p> <p>Its name, which is derived from the neighbouring <u>Westminster Abbey</u>, may refer to either of two structures: the <i>Old Palace</i>, a <u>medieval</u> building complex <u>destroyed by fire in 1834</u>, and its replacement, the <i>New Palace</i> that stands today.</p> <p>The first royal palace was built on the site in 1016 and Westminster was the palace for <u>Kings of England</u> until fire destroyed most of the building in 1512. The last King to live there was Henry VIII who moved out before the fire. It was re-built with 1100 rooms. After that, it served as the home of the <u>Parliament of England</u>.</p> <p>Big Ben is the name of the bell in the Elizabeth clock tower.</p> <p>The UK parliament meets in the House of Commons, in London. The House of Lords is the second chamber of the UK parliament. Both houses can make changes to laws before they are passed, but both must agree before the Queen gives her approval.</p> <p><b>Disciplinary Knowledge</b>  <b>Chronological knowledge</b>  Identify similarities and differences between periods</p>	<p><b>Connect</b> – using images can the children recall prior learning of some key Kings and Queens of England, a coronation, King John I, the magna carta and rules/laws, who our King is.</p> <p><b>Explain- Example-</b>  invite school pupil parliament to share what their role in school is and what they do. Connect this known concept for the children into the abstract – using video/image sources (see resources below) explain in London we have the houses of Parliament. In the past recap that the King or Queen made the rules but today the power a monarch has is less and decisions are made fairly in the Houses of Parliament by the government. Talk about people are voted in to become a member of Parliament, show the children images of voting and the house of commons with MP’s in. Explain our Prime Minister is Rishi Sunak. Teacher share and model a mind map showing the connections from the word power – houses of parliament, MP’s, voting, Prime Minister, rules/laws.</p> <p><b>Attempt</b> – Children in small groups attempt to recall key knowledge into their own mind map.</p> <p><b>Apply</b> – Children use the hexagons model and mind map from this to include the key vocabulary.</p> <p><b>Challenge</b> - Children to write 2-3 sentences to explain what they have found out about power in England and how rules/laws are made: Answer: What is Parliament and what role does it have?</p>

	Remember parts of stories and memories about the past.	Children explore images of the palace of Westminster.   Old Palace of Westminster Recall key facts about Parliament, present learning in a variety of ways e.g. writing, drawing, verbal presentation, painting of Parliament. Visit from local councillor or Mayor of Doncaster. Visit local chambers and see the voting system.
Assessment questions	What is 'parliament'? What does our parliament do? How are people chosen to be in our parliament?	Resources Suitable clips from the BBC Parliament Channel can be shown to children so they can see inside of the House of Commons. <a href="#">BBC iPlayer - Watch BBC Parliament live</a>
Enquiry question	Whose coronation is happening soon in our country?	
<b>Concept 6</b> <b>Which King is being coronated in May 2023?</b>	Recall prior learning – how rules/laws are decided fairly today. Who has power to do this in our country. Where does the government meet? Who is in charge of the government? How do people become an MP?	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge - What do we want the children to know?</b>	<b>Suggested learning activities – What key experiences?</b>
Monarch King Coronation	<b>Substantive knowledge</b> -To know that our king is called King Charles III.	<b>Connect</b> – Flick back – brainstorm of 5 things around a hand - children remember 5 things they have learnt about Kings and Queens of our country,



<p>Westminster Abbey Crown Orb Ceremony Sceptre Supertunica Ring of England Dignitaries</p>	<p><b>-To know that he became the king of England when his mother Queen Elizabeth II died.</b>  <b>-To know that his coronation took place on 6<sup>th</sup> May 2023.</b>  <b>-To know that the ceremony took place in Westminster Abbey.</b>  <b>-To know that the coronation was watched all over the World.</b>  <b>-To know that schools were closed,our country celebrated and this is called a bank holiday.</b>  <b>-To know some of the artefacts linked to the ceremony.</b></p> <p><b><u>Teacher Additional knowledge:</u></b>  The Coronation Ceremony will take place at Westminster Abbey, London, and will be conducted by the Archbishop of Canterbury.  The Ceremony will see His Majesty King Charles III crowned alongside The Queen Consort.  The Coronation will reflect the monarch's role today and look towards the future, while being rooted in longstanding traditions and pageantry.  <a href="https://www.bbc.co.uk/iplayer/episode/m001ll6q/newsround-specials-the-king">roayl website coronation king charles III - Search (bing.com)</a></p>	<p>how they became the monarch, how rules/law and power has changed over time, what a coronation is:  What is a king or queen?  Which Kings or Queens can you remember?  How does someone become the King or Queen of our country?  What is country called?  What special ceremony is held at Westminster Abbey?</p> <p><b>Explain-</b> Using a video clip share when King Charles III was proclaimed King September 2022. <a href="https://www.bbc.co.uk/iplayer/episode/m001ll6q/newsround-specials-the-king">King Charles III: Charles 'officially proclaimed' the new King - CBBC Newsround</a>  Explain the facts linked to the substantive knowledge using images/brainstorm.  Coronation video clips  <a href="https://www.bbc.co.uk/iplayer/episode/m001ll6q/newsround-specials-the-king">https://www.bbc.co.uk/iplayer/episode/m001ll6q/newsround-specials-the-king</a></p> <p><b>Example</b> – Teacher model how to write simple sentences about King Charles III.</p> <p><b>Attempt</b> – Children sort facts, images and key vocabulary they want to use to write about King Charles III's coronation.</p> <p><b>Apply</b> – Children have a given image of King Charles III and write their own sentences to explain who he is, when his coronation is and where, what will be special about this celebration for our country.</p> <p><b>Challenge</b> - What is similar and what is different about the Queen's coronation and the Kings Coronation. Using photographs can the children explain 3 things that are similar and 1 thing that is different?</p>
<p>Assessment Questions</p>	<p>Who is our king?  Why do we have a king or queen?  What is our country called?  Does the King have as much power as Kings/Queens did in the past?</p>	<p><b>Resources:</b> <a href="https://www.bbc.co.uk/iplayer/episode/m001ll6q/newsround-specials-the-king">King Charles III: Charles 'officially proclaimed' the new King - CBBC Newsround</a></p>

Composite outcome	Children to use props, published learning linked to each concept to share in a whole academy assembly. Children will share their learning around each concept using artwork, writing, mind maps, rules, role play and video clips to explain and answer the overall enquiry question: Why do we have a King or Queen? Who sets our rules?
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## GEOGRAPHY

<b>Main Strand/Concepts</b>	<b>Power, Leadership and Invasion</b>
<b>Unit overview</b>	In this unit, children will develop their understanding of people who make the rules and are the rulers of the country. They will build a chronological understanding of Kings and Queens who have ruled the United Kingdom. Children will learn about the four countries that make up the United Kingdom. They will learn about key knowledge about England, Ireland, Scotland and Wales.
<b>Prior Learning Links</b>	In EYFS key concepts taught – Children in EYFS have talked about Great Britain, England, Wales, Scotland and Ireland but less likely have talked of the United Kingdom. They know that they live in England and may know we live on an island They are familiar with the nearest town or city because of school trips
<b>Main enquiry question/s</b>	<b>What is the UK United Kingdom?</b>
<b>Programme of Study NC Requirements</b>	<i><b>Pupils should develop knowledge about the world, the United Kingdom and their locality.</b></i> <i><b>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</b></i> Pupils should be able to: <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
<b>Learning Objective</b>	<b>Pre-Learning Expectations</b>
<b>Concept 1 What countries make up the UK and how</b>	<u><b>Pre-teach the North, South, East, West points on the compass, link to prior knowledge in Maths of a clock face. This will support understanding of where the countries within the UK are on a map.</b></u> Recap on prior learning in EYFS where our school is – Balby, where they live. Recall that the UK – England is an island – remind pupils and show on a World map.

<p><b>does this link to the Union Jack flag?</b></p>	<p>The United Kingdom is made up of Northern Ireland, Wales, England and Scotland. The Union Jack is the name of the flag of the United Kingdom. The Union Jack is made from the flags of Scotland, Ireland and England.</p>	
<p><b>Subject Specific Vocabulary</b></p>	<p><b>Core Knowledge –What do we want the children to know?</b></p>	<p><b>Suggested Learning Activities – What key experiences?</b></p>
<p>England Northern Ireland Scotland Wales union united kingdo</p>	<p><b>Substantive Knowledge</b>  <b>-Union means joined together.</b>  <b>-The United Kingdom is a union of four countries.</b>  <b>-The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales</b>  <b>- The Union Flag has been known as the Union Jack for many years. The origin of the name ‘Union Jack’ is uncertain.</b>  <u><b>Teacher Additional knowledge:</b></u>  The name may have come from a command by Charles II that only Royal Navy ships could fly the flag as a ‘jack’, which was a flag attached to the bowsprit (a pole extending from the prow of the ship).  -where each country is on a UK map, begin to know Scotland is in the north, Wales and Northern Ireland the west, England central and to the south.</p> <p><b>Disciplinary Knowledge</b>  <b>Locational Knowledge</b>  Know the names of the four countries that make up the UK and name the three main seas that surround the UK;  Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;  Create/ display a class map of the United Kingdom add postcards/ photographs/ drawings/ flags to show different places and features.</p> <p>Discuss children’s possible experiences of the countries in the UK.</p> <p>Discuss the recent referendum on independence for Scotland and the resulting ‘No’ vote. Help children to understand that people in the country were asked to decide if Scotland should stay in the United Kingdom or not.</p>	<p><b>Connect-</b> Use hexagons with some images and some words to name the four countries of the United Kingdom linking this back to the Union Jack and the flags that build up this flag.</p> <p><b>Explain</b> – Using a map of the UK recall the name of our country (England) and introduce the names of the 3 other countries saying there are 4: England, Scotland, Wales and Northern Ireland. Introduce some compass vocabulary e.g. Scotland is in the north of the UK above England...</p> <p><b>Example</b> – Showing where the countries are on the map of the UK, matching the names to these.</p> <p><b>Attempt</b> – Using wordwall (Chromebooks) children click, drag and drop the outline of the four countries of the UK and then the labels. Children could also use a large base template map of the UK and then drag the countries into the correct place and then label this.</p> <p><b>Apply</b> – Children label a given map of the UK accurately.</p> <p><b>Challenge</b> - Children use given source links to find out what are the capital cities called?</p> <p>Look at maps of the UK and begin to identify the countries within it.</p>

	<p>Look at the creation of the Union Jack from different component flags. Discuss how union means 'joined together'.</p> <p>Children to design their own flag for the United Kingdom – carefully thinking about what images, colours, shapes it may include.</p>	
Assessment questions	<p><i>What does union mean?</i>  <i>Which countries are in the United Kingdom?</i>  <i>Can you describe the union flag?</i>  <i>How was the union flag created?</i>  <i>What does kingdom mean?</i></p>	<p>Resources:  The United Kingdom - National Geographic for Kids  <a href="https://kids.nationalgeographic.com/geography/countries/article/united-kingdom">https://kids.nationalgeographic.com/geography/countries/article/united-kingdom</a>  Project Britain by Mandy Barrow including a page explaining the Union Flag  The Scottish Referendum from BBC Newsround  <a href="https://www.bbc.co.uk/newsround/29109642">https://www.bbc.co.uk/newsround/29109642</a>  Information about the history of the Union Jack</p>
Learning Objective	<b>Pre-Learning Expectations</b>	
Concept 2 What and where is Scotland?	<p>Recap on what union means.  Recall the 4 countries that make up the UK.  Recall what UK means? Recall the UK is an island.  Scotland is a country in the north of the United Kingdom</p>	
Subject Specific Vocabulary	<b>Core Knowledge –What do we want the children to know?</b>	<b>Suggested Learning Activities – What key experiences?</b>
Scotland islands kilt bagpipes thistle Caledonia Britannia Lochs Grampian Mountains Hadrian's Wall Edinburgh Rural Glasgow Munros Loch Ness Myth/legend Symbols	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- To know that an atlas is a non-fiction book which has maps in of countries around the World, rivers, continents and oceans/seas. It has a contents page and index to help you find information quickly.</li> <li>- To know that Scotland is a country in the United Kingdom.</li> <li>- To know Scotland is located to the north of England.</li> <li>- To know that the Scottish flag is blue with a white cross.</li> <li>- To know that the Capital city of Scotland is Edinburgh.</li> <li>- To know that the Patron saint of Scotland is St Andrew.</li> </ul> <p><b>Teacher Additional knowledge</b>  <u>Key features of Scotland linked to the capital and major cities.</u></p> <ul style="list-style-type: none"> <li>- Edinburgh Castle is in Edinburgh, the capital city of Scotland, and it is one of the most famous castles in the world.</li> <li>- Edinburgh is also the location of the Scottish Parliament where people are elected to make decisions about the country.</li> <li>- The southern part of Scotland is where the cities of Glasgow and Edinburgh are located.</li> </ul>	<p><b>Connect-</b> Can the children find and name the four countries of the United Kingdom on a map of Europe using atlases.</p> <p><b>Explain</b> – Using images and artefacts about Scotland – eg. Where it is on a map of the UK, the name of the capital city, look at the flag and children recall it's name, introduce this link to the patron saint of Scotland. (tartan, thistle symbol, images, shortbread, map, atlas, flag).</p> <p><b>Example-</b>share a teacher model of a simple non-fiction fact file book of the UK countries. Show the map on the front cover and label using children's recall where Scotland is. Model and link to literacy cycle a heading/sub heading: Country, Capital city, Flag, Where and Patron Saint. (this will be built up over time when recalling each country).</p>





<p><b>Traditions/customs</b></p>	<ul style="list-style-type: none"> <li>- The northern part of the country, called the Highlands, is more rural. Here you can find large mountains called Munros, valleys and enormous lakes called lochs.</li> <li>- There are 900 small islands off the coast of Scotland – the Shetlands, the Orkneys, the inner and outer Hebrides.</li> <li>- One of the deepest lakes in Britain is Loch Ness and there is rumoured to be a monster that lives in the murky waters at the bottom of the loch.</li> <li>- A wall built by the Romans over 1800 years ago called Hadrian's wall was a boundary between Scotland (known as Caledonia) and England/Wales (Britannia) in those times.</li> </ul> <p><b>Disciplinary Knowledge</b>  <b>Locational Knowledge</b>          Know the names of the four countries that make up the UK and name the three main seas that surround the UK;          Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;</p>	<p><b>Attempt-</b> Children match fact cards to images for the country, capital city, flag, patron saint, other linked artefacts (Wordwall or practical).</p> <p><b>Apply-</b> Children create their own small fact file book about Scotland, this will build up over the sequence of lessons. Adaptation – children create a simple mind map with given vocabulary and they recall facts.</p> <p><b>Challenge-</b>          Use atlases and maps to locate Scotland. Look at the shape of the land and identify some of the many islands surrounding the mainland. Locate the capital city, Edinburgh.</p> <p>Find out about Scottish traditions and customs such as wearing kilts and playing bagpipes. Create some tartan by weaving ribbons or strips of coloured paper. Children could create a factsheet for Scotland and include information such as place names, the Scottish flag, the symbol of the thistle etc.</p> <p>Look at some images of Scotland such as the Grampian Mountains, Loch Ness, thistles etc. Talk about how symbols such as thistles can represent countries. Find out about different animal species found in Scotland.          Discuss the mysterious Loch Ness Monster read a story to the children after a 'sighting' <i>Story – Nessie by Richard Brassey</i>.</p> <p>Writing enhanced provision – exploration/table with images and artefacts about Scotland children to write about this and recall learning.</p>
<p><b>Assessment questions</b></p>	<p><i>Can you tell me something about Scotland?</i>  <i>Can you find Scotland on a map?</i>  <i>Can you describe the Scottish flag?</i>  <i>What is the capital city of Scotland?</i></p>	<p>Resources:          Teacher knowledge: Facts about Scotland <a href="https://www.scotland.org/about-scotland/facts">https://www.scotland.org/about-scotland/facts</a>          Information and images from Visit Scotland <a href="https://www.visitscotland.com/about/Scotland's%20landscape%20-%20including%20several%20video%20clips">https://www.visitscotland.com/about/Scotland's landscape - including several video clips</a>  <a href="https://www.bbc.co.uk/scotland/landscapes/videos/">https://www.bbc.co.uk/scotland/landscapes/videos/</a>          Sing or listen to The Skye Boat Song - a traditional Scottish lullaby or read a book from the Katie Morag series by Mairi Hedderwick</p>
<p><b>Learning Objective</b></p>	<p><b>Pre-Learning Expectations</b></p>	
<p>Concept 3  <b>Where is Wales and what have I found out about this country?</b></p>	<p>Recap on the 4 countries of the UK, key elements linked to Scotland e.g. capital city, another city, physical features e.g. mountains, lochs.          Recap on where in the UK Scotland is – north.          Recall an atlas and the features.          Wales is a country in the United Kingdom.</p>	



Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
<p>Wales Cardiff Red Dragon Daffodil leek Physical features mountain Snowdonia, Brecon Beacons, Cambrian mountain range valley peak slope summit principality century</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that Wales is one of the countries in the United Kingdom.</li> <li>- Know that the flag is white and green, there is a red dragon on the Welsh flag.</li> <li>- Know that Cardiff is the capital of Wales.</li> <li>- Know that the Patron saint of Wales is St David.</li> <li>- The reason the red dragon of the Welsh flag is not represented in the Union flag is because when the flag was created, Wales had already entered into a union with England. This union was formed as early as the 13th century.</li> <li>- Wales was a principality - This means that Wales was ruled from England. The Welsh government now has power to decide some things for the Welsh people.</li> </ul> <p><b>Teacher Additional knowledge:</b></p> <p><b>Key features of Wales linked to the capital and major cities.</b></p> <ul style="list-style-type: none"> <li>- It has a rugged coastline and mountain ranges Snowdonia National Park, the Cambrian mountains and the Brecon Beacons.</li> <li>- It has a welsh assembly Parliament in Cardiff called the Senedd.</li> <li>- Other major cities in Wales are Bangor in the north of Wales, Newport in the south-east and Swansea in the south.</li> <li>- <b>Symbols and traditions linked to Wales:</b> daffodil, red dragon symbolising strength and courage, the leek.</li> <li>- Wales also has its own language (Cymraeg) is the oldest language in Britain.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <p><b>Locational Knowledge</b></p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK; Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland;</p>	<p><b>Connect</b> – using remember 2 things, children recall with some images/artefacts key learning about Scotland and the other 3 countries of the UK.</p> <p><b>Explain</b> Using images and artefacts about Wales – eg. Where it is on a map of the UK, the name of the capital city, look at the flag and children recall it's name, introduce this link to the patron saint of Scotland. (traditional costume, leek and daffodil symbol, images, lavabread, map, atlas, flag).</p> <p><b>Example-</b> As above modelling how to write about Wales in the teacher modelled non-fiction book.</p> <p><b>Attempt</b> – children in small groups recall facts on a simple mind map.</p> <p><b>Apply</b> – as above for Scotland children create a page in their fact file book about Wales. They add to the front cover map of the UK labelling the country of Wales.</p> <p><b>Challenge</b></p> <p>Recap by locating the UK and then Scotland on a map of the UK. Locate Wales on the map too. Discuss the location of major towns and the capital city, Cardiff.</p> <p>Look at a relief map of Wales that indicates the shape of the land so children can see where hills and mountains are located. Draw contrasting pictures showing a mountain and a valley scene. Aerial photographs could be used to. Look at the same area on an ordnance survey map point out symbol for mountain</p> <p>Show children the flag of Wales and explain that there are many stories of dragons throughout history, and we cannot be sure why the dragon was chosen for the Welsh flag. We do know that Henry Tudor carried a flag depicting the dragon into battle in 1485 at the Battle of Bosworth Field. Many Welsh people today are proud of the red dragon as it symbolises strength and courage.</p>



		<p>Draw, paint and image of the Welsh dragon using research links for the flag. (Home learning possible link - mould using clay an image of the dragon. - see craft ideas in resources)</p> <p>Children could create a factsheet for Wales and include information such as place names, the Welsh flag, the symbol of the daffodil etc.</p> <p>Welsh food tasting – traditional dishes (Welsh cake, Welsh rarebit, leek, Welsh fruit tea bread (bara broth))</p>
Assessment questions	<p><i>What can you tell me about Wales?</i></p> <p><i>Can you describe the Welsh flag?</i></p> <p><i>What does the Red Dragon on the Welsh flag symbolise?</i></p> <p><i>What is the name of the capital city of Wales?</i></p>	<p>Craft ideas based on the Red Dragon of the Welsh flag.</p> <p><a href="https://www.activityvillage.co.uk/wales-flag-printables">https://www.activityvillage.co.uk/wales-flag-printables</a></p> <p>BBC Class Clips - Barnaby Bear climbs a mountain in Wales.</p> <p>Teacher knowledge: Wales</p> <p><a href="https://www.bbc.co.uk/wales/culture/sites/aboutwales/pages/history.shtml">https://www.bbc.co.uk/wales/culture/sites/aboutwales/pages/history.shtml</a></p> <p>Listen to some Welsh rhymes and songs</p>
Learning Objective	<b>Pre-Learning Expectations</b>	
<b>Concept 4</b> <b>Where is Northern Ireland?</b>	<p>Recap on United Kingdom and the 4 countries.</p> <p>Recall facts about Wales, the capital city, flag colour/dragon, symbols.</p> <p>Northern Ireland is a country in the United Kingdom.</p>	
Subject Specific Vocabulary	<b>Core Knowledge –What do we want the children to know?</b>	<b>Suggested Learning Activities – What key experiences?</b>
<p>Northern Ireland</p> <p>Republic of Ireland</p> <p>Belfast</p> <p>Saint Patrick</p> <p>Gaelic</p> <p>Giant's Causeway</p> <p>shamrock</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that Northern Ireland is one of the countries in the United Kingdom.</li> <li>- Know that The capital city of Northern Ireland is Belfast.</li> <li>- Know that the Northern Ireland Assembly is at Stormont in Belfast.</li> <li>- Know that the southern part of Ireland is an independent country and is not part of the United Kingdom.</li> <li>- Know that it is located to the west of Britain, Ireland has two big cities: Dublin, which is the capital of the Republic of Ireland and Belfast, which is the capital of Northern Ireland.</li> <li>- Know that the patron saint of Ireland is St Patrick.</li> <li>- Know that most people in Northern Ireland speak English, but Ireland has its own language called Gaelic.</li> <li>- Know that the Irish Sea is between England and Northern Ireland. The Celtic sea is between Wales and Southern Ireland.</li> </ul>	<p><b>Connect</b> – Use hexagons with images and words to recap learning about Scotland and Wales.</p> <p><b>Explain</b> Using images and artefacts about Northern Ireland – eg. Where it is on a map of the UK, the name of the capital city, look at the flag and children recall it's name, introduce this link to the patron saint of Northern Ireland. (traditional costume, shamrock symbol, images, sodabread, map, atlas, flag).</p> <p><b>Example-</b> As above modelling how to write about Northern Ireland in the teacher modelled non-fiction book.</p> <p><b>Attempt</b> – children in small groups recall facts on a simple mind map.</p> <p><b>Challenge</b></p>


	<p><b>On the west coast of Ireland and Scotland is the Atlantic Ocean.</b></p> <p><b>Teacher Additional knowledge:</b></p> <p><b>Key features of Northern Ireland linked to the capital and major cities</b></p> <ul style="list-style-type: none"> <li>- Much of Ireland is green and therefore Ireland is sometimes known as the Emerald Isle.</li> <li>- Northern Ireland is in the northeastern corner of the island of Ireland. The country of <a href="#">Ireland</a> takes up the rest of the island. The North Channel separates Northern Ireland from Scotland to the east. England and Wales lie across the Irish Sea, to the east and southeast.</li> <li>- Major mountain ranges include <b>Sperrin Mountains</b>, Mourne Mountains.</li> <li>- The Giant's Causeway is a 4 mile stretch of basalt pillars caused by an ancient volcanic fissure (linear) eruption under the sea on the south east coastline in Country Antrim.</li> <li>- <b>Symbols and traditions linked to Northern Ireland:</b></li> <li>- The Shamrock is a symbol of Ireland and it is said that Saint Patrick, the patron saint of Ireland, used the shamrock to explain the Christian Holy Trinity.</li> <li>- Ireland has many traditions, one of which is Irish dancing where the dancers keep their arms straight by their sides but move their feet very quickly.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <p><b>Locational Knowledge</b></p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK;          Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p>Use maps and atlases to identify Ireland and more specifically, Northern Ireland.</p> <p>Watch some video clips of Gaelic football and Irish dancing.</p> <p>Read the story that tells the legend of how the Giant's Causeway was formed. Children could retell or write their own versions of this legend (link to Literacy).</p> <div data-bbox="1240 395 1935 609">  </div> <p>Explain that the interesting shape of the rocks is due to a volcanic eruption which happened around 60 million years ago.</p> <p>Find out what the flag of Saint Patrick looks like and look at how the union flag altered when the flag of Saint Patrick was added.</p> <div data-bbox="1240 799 1469 943">  </div> <p>Children could create a factsheet for Northern Ireland and include information such as place names, the flag of Saint Patrick, the symbol of the daffodil etc.</p>
<p><b>Assessment questions</b></p>	<p><i>What can you tell me about Northern Ireland?</i></p> <p><i>Can you tell me about an important place in Northern Ireland?</i></p> <p><i>Can you describe the flag that was added to the Union flag to represent Ireland?</i></p>	<p>The Legend of the Giant's Causeway</p> <p>Facts about Northern Ireland <a href="https://www.theschoolrun.com/homework-help/northern-ireland">https://www.theschoolrun.com/homework-help/northern-ireland</a></p> <p>Riverdance performed at the Eurovision Song Contest in Dublin, 1994</p> <p><a href="https://www.youtube.com/watch?v=w0v_pu6miJ8">https://www.youtube.com/watch?v=w0v_pu6miJ8</a></p>
<p><b>Learning Objective</b></p>	<p><b>Pre-Learning Expectations</b></p>	
<p><b>Concept 5</b></p>	<p>Recap on 4 countries of the UK.          Recall 3 countries so far and children locate on a map.</p>	



<b>What is the country where I live called?</b>	Recall capital cities and a key symbol linked to Scotland, Wales and Northern Ireland. England, the biggest country in the United Kingdom.	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge –What do we want the children to know?</b>	<b>Suggested Learning Activities – What key experiences?</b>
<p>England London Buckingham Palace Houses of Parliament Palace of Westminster River Thames city countryside Saint George</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>- To know that England is a country in the United Kingdom.</li> <li>- To know that the cross of St George is a white flag with a red cross in a + shape.</li> <li>- To know that the capital city of England is London.</li> <li>- To know that Saint George is the patron saint of England and legend has it that he killed a dragon to save a princess.</li> <li>- To recall that the Houses of Parliament are in London and this is where the government makes decisions about the rest of the United Kingdom.</li> <li>- To know that the North sea on the east coastline of England and Scotland and the English Channel is to the south between England and France.</li> </ul> <p><b>Teacher Additional knowledge:</b></p> <p><b>Key features of Northern Ireland linked to the capital and major cities</b></p> <ul style="list-style-type: none"> <li>- The river that runs through London is called the River Thames. There are many famous bridges that cross the River Thames including Tower Bridge.</li> <li>- Major cities: in the North Newcastle, Manchester and Leeds, central England Nottingham and Birmingham, in the south east Norwich, south Oxford and south east Plymouth.</li> <li>- The southern part of England is quite flat which means it is good land for growing food.</li> <li>- The north of England is much hillier, Doncaster where we live is in the north.</li> <li>- The tallest mountain in England, located in Cumbria, is called Scafell Pike.</li> <li>- Sherwood Forest, near us, it is an ancient forest with some of the old oak trees, one called the Major Oak linked to the legend of Robin Hood who is said to have hidden inside the old oak.</li> <li>- Lake Windemere in the lake district Cumbria the largest lake in England at 10.5miles long and over 1 mile wide. (the word mere means lake).</li> <li>- The white cliffs of Dover – at the southern tip of England, white chalk cliffs facing the English channel between England and France.</li> </ul>	<p><b>Connect</b> – using wordwall children click drag and drop the 4 countries of the UK and the names.</p> <p><b>Explain</b> – as above using artefacts images teach the children the key substantive knowledge about England, get children to recall prior knowledge.</p> <p><b>Example</b> - as above</p> <p><b>Attempt</b> – as above</p> <p><b>Apply</b> – as above</p> <p><b>Challenge</b></p> <p>Locate the school (or the largest nearby town/city) on a map of the United Kingdom. Find out which county or borough the school is located in. Look at the school address and explain each part.</p> <p>Find out about London and look at images of famous buildings such as Buckingham Palace and the Houses of Parliament.</p> <p>Show children images that depict different regions of the UK, for example, a city image in contrast to a countryside image. Children could label images to compare and contrast places in England.</p> <p>Read the legend of Saint George and the Dragon and identify St George’s Cross in the Union Jack. ( literacy link retell the story)</p> <p>Fact file on England flag, key landmarks, etc</p>



	<p><b>Symbols and traditions linked to England:</b></p> <ul style="list-style-type: none"> <li>- The red rose of a symbol linked to England.</li> <li>- Three lions are the Royal Arms of England since the middle ages.</li> <li>- The Angel of the North sculpture, largest sculpture in Britain at Gateshead. As tall as a 5 storey building.</li> <li>- Buckingham Palace in London built in 1703 is the palace in the capital where the Queen lives, it has 775 room and Queen Victoria was the first queen to live there from July 1837.</li> </ul> <p>Stonehenge a pre-historic ring of large stones dating back as far as 3000-2000 BC.</p> <p><b>Disciplinary Knowledge</b>  <b>Locational Knowledge</b>          Know the names of the four countries that make up the UK and name the three main seas that surround the UK;          Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	
Assessment questions	<p><i>What can you tell me about England?</i>  <i>Can you describe the flag of England?</i>  <i>What important places in England do you know about?</i></p>	<p>Read about the legend of Saint George and the Dragon on page 103 of What Your Year 1 Child Needs to Know.          A selection of videos from Visit England  <a href="https://www.youtube.com/user/enjoyenglanduk">https://www.youtube.com/user/enjoyenglanduk</a>          A range of England resources from Twinkl</p>
<b>Learning Objective</b>	<b>Application of knowledge and skills across the strand – outcome/s.</b>	
<p><b>Concept 6 (consolidation)</b>  <b>To be able to explain that there are four countries in the United Kingdom: England, Wales, Scotland and Northern Ireland and name the surrounding seas.</b></p>	<p>Recap on 4 countries, locate on the map of the UK.          Recap on what united/union means.          Recall the capital cities, saints and key symbols linked to each country.          Recap that the UK is an island, there are many smaller islands off the main coast of the UK.</p>	
<b>Subject Specific Vocabulary</b>	<b>Core Knowledge –What do we want the children to know?</b>	<b>Suggested Learning Activities – What key experiences?</b>

<p>All previously taught vocabulary</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know that the United Kingdom is a union of four countries.</li> <li>-To know that the capital cities of the four countries: London, Edinburgh, Cardiff and Belfast.</li> <li>-To know that the flag of the UK is called the Union Jack and is made up of the parts of each countries flag.</li> <li>-To know that the patron saints: St George, St Andrew, St David and St Patrick.</li> <li>-To know that the Houses of Parliament are in London and this is where the government makes decisions about the rest of the United Kingdom. In each country there is an assembly and Parliament building where they make some decisions for their country.</li> <li>-To know that he seas surrounding the UK are: Irish Sea, the Atlantic Ocean, the North Sea and English Channel.</li> </ul> <p><b>Disciplinary Knowledge</b></p> <p><b>Locational Knowledge</b></p> <p>Know the names of the four countries that make up the UK and name the three main seas that surround the UK;          Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p>	<p><b>Connect</b> – Using a large class map recall, sort and map in the countries of the UK, label the capital cities.</p> <p><b>Explain</b> – using atlases and google map the surrounding seas for the countries of the UK.</p> <p><b>Example</b> – teacher to model labelling the surrounding seas and drawing your own map of the UK.</p> <p><b>Attempt</b> – using wordwall map and label the countries, capital cities and then the surrounding seas.</p> <p><b>Apply</b> – children with teacher step by step modelling have a go at drawing the UK map and labelling this with the surrounding seas.</p> <p><b>Challenge</b></p> <p>Recap class quiz – using chromebooks each pupil take part to check retained knowledge.</p> <p>Create a ‘top trumps’ game including facts from all 4 countries in the UK.</p> <p>Create own map. Labelling countries, capital cities, surrounding seas – use images for each country of things we have learnt about.</p>  <p>Pupil could create a small non-fiction book about the 4 countries of the UK showing the knowledge they have gained – link to Literacy sequence of learning/writing.</p> <p>Class assembly – share a poster about one of the 4 countries with key features e.g. flag, symbol, patron saint, key cities, key physical and human features.</p>
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		Share learning outcomes from comparing the image of a city and rural locality/countryside. Listing the features and comparing any similarities as well as differences.
Assessment questions	<i>What do you know about the United Kingdom?</i> <i>Can you name the countries in the United Kingdom?</i>	Resources All resources previously referenced