

Theme: Magnificent Monarchs

Year: 2/3

Main concepts: History and Art

**What should children already know?**

**Children should be able to:**

Recognise the difference between past and present in their own and others' lives  
 Sequence events in their life.  
 Use vocabulary to talk about the passing of time.  
 Use a variety of tools, inc, pencils, rubbers, crayons, pastels, felt tips.

**What will the children learn?**

By the end of this topic the children should be able to:

- Talk about events beyond living memory that are significant nationally or globally.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- Talk about changes within living memory.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Explain why a painting, piece of artwork, body of work or artist is important
- Make simple sketches to explore and develop ideas.
- Analyse and evaluate their own and others' work using artistic vocabulary.

**Key vocabulary**

AD	Decade	Hierarchy	Palace	Present	Ruler	Portrait	Analyse		
Castle	Empire	Kingdom	Past	Reign	Sovereign	Object	Evaluate		
Century	Future	Monarch	Period	Royal	Timeline	Pose			
chronology	government	monarchy	power	rule	year	Facial expression			

**Historical skills**

**Chronological understanding**

Use dates and terms related to the British Monarchy and use of passing of time vocabulary.  
 Sequence several events on a timeline.  
 Place the time studied on a timeline.

**Range and depth of historical knowledge**

Recognise why people did things, why events happened and what happened as a result.  
 Identify reasons for and results of people's actions  
 Identify differences between ways of life at different times and compare with our life today.  
 Understand why people may have wanted to do something

**Interpretations of history**

Discuss reliability of photos/ accounts/stories.  
 Distinguish between different sources – compare different versions of the same story.  
 Identify and give reasons for different ways in which the past is represented.

**Historical enquiry**

Select and record information relevant to the study.  
 Begin to use the library and internet for research.  
 Observe or handle sources to answer questions about the past on the basis of simple observations.

**Art skills**

Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook  
 Understand the basic use of a sketchbook and work out ideas for drawings.  
 Experiment with different grades of pencil and other implements.  
 Mix a variety of colours and know which primary colours make secondary colours.  
 Mix a range of secondary colours, shades and tones.

**Transferable skills**

During this theme, children will continue to develop and expand their use of the following transferable skills:

**Personal Effectiveness**

- \*Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal setting)
- \*Resilience (including self-motivation, perseverance and adaptability)
- \*Self-regulation (including promotion of a positive growth mindset and managing emotions and impulses)

\*Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence

\*Recalling and applying knowledge creatively and in new situations

**Interpersonal and Social Effectiveness**

- \*Empathy and compassion (including impact on decision making and behaviour)
- \*Respect for others' right to their own beliefs, values and opinions

- \*Teamwork
- \*Leadership skills

**Managing Risk and Decision Making (integral to above)**

- \*Formulating questions (as part of enquiring approach to learning and assessing value of information)
- \*Identify links between values and beliefs, decisions and actions
- \*Making decisions

(Essential skills and attributes taken from the PHSE Association POS 2017)

**English curriculum links**

Reading of non-fiction texts to research more information.  
 Writing a leaflet about a royal residence.  
 Kennings poems about a monarch.

**Mathematics curriculum links**

Roman numerals

**PHSE & Values**

PSHE:  
 How can we be a good friend? R10, R11, R13, R14, R17, R18  
 What keeps us safe? H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29  
 Values – Thankfulness and Trust

**RE Links**

Where, how and why do people worship? – link to the changes in religion in Britain due to monarchy.

**Computing**

Researching using search engines.

**Geography**

Locating royal residence on UK maps/atlasses.  
 Begin to use map sites on internet.  
 Locate and name on UK map major features e.g. London, River Thames, home location, seas.