

	<p>Year group: Year 1</p>	<p>Area/topic: Kings and Queens (Spring 2)</p>
	<p>(objectives from NC/ELG/Development matters)</p> <p>Pupils to be taught:</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. 	

Prior learning	Future learning
<ul style="list-style-type: none"> The children would have learnt the vocabulary 'monarch' in their Autumn 2 topic. They would have also learnt about King James I during The Gunpowder Plot. Children would have explored castles, kings and queens in their 'Once upon a time' topic in Reception. 	<ul style="list-style-type: none"> Children will go on to learn about different monarchs throughout history (for example who the monarch was during The Great Fire of London). They will use the skills learnt of comparing a period of history to today in their Summer 2 unit in Year 1 and 2.

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> Children to understand who the current royal family is and discuss what changes there have recently been. Children to understand what an heir is and discuss who the current heir to the throne is. 	<ul style="list-style-type: none"> Children to create a family tree of the current royal family.

- Children to name the different job roles within a medieval castle and consider similarities and differences to the roles in a castle/palace today.
- To consider and rank the importance of job roles within a castle.
- To identify the different parts of a castle and consider their importance.
- To consider the similarities and differences between where a monarch lives today compared to in the past.
- Children need to understand when the coronation happened compared to the medieval times and The Gunpowder Plot to support with their understanding of chronology.

- Children to act out, draw and explain the different job roles in a castle and then rank their importance.
- Children to use a castle model to explore the different parts of a medieval castle and their purposes.
- Children to draw and label a medieval castle and then consider the similarities and differences to today.

Key vocabulary

- **Monarch** - A king or queen.
- **King Charles III** - The current King of United Kingdom.
- **Royal Family** - The King or Queen and their family.
- **Heir** - A person who will become king or queen next.
- **Castle** - A building that used to be home to royal and noble people.
- **Knight** - A man who wore armour and protected a royal or noble person.
- **Armour** - A metal outfit worn to protect the body in a battle.
- **Jester** - A joker whose job it was to perform and entertain people.
- **Gong Farmer** - A person whose job it is to clean out the toilets.
- **Servant** - A person who carries out jobs and duties for others.
- **Battlements** - Stone walls along the top of the castle used for defence.
- **Drawbridge** - A bridge that goes over a castle's moat.
- **Tower** - A tall, narrow building.
- **Arrow loops/ Arrow slits** - A narrow cut in a wall which allows arrows to be fired from.
- **Portcullis** - A very heavy gate made of metal and strong wood.
- **Turret** - A small tower on top of a larger tower.
- **Moat** - A deep wide ditch surrounding a castle.
- **Chronology/chronological** - Ordering events in the order that they happened.

Common misconceptions	Books linking to this area
<ul style="list-style-type: none"> • Children may believe that the royal family live in castles such as those from the medieval times. • Children may believe that places such as Buckingham Palace has a moat, turrets and a drawbridge etc. 	<ul style="list-style-type: none"> • Little People Big Dreams: King Charles - Maria Isabel Sanchez Vegara • Little People Big Dreams: Queen Elizabeth - Maria Isabel Sanchez Vegara • See inside Castles - Katie Daynes • Peep inside the castle - Anna Milbourne
Memorable first hand experiences	Opportunities for communication
<ul style="list-style-type: none"> • Banquet and Ball Day - Children to celebrate a banquet and ball day where they are invited to dress up as kings, queens, knights, servants etc. They will make food for their banquet and learn a dance to perform at a ball to their grownups. • Children could visit a medieval castle such as Norwich Castle. 	<ul style="list-style-type: none"> • Children to discuss what they consider to be the most important role in a medieval castle. • Children to step into the roles of different jobs from a castle and consider how the people in these roles felt.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• <i>Visual aids</i>• <i>Pre-teaching the vocabulary</i>• <i>Picture timelines</i>• <i>Consider alternative ways of recording the information</i>• <i>Role play opportunities</i>	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• <i>Picture word banks</i>• <i>Writing frames</i>• <i>Videos to support understanding and learning</i>• <i>Additional thinking time</i>• <i>Opportunities to verbalise rather than write their ideas and responses</i>• <i>Consider alternative ways of recording the information e.g. talk tiles</i>• <i>Use a visualiser to enlarge images and text</i>• <i>Thicker lines on sheets for writing responses</i>• <i>Role play opportunities.</i>• <i>Opportunities to handle real artefacts to support learning.</i>
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• <i>Now and next boards</i>• <i>Allow a quiet space</i>• <i>Give a special role to increase self esteem</i>• <i>Provide visual support - what to do if you are stuck</i>• <i>Movement breaks</i>	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• <i>Consider carpet space position during input</i>• <i>Reduce background noise</i>• <i>Enlarge images and writing</i>• <i>Consider alternative ways of recording the information</i>• <i>Where possible, use artefacts rather than images to allow the child to be more hands on</i>