

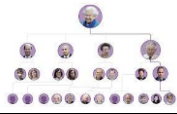





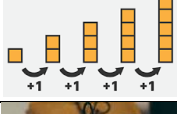

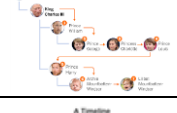

### What should I already know?

- Sequence events or objects in chronological order.
- Begin to describe similarities and differences in artefacts.
- Drama – why people did things in the past.
- Use a range of sources to find out characteristic features of the past.
- Begin to identify different ways to represent the past (eg photos, stories, adults talking about the past, photos, BBC website)

### Historical Skills:

- Sequence events.
- Sequence photos etc from different periods of their life.
- Describe memories of key events in lives.
- Find out about people and events in other times.
- Collections of artefacts – confidently describe similarities and differences.
- Compare pictures or photographs of people or events in the past.
- Able to identify different ways to represent the past.
- Use a source – why, what, who, how, where to ask questions and find answers.
- Use of time lines.

### Key Vocabulary and Definitions:

Family Tree		A diagram showing family relationships in a tree shape.
King		A male monarch.
Memories		The power or process of remembering.
Monarch		A monarch is a king or queen, an emperor or a sultan.
Parliament		This is where politicians meet to decide laws.
Queen		A female monarch.
Sequence		The order in which things are.
Source		Someone or something that gives us information
Succession		This is the order in which a monarch's family will take over the throne.
Timeline		A graph of events in the order they happened.

### Teaching Sequence

1. To understand what a monarch is and the qualities needed to be a good monarch.
2. To find out about some important British monarchs.
3. To create a family tree of the current royal family.
4. To investigate the life of Richard III.
5. To compare Queen Elizabeth I and Queen Elizabeth II.
6. To find out about what Kings and Queens ate during medieval banquets.