





History – Year 2 – Spring – Why did we celebrate the Platinum Jubilee in 2022? - MTP


National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>Key Stage One</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. 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</p>	<p align="center">1</p> <p align="center">What is a monarch?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To use words and phrases related to the passage of time.</p>	<p>I understand that a monarch is a head of state for life, usually a King or Queen.</p> <p>I understand that a monarch exercises the highest authority.</p>	<p>Monarchy and Democracy</p> <p>Introduce the idea of a monarch and what a monarch is. You could introduce this through fairy tales as an introduction if you wanted. What clues do the pictures tell you that someone is a Princess/Prince/King/Queen?</p> <p>Show them pictures of monarchs from different eras. Children to discuss with a partner what elements make them seem like a royalty and they are to write these down for referral at another time. Are they images of living monarchs or monarchs from a long time ago? Children to give reasons for their answers.</p> <p>Key vocab:</p> <p>King Queen monarch sceptre crown cape era modern old</p>


<p>some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</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 Great Fire of London, the first aeroplane flight or events commemorated 	<p style="text-align: center;">2</p> <p style="text-align: center;">Who is our monarch in 2022?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To use words and phrases related to the passage of time.</p> <p>To tell you about a time before they were born and compare aspects of life in different periods linked to significant people or people they know in different ways using different historical terms.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p> <p>To describe significant individuals and events from the past that have been studied.</p> <p>To describe significant</p>	<p>I know that our monarch was Queen Elizabeth II but is now King Charles III.</p> <p>I understand that photos in the past were in black and white.</p> <p>I know that Queen Elizabeth II was Queen for most of her life.</p>	<p>Monarchy and Democracy</p> <p>Ask the children some basic questions around our monarch. Do they know who she is etc or anything about her? Show an image of the current monarch.</p> <p>Show images now of the Queen as a young Princess. Who do they think it is and why do they think all the pictures are in black and white?</p> <p>Children to share their ideas or to record them on an iPad.</p> <p>Now show a picture of the current Queen. Why is she significant? What does she do?</p> <p>Children to compare pictures of the Queen now and then.</p> <p>Start to develop a timeline with the Queen as a child at one end (with an appropriate date) and the Queen as she is today at another.</p> <p>Key vocab:</p> <p>Queen Princess black and white old new timeline</p>
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<p>through festivals or anniversaries)</p> <ul style="list-style-type: none"> 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 (Elizabeth I and Queen Victoria, Christopher COLUMBUS AND Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell). 			<p>individuals and events from the past that have been studied.</p> <p>To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p>		
<ul style="list-style-type: none"> Significant historical events, people and 	<p>3</p> <p>Why did Princess Elizabeth become Queen Elizabeth II?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To name a few people from the past who have contributed to national and</p>	<p>I know that King George VI died in 1952.</p> <p>I know that Queen Elizabeth II's Coronation was in 1953.</p>	<p>Monarchy and Democracy</p> <p>Lesson to focus on 1952 with the death of George VI and the Coronation in 1953. Choose some news reels or newspaper articles that show this – if the language is too complicated, show videos/news reels on silent and teacher can explain.</p> <p>Show on the timeline when King George VI died and Elizabeth II became Queen.</p>


<p>places in their own locality.</p>			<p>international achievements.</p> <p>To develop the skills of raising an idea and asking questions about the past.</p>		<p>Make sure children understand how long ago this was i.e. 70+ years and that it stretches over two millennia.</p> <p>Key vocab:</p> <p>coronation King George VI Queen Elizabeth II</p>
	<p>4</p> <p>What is a coronation?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p>	<p>I understand that a Coronation is when the monarch is formerly crowned.</p> <p>I know how the Coronation was so revolutionary (first to be filmed).</p>	<p>Monarchy and Democracy</p> <p>Show the children images/videos from the 1953 Coronation. What do the children think?</p> <p>Explain that this was the first time that any coronation had been seen.</p> <p>Give the children a simple map of London and have them follow the route from Buckingham Palace to Westminster Abbey. Highlight the number of people who would be there as it was a significant event not just for the UK but for Commonwealth countries too.</p> <p>Place the coronation onto your class timeline.</p> <p>Key vocab:</p> <p>Queen Elizabeth II Queen Elizabeth the Queen Mother King George VI coronation ceremony Westminster Abbey Buckingham Palace crown sceptre anoint archbishop.</p>

	<p style="text-align: center;">5</p> <p style="text-align: center;">Who are the Queen's relatives?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p> <p>To develop the skills of raising an idea and asking questions about the past.</p>	<p>I understand that the line of succession is that the eldest child (or at the time son) was the next in line to the throne.</p> <p>I know that the Queen had 4 children – King Charles III, Princess Anne, Prince Andrew and Prince Edward.</p> <p>I know that the Queen's Grandchildren include Prince William and Prince Harry.</p> <p>I know that the Queen's Great-Grandchildren include Prince George, Princess Charlotte and Prince Louis.</p>	<p>Monarchy and Democracy</p> <p>Show the children images of the Queen's immediate family – along the descending line (but make sure the children know that the Queen had 4 children herself) at different points within the Queen's life (with Charles as a baby, at his wedding, with a young William and Harry and then with George, Charlotte and Louis.</p> <p>Can the children compare themselves to George, Charlotte and Louis? How are their lives similar and different? Think about how they are always photographed and on TV. Would they have the same School life? What questions would they ask the Queen's Great-Grandchildren? Would they like to be significant like these children?</p> <p>Comparisons between lives to be made. Which life would they rather have? Their own or the Royal children.</p> <p>Consider how their lives will be when George becomes King.</p> <p>Key vocab: Queen Elizabeth II Prince Charles Princess Anne Prince Andrew Prince Edward Prince William Prince Harry Catherine Middleton Prince George Princess Charlotte Prince Louis children grandchildren great-grandchildren</p>
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	<p style="text-align: center;">6</p> <p style="text-align: center;">Who came before the Queen?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To know where the people and events studied fit on a basic timeline, ordering events from earliest to latest.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p>	<p>I know that Queen Elizabeth II's Dad was King George VI and her Mom Queen Elizabeth the Queen Mother.</p> <p>I understand that Queen Victoria was the last female Monarch and that she was Queen Elizabeth's Great Grandmother x2.</p> <p>I know that London was going through the Industrial Revolution and great change when Queen Victoria was Queen.</p>	<p>Monarchy and Democracy</p> <p>Can children remember the names of Queen Elizabeth II's mother and father? Show pictures of her mother and father.</p> <p>Show pictures of her other relatives too – create a class family tree to understand who descended from who.</p> <p>Show two pictures of Queen Victoria, young and old. Who do they think this lady is? Why? What kind of person do they believe she is?</p> <p>Children to work in small groups to label and make assumptions about the Queen at different points within her life. What do they think changed her? What questions do they have?</p> <p>Explain that the world that Queen Victoria lived in was very different to today. Play https://www.youtube.com/watch?v=g40Kfp9y7jc . Children to compare the times of Queen Victoria to those of Queen Elizabeth II making comparisons and contrasts.</p> <p>Key before after next a long time ago Queen Elizabeth II King George VI King George V King Edward VI Queen Victoria</p> <p style="text-align: right;">vocab:</p>
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	<p style="text-align: center;">7</p> <p style="text-align: center;">Has there been another Jubilee like it?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p> <p>To explain a few ways how the past has been presented or described through stories and accounts.</p>	<p>I know that Queen Victoria ruled for 63 years, 7 months and 2 days.</p> <p>I know that Queen Elizabeth ruled for 70 years.</p> <p>I know that Queen Victoria had a Diamond Jubilee.</p>	<p>Monarchy and Democracy</p> <p>Give the children the dates that Queen Victoria ruled from and to. Look at them on the timeline in the class and try to plot them. Can they calculate how long she ruled for? Compare this to how long our current Queen have ruled for and say that up until this point, Queen Victoria had been the longest reigning monarch – look at the date when Queen Elizabeth II overtook Victoria.</p> <p>Compare the Diamond Jubilee photograph commissioned by W. & D. Downey of Queen Victoria to that of Queen Elizabeth II's Platinum Jubilee pictures. What does it tell them about the Queen's? How are they the same/different?</p> <p>You can find clips on YouTube about Queen Victoria's Diamond Jubilee https://www.youtube.com/watch?v=pTG9NJTZFKk</p> <p>Can her procession be compared to Queen Elizabeth's?</p> <p>Read stories/articles from both and make comparisons. Why might this be different? Think about life at the different times and how technology was different back then.</p> <p>Key vocab:</p> <p>Queen Victoria Queen Elizabeth II procession Diamond Jubilee Platinum Jubilee</p>
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	<p style="text-align: center;">8</p> <p style="text-align: center;">Why should we have a Jubilee?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p> <p>To choose and use parts of stories and other sources of information to show they know and understand key features of events or people's lives studied.</p> <p>To understand different ways we find out about the past i.e. pictures, photographs, artefacts.</p>	<p>I know that this was the first Diamond Jubilee in History.</p>	<p>Monarchy and Democracy</p> <p>What questions do the children have about life during Queen Victoria's coronation specifically? Be read accounts/newspapers about what it was like.</p> <p>Compare to what life was like during Queen Elizabeth II's Platinum Jubilee. How are they similar/different? How did/do people feel towards the Queen's? Again, use newspaper articles etc.</p> <p>How did they feel during the Jubilee? What did they do to celebrate?</p> <p>Key vocab:</p> <p>Victorian Elizabethan Jubilee</p>
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			To explain a few ways how the past has been presented or described through stories and accounts.		
	<p>9</p> <p>How is the Queen significant to us?</p> 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>To describe significant individuals and events from the past that have been studied.</p> <p>To name a few people from the past who have contributed to national and international achievements.</p>	<p>I know that Queen Elizabeth II visited our local area.</p>	<p>Monarchy and Democracy</p> <p>https://www.expressandstar.com/picture-galleries/news-pictures/2016/04/21/queens-90th-birthday-she-came-she-saw-she-conquered-elizabeth-ii-visits-to-the-black-country-and-staffordshire/ Using this website, show the children different pictures of the Queen coming to Wolverhampton and its surrounding areas since her reign. Can they attempt to put them into chronological order?</p> <p>Where do the children think she is and what is she doing in each picture?</p> <p>Why do they think she visited and where did it come in her reign that might have made her visit significant? i.e. Silver Jubilee Tour. What does this tell us about the Queen?</p> <p>Compare this to when Queen Victoria came to visit the area and what she thought and said. Did this come at a significant point in her reign also?</p>

					Key vocab: Queen Elizabeth II Queen Victoria Jubilee
	10 Why did we celebrate the Jubilee in 2022?	The lives of significant individuals in the past who have contributed to national and international achievements.	To describe significant individuals and events from the past that have been studied. To name a few people from the past who have contributed to national and international achievements. To reflect on the significance of what they have learnt about the past.	-	Debate: Children to debate the importance of the Jubilee and why we should celebrate it. Do they think it is important to celebrate the Jubilee? If not, why not?