

# Year 2: How do people become kings and queens?



- 1: Who is our monarch and what does she do?
- 2: Who helps the Queen to make decisions?
- 3: What rules would you create if you were a monarch?
- 4: Who were our monarchs before Queen Elizabeth II?
- 5: How do people become kings and queens?
- 6: What happened at Queen Elizabeth II's coronation?
- 7: Who was Queen Victoria?
- 8: How are Queen Victoria and Queen Elizabeth II different?

## We learn the following historical knowledge and skills...

- Place events in chronological order **(4- timeline activity)**
- Show knowledge and understanding of aspects of the past beyond living memory **(7,8,)**
- Observe or handle sources of information to answer questions about the past e.g. information books, websites, interviews/video clips **(1,4,6,7,8)**
- Gain an understanding of the term 'parliament' **(2)**
- Learn about the lives of significant individuals in the past who have contributed to national achievements **(all questions)**
- Identify historical similarities and differences **(8)**
- Use words relating to the passing of time (past, present, before, after) **(All questions)**

## Hook for Learning:

Children to carry out a mock coronation giving particular attention to the key events in a coronation.

## As Thinkers can we...?

Leave a task and go back if it takes a long time to solve. Generate questions linked to learning challenge. Use imagination to generate ideas. Explain what they have learnt from someone else. Ask sensible questions about their work. Suggest ways to solve range of problems.

## We learn the following vocabulary:

Monarch, Queen Victoria, Prince Albert, reign, parliament, coronation, government, widow, cousin, heir, throne

## We learn the following musical knowledge and skills...

Learn about the language of music through playing the glockenspiel.

The dimensions of music (pulse, rhythm, pitch) singing and playing instruments.

## As Talkers can we...?

Opportunities for children to role play a coronation and develop oracy skills during LC1.

## We learn the following writing knowledge and skills...

Write in role a diary entry from a child living during this time.

## We learn the following mathematical knowledge and skills...

Use multiplication to plan a street party menu for groups of 2, 5 and 10 people.

## We learn the following computing knowledge and skills...

Carry out research using internet search engines.

## We learn the following art and design knowledge and skills...

### 3D Clay

thinking of ideas and plan what to do next

choosing the best tools and materials, giving reasons why these are best, describing our design by using pictures, diagrams, models and words.