

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1		What were the reigns of the Three Queens like?		Where is the best place to build a castle?	Was life in space the same for Neil Armstrong and Tim Peake?	
Topic	Australia	Three Queens		Castles	Space	
Retrieval		What is a Queen? Can they think of any Queens (in fact or fiction)?		Stories from Yr R. What is a King or Queen? Where do they live?	Vocabulary: "a long time ago", "before" and "after" - link to historical figures studies already	
Chronology		<p>Substantive Knowledge Know the order of the three Queens: Elizabeth I (a long, long time ago), Victoria (a long time ago), Elizabeth II (our last Queen).</p> <p>Disciplinary Knowledge Sequence the three Queens on a simple timeline – Elizabeth I (1588–1603), Victoria (1837–1901) and Elizabeth II (1952–2022).</p>		<p>Substantive Knowledge Know the names of local castles and that they were built a long time ago. Dover Castle (1180s), Hever Castle (1383) and Walmer Castle (1539-40).</p> <p>Disciplinary Knowledge Sequence the construction of the three local castles and place them on a simple timeline.</p>	<p>Substantive Knowledge To know that Neil Armstrong went to space before Tim Peake</p> <p>Disciplinary Knowledge Place Neil Armstrong (1969) and Tim Peake (2015) on a simple timeline showing who came first and who came later.</p>	
People, events and significance		<p>Substantive Knowledge Know the role of a Queen and how it has changed:</p> <ul style="list-style-type: none"> Elizabeth I ruled England and had full power. Elizabeth II was largely a figurehead with limited power. 		<p>Substantive Knowledge Know the purpose and features of a castle: arrow loops, battlements, bailey, drawbridge, moat, portcullis, tower turrets, thickness of walls.</p> <p>Disciplinary Knowledge Talk about the significance of castles in</p>	<p>Substantive Knowledge Know that Neil Armstrong (1969) was the first man to walk on the Moon during the Apollo 11 mission. That this was the first time humans had left Earth and set foot on another place.</p> <p>Know that Tim Peake (2015–2016) was the first</p>	

		<p>Know major events/features of each reign:</p> <ul style="list-style-type: none"> • Spanish Armada (1588) • British Empire • Commonwealth <p>Know the length of each reign:</p> <ul style="list-style-type: none"> • Elizabeth I – 45 years • Victoria – 63 years • Elizabeth II – 70 years <p>Disciplinary Knowledge Talk about the difference between Elizabeth I who ruled England and was in charge of everything and Elizabeth II who was a figure head and had no real power.</p> <p>Talk about why these events and people were important</p>		<p>protecting people and territory.</p> <p>Say why castles were built in particular locations.</p>	<p>British astronaut to live on the International Space Station (ISS).</p> <p>Disciplinary Knowledge Recognise why they were significant: it showed humans could travel to the Moon, inspired space exploration and made Armstrong a famous historical figure. Peake carried out scientific experiments, spoke to schools and inspired children in the UK to learn about space and science.</p>	
<p>Change and continuity</p>		<p>Substantive Knowledge Know that the Royal Family has continued for over a century but the King/Queen role has changed over time.</p> <p>Disciplinary Knowledge Use pictures and other sources to compare Elizabeth I and Elizabeth II</p>		<p>Substantive Knowledge Know that castles have changed from medieval times to today and are used for new purposes (tourism etc.)</p> <p>Disciplinary Knowledge Compare a picture of a castle in medieval times and today – how has it</p>	<p>Substantive Knowledge Know that space travel has changed due to technology but some things have stayed the same</p> <p>Disciplinary Knowledge Compare what life was like in space for Neil</p>	

		and their time periods. Look at the obvious differences e.g. painting/photo, clothes, transport, retinue etc. Say what has changed and what has stayed the same about the monarchy.		changed? What is the purpose of a castle today? e.g., heritage, tourism, education	Armstrong and Tim Peake: Change: different technology, different space missions (Moon vs. ISS). Continuity: both lived in space, wore special suits and faced challenges like eating and sleeping in space.	
Cause and consequence		Substantive Knowledge Know that the British Empire led to the creation of the Commonwealth and helped shape multicultural Britain today. Disciplinary Knowledge Talk about how the Empire helped Britain to become linked with other countries		Substantive Knowledge Know that castles were built to defend people and protect the country from invaders. Disciplinary Knowledge Say how castles helped keep people safe from attacks in the past.		
Contextual Vocabulary		King, Queen, Monarch, Kingdom, Empire, Nation, Commonwealth.		King, Queen, Monarch, Kingdom, Nation.		
Topic Vocabulary		Old, new, long ago, long long ago, past, present, future, technology, difference, same, ruler, figure head, reign.		Old, new, long ago, long long ago, past, present, future, difference, same, arrow loops, battlements, bailey, drawbridge, moat, portcullis, tower turrets, defend/defence,	Chronology/chronological order, significant, first, international achievement	

<p>Lesson sequence and coverage</p>		<ol style="list-style-type: none"> 1) Sequence or Timeline the order and reigns of the Three Queens 2) Role of a Queen – what are their powers and purpose 3) Compare the lives of the Queens – How they each contributed to the growth of Britain or the Empire <p>Other weeks of the topic can include Geography, Art, drama, DT or activities to support the children’s immersion and width and depth of knowledge of the Queens.</p>		<ol style="list-style-type: none"> 1) Study the role of a castle through history. Have they always been built for the same purpose. Where are they built and why? Have they defended England or the lords who lived in them? 2) Features of a castle – walls, merlons, gates, keep, arrow slots 3) Compare local castles – what is same and different and why is that? 4) Study castles now – how are they being used <p>Other weeks of the topic can include Geography, Art, drama, DT or activities to support the children’s immersion and width and depth of knowledge of castles.</p>	<ol style="list-style-type: none"> 1) Chronology of Neil Armstrong and Tim Peake 2) Neil Armstrong 3) Tim Peake 4) Comparing <p>Other weeks of the topic can include Geography, Art, drama, DT or activities to support the children’s immersion and width and depth of knowledge of space travel.</p>	
<p>NC Links</p>		<p>The events beyond living memory that are significant nationally or</p>		<p>The events beyond living memory that are significant nationally.</p>	<p>Develop an awareness of the past, using common words and phrases</p>	

		<p>globally [for example, the Spanish Armada, The expansion of the British Empire and the formation of The Commonwealth. The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>The lives of significant individuals in the past who have contributed to national achievements (William the Conqueror and Henry VIII).</p>	<p>relating to the passing of time. Study 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.</p>	
<p>Builds on to</p>		<p>The differences between life in Britain under both the Tudors and the Victorians and how that has impacted upon the Britain of today.</p>		<p>The Tudor dynasty and their impact on our lives today. One of the most famous castles, The Tower of London and its importance in our nation – and as custodians of The Crown Jewels.</p>	<p>Year 5 Science based topic Space– learning about Chris Hadfield</p>	
	<p>Progression by the end of Key stage 1. These are the basic skills and abilities to be developed through Years R, 1 and 2</p> <ul style="list-style-type: none"> • tell and retell a story • have some grasp of the feelings of others and simple motives and make comments about the actions and thoughts of others • draw some simple conclusions about sources, such as what an artefact was used for • ask and answer simple historical questions • recognise similarities and differences such as here/there and then/now involving situations, people and events • use referencing skills – to find information in topic books or from another source • distinguish photographs from pictures • observe details in pictorial sources • produce personal/family timelines showing four to five key events in a relationship • sequence three to four events in a story • produce simple family trees • use time words e.g. past, present, long ago etc 					

