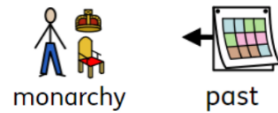


YEAR 1 Summer 1 – Who was Queen Elizabeth II?

It covers Queen Elizabeth II's life from her role as Princess Elizabeth through her coronation, and other jubilee events, to her influence today. As Britain's longest serving monarch her reign covers a 70-year period of massive change. The youngest children will focus mainly on a comparison between 1952 and 2022 to strengthen their grasp of similarity and difference. Underpinning the entire study is the use of evidence, whether it be photographs, oral reminiscences of key events, newspaper headlines or simply the images of Elizabeth we see around us today in the form of stamps, coins, and even pillar boxes.

Substantive Concepts



Disciplinary concepts

historical significance

Prior knowledge

Prior knowledge

Hook/use of outdoor area/trips: Classroom display

Cross-curricular links: Christianity – head of the church of England. Books – Queen Elizabeth II platinum jubilee book, the wrong kind of knight. Maths – counting in tens to 100, coins – Queens head.

Key questions Content coverage/concepts/timeline

The knowledge intended to be taught. What will they learn? What skill will they be learning?

Learning Activities

Learning resources

Outcomes/assessment

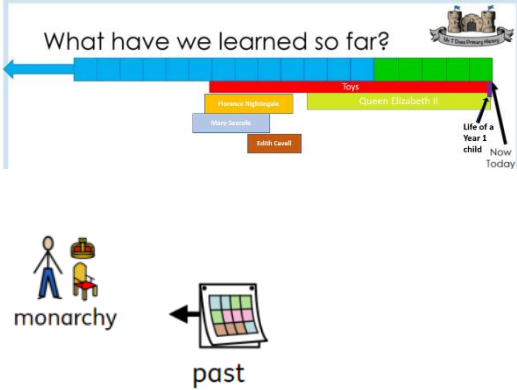
Why did we celebrate Queen Elizabeth's platinum jubilee in 2022?

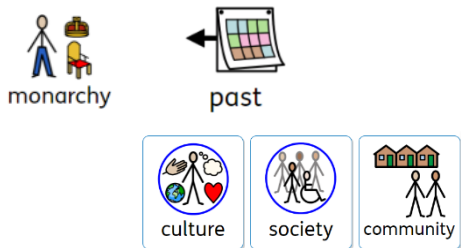
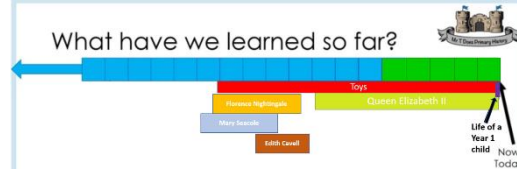


Children understand who the Queen was and key features of royalty today.
Children remember that she was the longest-serving monarch.
They know that she ruled for 70 years.

History detectives - odd-one-out. Pupils are shown sets of 4 images of monarchy, the queen, jubilees, royal homes etc. with an odd-one out, and have to find the odd-one-out.

KQ1 PowerPoint has images for odd-one-out activities and a range of images which focus on the numbers 1952 to 2022.

		<p>Focus then on the duration of the reign - an unprecedented 70 years - the only British monarch to achieve this. Recap other jubilees</p> <p>briefly, focusing on what is meant by silver, golden, diamond, platinum etc.</p> <p>Pupils can count in 10s using 100 square to appreciate how long Elizabeth has been on the throne.</p>		
<p>How do we know when and how Princess Elizabeth became Queen?</p> 	<p>Pupils can say at least two key events in Elizabeth's early life before she became queen.</p> <p>Pupils can identify clues which match statements about the coronation e.g. the date of the coronation on a newspaper of the time and are aware of other types of evidence historians use to study the queen's coronation.</p>	<p>Tell the story of Elizabeth's early life using <i>Our Queen Elizabeth</i> pages 3 to 4 as the basis of your story-telling. Reinforce the narrative by giving the children 7 images to match to the labels and then to sequence.</p> <p>Take the story up to the coronation by using pp5-6 of <i>Our Queen Elizabeth</i></p> <p>Prove it! Pupils are given 10 statements about the queen's coronation and visual clues, placed around the room, as if in an art gallery. Pupils work in pairs, with clipboard, visiting each clue, to record the clue which matches the statement.</p>	<p>KQ2 PowerPoint contains images for sequencing pictures and Prove it activity</p> <p>RS1 Sequencing labels RS2 Prove it statements RS2a Prove it answers</p>	
<p>How has life changed for the queen since her coronation?</p>	<p>Pupils can sort images from the beginning, and end of her reign.</p>	<p>Pupils can sort images of household items into 'then' (1952) and now 2022 so they get a sense of</p>	<p>KQ3 PowerPoint images for the then and now sorting activity, the two 'spot the</p>	<p>Pupils design and draw a 'then and now' poster showing 4 key</p>

 <p>monarchy</p> <p>past</p> <p>culture</p> <p>society</p> <p>community</p> <p>What have we learned so far?</p> 	<p>They can identify 3 or 4 ways in which the images show changes over time e.g. greater presence of traffic.</p> <p>Pupils can identify personal landmarks in the queen’s life.</p>	<p>period and changes within living memory.</p> <p>Spot the differences: photos of 2 street scenes showing then and now 70 years apart. Cleverly the left hand image from the 50s seamlessly joins an image of the same place from the last 10 years, giving an initial impression that it is just one photograph. (Slide 5 is Brick Lane, slide 6 is Piccadilly Circus.) Pupils come to the IWB and draw a line down the image showing which part of the photo is then and which now. They then circle any clues they used to make their judgement, beyond the obvious black and white/colour of the images. In slide 5 they will notice the lack of traffic. And in slide 6 they might notice the uniformed servicemen still in evidence and the signs of multiculturalism in the way some figures are dressed to the left of the right hand part of the image.</p>	<p>differences’ pictures and the Victorian poster from 1897.</p>	<p>changes from 1952 to 2022 .</p>
<p>How do we see the importance of Queen Elizabeth all around us in our lives today?</p>	<p>Pupils can recognise a variety of ways how the Queen was significant in our lives today in terms of her role at home and within the</p>	<p>Conclude by underlining the different ways in which the Queen still influences our lives today, even as a 96 year-old queen.</p>	<p>KQ6 PowerPoint showing her role, the extent of the Commonwealth and the way we see</p>	

	<p>Commonwealth as well as more obviously on e.g. coins, bank notes stamps and pillar boxes and even tomato ketchup!</p>	<p>The first montage of images focuses on important features of her role. The second shows her role as ruler of 15 other countries and finally the last slide ends on a bit of whimsy showing that monarchy even gets onto our tomato ketchup bottles as Heinz sauce is by 'appointment to her majesty'.</p>	<p>her face on everyday and domestic items</p>	
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