

Year	2	History	What is a monarch?
<p>To be successful Pupils will be able to:</p> <ul style="list-style-type: none"> <li>Recall that a monarch is a king or queen.</li> <li>Explain that recent monarchs in the UK do not have the power to make decisions alone but that monarch in the past had absolute power.</li> <li>Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>Use sources to explain how William the Conqueror became King of England and then kept order.</li> </ul>		<ul style="list-style-type: none"> <li>Identify the two different types of castle built by the Normans.</li> <li>Compare the similarities and differences between Norman castles.</li> <li>Identify features of Norman castles.</li> <li>Explain how castles have changed over time.</li> <li>Explain why William the Conqueror was a significant individual</li> <li>Make comparisons between past and present monarchy and identify that monarchy has changed over time.</li> </ul>	
<p><b>Prior Learning</b></p>		<p><b>Future Learning</b></p>	
<ul style="list-style-type: none"> <li>What a timeline is.</li> <li>Definitions of past, present and future.</li> <li>How to ask historical questions</li> </ul>		<p>Definition of a monarch and timeline (yr3,4,5,6)            Comparing similarities and differences (yr,3,4,5,6)            Where the Vikings raiders, traders or settlers (yr4)            Comparing the Anglo-Saxons to the Mayans (yr5)</p>	
<p><b>What Pupils Need To Know Or Do To Be Secure</b></p>			
<p><b>Key Substantive Knowledge</b></p>		<p><b>Key Disciplinary Skills/ Knowledge</b></p>	
<ul style="list-style-type: none"> <li>To know that beyond living memory is more than 100 years ago and that events in history may last different amounts of time.</li> <li>To know that some events are more significant than others and to understand the impact of a historical event on society.</li> <li>'Historically significant' people are those who changed many people's lives.</li> <li>Historians use evidence from sources to find out more about the past and that it is represented in different</li> <li>Past monarchs had absolute power.</li> <li>The monarchy is the oldest form of government in the UK.</li> <li>The British monarchy is known as a 'constitutional monarchy' not an 'absolute power' anymore.</li> <li>The Battle of Hastings in 1066 was between William of Normandy and Harold Godwinson – Harald Hardrada invaded from Norway, as a claimant to the English throne) but was unsuccessful.</li> <li>The Normans conquered the South of England and needed to build castles to conquer the North. They were built from wood and in approx. 14 days (Motte and Bailey) these were eventually replaced with stone walls and keeps which were easier to defend.</li> <li>The purpose of castles and their designs have changed over the years – they are historical monuments and places of residences for royals rather than places of defence.</li> <li>William the First was the first king of England to be coronated on Christmas day 1066. He is considered significant because he was the first to be coronated, due to the castles (that still remain) that he built and he ordered the Domesday book to be created which listed the properties and wealth of those living in England – they could then be called upon to defend or to contribute funds should William need to raise an army to defend himself against rebellions.</li> <li>Discuss continuity and change in regards to the monarchy: England still have a monarchy although how much power they have has changed, monarchs are still coronated in a similar ceremony. Crowns have been won and lost through many battles, now they are passed down through the line of succession – the crown has stayed in the same family with no opposition or claimants matching a claim on the crown. William had no power over the church, Charles is defender of the faith. William used castles as a means of protection, Charles lives in them.</li> </ul>		<p>Change and continuity            Identifying simple reasons for change            Cause and consequence            Historical significance            Sources of evidence Historical interpretations both primary and secondary sources            Posing a historical question            Gathering, organising and evaluating evidence            Interpreting findings,            Comparing            Analysing and making connections            Evaluating and drawing conclusions            Communicating findings            Sequencing and using chronological awareness            Using sources to show an understanding of historical concepts            Using historical vocabulary to explain ideas, thoughts and opinions.</p>	

Lesson Sequence	Curriculum Drivers	Common Misconceptions
<ol style="list-style-type: none"> <li>1. What is a monarch?</li> <li>2. How did William the conqueror become King of England?</li> <li>3. How and why did William build castles?</li> <li>4. How did castles change?</li> <li>5. Why is William the First significant.?</li> <li>6. How has the monarchy changed?</li> <li>7. Assessment</li> </ol>	<p><b>Oracy-</b> Children can explore and use historical vocabulary which is linked to their unit of learning. Children will use their oral skills to enquiry, investigate and explore the unit and the choice they make using sources of evidence.</p> <p><b>Diversity</b> - Children will understand how people throughout History have lived and how culture and society has changed over time.</p> <p><b>Social Intelligence:</b> Children will have the opportunity to work in groups throughout this unit.</p>	<ul style="list-style-type: none"> <li>• Charles II is Charles III father.</li> </ul>

#### Key Vocabulary

Absolute power	Anglo Saxon	attack	Battle of Hastings	Bayeux tapestry	castle	constitutional	coronation
Conquer	Doomsday Book	Edward the Confessor	Harold Godwinson	Harald Hardrada	monarch	Normans	William of Normandy