Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – Queen Elizabeth II (Year 1)

1. Unit Title:
Great Britain and Kenya: What similarities and differences do they share

Intent (II. Unit Overview):
In this unit we will continue to look learn about changes over time. We will investigate key facts about the life of Queen Elizabeth II and the significance of Queen Elizabeth II in the United Kingdom and in the commonwealth countries, in particular, Kenya. Within their learning so far the children have focused their historical enquiry on their local community. Within this unit the children will extend their prior learning to develop their knowledge of British history. As British citizens it is important that the children have the opportunity to learn about the significance of the monarch and the impact that Queen Elizabeth II has had on the country that they live in and the wider world. We will investigate and recognise the significance and impact of Queen Elizabeth II on the British isles and beyond. We will look at her life and that of her family: the significance of her royal reign and the changes that have occurred during this period. Looking at the reign of Queen Elizabeth II this will strengthen the children's chronological knowledge and draw on the previous concept of continuity and change while also introducing the concept of democracy. Building on the children's prior learning of physical and human features and the United Kingdom the children will look at the capital cities in the UK particularly London and the features which identify London as a capital city. The children will then compare the UK with Kenya looking at similarities and differences while reflecting on the links that Queen Elizabeth II has with Kenya as a commonwealth state. From this the children will begin to map out a globally image, locating and naming the world's seven continents and five oceans which they will learn about in more depth during year 2.

2. **Conceptual Lens**	
Main Concepts: • Significance (H) • Democracy (H) • Space – (countries in UK) (G) • Location (G)	Secondary Concepts: • Evidence (H) • Similarity and difference

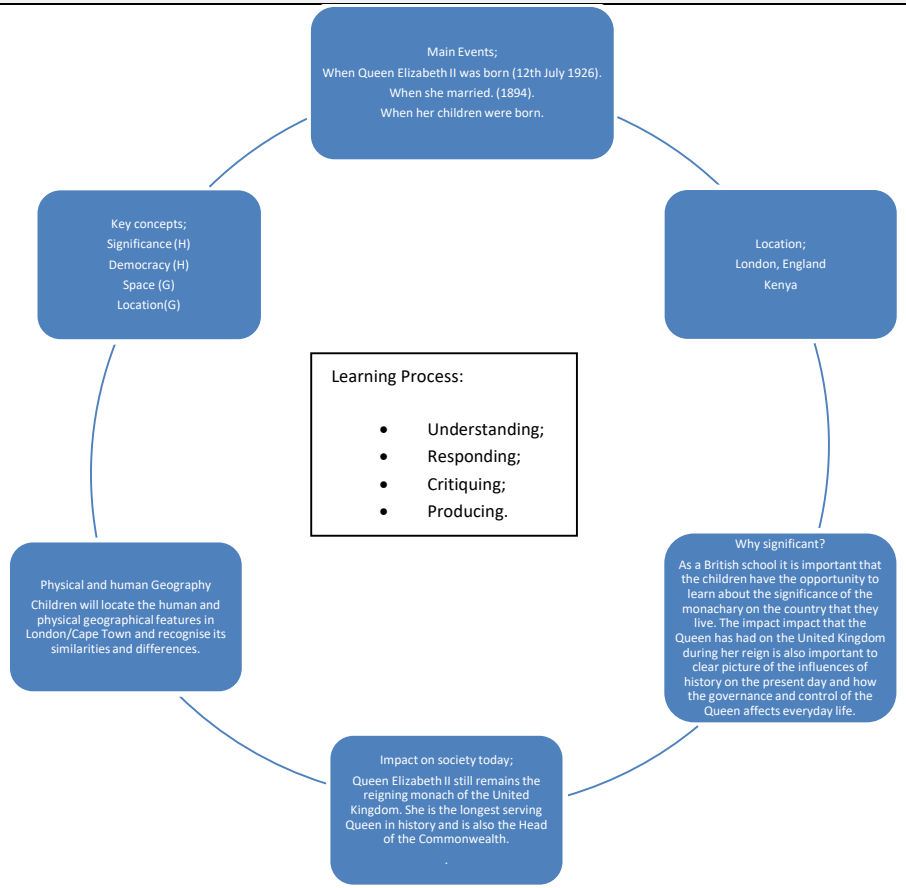
3. Web Strands

History Geography	Art

4. Unit Web

Major headings in a learning sequence.
Key Strands:

- Main Events
- Location
- Why Significant
- Impact on Society Today
- Physical/Human Geography
- Key Concepts (Geographical and Historical etc.)



Key Learning		
7. What we would like children to know	**5. What we would like children to understand (generalisations)**	**8. What we would like children to be able to do**
Significance **Children will know…** • the importance of Queen Elizabeth II to United Kingdom and the impact that Queen Elizabeth II had on both the UK and Kenya.	Significance **Children understand…** • that people (or a person) can shape what comes after them • that an event/s can effect things that follow.	Significance **Children will be able to…** • describe significant people from the past. • explain how they have contributed to their lives now.
Democracy **Children will know…** • that people have a right to choose.	Democracy **Children understand…** • that people have a say in the way they live their lives and can vote for the people who create the laws.	Democracy **Children will be able to…** • describe ways in which our nation and its history is important. • show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Space **Children will know…** • land can be used for different purposes. • the weather changes through the seasons.	Space **Children understand…** • that you can identify features in different areas.	Space **Children will be able to…** • identify land use around the school. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
Location **Children will know…** • the location where they live. • the type of location where they live and features that can be seen there.	Location **Children understand…** • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description.	Location **Children will be able to…** • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

		• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • name and locate the world's continents and oceans. • use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual(approx. 2-3); C = Conceptual (approx. 1); D = Debatable (1)
<u>Significance</u> • that people (or a person) can shape what comes after them • that an event/s can effect things that follow.	• Who is Queen Elizabeth II?? (F) • What has happened during Queen Elizabeth II reign? (F) • How can we work out the significance of Queen Elizabeth II on Great Britain? (C) • Is Queen Elizabeth II significant to the people of Great Britain today? (D)
<u>Democracy</u> • that people have a say in the way they live their lives and can vote for the people who create the laws.	• Who creates the laws and rules and why? (F) • What is the significance of Queen Elizabeth II on democracy in Great Britain?(F) • How can we work to ensure that everybody has an equal say? (C) • Should people be able to vote for decisions that are made? (D)
<u>Space</u> • that you can identify features in different areas.	• How do we recognise what is land and what is sea on a map? (F) • How is the size of a country or continent shown on a map? (F) • What features can we see in Wolstanton and Kenya? (C) • Why are the potteries significant? (D)

<u>Location</u> • that a location can be explained in terms of a designated area, a locality such as a town, city or country	• What is a physical feature? (F) • What is a human feature? (F)

• location is used as a geographers' tool of description. • that a location can be explained in terms of a designated area, a locality such as a town, city or country.	• What are the different features that we can see in Great Britain and Kenya? (C) • Would you rather live in a Great Britain or Kenya?(D)

9. Assessment – Exit Task:
Children to create Venn diagram to answer the question: **What similarities and differences do they share?** Make use of class discussion, hot seating, visual aids and bullet points to support. Expected evidence: Children can apply their knowledge; • Knowledge is explicit and connected; • Drawn from long-term memory, freeing working memory to consider application; • Procedures becoming automatic; • Sees underlying concepts between familiar contexts; • New information is linked to prior knowledge. Schemas are strong; • Combines searching for problem solutions with means-end analysis; • Uses models effectively. Greater Depth evidence: • Reasoning with knowledge; • Knowledge that is connected and inferred; • Relies of long-term memory, freeing working memory to be inventive; • Automatic recall of procedures; • Uses conceptual understanding in unfamiliar situations; • Readily assimilates new information into rapidly expanding schemas; • Draws on a vast store of problem solutions; • Prefers discovery approaches to learning.
Tier 2 Vocabulary

History
Sequence, during, museum, recently, in…, modern, timeline, similar, different, next, then, historian, historical, began, source, chronological, artefact, event, recount, scale, decade.

Geography
Continent, Africa, Europe ocean, Atlantic Ocean, Indian Ocean, geographical, physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human features, city, town, village, factory, farm, house, office, port, harbour, shop, maps, atlases, globes, similar, aerial views, features, location, different, compass points, north, south, east, west, near, far, routes, location, grid references.

Tier 3 Vocabulary

History
Monarch, British empire, Commonwealth, sovereign, royal, majesty, Queen, heir succession, coronation, charity

Geography
Mount Kenya, Zambezi River, River Nile, Kalahari desert, Sahara desert, Savanah capital, England, London, country,

Map:



Map of United Kingdom



Map of United kingdom and capital cities



World map showing UK and Kenya

Timeline:

