

## Reign Over Us Key Stage 2

### Essential Knowledge

**By the end of this unit children will know...**

- Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.
- Children will think carefully about how people's lives have shaped their country and how Britain has influenced and been influenced by the wider world.
- Children will begin to understand such abstract terms as 'empire', 'civilisation', and 'parliament'.
- Children will create a timeline showing all the rulers from 1066 till the present day on shields to display in class.



#### Launch

Children make flags to represent the armies of King Harold, Harald Hardraga and William the Conqueror. They role-play the battle of Stamford Bridge and Hastings.

#### Explore

Visit a royal palace / house with royal connections that is within the local area.

#### Energise

Children dress as monarchs from 1066-Tudor times to create a human timeline. They explain why their monarch is the most important!

#### Celebrate

Invite parents and carers to a street party with exhibits showing what they have learnt through this topic from 1066-present day.

## Core Subjects:

Links to theme

### English

- Children will create fact sheets, newspapers, reports and prepare presentations.
- They will show that they have an understanding of Standard English and formal language when making their presentations.
- See accompanying English quests for activities and challenges linked to theme.

### Mathematics

See accompanying maths quest for activities and challenges linked to theme.

### Science

N/A

## Reign Over Us - Theme Content

### Personal Development

#### Spiritual

Children will consider whether choices made in the past influences us in the present day. They will consider how the power of the 'church' had a major effect on people's lives.

#### Moral

Children will consider whether decisions made in the past can be judged as 'good' or 'bad'.

#### Social

Children will consider how to work well together in groups. They will debate and discuss the past showing consideration for others opinions.

#### Cultural

Children will discuss how life has changed and what the culture was like in different times.

### Foundation Subjects

#### History, Geography and Citizenship

##### History

- Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.
- Children will think carefully about how people's lives have shaped their country and how Britain has influenced and been influenced by the wider world.
- Children will begin to understand such abstract terms as 'empire', 'civilisation', and 'parliament'.

##### Geography and Citizenship

- Children will use maps to understand where Britain had its colonies and where it had the most influence as part of the British Empire.

#### Art and Design and Design Technology

##### Art and Design

- Children will study the work of a famous architect and make sculptures based on his designs.
- Children will consider how the use of colours and materials can improve a large installation.

#### Computing

- Children will use the internet to research and present their work. They will create multimedia presentations.

# Reign over Us - Links to National Curriculum Framework

## Core Subjects:

### English

#### Communication

- Engage in discussions making relevant points.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.
- Make relevant comments or ask questions in a discussion or debate.
- Respectfully challenge opinions or points, offering an alternative.

### Mathematics

- Interpret and present data using bar charts, pictograms and tables.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Science

N/A

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest cause and consequences of some of the main events and changes in history.
- Give a broad overview of life in Britain.
- Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and dates on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

#### Geography

- Locate the world's countries with a focus on Europe and North and South America and countries of particular interest to pupils.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Art and Design and Design Technology

#### Art and Design

- Develop ideas from starting points throughout the curriculum.
- Explore ideas in a variety of ways.
- Select and arrange materials for a striking effect.

#### Design Technology

- Understand how key events and individuals in design and technology have helped shape the world

### Computing

Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

# Reign Over Us: Assessment Opportunities/Tasks within theme

## Core Subjects

### English

- Children write information pages about the Magna Carta.
- Children create newspaper reports based on the War of the Roses.
- Through the drama and debate about Charles I, children demonstrate that they are able to ask relevant questions, make comments and challenge opinions.

### Mathematics

Children will demonstrate that they are able to analyse data through the undertaking of the 'census' of their school. What data can they collect? What does this mean—how might we interpret it? How can we present this data in a meaningful way?

### Science

## Foundation Subjects

### History, Geography and Citizenship

#### History

- Through their 'Battle of Hastings' timelines, the children will demonstrate that they are able to explain the causes and effects of different historical actions and events.
- Children will demonstrate an understanding of a key event in history through their fact files about the Magna Carta.

#### Geography

- Children will demonstrate an understanding of key countries of the world through their maps showing colonies in 1800.

### Art and Design and Design Technology

#### Art and Design

- Children will demonstrate the ability to select materials for a striking effect through their collages based on the Great Fire of London.
- Children will demonstrate an understanding of the artist and designer John Nash when designing their Regency homes.

#### Design Technology

- Through their models of Regency houses, Children will demonstrate that they are able to take inspiration from the designer John Nash in order to generate ideas for their own designs.

### Computing

Children demonstrate that they are able to use applications or programmes in order to communicate ideas, work or messages through their presentations on Henry VIII.