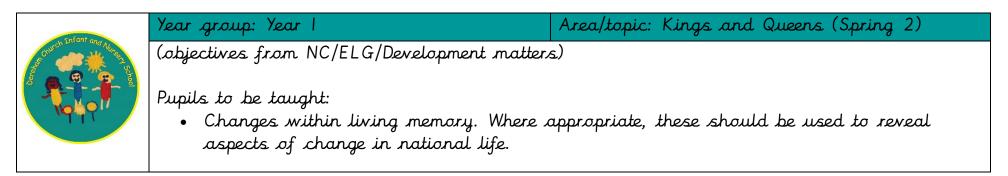
Dereham Church Infant and Nursery School-History



| Prior learning | Future learning |
|--|--|
| The children would have learnt the vocabulary 'monarch' in their Autumn 2 topic. They would have also learnt about King James I during The Gunpowder Plot. Children would have explored castles, kings and queens in their 'Once upon a time' topic in Reception. | Children will go on to learn about different monarchs throughout history (for example who the monarch was during The Great Fire of London). They will use the skills learnt of comparing a period of history to today in their Summer 2 unit in Year 1 and 2. |

| What pupils need to know or do to be secure | | |
|--|---|--|
| Key knowledge and skills | Possible evidence | |
| Children to understand who the current royal family is and discuss what changes there have recently been. Children to understand what an heir is and discuss who the current heir to the throne is. Children to name the different job roles within a medieval castle and consider similarities and differences to the roles in a castle/palace today. | Children to create a family tree of the current royal family. Children to act out, draw and explain the different job roles in a | |

| To consider and rank the importance of job r. To identify the different parts of a castle and importance. To consider the similarities and differences be monarch lives today compared to in the past. Children need to understand when the corona compared to the medieval times and The Gung support with their understanding of chronolog Key vocabulary Manarch - A king or queen. King Charles III - The current King of United Kingdom. Rayal Family - The King or Queen and their family. Heir - A person who will become king or queen next. Castle - A building that used to be home to royal and Knight - A man who wore armour and protected a roy Armour - A metal outfit worn to protect the body in a Jester - A jester whose job it was to perform and enter. Gang Farmer - A person who carries out jobs and duties fo Battlements - Stone walls along the top of the castle us Drawbridge - A bridge that goes over a castle's moat. Tower - A tall, narrow building. Arrow laops/ Arrow slits - A narrow cut in a wall w. fired from. Portcullis - A very heavy gate made of metal and stror Turret - A small tower on top of a larger tower. Maat - A deep wide ditch surrounding a castle. Chranolagy/chronological- Ordering events in the order | consider their consider their tween where a tion happened powder Plot to gy. Children to use a castle model to explore the different parts of a medieval castle and their purposes. Children to draw and label a medieval castle and then consider the similarities and differences to today. noble people. al or noble person. battle. tain people. r others. sed for defence. |
|---|---|
| Common misconceptions Children may believe that the royal family | Books linking to this area Little People Big Dreams: King Charles - |
| live in castles such as those from the medieval times. | Maria Isabel Sanchez Vegara |

| • Children may believe that places such as Buckingham Palace has a moat, turrets and a drawbridge etc. | Little People Big Dreams: Queen Elizabeth – Maria Isabel Sanchez Vegara See inside Castles – Katie Daynes Peep inside the castle – Anna Milbourne |
|---|--|
| Memorable first hand experiences | Opportunities for communication |
| Banquet and Ball Day – Children to celebrate a banquet and ball day where they are invited to dress up as kings, queens, knights, servants etc. They will make food for their banquet and learn a dance to perform at a ball to their grownups. | Children to discuss what they consider to be the most important role in a medieval castle. Children to step into the roles of different jobs from a castle and consider how the people in these roles felt. |

| Communication and Interaction | Cognition and Learning |
|--|--|
| Visual aids Pre-teaching the vocabulary Picture timelines Consider alternative ways of recording the information | Picture word banks Writing frames Videos to support understanding and learning Additional thinking time Opportunities to verbalise rather than write their ideas and responses Consider alternative ways of recording the information e.g. talk tiles Use a visualiser to enlarge images and text Thicker lines on sheets for writing responses |
| Social, Emotional and Mental health • Now and next boards • Allow a quiet space • Give a special role to increase self esteem • Provide visual support – what to do if you are stuck • Movement breaks | Sensory and Physical • Consider carpet space position during input • Reduce background noise • Enlarge images and writing • Consider alternative ways of recording the information • Where possible, use artefacts rather than images to allow the child to be more hands on |

DCINS Reasonable adjustments for pupils with SEND