

Overbury C of E First School

Knights and Castles - Year 1: Summer 2 2025-26

COVERAGE and KNOWLEDGE

History

- To know who three of the longest-lived monarchs are
- To know a characteristic of each monarch's character
- To give some reasons why the queens are remembered e.g. length of reign, important events that happened in their reign e.g. Spanish Armada, coming of the railways, Moon landing
- To identify main differences in how Britain would have looked in three distinct periods.
- To identify 2 iconic events or changes that took place in each of the reigns.
- To identify similarities and differences in how the three queens lived during their reigns
- Learn about its features e.g. Moat and Bailey etc.
- Learn how people who lived there defended castles and themselves, e.g. armour, swords, trebuchet, arrow slits etc
- To understand how they entertained themselves in the 1500's compared to now. E.g. banquets, jousting.

Art and Design

Key technique: Sculpture

Children will be encouraged to use and explore a wide range of different materials, tools and techniques through the 'Knights & Castles' topic. Children will have the opportunity to express themselves through exploring sculpture using clay. Children will use and experiment with clay manipulating it thinking about shape and form.

Design Technology

Key Concept: Mechanisms - explore how mechanisms can be used to make things move.

Problem/Challenge: How can we defend our castle?

KEY LANGUAGE AND VOCABULARY:

Elizabeth I, Queen Victoria, Elizabeth II, Queen, King, Prince, Princess, castle, palace, Royal, Monarch, Trebuchet, armour, swords, arrow slits, moat and bailey, portcullis, drawbridge, defence Music, jousting, jesters, entertainment

U.K, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, emblem, landmark,

Sculpture, clay, shape, push, mould, make Make, Build, Combine, Join, Shape, Tools, Mechanism, Pulley, Movement,

Materials, absorbent, bendy, dull, glass, hard, material, metal, object, opaque, plastic, properties, rock, rough, shiny, smooth, soft, stiff, stretchy, transparent, water, waterproof, wood

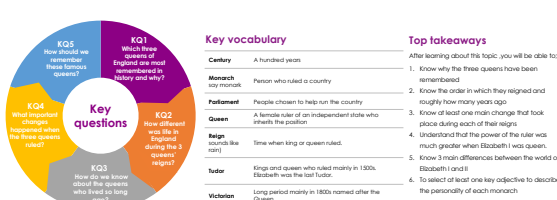
Christian Value of the Term: Truthfulness

KNOWLEDGE AND FACT SHEET

When Three Queens ruled

Why this period is important

In this topic you are going to find out about three of the most famous queens that each ruled this country for a very long time. One lived nearly 500 years ago and one died very recently, so you will see how life has changed a lot over the centuries. The first of our queens, Elizabeth I, who never married or had children, was the most powerful and since then control over the country passed much more to parliament. Each queen had a very different personality but they were of popular and did their best for their people. Queen Elizabeth I fought off an invasion. Queen Victoria saw Britain become the most powerful country in the world and Queen Elizabeth II managed to hold the country together at a time of major change in which Britain became less important in the world.



Interesting facts

Queen Victoria unexpectedly became queen at the age of just 18. She spoke German until she was three. She was just 5 feet tall. After her much-loved husband, Albert, died when she was just 42, she wore black clothes for the rest of her life. Queen Victoria had over 40 grandchildren. A lot of birthdays and Christmas presents to remember! Christmas trees came to Britain during her reign.

Queen Elizabeth I had a seriously sweet tooth which caused her teeth to go black so she had to have wooden false teeth. Elizabeth I spoke 5 different languages by the age of 7. She also survived a deadly disease called smallpox.

Queen Elizabeth II is Britain's longest ruling monarch. Unlike Victoria, who never left Britain, Elizabeth visited over 100 countries across the whole globe.

KEY QUESTIONS:

- Who was Elizabeth II?
- Who was Queen Victoria?
- Who was Elizabeth I?
- What is a Monarch?
- What is a castle?
- Who lives in a castle?
- Why are they important buildings?
- How were these castles defended?
- What is sculpture?
- What is clay?
- What are materials?
- Are all materials fabric?
- What materials do I need for certain purposes?
- What is a mechanism?
- What is a pulley?

Maths:

Year 1 - Place value to 100, Money, Time, Volume and consolidation of the four operations.

English:

We will look at stories and non-fiction books linked to Knights and Castles including Zog, Zog and the Flying Doctors, The Kiss That Missed, George and the Dragon.

Science:

This term we will be learning about different materials and their properties.

- Explore a range of materials.
- Name some different materials.
- Describe how these materials look and feel.
- Sort objects by the materials they are made from.
- Sort materials by their properties.

KEY PROCEDURAL KNOWLEDGE:

History

Chronological Understanding

- Understand the difference between things that happened in the past and the present
- Describe things that happened to themselves and other people in the past.
- Use words and phrases such as: when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.
- Consider continuity through time

Historical enquiry

- Find answers to simple questions about the past from sources of information e.g artefacts, pictures, books, internet

Range and depth of historical knowledge

- Recognise the difference between past and present in their own and others lives
- Start to consider key events/ changes that have taken place

Interpretations of history

Use stories to encourage children to distinguish between fact and fiction

Organisation and communication

Communicate their knowledge through: Discussion....

Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...

Art and Design

Exploring & developing ideas:

Through play, I can generate ideas through playful, hands-on exploration of materials

I can enjoy looking at artwork made by artists, craftspeople, architects and designers, and finding elements that inspire.

I can develop questions to ask when looking at artworks and/ or stimulus:

- Describe what I can see.
- Describe what I like? Why?
- How does it makes me feel?
- What would I like to ask the artist?

3D Form

I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping

I can explore sculpture with a range of malleable media, especially clay.

I can explore shape and form.

Breadth of study

I can investigate different kinds of art, craft and design.

Design Technology

- I can draw on my own experience to help generate ideas
- I can suggest ideas and explain what I am going to do
- I can identify a target group for what I intend to design and make
- I can develop my design ideas applying findings from my earlier research
- I can make my design using appropriate techniques
- With help I can measure, mark out, cut and shape a range of materials
- I can evaluate my product by discussing how well it works in relation to the purpose
- I can evaluate my products as they are developed, identifying strengths and possible changes I might make
- I can evaluate my product by asking questions about what I have made and how I have gone about it

- Know that materials have different purposes depending on their properties.

ICT/Computing:

Programming - Introduction to Animation

PSHE:

Changing me

R.E.

How should we care for the world and for others, and why does it matter?

Music:

Singing and Glockenspiels

ENRICHMENT

- Sports Day
- Forest school
- Open the Book

PUPIL LEADERSHIP:

- Taking on roles to help the new Reception children settle during the transition sessions.