












 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<ul style="list-style-type: none">• The Stuarts (Year 1)<ul style="list-style-type: none">○ King Charles I○ King Charles II○ Queen Anne○ Great Fire of London○ Oliver Cromwell• The Royal Family (Rec)<ul style="list-style-type: none">○ King Charles III○ Queen Elizabeth II	<p style="text-align: center;">The Georgian Era</p>  <p style="text-align: center;">Learning about flags on the UK and other countries.</p> <p style="text-align: center;">James Cook as an explorer.</p>	<p>Era – a period of time that has a common feature.</p> <p>Succession – to follow on / what comes next.</p> <p>Empire – a group of countries ruled by another country</p> <p>Monarchy – a country which is ruled by a King or a Queen.</p> <p>Government – The way that a country is run.</p>

Enquiry Question: What happened when the Stuarts ended?	Enquiry Question: Who were the Georges?	Enquiry Question: Why do we have a Prime Minister?
Concept: Continuity and Change Thread: Monarchy Enquiry Skill: Chronology 	Concept: Significance, Similarity and Difference Thread: Monarchy Enquiry Skill: Researching 	Concept: Continuity and Change Thread: Monarchy, Government Enquiry Skill: Researching 
 <p>Children will recall the Stuarts and how this period ended. Children will then look at a family tree and rules to of succession to understand why Georgian period began.</p> <p>Possible resource: Family Tree</p> <p>Task:</p> <p>Retrieve and Recall: Who were the Stuarts? Who took over from Queen Elizabeth II and why? Current royal family.</p> <p>Practise: Students will learn different rules of succession (first born male, first born female, had to be non-catholic)</p> <p>Apply: Children will look at a family tree and try to find the successor to Queen Anne.</p> <p>Deepen:</p>	 <p>Students will learn that when a King is crowned, this is called a coronation. They will learn importance of difference featires such as: gown, crown, septre, orb). They will also learn there were 4 King Georges. Children will look at different pictures of their coronation and see what is the same and what is different.</p> <p>Retrieve and Recall:</p> <p>Practise: Show a picture of King Charles III coronation. Talk through key aspects on his coronation (gown, septre, crown etc) Children to label each item.</p> <p>Apply: Children to look at different photos of King George I, II, III, IV. What is the same? What is different?</p> <p>Deepen: Why do you think they have these objects?</p>	 <p>Children will learn that due to King George I and II spent lots of their time in Germany. They did not like coming to England or politics. George II made Robert Walopole Prime Minister, do my job while I'm away. In 1735, George II made Walpole a gift of 10 Downing Street, now the permanent London residence of the British prime minister.</p> <p>Retrieve and Recall: What is a Prime Minister? Who is our Prime Minister? Where does the Prime Minister live there?</p> <p>Practise: (Substantative) What does Government mean? In Georgian era, people would give king's advice on what decisions they should make. 2 different groups had different ideas (parties).</p> <p>Apply: Who would you choose to be in charge while your away? Children to pick btween 2 people with one being Robert.</p> <p>Robert was given a house as a present by George... Downing Street.</p>

<p>Enquiry Question: Has the British flag always looked like this?</p>	<p>Enquiry Question: Why do some other flags have the Union Jack on them?</p>	<p>Enquiry Question: What have I learnt?</p>
<p>Concept: Continuity and Change Thread: Empire Enquiry Skill: Researching</p> 	<p>Concept: Similarity and Difference Thread: Empire Enquiry Skill: Researching</p> 	<p>Enquiry Skill: Organising and Presenting information Assessment</p>
 <p>Children will look at different flags of the United Kingdom and recognise each one (England, Scotland, Ireland). They will know that first England and Scotland combined (Wales was part of England) and then in 1801 Ireland joined meaning a new flag was designed.</p> <p>Retrieve and Recall: What are the 4 countries of the United Kingdom? Can you match their flags?</p> <p>Practise: Show different British flags and children to investigate what is the same/ what is different. Which part seems to be missing in each one.</p> <p>Apply: Children write what they see in each flag and which countries they represent.</p>	 <p>Children will learn that during the Georgian period, Britain started sailing around the world and 'discovering' new lands. They claimed these lands in the name of Britain. One important sailor was James Cook.</p> <p>Retrieve and Recall: Name each flag for each country. What is the British Flag called?</p> <p>Practise: Tell children that in the Georgian period, people started to sail lots. One important person was Captain Cook. Using an atlas, children will find some of the countries Cook explored (Australia, New Zealand, Fiji, Tuvalu).</p> <p>Apply: Children will use an atlas to find the flags of these countries. What do they notice about them?</p> <p>Deepen: Show children a range of flags and see if they can pick which ones belong to the British empire or not and explain why.</p> <p>Do all countries that were part of the British empire have the Union Jack? Show some that don't (America, India as key examples).</p>	 <p>Children to work in groups to make a poster of all the learning from this unit. Ensure it is included around key themes of Monarchy, Government, Empire.</p> <p>Children can sort pre-made objectives/ facts into the right category and then present to the class.</p>