Reception EYFS

Kings and Queens

Week 1: The Royal Family

PKC Primary Knowledge Curriculum

Linked to: Understanding the World; People, Culture and Communities, Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A: In England we have a King. **Vocabulary:** King, Commonwealth, cypher, United Kingdom, crown, throne, Union Jack, Royal Standard, flag	**Teacher-led input:** Show the children a picture of King Charles III. Explain that he is the King of the United Kingdom, but also King of some other countries too (the commonwealth). Show children a map of the UK and identify England. Explain that in 2022, The King's mother, Elizabeth, was our Queen. She was known as Elizabeth II because a long time ago there was another Queen called Elizabeth. Queen Elizabeth was very old, 96 years old, and she sadly died. When she died, her eldest son, Charles, became our King. Show a picture of Buckingham Palace. Explain when the King is in London he lives here. Show children a picture of King Charles' royal cypher: https://www.royal.uk/his-majesty-kings-cypher Explain that this shows a 'C' for Charles, an 'R' for the word 'Rex' which means King in an old language called Latin. The crown shows he is King. The three lines show he is the third King to have the name Charles. Explain that children might see this cypher on post boxes. **Teacher-led activity:** Show children the Union Jack, explaining that it is the national flag of the United Kingdom. Introduce the children to the Royal Standard flag. Explain that it is flown when The King is in residence (that means he is there) at one of the Royal Palaces or on the car when on official journeys. Tell the children that if the Union Jack is flying at Buckingham Palace, and not the Royal Standard, then it means that The King is not there.	Children know that in England, we have a King called King Charles III. Children will recognise the Union Jack.
Session B: The crown of England is passed down through the Royal Family **Vocabulary:** Royal family, throne, crown, Buckingham Palace.	**Teacher-led input:** Revisit learning from yesterday, reminding children that King Charles III is our King. Explain again that Queen Elizabeth II was the Queen of England. The King or Queen of England wears a crown for important occasions. The crown was 'passed down' to Elizabeth when her father died, then when she died the crown was 'passed on' to her eldest son, Charles, who is now our King. Show a picture of Prince William. Explain that Prince William is King Charles' eldest son. It is likely he will become King when Charles dies. Explain that the throne is a special chair that the King or Queen sits on during special occasions, show a picture. Show a picture of the Royal Family Tree. Discuss members of the Royal Family. **Teacher-led activity:** Using the virtual tour page on the Royal website, https://www.royal.uk/virtual-tours-buckingham-palace, explore the Throne Room on an iPad or interactive board.	Children understand that the crown is passed down through the Royal Family.
Adult led activity:	Using printed pictures, build a family tree of the Royal Family. Discuss each Royal Family member and recap how the crown is passed down. Ask children to think about what their family tree might look like (this may need to be taught sensitively- be aware of children who may not be comfortable doing this task).	Children will know that the King is part of the Royal Family.
Texts:	Paddington at the Palace by Michael Bond, Does The Queen Wear Her Crown in Bed? By Marian McAuley, Kings and Queens by Tony Robinson, Busy Royal Family by Campbell Books, and any non-fiction texts about The King (some non-fiction books about London will have information about Buckingham Palace etc) Look out for new titles about the King published since the death of Queen Elizabeth.	Children will explore books relating to the King.
Additional provision:	Buckingham Palace/Royal family role play, children to write letters to the King, draw/paint/collage family portraits, design a throne and then make it from recycled materials, find the United Kingdom and countries of the commonwealth in an atlas or on a globe, paint or print some flags, draw their own family tree.	Children can explore open-ended activities that support newly acquired vocabulary.

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Week 2: Castles and Palaces

PKC Primary Knowledge Curriculum

Linked to: Understanding the World; Past and Present; The Natural World

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A: A palace is a special building where a King or Queen lives. **Vocabulary:** Buckingham Palace, Palace, castle, Royal Standard, Architect, design.	**Teacher-led input:** Explain that a palace is the name given to a special building where a King or Queen lives. Tell children Buckingham Palace is in London, show some pictures. Explain that sometimes the King lives here, but he also has other special places he stays in too. Show children pictures of Windsor Castle, and St James's Palace. Find the palaces and castles on a map. Explain that Buckingham Palace has a swimming pool, a doctor's surgery, a post office and the largest garden in London! When The King is in residence (that means he is staying there) or visiting a castle or palace, the Royal Standard is flown. Check children recognise the Royal Standard. **Teacher-led activity:** Explain that an architect is someone who designs buildings. Architects have to study for a long time as designing buildings is difficult. We are going to design a palace for the King. We need to think about what he needs in his palace. Teach vocabulary such as turret, arch, pillar, column etc. to help children describe the features of palaces and castles. Invite children to design, draw and label a palace or castle for The King. Encourage them to include a flag – the Union Jack or Royal Standard depending on whether the King has taken up residence at their palace. They can add details from castles and palaces they've seen, provide pictures for them to look at closely. (Children will learn more about Architecture in Year 1).	Children recognise Buckingham Palace as a special place. Children know when the King is visiting a palace, the Royal Standard (flag) flies.
Session B: The King's Guard protects The King. **Vocabulary:** Kings Guard, protect, ceremony, uniform, bearskin hat, march.	**Teacher-led input:** Introduce children to the King's Guard, explain that they are soldiers who guard The King and the Royal Palaces. Share a picture of the King's Guard and discuss their uniform and job role. The King's Guard are easily recognised as they wear special tall hats made from the fur of Canadian bears, these hats are called bearskin hats. Make a connection between the role of the Royal Guard to that of a police officer (children learnt about the police in Autumn term). Share a video of Changing the Guard ceremony, explaining that it marks the moment that new guards replace the current guards on duty. ***Option*** – You might prefer to use this lesson to teach about a locally relevant palace or building that links to the Royal Family or is historically significant in your local area. Adapt this plan as necessary. **Teacher-led activity:** Watch the video of the Changing of the Guard again and invite children to act out the ceremony with some children playing the current guards and some playing the new guards. Talk about marching, how they all march at the same time.	Children know that the King's Guard wear special uniform and protect the King. Children may be able to talk about a local building with Royal links or historical significance.
Adult led activity:	Link to summer/seasons) In the warmer months, The Queen, often hosted big garden parties at Buckingham Palace for people who have made a positive impact in their community. The King is likely to do the same. Children can design a garden for one of the Royal Residences. This could be a good opportunity to teach some knowledge of plants, trees and flowers when supporting children with their designs. Children can think about what might grow at different times of the year. They might write to label their design.	Children will have the opportunity to draw and write using their imagination.
Texts:	Paddington at the Palace by Michael Bond, Peep Inside a Castle by Usborne	
Additional provision:	Windsor Castle/Buckingham Palace role play area, provide costumes and resources for children to act out the Changing of the Guard, fact book about the Royal Family, designing and labelling a palace on graph paper, making a palace or castle from recycled materials, building a palace or castle from construction resources, provide children with atlases to locate the palaces and castles from the lesson.	Children can explore open-ended activities that support newly acquired vocabulary.

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Kings and Queens
Week 3: Coronations

PKC Primary Knowledge Curriculum

Linked to:	Understanding the World; People, Culture and Communities, Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A: Kings and Queens have a coronation ceremony. **Vocabulary:** Coronation, orb, sceptre, ceremony, oath	**For 2023; Please link this lesson to the coronation of King Charles III and any celebrations your school have had or will have.** **Teacher-led input:** There is a royal coronation when a prince or princess becomes King or Queen. Explain the etymology link: 'corona' means crown, 'coronation' means 'to crown'. During a coronation, the soon to be King or Queen takes an oath (makes a promise) and sits in King Edward's chair, where all of the Kings and Queens have sat during the coronation ceremony for many, many years. The Soon to be King or Queen is then handed a sceptre and orb. Have a pretend sceptre and orb to hand around for the children to look at. (You could use an orange wrapped in tin foil for the orb) The Archbishop of Canterbury then places St Edward's Crown on the King or Queen's head. Watch the video of Queen Elizabeth II's coronation, pointing out King Edward's Chair, the sceptre, orb and St Edward's Crown https://www.youtube.com/watch?v=8b5nrCPIw5g. Show children a selection of pictures from past King and Queen's coronations. Discuss the coronation of King Charles III. Explain that King Charles' wife, Camilla will become Queen Consort. She will also receive a crown at King Charles' coronation. **Teacher-led activity:** Look carefully at a picture of St Edward's Crown. Explain that it is part of the Crown Jewels and is kept in the Tower of London. It is very heavy, made of solid gold and has 444 precious jewels. Invite children to design a crown for the coronation ceremony.	Children will know that there is a coronation ceremony for a new king or queen. Children will be able to talk about what happens during a coronation.
Session B: Royal Coronations happen at Westminster Abbey **Vocabulary:** Westminster Abbey, sovereign, ceremony, map, aerial view,	**Teacher-led input:** Remind children that there is a coronation when a prince or princess becomes King or Queen. Coronations happen at Westminster Abbey, a royal church in London. For many years, Kings and Queens of England have been coronated at Westminster Abbey. Locate Westminster Abbey on a map. Use the satellite option on Google Maps and look at Westminster Abbey from an aerial view. Show the children how Westminster Abbey was built in the shape of a cross. During the coronation ceremony, Zadok the Priest by the composer Handel (Composed for the coronation of King George II in 1727) is played. Play Zadok the Priest for children to listen to. **Teacher-led activity:** Children can be invited to act out a royal coronation using props and resources to represent the sceptre and orb. Children could role play different parts; Archbishop of Canterbury, King, Royal Family etc. Play Zadok the Priest as the ceremony is acted out.	Children will be able to recognise Westminster Abbey and locate it on a map.
Adult led activity:	Children can be invited to draw and label a coronation scene. They can use books and pictures to help them identify the parts of the ceremony we have learned about. If appropriate, children can write a short explanation of what happens at a coronation.	Children can identify St Edward's Crown and the sceptre and orb worn during coronations.
Texts:	The Queen's Hat by Steve Antony, The Coronation of Queen Elizabeth (Great Events) by Gillian Clements, Shhh! Don't Wake the Royal Baby! by Martha Mumford and any texts recently published to support understanding of the King's coronation.	Children will explore books relating to the monarchy.
Additional provision:	Westminster Abbey role play area with sceptre, orb, crown and throne, children to design their own sceptre on graph paper, crown making from craft resources, iPads or sound buttons for children to listen to Zadok the Priest by Handel, children to create invitations for the coronation ceremony, provide atlases and maps for children to locate London.	Children can explore open-ended activities that support newly acquired vocabulary.

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Week 4: King John and the Magna Carta

PKC Primary Knowledge Curriculum

Linked to:	Understanding the World; People, Culture and Communities, Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A: To know that King John made some promises in the Magna Carta. **Vocabulary:** King John, army, ships, tax, prison, promise, Magna Carta, tyrant.	**Teacher-led input:** Explain that this week we are learning about a King from a very long time ago. Show children a portrait of King John, he was the King of England many, many years ago. He became King in 1199, that is over 800 years ago. When John was King, he needed lots of money to pay for his army and ships. He decided to raise taxes to make some money for himself. Give every child two coins (plastic coins are fine) and explain that they have been paid after working hard in the fields, digging and harvesting vegetables. Then choose a child to role play King John, dress them in a cloak and have the child take one coin back from every child and collect them in a bag. Explain this is called tax. Adults pay tax when they work to help our government pay for schools, roads, hospitals etc. But King John took lots of tax, people were not happy, they couldn't afford to feed their families. He also would throw people into prison without finding out if they were guilty or not. This was not fair! He was becoming a tyrant, which means someone who is in charge but is mean and cruel. Explain that the Barons, some important people in England, got very cross with King John. They told him he needed to stop taxing people so much and stop throwing people into prison. The Barons told King John he had to promise to behave well and be a good King, they wrote a list of promises or rules on a special piece of paper called the Magna Carta. King John sealed it (show a picture of a wax royal seal) and promised he would follow the rules. Show an image of the Magna Carta. Explain it was an important moment in the past because the King had to do what he promised, not whatever he liked. **Teacher-led activity:** Give children 'scrolls' of paper to write about the Magna Carta. Model writing two of the promises King John made. These can be tea-stained papers if you choose. Children could add a 'wax seal' with red paint.	Children know that King John taxed people and put people in prison. Children know the Barons asked King John to make promises in the Magna Carta.
Session B: The Magna Carta contains important rules and promises. **Vocabulary:** King John, Magna Carta, Runnymede, rules, promises.	**Teacher-led input:** Reconnect to previous learning; how was King John becoming a tyrant? Remind children a tyrant is a ruler who is nasty and cruel. We will learn more about tyrants in History in KS1 and KS2! Show children a picture of the Magna Carta. Recall why this is a special document. Remind children that the Magna Carta was a list of promises and rules (63 in fact!) that King John had to agree to. The Magna Carta was sealed at Runnymede. Locate Runnymede on a map, link to Windsor Castle from previous week. It was sealed by King John in 1215. Historians think he didn't sign his name because he probably couldn't write, not everyone learned to write a long time ago. Explain that it was a very important thing to happen in the past, because it meant the King (or Queen) could not do whatever they wanted, that they had to listen to their people. Link to classroom rules - we all have to follow them; the teacher is not allowed to be a tyrant! **Teacher-led activity:** Writing activity; Who was King John? Explain that historians are people who study the past (we will learn lots more about historians in Year 1) Historians tell us about people from the past. We are going to write about King John so we can tell people about him and the Magna Carta. Invite children to write to answer the question 'Who was King John', they might like to add a drawing of King John sealing the Magna Carta.	Children know that the Magna Carta is an important document from history. Children can explain what they know about King John.
Adult led activity:	Draw from children's interests; you could teach them about another King or Queen from history if they are enjoying learning about King John, they could continue making mini 'Magna Cartas' on tea-stained paper, write some classroom rules or promises, join in with some more role play.	Children can explore their interests further with adult support.
Texts:	https://www.bl.uk/magna-carta (short animated video) Please note; an age appropriate children's encyclopaedia may be a useful resource. Many of the Magna Carta texts available are aimed at older children.	
Additional provision:	Use a castle/palace role play area for children to re-enact the story of King John and the Magna Carta, courthouse role play area for fair trials, making rules for the classroom or school, recording their rules on an iPad or sound button, job advertisement poster for a new ruler (what characteristics would a good king/queen have?), crown making, if possible have some feathers and ink/paint for children to try writing with.	Children can explore open-ended activities that support newly acquired vocabulary.

Reception EYFS

Kings and Queens

Week 5: Our Government

PKC Primary Knowledge Curriculum

Linked to:	Understanding the World; People, Culture and Communities, Past and Present

Knowledge Objective	Suggested experiences/activities/opportunities	Outcomes
Session A: To know that our government makes choices for our country. . **Vocabulary:** Prime Minister, government, Houses of Parliament, vote, decisions	**Teacher-led input:** Explain that the Queen doesn't make all the decisions about our country like King John did. That was in the past, now, in the present, adults make a choice, called a vote, to decide who they would like to make choices for our country. Show a ballot paper and model putting a cross in the box. Explain who our current Prime Minister is and show children a picture. Explain that the Prime Minister is chosen, or elected, by people in the country. Not every person who votes will get their choice, but the person who receives the most votes will win and become Prime Minister (this is somewhat over simplified but fine for Reception children). Explain that the Prime Minister, with his team of people who work with him, called the government, have to make important decisions about our country. Give some examples e.g. Spending money on schools, hospitals, roads, helping people in other countries, choose some locally relevant examples where possible. Children will learn more about this in Year 1. Show children a picture of the Houses of Parliament in London, explain that the government work here, discussing things and making decisions. **Teacher-led activity:** Role play an election; if there is a context that fits an election e.g. making a choice for something in the class then use it for this task. If not, you could stage an election role play with another adult in the class with both of you trying to persuade children to vote for you. Children could vote using a cross on a piece of paper and then you can model counting up the votes and announcing the winner. Show children some pictures of people voting and link to children's experience if the school has been used as a polling station in recent times.	Children know that the Prime Minister is chosen to make decisions about our country. Children know that adults vote (or choose) who they want to be our Prime Minister.
Session B: To think about how we could improve our school or local area. **Vocabulary:** Adult, (grown up), job, home, travel, various types of jobs.	**Teacher-led input:** Reconnect to previous lesson; who is our Prime Minister? What do they do? One of the things the government must do is listen to the people they have been chosen by. They are responsible for the country, meaning they are in charge, but they must also make good choices. If there is something we want to make better in our school, we could write to the headteacher. If there is something we want to make better in our local area, we could write to our MP, our Member of Parliament. Give children some examples of things they might have noticed locally e.g. Problems with litter, traffic, play spaces, libraries etc. Ask children to talk about how we could improve the local area (or the school if the immediate area is easier for children to relate to). Support children's thinking by asking probing questions; who would like this idea and why? How would this idea improve our local area? What would we need to do to make it happen? **Teacher-led activity:** Invite children to write to the headteacher/local MP to explain an idea they have, to improve the school/local area. They might like to draw their idea too.	Children think about how they could improve their school and/or the local area. Children are beginning to understand that there are people responsible for our school and local area. (This concept will be built upon throughout KS1 and KS2)
Adult led activity:	If I were Prime Minister... talk in a small group about the things children would do if they were Prime Minister. You might like to have some picture prompts to support their understanding. Encourage children to think about things that could help people (as well as some of the wild and wonderful ideas young children have too!)	Children have an opportunity to think about what they would do if they were Prime Minister.
Texts:	Charlie and Lola: We Must Completely Go to London by Lauren Child, Katie in London by James Mayhew, Look inside London by Usborne	Children will explore books relating to London.
Additional provision:	Parliament role play area, voting slips and a ballot box in a writing area, iPad or sound buttons to record children explaining how our school or local area could be improved, a toy microphone to role play interviewing the Prime Minister, design a new play park/library, children could write 'If I were Prime Minister I would…' and create a display or board of their plans.	Children can explore open-ended activities that support newly acquired vocabulary.