

KS1.CA.T2	Area of study: Significance of Queen Victoria  Unit aims / outcome: To know about the life and times of Queen Victoria. To understand the changes that happened within this time and the impact this had on Britain	
History concepts to organise knowledge: Chronology Significance Similarities and differences Cause and consequence Continuity and change		
Key strands of learning: Monarch Industry Transport Children Hierarchy – rich and poor		
Learning in Reception:	Tier 2  <u><b>New</b></u>  Monarch British Empire Kingdom Empire Serving Victorians Crown Ceremony  <u><b>Review - Reception</b></u>	Tier 3  <u><b>New</b></u>  Reign Sovereign Orb Sceptre St Edward's Crown Coronation  <b>Including etymology</b>  <u><b>Review</b></u>
NC objective:	Vocabulary and crucial knowledge:	
The lives of significant individuals in the past who have contributed to national and international achievements. Queen Victoria	<u>Context of study:</u> This is the first unit of work which specifically studies monarchy. Learning is centred around monarchs within living memory (Queen Elizabeth II and King Charles III) where the children understand the role of the monarchy today and how it has changed over time. The children will further study the role of monarch and rulers when studying The Romans, into the Anglo-Saxons and Vikings (H.LKS2.CB.T1/2/3) Within this unit, the children will also deepen their understanding of factory conditions and working life building on from the previous local study unit (H.KS1.CA.T1) and also consider how the lives of children changed during the reign of Queen Victoria. The children will already understand the development on canals to improve trade and the movement of goods and this will further be explored in the continued improvement to transport links during this time period. This also provides the foundational historical knowledge to transport so that the children can understand and make connections to early transportation and its	

development in the Stone Age (H.LKS2.CA.T1) through to the Roman (H.LKS2.CB.T1)

Chronology:

1819- Victoria is born

1833 – Factory Act

1837 – Queen Victoria begins her reign

1870 – Elementary Education Act

1901 – Queen Victoria dies

Crucial Knowledge:

To know that a **monarch** is a person who reigns over a **kingdom** or **empire**

To know that reign means the length of time a monarch is on the throne

To know that a monarch in the United Kingdom reigns over England, Wales, Scotland and Northern Ireland

To know that the monarch reigned over countries within the British Empire

To know that the British Empire were areas of land ruled by Great Britain

To know that the face of the monarch is used on many things like stamps and coins

To know that **King Charles III** is the current monarch of the United Kingdom (since 2022)

To know that **Queen Elizabeth II** was queen before she died.

To know that Queen Elizabeth II was the longest **serving** monarch (70 years and 214 days)

To know that – role of the monarch today

To know that the monarch owns a number of significant buildings and landmarks around the United Kingdom: Buckingham Palace, Windsor Castle, Balmoral Castle, Sandringham Estate

Queen Victoria

To know that **Queen Victoria's reign** began in 1837

To know that when she was on the throne, the time period was known as **The Victorians**

To know that she reigned for 63 years and 216 days, only beaten by Queen Elizabeth II

To know she Married Prince Albert in 1840

Coronation

To know a **coronation ceremony** takes place to **crown** the new king or queen.

To know that the ceremony takes place at **Westminster Abbey** in London

To know that the **St Edward's Crown** is placed on the monarch's head

To know that a **sovereign orb and sceptre** are important objects given to the new king or queen.

To know that a **painting, picture or photo** is produced to mark the occasion

To understand that these have changed and the quality improved over time due to improvements in technology

To know a famous dish – coronation chicken – was eaten at the coronation of Queen Elizabeth II

Changes to Britain

Industry,  
factories,  
working conditions,  
children – workhouses  
Rich and poor

Historical enquiry and disciplinary knowledge

To know monarchs from the past (Queen Victoria and Queen Elizabeth II) and present (King Charles III)

Know that a primary source is information from someone who was present at the time (diaries, artefacts, speaking with people who were present)

Explore diary entries of coronations and draw out relevant information  
Explore images of the coronation of different monarchs to observe the similarities and differences.

Know that a secondary source is information from someone who was not there

Know that images of monarchs are a tradition but the way they have been created changes over time (painting, photographs) as technology improves

Ask questions to find out about the coronation of Charles III from a primary source