



## Yaxham Church of England VA Primary School

### History Curriculum Plan

#### -Kingship/Power

*Through loving God and loving others,  
we flourish, learn & grow.*



Kingship and Power						
		National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary
R	Year A	<b><u>Understanding the World</u></b> <b>Past and Present</b>  <b>People, Culture and Communities</b>  Queen Elizabeth the 2nd	Fairy Tales.  Kings and Queens.  How Royalty dress in the present day.	<b>Historical Interpretation</b> A - Observe photographs and artefacts C - Begin to learn about a past event  <b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past B - Answer how and why questions C - Ask simple questions about the past  <b>Chronological Understanding</b> A - Sorting pictures into past and present B - Talk about past and present events in own lives and lives of family members C - Use words and phrases such as: old, new, before and after D - Begin to understand what a timeline is	Kings and Queens are people who are in charge of a country. Our Queen is Elizabeth 2nd. She was born in 1926. She lives in Buckingham Palace in London. The Queen can usually be seen wearing gloves and carrying her handbag.	Royal, Queen, reign, rule, ruler, Elizabeth 2nd
	Year B	<b><u>Understanding the World</u></b> <b>Past and Present</b>  <b>People, Culture and Communities</b>  Elizabeth 1st	Fairy Tales.  Kings and Queens.  How Royalty dressed in the past.	<b>Historical Interpretation</b> A - Observe photographs and artefacts B - Have opportunities to explore fact and fiction  <b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past B - Answer how and why questions C - Ask simple questions about the past  <b>Chronological Understanding</b> A - Sorting pictures into past and present B - Talk about past and present events in own lives and lives of family members C - Use words and phrases such as: old, new, before and after D - Begin to understand what a timeline is	Queen Elizabeth 1st was the Queen of England in 1558. She was born in 1533. She wore high fashions and jewels. She had over 3000 gowns. She loved red wigs, extravagant costumes and jewellery.	Queen, England, dress, wig, jewellery
YR 1	Year A	<b>Changes within living memory</b> Queen Elizabeth the 2nd	Royalty.  Changes of life from when the Queen was a child to the present day.	<b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past C - Learn about two versions of a past event  <b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past  <b>Chronological Understanding</b> A - Sequence artefacts and events that are close together in time B - Describe memories and changes that have happened in own lives C - Use words and phrases such as: old, new, earliest, latest, past, present, future D - Begin to place 1 or 2 events on a timeline	The queen's full name is Elizabeth Alexandra Mary Windsor. She was married to Prince Phillip who died in 2021. Prince Phillip and Queen Elizabeth have 4 children. The Queen had her coronation in June 1953 - this is where there was a big ceremony to declare her Queen and give her a crown. The Queen also has other houses. Windsor Castle in Berkshire, Sandringham House in Norfolk, Balmoral Castle in Scotland and Holyrood Palace in Edinburgh. The Queen has 2 birthdays. Her real birthday is 21st April and her second birthday is in June to celebrate how long she has been Queen. The Queen did not go to school but had a governess called Marion Crawford. Marion taught the Queen. She liked to play the piano and listened to music and stories on the radio (this was before TV!) In 1937 when she was 11 years old Elizabeth's father became King George VI. Elizabeth knew that one day she might be Queen. Most children played out on the roadways as there were few cars around. Hopscotch and skipping were fun.	Queen, Prince, coronation, crown, Scotland, England, governess
	Year B	<b>Changes within living memory</b> Elizabeth 1st	Royalty.  How life was for Royalty in the past.	<b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past B - Know the difference between fact and fiction	People were worried when Elizabeth became Queen as it was unusual to be ruled by a Queen. Women were seen as weak and not as clever as men. Elizabeth proved people wrong and some say she was one of England's greatest rulers. Elizabeth was raised much like any other royal child. She received tutoring and excelled at languages and music. After her father's death in 1547, Elizabeth spent some time under the care of her stepmother Catherine Parr. Parr hired tutors on Elizabeth's behalf. The child of King Henry VIII and Anne Boleyn, her much awaited birth was a huge disappointment to King Henry who longed for a boy.	Queen, rule, weak, strong, argue, disobey, crime, religion

				<b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past  <b>Chronological Understanding</b> A - Sequence artefacts and events that are close together in time B - Describe memories and changes that have happened in own lives C - Use words and phrases such as: old, new, earliest, latest, past, present, future D - Begin to place 1 or 2 events on a timeline	When Elizabeth was born, women were raised to believe men were better and if they argued, it was a crime against their religion.	
Yr 2	Year A	<b>Changes within living memory</b> Queen Elizabeth the 2nd	Royalty.  Changes of life from when the Queen was a child to the present.  Line of succession.	<b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past C - Begin to compare two versions of a past event  <b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past  <b>Chronological Understanding</b> A - Sequence pictures from different periods B - Describe and sequence memories and changes that have happened in own lives C - Use words and phrases such as: earliest, latest, past, present, future, century, new, old, oldest, modern, before, after to show the passing of time D - Order dates from earliest to latest on simple timelines	The Queen has 4 children - Prince Charles, Princess Anne, Prince Andrew and Prince Edward. Prince Charles is the oldest child so he will become King when the Queen dies. After Prince Charles, this will be Prince William who is Prince Charles' oldest son. The Queen reigns over the UK, Australia, New Zealand, Canada, Jamaica, Barbados, Grenada, Bahamas, Papua New Guinea, Solomon Islands, Tuvalu, St Lucia, Saint Vincent and the Grenadines, Antigua and Barbuda, Belize and St Kitts and Neves. The second world war took place in 1939 -1945 and when she was 18 in 1945 Princess Elizabeth learned to drive and mend army trucks. When the war ended she and her sister slipped out of Buckingham Palace to enjoy the fun with all the crowds of people. The Queen still holds the role of patron for hundreds of different charities in Britain. She is the longest-serving monarch in British history. With the start of World War 2 in 1939, the Queen (then Princess) was keen to defend her people. She made radio broadcasts to bring joy.	Queen, Prince, Princess, war, army, Buckingham Palace, patron, charity, Britain, monarch, radio
	Year B	<b>Changes within living memory</b> Elizabeth 1st	Royalty.  Changes of life from when the Queen was a child to the present.  Line of succession.	<b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past B - Start to use stories or accounts to distinguish between fact and fiction  <b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past  <b>Chronological Understanding</b> A - Sequence pictures from different periods B - Describe and sequence memories and changes that have happened in own lives C - Use words and phrases such as: earliest, latest, past, present, future, century, new, old, oldest, modern, before, after to show the passing of time D - Order dates from earliest to latest on simple timelines	Elizabeth didn't expect to be Queen because she was 3rd in line to the throne. However her sister and brother died and they had no children. Elizabeth did have some enemies like King Philip of Spain. In 1588, he sent the Spanish Armada, a fleet of more than 100 ships, to invade England. Elizabeth's ships attacked and the weather helped blow the Armada away from England. England had won the battle. While Elizabeth was Queen, England became wealthy and powerful.	Queen, throne, in line, fleet, ships, Spanish, attack, battle, wealthy, powerful
YR 3	Year A	<b>A study of an aspect or theme in British history</b>	Elements that make a successful	<b>Historical Interpretation</b>	George 6th reigned 1936-1952 and was loved by the nation. Edward 7th reigned 1901-1910 and was known as Edward the Peacemaker.	George 6th, Edward 7th, Queen Victoria,

		<b>that extends pupils’ chronological knowledge beyond 1066</b> British Monarchy	King/Queen.	<p>A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past B - Investigate different accounts of historical events</p> <p><b>Historical Investigations</b></p> <p>A - Use a range of sources to find out about the past B - Regularly address and sometimes devise own questions to find answers about the past C - Gather information about one aspect of life in the past</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence some events, artefacts or historical figures on a timeline using dates B - Describe memories and changes that have happened in own lives compared to those of the past C - Begin to use dates to describe historical events D - Explore that a timeline can be divided into BC and AD</p>	Queen Victoria was a good leader and reigned 1837-1901. Elizabeth 1st reigned 1558-1603 and was seen as Britain’s golden age. Richard 1st reigned 1189-1199 and was named ‘Richard the Lionheart’ for his bravery.	Elizabeth 1st, Richard 1st, reign
	<b>Year B</b>	<b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> Victorians	Life for Victorian children.  Victorian revolution.  Victorian homes.  Work.	<p><b>Historical Interpretation</b></p> <p>A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past C - Look at more than two versions of the same event or story in history and identify similarities</p> <p><b>Historical Investigations</b></p> <p>A - Use a range of sources to find out about the past B - Regularly address and sometimes devise own questions to find answers about the past C - Gather information about one aspect of life in the past</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence some events, artefacts or historical figures on a timeline using dates B - Describe memories and changes that have happened in own lives compared to those of the past C - Begin to use dates to describe historical events D - Explore that a timeline can be divided into BC and AD</p>	<p>The Victorian age in British history is named after Queen Victoria, who was Britain's queen from 1837 until 1901. There was no electricity, instead gas lamps or candles were used for light. There were no cars. People either walked, travelled by boat or train or used coach horses to move from place to place. In Victorian times, many families had 10 or more children. Children from richer homes were well fed, wore warm clothes and had shoes on their feet. They did not work, but went to school or had lessons at home. Poor children looked thin and hungry, wore ragged clothes, and some had no shoes. Poor children had to work. Victorians made their own entertainment at home. They had no radio or TV. They enjoyed singing, and a rich family would sing around the piano, while poorer families enjoyed tunes on a pipe or a fiddle. Rich families had large houses, with a special room for children called the nursery. This was often at the top of the house. In the nursery younger children ate, played and slept. They were looked after by a woman called a nanny. Many Victorian children were poor and worked to help their families. Few people thought this strange or cruel. Families got no money unless they worked, and most people thought work was good for children. The Industrial Revolution created new jobs, in factories and mines. Many of these jobs were at first done by children, because children were cheap - a child was paid less than adults (just a few pennies for a week's work). Many children started work at the age of 5. They went to work as soon as they were big enough. Older brothers and sisters took small children to work, perhaps to a factory at the end of the street. Other children worked at home, doing jobs such as washing, sewing, sticking labels on bottles or making brushes. Workers went to 'hiring fairs' to find jobs. A cook might hold a wooden spoon, to show what she did. A maid might hold a broom. Children worked on farms, in homes as servants, and in factories. Children often did jobs that required small size and nimble fingers. But they also pushed heavy coal trucks along tunnels in coal mines. Boys went to sea, as boy-sailors, and girls went 'into service' as housemaids. Children worked on city streets, selling things such as flowers, matches and ribbons. Crossing boys swept the roads clean of horse-dung and rubbish left by the horses that pulled carts and carriages. Most Victorian children played in the street or in the fields and woods. Not many families had gardens big enough to play in, and there were no children's playgrounds. Rich families had playrooms or nurseries, but poorer children played wherever they could find space. There were lots of books written specially for children, such as Treasure Island (about pirates) by R L Stevenson and Black Beauty (about a horse) by Anna Sewell. Perhaps the most famous Victorian children's book is Alice's Adventures in Wonderland (1865) written by Lewis Carroll. At school children wrote on slates with chalk. They wiped the slate clean, by spitting on it and rubbing with their coat sleeve or their finger! Slates could be used over and over. For writing on paper, children used a pen with a metal nib, dipped into an ink well. Girls and boys learned together in primary schools, but were separated in secondary schools. Both boys and girls learned reading, writing, arithmetic, spelling and drill (PE). Boys learned technology: woodwork, maths and technical drawing, to help with work in factories, workshops or the army when they grew up. Girls had lessons in cooking and sewing, to prepare them for housework and motherhood. Discipline in schools was often strict. Children were beaten for even minor wrongdoings, with a <i>cane</i>, on the hand or bottom. A teacher could also punish a child by making them stand in the corner wearing a 'dunce's cap'. Another, very boring, punishment was writing 'lines'. This meant writing out the same sentence (such as 'School Days are the happiest days of my life' 100 times or more). In 1900, a middle-class family could only afford three full sets of outerwear, and because laundering by hand was a universally dreaded chore, they rarely washed their clothes. To endure heavy use, outfits were typically made of durable fabrics, such as wool, and came in dull colours that concealed dirt. William Morris was famous for designing repeating patterns to use for wallpapers or textiles. Many of these were based on a close observation of nature.</p>	British, Victorian. Monarchy, electricity, candle, boat, train, horse, cart, car, rich, poor, oil, gas, lamp, Industrial Revolution, shilling, slate, chalk, William Morris, Lewis Carroll, farm, factory
<b>YR 4</b>	<b>Year A</b>	<b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> British Monarchy	Elements that make an unsuccessful King/Queen.	<p><b>Historical Interpretation</b></p> <p>A- Identify and explain that there are different types of evidence and sources that can be used to help represent the past B - Look at more than two versions of the same event or story in history and identify similarities and differences</p> <p><b>Historical Investigations</b></p> <p>A - Gather more detail from sources, such as maps, to build up a clearer picture of the past</p>	Edward 8th reigned 1936. He had been described as a disastrous king. Mary 1st reigned 1553-1558 and was known as 'bloody Mary' due to her persecution of Protestants. Henry 8th reigned 1509-1547 and was known for his terrible temper. He had 6 wives and 2 of them were beheaded. Henry 6th reigned 1422-1461 and his lack of leadership caused the wars of the roses and the loss of the 100 years war.	Edward 8th, Mary 1st, Henry 8th, Henry 6th, reign

				<p>B - Regularly address and devise increasingly relevant questions to find answers about the past</p> <p>C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>B - Describe and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>C - Accurately use dates to describe historical events</p> <p>D - Understand that a timeline can be divided into BC and AD</p>		
	<b>Year B</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> Victorians	<p>Victorians monarchy.</p> <p>Victorian legacies.</p>	<p><b>Historical Interpretation</b></p> <p>A- Identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>C - Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p> <p><b>Historical Investigations</b></p> <p>A - Gather more detail from sources, such as maps, to build up a clearer picture of the past</p> <p>B - Regularly address and devise increasingly relevant questions to find answers about the past</p> <p>C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>B - Describe and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>C - Accurately use dates to describe historical events</p> <p>D - Understand that a timeline can be divided into BC and AD</p>	<p>Trade was also greatly improved by the arrival of railways and steamships, which enabled goods to be easily transported around the world. One of Britain's main exports at the time were people, who were taken or purchased from Africa and sold as slaves.</p> <p>Merchants sent out ships to trade with North America and the West Indies, where England had established a network of colonies, bringing back delicacies such as tea, coffee, sugar, tobacco, cotton, silk and wine to feed an increasingly rich and growing population</p> <p>In 1843 the first Christmas card was created and sent, designed by John Calcott Horsley. A thousand copies of the card were printed and sold for one shilling, starting an annual tradition.</p> <p>Here are some interesting facts about the work of Dr Barnardo, founder of the charity Barnardo's, who provided homes and education for poor children in Victorian Britain.</p> <p>During his time in London, Thomas Barnardo became interested in the lives of the Victorian poor. He was appalled by the number of people living on the streets of London and he witnessed the horrific effects of cholera, unemployment and overcrowding. In 1870, Thomas Barnardo opened a home for boys in Stepney Causeway, providing shelter for orphans and destitute children. A sign hung on the building which said: 'No Destitute Child Ever Refused Admission'. During his life Barnardo continued to open institutions that helped to care for poor children. By his death in 1905 it is estimated that his homes and schools cared for over 8000 children in more than 90 different locations.</p> <p>Britain managed to build a huge empire during the Victorian period and became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.</p> <p>With the introduction of steam power Britain's core industries, such as the mining of coal, minerals and other raw materials and the production of iron, textiles and manufactured goods, were increased.</p> <p>Britain became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.</p> <p>Towns and cities got piped water, gas and, by the end of the century, electricity</p> <p>The number of people living in Britain more than doubled from 16 million to 37 million, causing a huge demand for food, clothes and housing. Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the ways people lived and worked.</p> <p>Railways, originally built to transport goods, meant people could travel easily around the country for the first time. Railways brought new foods to towns and cities.</p> <p>Seaside holidays were 'invented' (became popular).</p> <p>Police Force 'invented'.</p> <p>New cookers and gadgets for the home were invented.</p> <p>Photographs, telephones, cars, bicycles, stamps and steam trains were invented during this time.</p>	<p>Trade, steam ship, steam train, seaside holiday, police force, stamps, bicycles, photograph, steam trains, export, slave, christmas card, tradition, Barnado, powerful, rich, empire, town, city, water, gas, electricity</p>
<b>YR 5</b>	<b>Year B</b>	<b>Local history study</b> Iceni Queen - Boudicca	<p>Celtic army.</p> <p>Who Boudicca was.</p> <p>Why Boudicca led an uprising against the Romans.</p>	<p><b>Historical Interpretation</b></p> <p>A - Begin to evaluate the usefulness of different sources</p> <p>B - Show an awareness of the concept of propaganda</p> <p><b>Historical Investigations</b></p> <p>A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>C - Investigate own lines of enquiry by posing historically valid questions to answer</p> <p><b>Chronological Understanding</b></p> <p>A - Understand how some historical events/periods occurred concurrently in different locations</p> <p>B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>C - Accurately use dates and terms to describe historical events</p>	<p>In Britain we rule ourselves but in the past other countries wanted to rule us. People Like Boudicca fought people who wanted to do this.</p> <p>Boudicca lived over 2000 years ago in a Celtic tribe called the Iceni. These were dangerous times to live in because the Roman army was very strong.</p> <p>Only 2 people wrote about Boudicca and their stories are very different.</p> <p>Boudicca was married to Prasutagus, the King of Iceni in Eastern England. Some parts of Britain were ruled by Roman Empire. Prasutagus trusted the Romans and promised to leave half his land to them and half to Boudicca. The King of the Iceni had an agreement with the Romans that the Iceni would be allowed to stay in their own area and rule themselves as long as they did not cause the Romans any trouble.</p> <p>But when he died, the Romans took it all. They attacked Boudicca and her daughters, took all their valuable things and took all the weapons belonging to the Iceni tribe. They wanted all of the kingdom, more taxes and Boudicca to not be Queen</p> <p>The uprising began with a secret meeting of Boudicca, her Iceni, and several other tribes. A propaganda campaign was launched in Colchester, then the center of Roman rule in Britain. Designed to worry the Romans, it included such actions as turning the river red and toppling the Roman victory statue erected in the center.</p> <p>In the summer of C.E. 61, Boudicca's legions of united Briton tribes attacked Colchester in chariots. The uprising was launched there because the negligent Romans had erected little in the way of walls or forts for the city's defense. Celtic soldiers painted themselves blue to frighten the enemy; women also played a decisive role by remaining at the rear of the battles with the wagons. Sometimes the wives appeared near the battlefield in black robes carrying torches, as did Druid priests who shouted curses meant to frighten Romans.</p> <p>Boudicca's rebellion was a crucial moment in early British history as her confederacy of Briton tribes had taken the placid Roman occupiers by surprise.</p> <p>The Romans had assumed the Celts were far too disorganized to mount any insurrection. As a result, the Romans made certain that their installations were secure and that the Briton population never posed such a threat again.</p>	<p>Boudicca, rule, Celtic, Roman, tribe, empire, Iceni, revolt, propaganda, victory, legion, soldier, Druid priest, crucial, confederacy, threat</p>

				D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately		
YR 6	Year B	Local history study Iceni Queen - Boudicca	How Boudicca's rebellion ended.  Why Boudicca's legacy is significant in British history.	<b>Historical Interpretation</b> A - Begin to evaluate the usefulness of different sources B - Show an awareness of the concept of propaganda  <b>Historical Investigations</b> A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses C - Investigate own lines of enquiry by posing historically valid questions to answer  <b>Chronological Understanding</b> A - Understand how some historical events/periods occurred concurrently in different locations B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past C - Accurately use dates and terms to describe historical events D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately	Warriors from other armies joined her Iceni tribe and they marched to their first battle. They were victorious in their first battle but as they headed to London, they soon realised why the Romans were so hard to defeat! A huge final battle marked the end of Boudicca's uprising against the Roman colonization of Britain. It is not known when or where exactly this battle took place, but probably occurred near the end of summer in C.E. 61 at some place between Towcester and Wall on rocky landscape. When they were out of breath and tactically vulnerable, the Romans attacked. Boudicca's army was soundly defeated. She herself fled back to the Norfolk area, and in anticipation of a terrible end at Roman hands, ingested a deadly poison. She was the last ruler of the Iceni royal line, and was allegedly buried with all its treasure. Boudicca remained nearly lost to historical record after her death. Boudicca's reputation grew to great proportions during the reign of Queen Elizabeth I. Boudicca has been a significant inspiration throughout the centuries to many strong women. She is one of the most renowned women in history today due to the fact that she showed the Romans that women could be strong, brave, determined and leaders of men. However, her story was not regarded as significant and influential until it became popular during the reign of another queen who headed an army against another foreign invasion, Queen Elizabeth I. Boudicca left a legacy of being viewed as an icon of nation resistance for the British and serves as an important cultural symbol. She has served as a heroine and role model for early feminism and inspiration. The name Boudicca means victory and it is believed Queen Victoria has been named after her. The warrior queen is known in history for fighting for her country and overcame major hurdles. Although Bouddica lost the final battle against the Romans, she never let them conquer her. Her significant impact can be seen through her statue outside the Houses of Parliament. Her statue represents her legacy as Britain's first heroine.	Boudicca, celts, Romands, tribe, battle, inspiration, century, renowned, icon, national resistance, cultural symbol, conquer, legacy, victorious, reputation
YR 6+	To be able to clearly articulate how British Monarchy works. Understand how British Monarchs have shaped our country.					