



KNOWLEDGE ORGANISER—Queen Elizabeth II

How have the perceptions of Queen Elizabeth II been influenced by changing technology?

Substantive Concepts:

Revise the substantive concept of 'royalty' and 'monarchy'.

Consider the role of the royal family and how our monarch was 'chosen.'

Identify how our monarch is perceived differently and why different interpretations may occur.

Discuss the role of technology in how perceptions and interpretations may have changed over time.

Why did the Queen become the Queen?

Who are the royal family?

Can you trace her family back through to her grandparents?

What other British monarchs do we know about?



How do these compare to Queen Elizabeth II's pictures?



What is the role of the monarch? What do they do? How are they different to / connected to the government?



Televised corona-

Have these changed what we feel / think towards Queen Elizabeth II and the royal family?
How ? Does it make them feel more relatable?

Christmas day message



Message to evacuees.



First Tweet by a reigning British Monarch



Instagram

Key Vocabulary:

century, decade, , BC/ AD, primary source, secondary source, decade, propaganda, culture beliefs settlements, political religious social timescale timeline, achievement, significant, monarch, reign, royalty, line of succession, military, political, social, national and international, influence, technology, representation, role

How might history remember Queen Elizabeth II?



NC Links:

Pupils should know and understand the history of these islands as a coherent, chronological narrative - how people's lives have shaped this nation.

Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity and difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

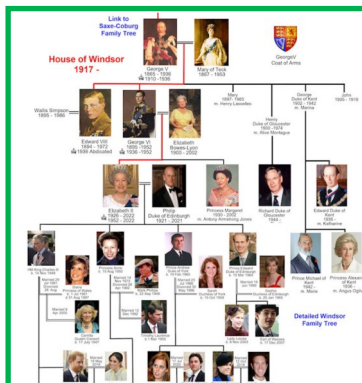
Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Pupils should continue to develop a chronologically secure knowledge and understanding of British history.

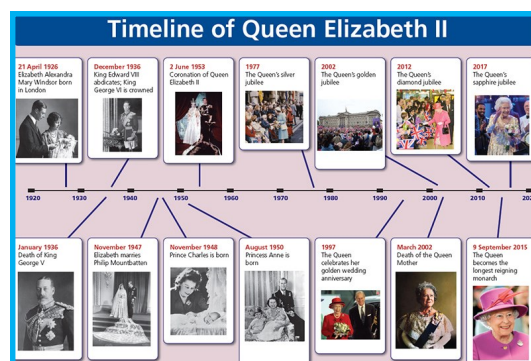
Pupils should regularly address historically valid questions about change, cause, similarity and difference, and significance.

Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.



How do some of the previous monarchs compare to Elizabeth II? Are their portraits a true reflection of what they looked like? .



Who was Queen Elizabeth?

What were the key events in Queen Elizabeth's life and when did they occur?

Before technology of cameras this was the only way they could be visually represented and they had much more power in how they were represented.

The monarch has various roles relating to the government such as appointing and removing Prime Ministers, dissolving parliament so that an election can take place and signing off on new laws.