|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Curriculum** | **Week** | **NC - Coverage** | **Disciplinary Knowledge** | **Factual Knowledge** | **Activity Outline** |
| **Key Stage Two**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:   * Changes in Britain from the Stone Age to the Iron Age. * The Roman Empire and its impact on Britain. * Britain’s settlement by Anglo-Saxons and Scots. * The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. * A local History study. * A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. * The achievements of the early civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumner; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. * Ancient Greece – a study of Greek life and achievements and their influence on the Western world. * A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD400; Mayan civilisation c.AD900; Benin (West Africa) c.AD900-1300. | **1**  **Who were the Tudors?** | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To demonstrate a coherent chronological narrative, knowledge and understanding of Britain’s past and the wider world and order an increasing number of significant events on a timeline using dates accurately. | I know that the Tudors were around from 1485-1603AD.  I know that there was Henry VII, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Elizabeth I, Katherine Parr, Katherine Howard, Prince Edward and Mary I | **Democracy and Monarchy**  Give the children pictures and a family tree of the Tudor Monarchs – Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I – children can create basic information cards about the monarchs.  They can also create a timeline to sequence their reigns. Children to order the information cards they have created along the timeline and also to match additional cards to the correct reign.  **Key vocab:**  Henry VII Henry VIII Mary I Edward VI Elizabeth I |
| **2**  **Why did Henry want to break from Rome?**  Religious Symbols Stock Illustrations – 14,930 Religious Symbols Stock  Illustrations, Vectors & Clipart - Dreamstime | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To understand change and continuity.  To see the relationship between different periods and the legacy or impacts of their identity.  To explain that the past can be represented or interpreted in many different ways and analyse a wide range of evidence.  To be aware of different views about people and events studied and can give some reasons sing evidence why different versions of the past exist.  To start to understand the difference between primary and secondary evidence and the impact of this on reliability.  To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.  To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources. | I know that Henry broke away from the Church so he could divorce Catherine of Aragon and marry Anne Boleyn.  I know Henry wanted a divorce because he wanted a son.  I know that England was ex-communicated from Rome and some countries turned their backs on us. | **Democracy and Monarchy and Tolerance and Religion**  Children to look at the many wives of Henry VIII and to learn the reasons as to why he divorced his first wife Catherine of Aragon. What did the effect of him leaving the Catholic Church have on the country? Look at the disillusion of the monasteries and the violence etc this caused – can any sources be found as to what happened to priests and people, who followed the Catholic faith when it switched to Protestant – Henry VIII’s own daughter for example was a devout Catholic.  Compare to how our Queen is the head of the Church of England today and notice how 3 out of her 4 children are divorced. Links to Year 2.  **Key vocab:**  Protestant Catholic Henry VIII Catherine of Aragon Anne Boleyn monasteries disillusion |
| **3**  **What can we say about women’s lives in Elizabethan times?** | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.  To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.  To evaluate and carefully select from a range of historical sources to find relevant historical information.  To make pertinent and valid comparisons between periods. | I know that Elizabethan women were restricted in what they could and could not do.  I know that the rich had more freedoms and advantages than the poor. | Look at sources and textbooks that document the role of women. What does this suggest about rich men/women and poor men/women?  Compare back to the lives of women in Anglo-Saxon/Viking settlements (Year 4) and to today.  Children to undertake a card sorting exercise with information and review the perceptions of women that have been presented to them and know what this tells them about the source.  **Key vocab:**  Primary Secondary women |
| **4**  **Why did Mary Queen Of Scots have so many enemies?** | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To answer and devise their own historically valid questions. | I know that Mary Queen of Scots was Queen of Scotland from 1542-1567.  I know that Elizabeth I was an enemy of Mary Queen of Scots. | **Monarchy and Democracy**  Children to refer to their Tudor timeline and family tree to discuss how she links with Elizabeth.  Children to explore key events of Mary’s life to the time that Mary had her beheaded. Why did Elizabeth do this? Look at how the Roman Generals and Saxon Kings interacted with each and tried to gain more power also. Similarities and differences.  Children to also undertake a card sorting activity to determine different reasons why she had so many enemies. Why did Roman Generals and Saxon Kings have so many enemies also?  **Key vocab:**  Mary Queen of Scots Elizabeth I Kings Roman Generals enemies |
| **5**  **Were the Elizabethan times a turning point for the monarchy?** | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To make perceptive deductions about the reliability of sources and deduce whether it is a Primary or Secondary source.  To know how our knowledge of the past is constructed from a range of sources and can select and organise relevant historical information from a range of historical sources.  To start to understand the difference between primary and secondary evidence and the impact of this on reliability.  To understand the complexity of people’s lives in the past and how some societies are very different due to changes or challenges at the time. | I know that when Elizabeth I ruled, it was called The Golden Age.  I know that Elizabeth I was monarch during the Spanish Armada and that this was when England defeated Spain at sea.  I know that Shakespeare wrote during the Elizabethan period. | **Monarchy and Democracy**  Teachers to begin by exploring notion of the Elizabethan period being labelled as the Golden Age. Groups to explore key elements of the time which made it a turning point.  Groups to research: the defeat of the Spanish Armada, Shakespeare, the Church of England.  Can they compare to Elizabeth II? Look at how things have changed during her reign i.e. technological advances, the role of Parliament and having a Prime Minster etc (how powers and role of monarch has changed i.e. absolute monarch to a constitutional monarchy).  **Key vocab:**  Elizabeth I Elizabeth II Spanish Armada Shakespeare Church of England Prime Minister absolute monarch constitutional monarchy |
| **6**  **How has the power of the monarchy changed?** | A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066. | To construct informed responses by thoughtfully selecting and organising relevant historical information from discussions, debates, different genres of writing (instructions, accounts, letters, posters, news reports, travel guides) | - | Debate: Children to decide how they believe the monarchy has changed and what they think the most significant change has been and why. Do they think this change has been for the better or for the worse? At which point of History do they believe there has been the most change? |