|  |  |  |
| --- | --- | --- |
| World History Core Subject: Year 4 | | |
| National Curriculum: Pupils should be taught about: | | |
| * Events beyond living memory that are significant nationally or globally * The lives of significant individuals in the past who have contributed to national and international achievements. * Some should be used to compare aspects of life in different periods * Significant historical events and places in their own locality. | | |
| Historical Era: | The Tudors | |
| Specific Focus: | Britain in the wider world in Tudor Times | |
| Project Question: | What shall we think of Henry Viii? | |
| Key Themes | Kingship (Tyrant/Benevolent) Monarchy (Absolute/Heir) Religion (Break with Rome) | |
| Declarative Knowledge: | | Procedural Knowledge |
| **General**   * **Know** history is the study of the past (events that have already happened) * **Know** BCE – Before the Common Era is a secular term(religiously neutral term) * **Know** CE –Common Era is a secular term (religiously neutral terms) * **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.). * **Know** key facts aboutsignificant events and people on the chronological time line in the context of the local area, United Kingdom and wider world   **Specific Thematic (See Historical Association schemes of work and resources)**  **Know how the Tudors came to power (Battle of Bosworth)**   * Know about kingship (Was Henry VII or Henry VIII the better king? (divine rights of kings/anointed by god) * Know about Tudor Society * Know about the dissolution of the monasteries (break with Rome) * Know Henry VIII had 6 wives and why? * Why was Henry VIII so desperate for a male heir? * Know about key historical figures during the reign of Henry VIII)   **Specific Chronology**   * Time line of the Kings and Queens of England to contextualise * Know chronology of events during Henry IIIs reign * Draw upon the knowledge learned to answer the question | | **Generic**   * **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative. * **To be able** to select and organise key historical information when researching a historical period. * **To be able** to contextualise historical eras on the historical time line. * **To be able** to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. * **To be able** to understand how our knowledge of the past is constructed from a range of sources. * **To able** to construct informed responses that involve thoughtful selection and organisation of relevant historical information. * **To be able** to continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. * **To be able** to note connections, contrasts and trends over time and develop the appropriate use of historical terms.   **Specific**   * **To be able** to place Tudors in the context of the historical time line. * **To be able** to explain how modern historians use historical artefacts and texts to decode and interpret the past. * **To be able** to select and organise key historical information when researching historical questions about the Tudor Dynasty * **To be able** to establish a historical narrative about reign of Henry Viii |
| Cross Curricular Links |
| Local History (Rise and decline of Whitby Abbey –link to the dissolution of the monasteries |
| Historical Vocabulary (Non exhaustive) | | |
| History, chronology, chronological, non-chronological, Tudors, Monarchy, Kingship, Society, Church, Rome, Pope, Catholics, Protestants, monasteries, divorce, tyrant, absolutist, visionary, Bosworth, battle, Roses, heresy charismatic, execution, empire, oversee, armada, fleet, bankruptcy, behead, succession, inherit, reign, heir, church of England, dissolution, supreme governor | | |
| Prior Learning | Historical Skills | Future Learning |
| EYFS   * Children know about their own life story and family history about the lives of the people around them * Children know about continuity (traditions) and change   Year 1   * Battle of Hastings (invasion)   Year 2   * The Great Fire of London   Year 3   * Vikings (Invasion) | * Ask historically valid questions. * Develop critical thinking – question the historical narrative – why have some falsehoods have persisted * Evaluate the difference and significance between Primary and Secondary Sources * Identify historical themes * Evaluate primary sources as historical evidence * Evaluate secondary sources as constructed narratives drawn from primary sources * Construct an **objective** historical narratives draw from a range of evidence | * Year 5 Post War Britain (Childhood/UNCRC Link to British Values) * Year 6 Ancient Greece (Democracy/British Values) |
| Historical Writing |
| Begin to organise, group and present findings in short paragraphs with headings in order to structure responses to historical questions. This includes   * Planning and writing simple historical recounts about key events in history in chronological order * Planning and writing a simple biography about a key historical figure using bibliographical conventions * Planning and writing a simple historical report identifying continuity and change over time about a given historical theme |
| Local Connections | Whitby Abbey | |