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| 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.
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| 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
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| 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)
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| 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
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| Local Connections | Whitby Abbey |