

Prior Learning-

Year R- Toys and how they have changed

Year R- Me and my family- change and continuity

Year R- People who help us

Year 1- Guy Fawkes- sources

Year 1- Victorians

Year 1- Florence Nightingale

Year 2- Great Fire of London.

National curriculum:

-Show awareness of the past using common words and phrases relating to the passing of time.

-They should understand some of the ways we find out about the past and identify different ways in which it is represented.

-They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.

Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, wives, King, Queen, castle, Church of England, education, ruler, jousting, banquet, fool, tutor, ruthless, illness, beheaded, divorced, survived, died, jester, guillotine, son, daughter, heir, throne, Hampton Court, prince, Greenwich Palace, Cardinal Woolsey, whipping boy, jewels, robes, fur, golden, gowns, crown, gout, Tudor, stockings, garters, horses, feasts, archery, French, Latin, music, home-schooled, France, travelling, rich, monarchy.

Snapshot overview

Relate to school timeline, how does this relate? Where does this fit into

Sequencing, chronology of events (timeline).

Key facts, lifestyle, wives, understanding of what life was like.  
Differences/comparison

Aspects of change, how life/things have changed since. Church of England, different wave of thinking

## History Medium Term Planning

Year Group: 2

Topic: Henry VIII

Session	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
1	I can use a range of sources to find out information.	Can children remember an historical figure from Year 1? Have pictures to remind them if needed. Do they remember looking in FN's suitcase? Remind the children how they used artefacts to make inferences about FN's life, dislikes, likes, childhood, interests etc. Model how to do this with some of your own artefacts.	Children work as historian detectives to look in a suitcase in groups. Items are shared between tables, children go round in mini groups of 2 or 3 with clipboards to record notes and questions. Items: picture of Henry, picture of jousting, jewels, picture of Greenwich palace, toy castle, flute, tennis ball, French dictionary, quill, bottle of medicine, toy axe, picture of a banquet, goblet, plastic horse, bible, 6 rings. Children to come up with inferences e.g. I think they might have spoken French because there is a French dictionary. Children to think of questions to ask e.g. Did this person	Artefacts can be used to make inferences about the past

			<p>play tennis / good at tennis / like playing sport? (Because of the tennis ball) Write questions on sugar paper.</p> <p>Tell children we will find out about who our mystery person from the past is tomorrow.</p>	
2	I can find information from different sources.	Reveal mystery person as Henry VIII.	<p>Show the video and have children answer the questions.</p> <p>Introduce some key questions of knowledge they must know:</p>	<p>To know that Henry VIII had six wives</p> <p>To know that Henry VIII had 3 children and he wanted a son</p>

		<p>Children place on a timeline when they think Henry VIII was alive - discuss.</p> <p>Remind children of their questions they wanted answers for from the previous lesson. Have them on display and read together. Inform the children they will need to watch, listen and read carefully to find the answers. Begin with the video and have a question which will be answered in the first minute and inform Ch that this is to test their careful listening.</p>	<p>How many wives did Henry have?          What did you learn about his children?          What did you learn about Henry as a child?          What was he like as a King?</p> <p>Find the answers on the video and later the powerpoint, record as you see fit. End of session 2.</p>	<p>To give 3 facts about Henry VIII life as a child          To give 3 facts about Henry VIII life as a King</p>
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3	I can ask questions to gather information.	<p>Tell the Ch that later today they will have a special visit from an historical figure. Do the children know who? Tell the children this is an opportunity to ask an expert questions about Henry VIII's life? Remind Ch of the Key Questions and how we need to know:</p> <p>How many wives did Henry have?          What did you learn about his children?          What did you learn about Henry as a child?          What was he like as a King?          N.B. Ch may already know Henry had 6 wives so ask more probing</p>	<p>Children to write 2 probing questions each e.g. Why...? How..? When..? Tell me about...</p> <p>On a slip of card and take to the meeting with the Henry VIII expert. Ask the questions you have when invited too.</p>	<p>To know that Henry VIII had six wives          To know that Henry VIII had 3 children and he wanted a son          To give 3 facts about Henry VIII life as a child          To give 3 facts about Henry VIII life as a King</p>
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		about them e.g. Why 6? Which one did you like best?		
4	I can use a range of sources to find out information about Henry's life.	<p>Model with TA how to conduct and answer quiz questions.</p> <p>Model how to use pictorial / reading resources to take notes about Henry VIII's childhood. Show how only key words phrases are recorded with bullet points e.g. 'learned different languages, liked</p>	<p>Review – Whole class quiz to review what the Ch know about Henry VIII.</p> <p>Have a range of pictorial / reading sources on the table for children to work in groups to find out about Henry as a child. Higher Performing Ch may record independently and</p>	To give 3 facts about Henry VIII life as a child

		<p>sport, played music' link back to artefacts in session 1.</p> <p>Collate information for working wall. Use PowerPoints and video clips for children to record key facts about Henry's life as a king. Collate information for working wall.</p>	Nurture may record with adult in group at the teachers' discretion.	
Session 5	I can use a range of sources to find out information about Henry's wives.	<p>Use PowerPoints and video clips or reading materials. Teacher to generate questions for children to answer using the different sources e.g. Why did Henry have 6 wives?</p> <p>Model again how to take notes.</p>	<p>Children to take notes on each wife e.g. name, what happened to her and why.</p> <p>Have a range of pictorial / reading sources on the table for children to work in groups to find out about Henry as a child. Higher Performing</p>	To know that Henry VIII had six wives

			Ch may record independently and Nurture may record with adult in group at the teachers' discretion.	
Sessions 6 and 7	I can link key information about Henry VIII.	Discuss as class key things we have learnt about Henry VIII, including knowing what period he was alive, that he had 6 wives, that he had 3 children and he wanted a son, 3 facts about life as a child and 3 facts about life as a king.  Model either/or/plus	<p><b>Children to produce</b></p> <p><b>Report</b></p> <p><b>Factfile</b></p> <p><b>Booklet</b></p> <p><b>Ensuring they have included-</b></p> <p>To know what period of time (Tudor) Henry VIII was alive</p> <p>To know that Henry VIII had six wives</p>	<p>To know what period of time (Tudor) Henry VIII was alive</p> <p>To know that Henry VIII had six wives</p> <p>To know that Henry VIII had 3 children and he wanted a son</p>

		Report Factfile Booklet Organising and summarising series of lessons.	To know that Henry VIII had 3 children and he wanted a son To give 3 facts about Henry VIII life as a child To give 3 facts about Henry VIII life as a King	To give 3 facts about Henry VIII life as a child To give 3 facts about Henry VIII life as a King
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## Impact

To know what period of time (Tudor) Henry VIII was alive

To know that Henry VIII had six wives

To know that Henry VIII had 3 children and he wanted a son

To give 3 facts about Henry VIII life as a child

To give 3 facts about Henry VIII life as a King