

Ashtree Primary School and Nursery Medium Term Plan for History

Year 4 Summer Term – The Tudors

Prior Skill – Chronology – Year 3

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline (local),
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities and identifying differences between them.
- Pupils know the order of the early time periods studied - Stone Age, Bronze Age and Iron Age.
- Pupils can order the main events of Roman Britain including the invasions that took place

Prior Skill - Enquiry – Year 3

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in depth questions for their age to develop their understanding.
- Pupils are generally able to answer questions accurately related to the area of study.
- Pupils can generally use sources to justify their answers.

Key Vocabulary Tudor, King, religion, history, royal, ruler, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, Mary, Elizabeth, Edward, beggar, poverty, wealth, inventory, source, evidence, infer

Key Knowledge

- Step1 - to locate the Tudors within the context of the history of Britain
- Step2 - To learn about King Henry VIII
- Step3 - To learn about the role of a monarch
- Step4 - To learn about the six wives of Henry VIII
- Step5 - To understand the difference between wealth and poverty during Tudor times.
- Step6 - To understand the attitudes towards the poor from the wealthy during Tudor times.

Key Skills Black = Enquiry Red = Chronology

- Step1 - Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local).
- Step2 - Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips.
- Step3 - Pupils can ask questions to develop their understanding, Pupils are able to answer questions accurately most of the time related to the area of study,
- Step4 - **Knowledge based lesson**
- Step5 - Pupils can make links between areas of history they have studied, identifying similarities, and identifying differences between them. Pupils can use sources to justify their answers and are beginning to organise their responses,
- Step6 - Pupils can use sources to justify their answers and are beginning to organise their responses,

Curriculum Enhancements

- Visiting Hampton Court Palace – Official Residence of King Henry VIII
- Horrible Histories video about Henry VIII Six Wives - <https://www.youtube.com/watch?v=-fadCAHjN-s> – Step 4

Misconceptions

- Number magnitude and understanding may hinder timeline use and creation. (Accurate intervals)
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Suggested Activities

- Step 2 – A Tudor ‘feast’ – Looking into the meals that Henry VIII and the Royal Family would have eaten at the time.
- Step 2 – Looking into Henry’s early life and enjoyment of sport. This includes ‘Real Tennis’ also known as the ‘sport of kings’ – Compare the differences between this and tennis as we know it today.

This will lead to in Year 5...

Chronology:

- Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline, **including placing areas studied in previous years on to a timeline.**
- Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.
- Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history,

Enquiry

- Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said,
- Pupils are increasingly challenging sources of information,
- Pupils show some organisation of information that is purposeful for responding to or asking questions,
- Pupils show some purposeful selection about information they wish to include in responses,