

## National Curriculum Objectives

### History

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a monarch study into the different Kings and Queens of the Tudor reign or an overall study of the impact of the Tudors).

### Geography

Human Geography skills – why did people settle where they did?

Locational skills – the significance of exploring the world.

### Art and Design

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To learn about great artists, architects and designers in history.

### Design and Technology

Understand how key events and individuals in design and technology have helped shape the world.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## Skills

### Chronology

To start to know/know where the period studied fits into a larger chronological overview.

To sequence/plot on a timeline key events for the period being studied.

### Enquiry and Sources of Evidence

To use sources of evidence to formulate questions.

Start to understand/understand that some sources of evidence are more reliable than others.

### Similarities and Differences

Identify/ independently draw out similarities and difference between different aspects of the period studied.

### Cause, consequence, change, continuity and significance

Identify different causes and consequences of events or periods studied.

Identify the lasting legacy of certain periods of history have on society today.

Be able to identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same.

### Interpretations

Understand how historians have found out about the past and how they have represented and recorded things in different ways.

Understand that some historians evidence of a person/event/period can be more reliable than others.

## War of the Roses and The Tudor Reign

Years 3 and 4

## Key Questions (Knowledge)

How did the Tudors earn their place on the throne? **(Power)**

What impact did the Tudors have on life today? **(Progress)**

How can we link Tudor explorers to our favourite bag of crisps?  
**(Progress)**

## Key Vocabulary

### Power

**Kings, Queens, Government, monarchy, parliament, conquer, invasion, emperor, empire, slavery, revolution, treaty, warfare, civil war, ally.**

### Progress

**Challenge, achievements, explorers, discovery, voyage, mission, disaster, explorers, technology, pioneer, disaster.**

### Civilisation

#### Heroes

**Religion: equality, slavery, sacrifice, Gods, sacrifice.**

**Culture: architecture, law, peace, conflict, language, tribal.**