**History – Summer Yr 3 / 4**

**The Norman Conquest**

|  |  |  |
| --- | --- | --- |
| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1 and earlier in the year.  Prior learning will be knowledge of other important historical eras preceding and following the Normans. | | |
| Key vocabulary for this unit | | |
| Edward the Confessor  Contender  Harold Godwinson  Harald Hardrada  Battle of Stamford Bridge  William the Conqueror  Duke of Normandy  Battle of Hasting  Motte and bailey castles | | Knight  Page  Squire  Feudal system  Lords  Peasants  Doomsday Book |
| Learning Sequence | | |
| **To understand who were the contenders for the throne in 1066** | * Children will find out about the three contenders for the English throne after Edward the Confessor died in 1066. Then they will choose a contender to support and create a poster, leaflet or speech telling people about why this man should become king. | |
| **To know about the Battle of Stamford Bridge and the Battle of Hastings** | * Children will discover what happened after Harold Godwinson was crowned the King of England in January 1066. They will learn about King Harold’s victory over Harald Hardrada in the Battle of Stamford Bridge, and his defeat to William, Duke of Normandy in the Battle of Hastings. Children will then sequence or write the main events of both battles in chronological order. | |
| **To understand William’s problems after the Battle of Hastings** | * In this lesson, children will find out that, although William had won the Battle of Hastings, he still faced many problems before he was actually crowned King of England. They will look at five of his main problems, discussing and choosing potential given solutions, before learning which course of action William chose for each one. | |
| **To find out about Norman castles** | * Children will discover why the Normans built castles. They will look at and compare the early motte and bailey castles to the later stone keep castles, and discuss the advantages and disadvantages of each design. In their independent activities, children will find out more about what life was like inside a castle and be challenged to design and build a model of a castle, including as many features on their challenge card as possible. | |
| **To know how to become a knight** | * Children will discover that William’s Norman knights were key to his success in the Battle of Hastings. They will learn about the long training period needed to become a knight, including the duties of a page and a squire. Children will find out more about Norman weapons and armour, and draw their own labelled diagram of a Norman knight. | |
| **To know about life in Norman times under the feudal system** | * In this lesson, children will learn how William the Conqueror used the feudal system to control the population of England. They will learn how lords, knights and peasants were given land in return for loyalty and services, and discuss the advantages and disadvantages this brought for each group. | |
| **To find out about the compilation and importance of the Domesday book** | * In this final lesson, children will find out why and how the Domesday book was created. They will begin to understand the importance of the document to historians. | |
| Assessment milestones | | |
| **Working Historically:**   * To give their own opinions and explanations of who they think should have been King in 1066. * To explore different people’s points of view about the Norman conquest. * To explain why William the Conqueror ordered the compilation of the Doomsday Book and why it is still important to historians today. | | **Historic Knowledge:**   * To recount the events of the Battle of Hastings * To know what the feudal system was and give their opinion. * To know the role of a knight and why there were so many castles in Norman times. |

**Why did Henry VIII Marry Six Times?**

|  |  |  |
| --- | --- | --- |
| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1  Prior learning will be knowledge of other civilisations in the past – particularly ancient ones, the understanding of a timeline and dates, the use of artefacts and online sources to find out about the past and the use of questioning such as: What was it like for people? What happened? How long ago? | | |
| Key vocabulary for this unit | | |
| Tudors  Timeline  Tudor rose  Monarch  Portrait  Primary sources  Royal court  Advisors  Affairs of state | | Feast  Marriage  Divorce  Nunnery  Execution  Treason  Alliance  Secondary sources |
| Learning Sequence | | |
| **To locate the Tudors on a timeline and to learn about Henry’s six wives.** | * Children will place the Tudors on a timeline and find out how they came to power at the Battle of Bosworth. They will then find out who Henry VIII was and some key information about each of his six wives. | |
| **To learn what Henry VIII was like through portraits and written sources.** | * Children will use various sources to determine what Henry VIII was like in both appearance and character. Children will use primary sources to extract information and use this information to give an overview of what they think Henry was like. | |
| **To learn about the roles, responsibilities and importance of a Tudor monarch.** | * Children will find out about the roles, responsibilities and importance of being a monarch in Tudor England, and examine what a typical day would have been like for Henry. They will consider how the life of a monarch today might be different to Henry’s experience as king. | |
| **To find out about Henry’s marriage to Catherine of Aragon and the reasons for their divorce** | * Children will find out about Henry’s marriage to Catherine of Aragon, looking at some of the reasons why the marriage failed. They will consider why there were differing opinions about the divorce and the ways in which it affected both Henry and Catherine. | |
| **To learn about the reasons for and results of Henry’s marriages to Anne Boleyn and Jane Seymour** | * Children will find out about Henry’s marriages to Anne Boleyn and Jane Seymour. They will explore the rise and fall of Anne Boleyn and describe the series of events leading to her execution. They will then find out about Henry’s short marriage to Jane Seymour and consider if his problems have been solved now that he has a male heir. | |
| **To learn about the reasons for and results of Henry VIII’s marriage to Anne of Cleves.** | * Children will learn how marriages at this time were often politically motivated. They will learn some of the reasons for Henry’s choice for his fourth wife, as well as why he dubbed her the ‘Flanders Mare’. They will then explain some of the reasons for which the marriage failed so quickly. | |
| **To find out answers to specific questions using primary and secondary sources.** | * Children will use a variety of historical sources to find out about Henry’s last two wives: Catherine Howard and Catherine Parr. They can present their findings in different ways, including producing an overview of the six wives and marriages of Henry VIII. | |
| Assessment milestones | | |
| **Working Historically:**   * To use primary and secondary sources to find information to specific questions. * To understand the cause and effect of Henry’s marriages. | | **Historic Knowledge:**   * To understand when the Tudor era was in relation to other historical periods. * To understand what was important to the monarchy during Tudor times. |