**Year 3 HISTORY Curriculum – Spring Term**

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| **Theme: Local History - King Richard III** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| A local history study:* a depth study linked to one of the British areas of study listed above
* a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
* a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
 | **Keyword** | Definition  | **Keyword** | Definition  | **Geography** – aerial map of local area**Maths -** understanding of co-ordinates and be able to create their own map**English** – Philippa Langley – persuasive letter to council**Trip –** Richard III Centre;Bosworth battlefield |
| Excavation | the act of removing earth that is covering very old objects buried in the ground in order to discover things about the past | Reign | to be the king or queen of a country |
| Skeleton | the frame of bones supporting a human or animal body | Cathedral | a very large, usually stone, building for Christian worship |
| Propaganda | information or ideas that are spread by an organized group or government to influence people’s opinions | Armour | strong covering that protects something, especially the body |
| Hunchback | a person who has a back with a large, round lump on it, either because of illness or old age, or the lump itself | Statue | an object made from a hard material, especially stone or metal, to look like a person or animal |
| Monument | a structure or building that is built to honour a special person or event |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| Children have previously studied the three Queens of England in Year 2 and will know what makes a good queen / king. They will know the most important changes from each reigning queen. They will also have had a brief introduction to the Tudor times in Y2. | Children will focus on developing historical skills and conceptual understanding as well as deepening historical knowledge by studying ancient times in years 4, 5 and 6. Adding to their knowledge of governance and democracy. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. Who were the Tudors and when were they around?
 | * Know who the Tudors were and when the Tudor age was.
* Know who started the War of the Roses and how long it lasted.
 | * Chronological understanding
* Knowledge of people in the past
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| 1. Who was King Richard III?
 | * Know who King Richard III was and why he became King.
* Understand why Richard III might have wanted to kill his nephews (princes in the tower).
* Discuss if Richard III was a good king or a bad king.
 | * Critical thinking skills
* Knowledge and understanding of people and events in the past
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| 1. What was the Battle of Bosworth?
 | * Understand who Henry Tudor was and who supported him.
* Understand why Henry won the Battle of Bosworth
* Know what went wrong for Richard III.
 | * Investigation
* Knowledge and understanding of people and events in the past
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| 1. How was King Richard III rediscovered?
 | * Understand how Richard III’s body was discovered in a car park in Leicester.
* Know the timeline of events.
 | * Chronological understanding
* Knowledge and understanding of events in the past
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| 1. What happened when Richard III’s remains were found?
 | * Know Richard III cause of death.
* Understand that the Tudor’s had a propaganda
 | * Interpretation
* Presenting information and ideas
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| 1. Trip
 |  | * Critical thinking skills
* Knowledge and understanding of people and events in the past
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| **Themes and links** |
| **Historical themes** | **Where these are covered:** |
| **Settlements** | * Lesson 1 – who were the Tudors?
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| **Invasion** | * Lesson 3 – Battle of Bosworth
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| **Democracy** |  |
| **Evidence** | * Lesson 4 – discovery of Richard III
* Lesson 5 – cause of death as investigated by the University of Leicester
* Lesson 6 – trip to Richard III Centre
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