**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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |
| 1. Trip | |  | | | | | * Critical thinking skills * Knowledge and understanding of people and events in the past | |
| **Themes and links** | | | | | | | | |
| **Historical themes** | **Where these are covered:** | | | | | | | |
| **Settlements** | * Lesson 1 – who were the Tudors? | | | | | | | |
| **Invasion** | * Lesson 3 – Battle of Bosworth | | | | | | | |
| **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 | | | | | | | |