

# What are the knowledge and skills being covered in History?

## Year 5

### **Autumn One** – Anglo Saxons

**Topic title:** How hard was it to invade and settle in Britain?

**Enhancement:** Trip to Northumberland (to embed learning & lead onto Vikings topic – Spring Two)

**-Bradford Industrial Museum – box of artefacts** (LW to double check this)

**Enquiry questions:**

**How hard was it to invade and settle in Britain?**

**What impact did Anglo Saxons have on Britain?**

**Prior learning:**

- Year 2 - monarchy
- Year 3 – United Kingdom, Ancient Greece (civilisation)
- Year 4 – Romans (society, societal

**Knowledge:**

- To know that significant archaeological findings are those which change how we see the past.
- To know that ‘historically significant’ events are those which changed people’s lives and had an impact for many years to come.

**Skills:**

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history, e.g. ancient times, middle ages and modern.

<p>hierarchy, monarchy, civilisation)</p> <p><b>Future learning:</b></p> <ul style="list-style-type: none"> <li>• Year 5 - Vikings (Autumn Two)</li> <li>• Year 5 – Maya (comparing Anglo Saxons to Mayan civilisation)</li> <li>• Year 5 – Migration (reasons for moving/settling, trade)</li> <li>• Ancient Egypt (Y6) - civilisations</li> </ul>	<ul style="list-style-type: none"> <li>• To know that we can make inferences and deductions using images from the past.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To know that settlements changed over time.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To know who became the first ruler of the whole of England.</li> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dates to work out the interval between periods of time and the duration of historical events or periods.</li> <li>• Using BC/AD/Century.</li> <li>• Using evidence to build up a picture of a past event.</li> <li>• Observing the small details when using artefacts and pictures.</li> <li>• Identifying and giving reasons for different ways in which the past is represented.</li> <li>• Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Developing a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Placing the time studied on a timeline.</li> <li>• Understanding how historical enquiry questions are structured.</li> </ul>
---	--	--

- To understand that societal hierarchies and structures existed including aristocracy and peasantry.
- To know that there were different reasons for invading Britain.
- To understand that there are different beliefs in different cultures, times and groups.
- To know about paganism and the introduction of Christianity in Britain.
- To understand that there are varied reasons for coming to Britain.
- To know that there are different reasons for migration.
- To know how Christianity spread.
- To compare the beliefs in different cultures, times and groups.
- To know that settlement created tensions and problems.
- To know the legacy and contribution of the Anglo Saxons and Vikings to life today in Britain.

- Using dates and terms related to the unit and passing of time, e.g. millennium, continuity and ancient.
- Creating historically valid questions across a range of time periods, cultures and groups of people.
- Noticing connections over a period of time.
- Independently make a simple individual timeline.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Asking questions about the bias of historical evidence.
- Identifying the reasons for change and reason for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Using a range of sources to construct knowledge of the past.

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Extracting the appropriate information from a historical source.</li><li>• Identifying primary and secondary sources with independence.</li><li>• Identifying the bias of a source.</li><li>• Describing the changes and continuity between different periods of history.</li><li>• Identifying the links between different societies.</li><li>• Identifying the consequences of events and the actions of people.</li><li>• Identifying reasons for historical events, situations and changes.</li><li>• Comparing and contrasting different historical sources.</li><li>• Understanding that there are different ways to interpret evidence.</li><li>• Understanding and making deductions from documentary as well as concrete evidence, e.g. pictures and artefacts.</li><li>• Recalling some important people and events.</li></ul> |
|--|--|--|

		<ul style="list-style-type: none"> <li>• Identifying who is important in historical sources and accounts.</li> <li>• Using a range of sources to find out about a period.</li> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question, “How do we know?”</li> </ul>
--	--	---

**Critical Content Statements:**

- In 410CE, the Romans abandoned Britain and they were left to defend themselves.
- The Angles, Saxons, Jutes and Scots invaded between 400CE and 500CE and vied for power. Seven separate kingdoms (East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex) were formed but these changed over time.
- The Anglo-Saxon period in Britain lasted from 410CE until 1066CE. This period is known as the Dark Ages.
- Even though many people in Roman Britain were Christians, early Anglo-Saxons were pagans.
- From 597CE, many Anglo-Saxons were converted to Christianity.
- Saint Aidan was a significant Anglo-Saxon because he restored Christianity to England.

**Common Misconceptions Pupils May Have:**

Not linking the Roman Britain they learnt about in Year 4 with the land the Anglo-Saxons invaded.

Not understanding that Britain had many rulers at the same time due to the kingdoms.

Not understanding that people can change religions or why they would.

<ul style="list-style-type: none"> <li>• <u>Bede</u> was a significant Anglo-Saxon because he wrote one of the first history books.</li> <li>• <u>Offa</u> was a significant Anglo-Saxon because he was a powerful King who ruled over most of England.</li> <li>• <u>Emma of Normandy</u> was a significant Anglo-Saxon because she was a powerful Queen who played a key role in English politics.</li> <li>• England had land, wealth, and a good climate, making it an attractive target to invade.</li> <li>• Alfred the Great fought the Vikings and then made peace so that English and Vikings settled down to live together.</li> <li>• During the Anglo Saxon period, the country was split into five main kingdoms: Northumbria, Mercia, Wessex, Kent and East Anglia. The Anglo-Saxons did not settle in Scotland, Wales or Cornwall because these areas were harder to conquer. Scotland was not part of Anglo-Saxon England – Northumbria controlled part of South East Scotland, and the rest was controlled by the Scots and Picts.</li> </ul>	<p>Not having the prior knowledge of the lack of written word to specifically record history prior to Anglo-Saxons.</p> <p>Not having the prior knowledge of the physical geography of Britain and its climate.</p> <p>Perhaps not understanding that this happened in Britain, where we live, a long time ago.</p>
--	---

## Autumn Two - Vikings

### Enquiry question:

Were the Vikings traders, raiders or something else?

### Prior learning:

- Ancient Greek civilisations (Year 3 History)
- Prehistoric Britain and the progression of humans (Year 3 History)
- Roman Britain (Year 4 History)
- Anglo Saxons (Year 5 History, civilisation, British History, invasion)

### Future learning:

### Knowledge:

- To know that change can be brought about by advancements in trade.
- To know that advancements in science and technology can be the cause of change.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that we can make inferences and deductions using images from the past.

### Skills:

- Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.
- Evaluating the usefulness of different sources.
- Understanding that there may be multiple conclusions to a historical enquiry question.
- Understanding how historical enquiry questions are structured.
- Reaching conclusions that are substantiated by historical evidence.
- Constructing answers using evidence to substantiate findings.
- Identifying weaknesses in historical accounts and arguments.

### Vocabulary:

exchange  
trade route  
Vikings  
Civilisation  
Settlement  
Raiders  
Traders  
Achievement  
Balanced viewpoint  
Impact  
Impression  
Jorvik  
Oral tradition

<ul style="list-style-type: none"> <li>• Maya (Year 5 History)</li> <li>• Migration and Me (Year 5 Geography – settlements, movement, trade)</li> <li>• The Tudors (Year 5 History)</li> <li>• Ancient Egyptians (Year 6 History)</li> </ul>	<ul style="list-style-type: none"> <li>• To know that assumptions made by historians can change in the light of new evidence.</li> <li>• To understand the development of groups, kingdom and monarchy in Britain.</li> <li>• To know that there were different reasons for invading Britain.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</li> <li>• To understand that the traders were rich members of society.</li> <li>• To know about paganism and the introduction of Christianity in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> <li>• Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>	<p>Saga Stereotype</p>
--	---	--	----------------------------

	<ul style="list-style-type: none"> <li>• To compare the beliefs in different cultures, times and groups.</li> <li>• To know the legacy and contribution of the Vikings to life today in Britain.</li> </ul>		
--	---	--	--

**Critical Content Statements:**

- The Vikings were a group of Scandinavian people who lived from the eighth to the eleventh century.
- An achievement is something good that you achieve.
- If you have a balanced viewpoint, this means you have considered all views in a fair way.
- An exchange is when you give something to someone and receive something in return.
- An impression is an idea, feeling or opinion about something.
- The Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem.
- They travelled on longboats.
- The Vikings sold items such as timber, wheat, wool, fur and fish in exchange for silver, spices, wine, jewellery, silk and glass.

**Common Misconceptions Pupils May Have:**

- The Vikings and the Anglo Saxons did not live in Britain at the same time.
- None of the Vikings settled peacefully.
- All Vikings were raiders and spent their lives stealing from others.
- The Vikings did not establish trade routes.
- The Vikings did not exchange items.
- Alfred the Great did not achieve anything as king.

- In 793AD, the Vikings raided Lindisfarne Monastery.
- The Vikings often raided in the Summer when it was easier to cross the sea.
- They stole valuable items from monasteries and enslaved people.
- The Vikings settled in land they had seized in eastern and northern England.
- Occasionally, the Anglo Saxons gave the Vikings land to stop them attacking.
- In 878AD, Alfred the Great made a treaty with the Vikings which split England into Anglo-Saxon and Viking controlled areas: the Viking area became known as Danelaw and was peaceful.

## Spring Two – The Maya

### Enquiry question:

**How did the Mayan Civilisation compare to the Anglo Saxons?**

#### Prior learning:

- Prehistoric Britain – Year 3 History
- Romans – Year 4 History
- Anglo Saxons – Year 5 History
- The Vikings – Year 5 History

#### Future learning:

- Year 6 – comparing civilisations (Ancient Egyptians)

#### Knowledge:

- To understand that historical periods have characteristics that distinguish them.
- To understand how to work out durations of periods and events.
- To understand how to represent a scale on a timeline.
- To understand how to create their own timeline selecting significant events.
- To know that change can be brought about by conflict, advancements in trade or advancements in materials.
- Change can also happen due to the actions of people (e.g. Lord Shaftesbury).

#### Skills:

- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.
- Putting dates in the correct century.
- Using the terms AD and BC in their work.
- Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age
- Developing a chronologically secure understanding of British, local and world history across the periods studied.
- Placing the time, period of history and context on a timeline.
- Relating current study on timeline to other periods of history studied.
- Comparing and making connections between different contexts in the past.

#### Vocabulary:

**abandon**  
**city-state**  
**Classic period**  
**creation story**  
**decline**  
**deforestation**  
**drought**  
**hieroglyphics**  
**pyramid**  
**rainforest**  
**slash and burn**  
**tropical rainforest**

	<ul style="list-style-type: none"> <li>• To understand how the monarchy exercised absolute power.</li> <li>• To understand that different empires have different reasons for their expansion.</li> <li>• To know that there are different reasons for the decline of different empires.</li> <li>• To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>• To be aware of how different societies practise and demonstrate their beliefs.</li> <li>• To be able to identify the impact of beliefs on society.</li> <li>• To understand how society is organised in different cultures, times and groups.</li> <li>• To understand that there are differences between early and later civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• Making links between events and changes within and across different time periods / societies.</li> <li>• Identifying the reasons for changes and continuity.</li> <li>• Describing the links between main events, similarities and changes within and across different periods/studied.</li> <li>• Describing the links between different societies.</li> <li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li> <li>• Analysing and presenting the reasons for changes and continuity.</li> <li>• Giving reasons for historical events, the results of historical events, situations and changes.</li> <li>• Starting to analyse and explain the reasons for, and results of historical events, situations and change.</li> <li>• Describing similarities and differences between social, cultural, religious and</li> </ul>	<p><b>achievement</b></p> <p><b>afterlife</b></p> <p><b>ancient</b></p> <p><b>Civilisation</b></p> <p><b>currency</b></p> <p><b>ritual</b></p>
--	--	--	--

	<ul style="list-style-type: none"> <li>• To know that trade began as the exchange of goods.</li> <li>• To understand that the expansion of trade routes increased the variety of goods available.</li> <li>• To understand the impact of war on local communities.</li> <li>• To be able to identify the achievements of civilisations and explain why these achievements were so important.</li> <li>• To be able to compare the achievements of different civilisations and groups.</li> <li>• Archaeological evidence can be used to find out about the past, but it has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li> </ul>	<p>ethnic diversity in Britain and the wider world.</p> <ul style="list-style-type: none"> <li>• Describing change throughout time.</li> <li>• Identifying significant people and events across different time periods.</li> <li>• Comparing significant people and events across different time periods.</li> <li>• Recognising primary and secondary sources</li> <li>• Using a range of sources to find out about a particular aspect of the past.</li> <li>• Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>• Comparing accounts of events from different sources.</li> <li>• Suggesting explanations for different versions of events.</li> <li>• Identifying how conclusions have been arrived at by linking sources.</li> <li>• Developing strategies for checking the accuracy of evidence.</li> </ul>	
--	---	--	--

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Addressing and devising historically valid questions.</li><li>• Understanding that different evidence creates different conclusions.</li><li>• Planning a historical enquiry.</li><li>• Suggesting the evidence needed to carry out the enquiry.</li><li>• Creating a hypothesis to base an enquiry on.</li><li>• Asking questions about the interpretations, viewpoints and perspectives held by others.</li><li>• Using different sources to make and substantiate historical claims.</li><li>• Developing an awareness of the variety of historical evidence in different periods of time.</li><li>• Recognising 'gaps' in evidence.</li><li>• Identifying how sources with different perspectives can be used in a historical enquiry.</li></ul> |  |
|--|--|--|--|

- |  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"><li>• Using a range of different historical evidence to dispute the ideas, claims or perspectives of others.</li><li>• Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.</li><li>• Interpreting evidence in different ways using evidence to substantiate statements.</li><li>• Making increasingly complex interpretations using more than one source of evidence.</li><li>• Challenging existing interpretations of the past using interpretations of evidence.</li><li>• Making connections, drawing contrasts and analysing within a period and across time.</li><li>• Beginning to interpret simple statistical sources.</li><li>• Reaching conclusions which are increasingly complex and substantiated by a range of sources.</li></ul> |  |
|--|--|---|--|

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Evaluating conclusions and identifying ways to improve conclusions.</li><li>• Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Showing written and oral evidence of continuity and change as well as indicting simple causation.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Constructing explanations for past events using cause and effect.</li><li>• Using evidence to support and illustrate claims.</li><li>• Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.</li><li>• Constructing explanations for past events using cause and effect.</li></ul> |  |
|--|--|--|--|

		<ul style="list-style-type: none"> <li>Using evidence to support and illustrate claims.</li> </ul>	
--	--	--	--

**Summer One - Migration**

**Topic title:**  
**Migration**

*This is a Geography focused topic, but Year 5 will cover some of the key History knowledge and skills within the topic.*

<p><b>Prior learning:</b></p> <ul style="list-style-type: none"> <li>Year 5 History: Anglo Saxons, Vikings, Maya</li> </ul> <p><b>Future learning:</b></p> <ul style="list-style-type: none"> <li>Year 5 History: The Tudors</li> <li>Year 6 History</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>To understand that historical periods have characteristics that distinguish them.</li> <li>To explain some of the varied reasons for coming to Britain.</li> <li>To know that there are different reasons for migration.</li> <li>To explain why settlement created tensions and problems.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Put dates in the correct century.</li> <li>Independently notice connections over a period of time.</li> <li>Compare and make connections between different contexts in the past.</li> <li>Identify the reasons for changes and continuity.</li> <li>Analysing and presenting the reasons for changes and continuity</li> </ul>	<p><b>Vocabulary:</b></p> <p>refugee</p> <p>migrate</p> <p>travel</p> <p>flee</p> <p>Windrush</p> <p>racism</p> <p>change</p> <p>continuity</p> <p>migrant</p>
---	---	---	--

	<ul style="list-style-type: none"><li>• To explain the impact of settlers on the existing population.</li><li>• To understand the earliest settlements in Britain, and link this to time periods already studied.</li><li>• To understand that settlements changed over time.</li><li>• To understand that there are increasingly complex reasons for migrants coming to Britain.</li><li>• To understand that migrants come from different parts of the world.</li><li>• To know about the diverse experiences of the different groups coming to Britain over time.</li><li>• To be able to identify the impact of beliefs on society.</li><li>• To know that change can be brought about by conflict.</li></ul>	<ul style="list-style-type: none"><li>• Analyse and explain the reasons for, and results of historical events, situations and change.</li><li>• Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Identifying and explaining the consequences of events and the actions of people.</li><li>• Compare accounts of events from different sources.</li><li>• Suggest explanations for different versions of events.</li><li>• Distinguish between fact and opinion.</li><li>• Describe past events orally or in writing, recognising similarities and differences with today.</li><li>• Challenge existing interpretations of the past using interpretations of evidence.</li></ul>	
--	---	---	--

		<ul style="list-style-type: none"> <li>• Begin to make connections, draw contrasts and analyse within a period and across time</li> </ul>	
<p><b>Critical Content Statements:</b></p> <ul style="list-style-type: none"> <li>• Windrush was a time where many people travelled to Britain from the Caribbean to seek work.</li> <li>• Many people throughout History have had to flee their homes for a variety of reasons.</li> <li>• Many famous people made journeys to change their lives, including Rita Ora and Freddie Mercury.</li> </ul>		<p><b>Common Misconceptions Pupils May Have:</b></p> <ul style="list-style-type: none"> <li>• Children may confuse History and Geography during this topic, as it's led by Geography but has important aspects of History woven through it.</li> </ul>	

## Summer Two – The Tudors

Enquiry question: How was life in Tudor England?

### Prior learning:

- Year 2 – monarchy
- Year 3 - Ancient Greece (democracy)
- Year 4 =- Romans
- Year 5 – Maya, Anglo Saxons, Vikings

### Future learning:

- Year 6 History:
  - Ancient Egypt – civilisations
  - Industrial revolution

### Knowledge:

- To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.
- To understand that historical periods have characteristics that distinguish them
- To understand that there are different interpretations of historical figures and events.
- To understand how the monarchy exercised absolute power.
- To understand there are increasingly complex reasons for migrants coming to Britain.

### Skills:

- Sequence events on a timeline, comparing where it fits in with times studied in previous year groups.
- Start to analyse and explain the reasons for, and results of historical events, situations and change.
- Use different sources to make and substantiate historical claims.
- Put dates in the correct century.
- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.
- Develop an awareness of the variety of historical evidence in different periods of time.
- Use the terms AD and BC in work.

### Vocabulary:

Tudor  
Elizabeth of York  
fair  
portrait  
secondary sources  
Anne Boleyn  
Anne of Cleves  
heir  
propaganda  
Battle of Bosworth  
Henry VIII ruler

	<ul style="list-style-type: none"> <li>• To be able to identify the impact of beliefs on society.</li> <li>• To understand the changes and reasons for the organisation of society in Britain.</li> <li>• To understand how society is organised in different cultures, times and groups.</li> <li>• To know that trade routes from Britain expanded across the world.</li> <li>• To understand that historical periods have characteristics that distinguish them.</li> <li>• To understand how to work out the durations of periods and events.</li> <li>• To understand that inventories are useful sources of evidence to find out about people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a chronologically secure understanding of Britain, local and world history across periods studied.</li> <li>• Make links with different time periods studied.</li> <li>• Distinguish between fact and opinion.</li> <li>• Recognise 'gaps' in evidence.</li> <li>• Place the time, period of history and context on a timeline.</li> <li>• Relating current study on timeline to other periods of history studied.</li> <li>• Compare and make connections between different contexts in the past.</li> <li>• Describe change throughout time.</li> <li>• Identify significant people and events across different time periods.</li> <li>• Recognise primary and secondary sources.</li> <li>• Use a range of sources to find out about a particular aspect of the past.</li> </ul>	<p>interpretation bias Catherine of Aragon Katherine Howard evidence image Henry VII tyrant monarch primary source historical investigation Jane Seymour Katherine Parr Royal Progress</p>
--	---	--	--

	<ul style="list-style-type: none"> <li>• To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>• To understand the changing nature of religion in Britain and its impact.</li> <li>• To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).</li> <li>• To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.</li> <li>• To be aware of how different societies practise and demonstrate their beliefs.</li> <li>• To understand that people in the past were as inventive and sophisticated in thinking as people today.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how sources with different perspectives can be used in a historical enquiry.</li> <li>• Consider a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy and the creators of the source.</li> <li>• Make connections, drawing contrasts and analysing within a period and across time.</li> <li>• Make links between events and changes within and across different time periods/societies.</li> <li>• Identify the reasons for change and continuity.</li> <li>• Describe the links between main events, similarities and changes within and across different periods studied.</li> <li>• Describe the links between different societies.</li> <li>• Identify bias in a source and identify the value of the sources to historical enquiry and the limitations of sources.</li> </ul>	<p>litter</p> <p>historical deductions</p> <p>purpose</p> <p>reconstruction</p> <p>merchant</p> <p>Cattelena of Almondsbury</p> <p>tournament</p> <p>reliability</p> <p>accuracy</p> <p>inventory</p> <p>pewter</p> <p>free</p> <p>audience</p> <p>creator</p> <p>valuation</p> <p>John Blanke</p> <p>enslaved</p>
--	--	--	--

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Evaluate the usefulness of historical sources.</li><li>• Develop strategies for checking the accuracy of evidence.</li><li>• Plan a historical enquiry.</li><li>• Communicate knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.</li><li>• Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.</li><li>• Explain the reasons for changes and continuity using the vocabulary and terms of the period as well.</li><li>• Analyse and present the reasons for changes and continuity.</li><li>• Identify methods to use to carry out the research.</li><li>• Ask historical questions of increasing difficulty, e.g. who governed, how and with what results?</li></ul> |  |
|--|--|--|--|

		<ul style="list-style-type: none"> <li>• Create a hypothesis to base an enquiry on.</li> <li>• Construct structured and organised accounts using historical terms and relevant historical information from a range of sources.</li> </ul>	
<p><b>Critical Content Statements:</b></p> <ul style="list-style-type: none"> <li>• A primary source is an original document from the period being studied which has been altered recently.</li> <li>• Henry VII was the first Tudor king who united the country after a war for the English throne between two rival families: Lancaster and York.</li> <li>• Henry VII's son, Henry VIII became King of England in 1509.</li> <li>• Some historians believe Henry VIII was a tyrant, whilst others believed he was a good ruler.</li> <li>• Henry VIII had six wives, because he wanted a male heir. Their names were: Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Kateryn Parr.</li> <li>• Henry VIII and Elizabeth I used portraits as propaganda to show how powerful they were as rulers.</li> </ul>		<p><b>Common Misconceptions Pupils May Have:</b></p> <ul style="list-style-type: none"> <li>• Getting confused when sorting periods of time studied onto a timeline.</li> <li>• Understanding where the Tudors fits within British history in relation to other periods studied, and children may find this difficult.</li> <li>• Having misconceptions about Henry VIII as a ruler, and perhaps not understanding the real reasons he remarried so many times.</li> </ul>	

- Henry VIII wanted his portraits to show that he was powerful and defended his country.
- An inventory is a list of all of the items belonging to a person who died in the Tudor times.
- Historians use inventories to identify whether a person was poor or rich and reconstruct their life.
- Elizabeth I was the last of the Tudors. She was the youngest daughter of Henry VIII by his second wife, Anne Boleyn.
- Royal Progresses were tours which were used by Elizabeth I to project a positive image throughout England.
- Tudor doctors had little understanding about the causes of illnesses, so often gave very strange cures to people.
- Punishments in Tudor times could be extremely severe, even for minor crimes. This included the whipping post and being burnt at the stake.
- Historians can trace the lives of over 200 people of African origin who lived in England during the Tudor period. These people did lots of different jobs, including living at the courts of Henry VIII and Elizabeth I.