



### Lawn History Curriculum



The Story of Britain



Focused History



Local History



Global Citizenship

Year	6	Topic	The Tudors
		Focus	Life in Tudor Britain: it's conflicts and legacy.
		Big Question	Roses and Royals Kings and Tyrants! Who really ruled?

Children will begin to look at how a version of history can be different depending on whose version you read or listen to. They will look at how a major key ruler in history possibly changed history forever and changed the future of rule. They will explore what life was like in Tudor Britain both socially and economically. They will look at how reform during these times has led to a way we live today. They will study in depth key social and economic changes during these times.

Prior Learning	Future Learning
<p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (Vikings Year 5)</p> <p>Describe main changes in a period of history including cultural, social, religious, political and technological changes. (Children of the Revolution Year 5)</p> <p>Examine causes and results/consequences of significant events, situations and changes and the impact on people. (Children of the Revolution Year 5)</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. (WW1 Year 5)</p>	<p>Sequence up to seven events on a time line.</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. (WW2)</p> <p>Recognise primary and secondary sources. (WW2)</p> <p>Evaluates the usefulness and accurateness of different sources of evidence. (WW2)</p> <p>Bring knowledge gathering from several sources together in a fluent account, using the most appropriate sources</p> <p>Investigate (WW2)</p>

## National Curriculum

### Beyond 1066

Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history, know how to place historical events and people from the past societies and periods in a chronological framework, know how Britain has had a major influence on the world.

### Historical Enquiry Skills

Know how to place features of historical events and people from past societies and periods in a chronological framework, know about the main events from a period of history, explaining the order of events and what happened.

## Key Vocabulary

### Historical

Societies, summarise, major influence, world history, persuade, viewpoint, propaganda, societies, summarise, hindered relationships, mono-cultural / multi-cultural society, interpretations, significant, ideologies (political, religious and cultural), birth rite, advocate, democracy, interpretation, commemorate.

### Topic Specific

apprentices, aristocracy, Armada, armour, beggars, Bosworth, bows, cannons, Catholic, colonies, craftsmen, dissolution, East India Company, execution, exploration, hawking, jousting, manuscripts, merchants, middle class, monasteries, navigation, navy, night-watchmen, nobility, pickpockets, pirates, privateers, plagues, Pope, Protestant, reformation, renaissance, smallpox, torture, tournaments, trade, treason, warfare, War of the Roses, yeomen.

## Recommended Texts & Web Links

Key Text: DK Eyewitness Tudors Treason by Berlie Doherty, The Queen's Fool by Ally Sherrick, The Tudors: Kings, Queens, Scribes and Ferrets! By Marcia Williams, Shakespeare's Globe (I Was There) by Valerie Wilding, My Friend Walter by Michael Morpurgo, What's So Special About Shakespeare? By Michael Rosen & Sarah Naylor, Eyewitness: Tudor DK

<https://www.dkfindout.com/uk/search/tudors/>  
<https://www.bbc.co.uk/programmes/b03g64r4>  
<https://www.bbc.com/bitesize/topics/zsgkwmn/resources/1>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

**What are the key periods of British history?**

- Children to revise the timeline of British history, articulating a broad overview of the key features of each era. Children should be able list the eras of British history from memory in chronological order

Place Tudors on time line and produce timeline of major events in Tudor times.

**Who won the War of the Roses? (DK 6-9)**

- Study the War of the Roses, leading to the death of Richard III at the Battle of Bosworth
- Explore the life of Henry VII and the beginning of the Tudor dynasty

Match the picture with the information about the War of the Roses. Create a talking wall to help you remember the information.

**What was life like in Tudor Britain?**

- Explore the class system of Tudor Britain, compare and contrast this to class systems of pervious eras studied (10-11)
- Study the harsh lives most of the people of Britain faced, focusing on crime and punishment; compare this to the modern day (16-17)
- Study key aspects of Tudor warfare, making comparisons with previous eras studied such as the Vikings or Roman Britain (18-19)
- Explore what childhood was like for Tudor children (26-27)
- Learn what the Tudors did for entertainment (44-45)

Imagine you are a bystander watching the War of the Roses. Take notes on what you observe.

Use historical sources and picture to say what this tells us about Henry V111.

Interview the king. Conscience Alley, should Henry be allowed to divorce Katherine?

**Who was Henry VIII?**

Learn the song of his six wives.

- Explore the character and court of Henry VIII (14-15)
- Understand his divorces and the impact this had on England's relationship with Rome (20-23)

### **What was the Reformation?**

- Study the reformation and the long-lasting impact this has had on catholic and protestant relationships (24-25)

### **Who were Mary I and Elizabeth I? (30-31; 34-35)**

- Study the life and actions of the monarch and the reasons for her name, 'Bloody Mary' (30-31)
- Study the life and actions of the queen, comparing and contrasting her with her father and older half-sister
- Explore Elizabeth's attitudes towards religious tolerance, contrasting this with previous monarchs

### **Who was William Shakespeare?**

- Study the life of the bard and familiarise children with his works

### **What was the 'Age of Exploration'? (36-37)**

- Study the voyage of John Cabot in 1497 to North America and the explorations and exploits of British privateers Francis Drake and Sir Walter Raleigh
- Study the beginnings of the East India Company

### **What was the Spanish Armada? (38-31)**

- Study the execution of Mary Queen of Scots and its link to the Spanish Armada
- Explore how the Armada was defeated

### **What was Tudor London like?**

- Explore how London changed during the Tudor era

Write a letter as if you are the pope explaining why he cannot have his divorce. (maybe try and use some Latin vocabulary).

Who lives in a house like this? Look at different houses from Tudor times and discuss who might have lived in them.

Imagine at each house a box of belongings has been found buried. What is in the box? What does it tell you about who lived there?

Two letters arrive, one from Mary and one from Elizabeth, both giving an account of Mary being sent to the Tower. Who do you believe? Why? Look at sources of letters from the time. Can you decipher them? How historically accurate are they?

Be an explorer and sail the seas to discover new lands and bring back goods.

Why did you go? Where did you go? What did you find?

Write a report to Philip 11 as to why the Spanish Armada failed.

### Enrichment

Portraits of Henry VIII  
 Battle re enactment  
 Write and perform a Shakespeare play

 <p><b>Lawn History Curriculum</b></p>  <p>The Story of Britain</p>  <p>Focused History</p>  <p>Local History</p>  <p>Global Citizenship</p>	<b>Year</b>	6	<b>Topic</b>	World War II
	<b>Focus</b>	The impact of WWII on Britain, with specific reference to the locality of Derby.		
	<b>Big Question</b>	What was the impact of WWII on British society?		
	<p>Children will understand why after WWI and the Treaty of Versailles Britain entered the second world war. They will understand what life would have been like for them as a child during WWII and how their lives would have changed. They will look at how this was a much different war from WWI but that both men and women still had very different roles to play, but that during the course of the war this changed. They will look at the impact of the war on people's roles moving forward and discuss if this was the start of big change and if it has influenced how we live today. They will investigate the impact on Derby and its significance during the war.</p>			

Prior Learning	Final Topic Learning
Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. (Vikings Year 5)	Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. (WW2)  Recognise primary and secondary sources. (WW2)

<p>Describe main changes in a period of history including cultural, social, religious, political and technological changes. (Children of the Revolution Year 5)</p> <p>Examine causes and results/consequences of significant events, situations and changes and the impact on people. (Children of the Revolution Year 5)</p> <p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. (WW1 Year 5)</p> <p>Sequence up to seven events on a time line. (Tudors Year 6)</p>	<p>Evaluates the usefulness and accurateness of different sources of evidence. (WW2)</p> <p>Bring knowledge gathering from several sources together in a fluent account, using the most appropriate sources Investigate (WW2)</p>
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### Key Vocabulary

Historical	Topic Specific
<p>Societies, summarise, major influence, world history, persuade Viewpoint, propaganda, societies, summarise, major influence, hindered relationships, mono-cultural / multi-cultural society, interpretations, significant ideologies (political, religious and cultural), birth rite, advocate, democracy, interpretation, commemorate</p>	<p>Home Guard, Battle of Britain, Blitz, Evacuation, Evacuee, Rationing, Occupation, Appeasement, VE day, society, Churchill, Hitler, Chamberlain, Treaty of Versailles, League of Nations, Anderson shelter, swastika, blackout, rations, gas mask, Nazis, fascists, communists, Phoney war, V1 and V2 bombs</p>

### Recommended Texts & Web Links

Letters from the lighthouse by Emma Carroll, DK Eyewitness: World War Two, The Usborne introduction of the Second World War book by Paul Dowswell, After the war by Tom Palmer, Once by Morris Gleitzman, The Missing: The True Story of My Family in World War II by Michael Rosen, Goodnight Mr Tom by Michelle Magorian, Carries War by Nina Bawden, The War and Freddie by Dennis Hamley, My Secret War Diary, by Flossie Albright by Marcia Williams

<https://www.bbc.co.uk/history/ww2peopleswar/stories/81/a8640281.shtml>

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/how-was-britain-able-to-stand-firm-against-the-german-threat/>

### What pupils need to know or do to be secure

Key Learning	Activities / Application of knowledge / Possible Evidence
<p><b>Why did Britain have to go to war in 1939?</b></p> <ul style="list-style-type: none"> <li>Pupils understand how the actions of Hitler threatened European peace.</li> </ul>	<p>Place the WWII on an historical time line. Look at</p>

- They understand what is meant by the term appeasement.
- They are aware of the dilemma facing Chamberlain and other appeasers.
- They can explain why Chamberlain ultimately took the decision to go to war.

**Why was it necessary for children to be evacuated and what was evacuation really like?**

- Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.
- Children will learn why specific areas of the UK, both industrial and ports, were targeted for bombing by the Germans, e.g. Derby (Rolls Royce, Coventry Hull, Portsmouth, Dover.)
- Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.
- Pupils can investigate and explain the reasons for fluctuating numbers being evacuated.
- They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.
- Pupils understand why children from Derby were evacuated and where they were evacuated to?

**How was Britain able to stand firm against the German threat?**

- Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale.
- Pupils are able to identify key features of resistance to German invasion: Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters

**How did people manage to carry on normal life during the war and how do we know?**

- Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time
- They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.
- Pupils' grasp that people making representations of the past, e.g. in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial.

the key events of WWII to be studied as a timeline.

Look at different evidence sources and decide if you think Britain was right to go to war in 1939.

Create a diamond 9 for reasons for war. Justify your placement.

Re-enact the bombing of the local area and create a debate on whether children should be evacuated or not. How could you persuade your case?

Write a letter to the family you are going to be living with explaining why you are having to leave the place you live.

Study local accounts of the war in Derby.

Look at a selection of artefacts from the war. What does this tell you about how this was such a different war from WWI

**How significant was the impact of WW2 on women?**

- The change of women's roles in society: from kitchen to men's roles. (idea 98)

**What was VE day really like and how was it celebrated in Derby?**

- Pupils can describe how VE Day was typically celebrated.
- They are aware that some families had mixed emotions.
- They can explain why depictions of VE Day parties might vary.

**Enrichment**

Derby Museum

Visit from a WWII soldier

Make a WWII plane or tank

Hold an evacuation day.

Local area visit - National Arboretum in Burton on Trent

Hold a VE celebration day.