



Key Skills Historical Areas of study: Y6/ GD	Key enquiry questions Key concepts Education, religion, empire, trade, kingdom,
<p><u>Finding Out About the Past</u> <u>(Enquiry)</u></p> <ul style="list-style-type: none"> • Select, combine and present information from more than one source. • Make a reasoned judgement about the validity of the different representations of the past. • Recognise some of the strengths and limitations in terms of archaeological evidence. • Talk about why some written sources may give a negative view or account. • Use sound evidence to support enquiry and conclusions. • Use appropriate terminology and methods to present information about the past. • Pursue historically valid enquiries including some they have framed themselves. • Create relevant, structured and evidently support accounts. • Identify how and why contrasting arguments and interpretations of the past have been constructed. 	<p>Why was the Battle of Bosworth Field a significant event in British history? How has recent discoveries changed the minds of historians about the Battle of Bosworth? Where did Henry Tudor stop in Shrewsbury on his way to the Battle of Bosworth Field?</p>
<p><u>Finding Out About the Past</u> <u>(Chronology)</u></p> <ul style="list-style-type: none"> • Compare and contrast features of historical periods identifying similarities and differences. • Describe and analyse the impact of change within and between periods in the past. • Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods. • Extend and deepen chronological knowledge and understanding of British and world history. • Analyse and evaluate the cause and effect of changes that took place in the past. • Describe the ways in which different types of historical sources are used rigorously to make historical claims. 	<p>When was the Tudor period? How did it start and end? When in English history did it take place? When in world history did it take place? What was happening elsewhere in the world?</p>

<p>Historical Events</p> <ul style="list-style-type: none"> • Describe features of past events and make links between them. • Interpret and evaluate a key historical event from more than one perspective or view point. • Support evaluations with a range of evidence from a range of sources <ul style="list-style-type: none"> • Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. • Understand and explain the reasons for, and results of, key historical events. • Support evaluations with a range of effective evidence from a range of appropriate sources. 	<p>When was the Battle of Bosworth Field? Who were involved in the Battle? Why was the Battle of Bosworth Field a significant event in English History? Why did the War of the Roses begin?</p>
<p>Lifestyles of People in the Past</p> <ul style="list-style-type: none"> • Describe and make links between a range of past societies. • Analyse and give reasons for the characteristics of a range of significant groups from the past, e.g. Ancient Egyptians, Native Americans, etc. • Describe and give reasons for the beliefs held by different societies in the past. • Compare and contrast the distinctive features of past societies. 	<p>How important was religion during the Tudors? Which buildings in Shrewsbury were built in the Tudor times? What was life like in Shrewsbury during the Tudor times? Why and when did Henry VIII dissolve the monasteries?</p>
<p>Significant Historical People</p> <ul style="list-style-type: none"> • Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. • Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods <ul style="list-style-type: none"> • Describe a significant society or issue in world history and its interconnections with other world developments. • Use appropriate evidence sources to identify how people’s lives have been shaped by people and events. 	<p>Who was Henry VII? Who was Margarett Beaufort and how did she help Henry Tudor become king? Who was Richard III? Who was Henry VIII and his wives? Who was Elizabeth I?</p>
<p>Commission; Children to create a historical report based on Tudors and Tudor Shrewsbury Team: Historians Client: Shrewsbury Council</p>	
<p>Key Vocabulary : Monarch, Kingdom, King, Queen, primogeniture, Christianity, Catholics, Protestants, conflict, battle, War of the Roses, House of Lancaster, House of York, Lancastrians, Yorkist, Shrewsbury, Henry Tudor, dissolution of the monasteries</p>	

