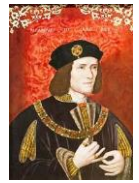


Local Study/Turning point study: Richard III – Year 5



Prior Learning

- chronology – prehistory, BC/AD and BCE/CE, timelines: Stone Age, Bronze Age, Iron Age, Romans, Anglo Saxons, Vikings (up to 1066)
- Understand some methods of historical enquiry, including how evidence is used to draw conclusions about the past (source work)
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims: artefacts and written accounts

<u>Key question and NC objective</u>		<u>Knowledge to be taught</u>
L1	<p>What was the historical time and context of Richard's reign?</p> <p>What were the Wars of the Roses and which houses were involved?</p> <p><u>LO: place an event in time and context</u></p> <p>NC: continue to develop a chronological, secure knowledge and understanding of local history.</p> <p>A study of an aspect of History or a site dating from a period beyond 1066, that is significant in the locality</p> <p>(Chronological Understanding)</p> <p>a order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>b accurately use dates and terms to describe historical events.</p>	<p>Retrieval – which time periods have you studied so far? Can you recall them in chronological order?</p> <ul style="list-style-type: none"> • Analysing and making inferences about sources • Timeline <p>Place the historical event in time and context – Plantagenet family tree, Houses of York and Lancaster, overview of Wars of the Roses</p> <p>Develop a local historical knowledge</p>
L2	<p>Who was Richard III?</p> <p><u>LO: explain who King Richard III was.</u></p> <p>NC: understand the methods of historical enquiry. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>(Historical investigation)</p> <p>a recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>c select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>d investigate their own lines of enquiry by posing</p>	<p>Retrieval - during which period did King Richard III live? What was his eldest brother called? What were his nephews called?</p> <ul style="list-style-type: none"> • Interpreting sources • Researching • Devise historically valid questions <p>Develop a knowledge of who Richard was – further facts about him and consolidate knowledge from previous lesson.</p> <p>Introduce key vocabulary such as</p>

	<p>historically valid questions to answer. (Knowledge and Understanding)</p> <p>b use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p>	<p>reign, heir, monarch, succession</p>
<p>L3</p>	<p>What are Primary and Secondary sources? How do they give us a greater understanding of who Richard was and the events that occurred? Are they reliable?</p> <p><u>LO: identify primary and secondary sources, using them to develop our understanding of the past.</u></p> <p>NC: understand how our knowledge of the past is constructed from a range of source. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>(Historical investigation)</p> <p>a recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>(Historical Interpretation)</p> <p>a find and analyse a wide range of evidence about the past;</p> <p>b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c consider different ways of checking the accuracy of interpretations of the past;</p> <p>d start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>g begin to evaluate the usefulness of different sources.</p>	<p>Retrieval - Who was Richard III? When did he reign? Who was represented by the red rose? White rose? What types of sources have you analysed in previous history units?</p> <p>Knowledge of source types, the information they could provide and whether they are reliable.</p> <ul style="list-style-type: none"> • Categorising sources into Primary and Secondary • Interpreting and analysing sources <p>Use sources to develop a knowledge of who Richard was and/or what was written about him (might not reflect who he actually was – cover bias and reliability).</p>
<p>L4</p>	<p>What happened to the Princes in the Tower? (2 lessons)</p> <p><u>LO: Draw conclusions about what happened to the Princes in the Tower.</u></p> <p>NC: construct informed responses that involve thoughtful selection and organisation of relevant historical information. Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>(Knowledge and Understanding)</p> <p>c examine causes and results of great events and the impact these had on people;</p> <p>d describe the key features of the past, including attitudes, beliefs and the everyday lives of men,</p>	<p>Retrieval - Give two examples of a primary source? Secondary source? Why do we need to think about reliability, usefulness, relevancy and whether a source is up to date? Can you remember what impartiality, vested interest and bias mean?</p> <ul style="list-style-type: none"> • Interpreting and drawing conclusions from a range of sources (both primary and secondary and showing bias,

	<p>women and children.</p> <p>e gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Presenting, Organising and Communicating)</p> <p>a know and show a good understanding of historical vocabulary including abstract terms</p> <p>b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing.</p>	<p>vested interest, etc to be discussed)</p> <ul style="list-style-type: none"> • Ask perceptive questions and think critically, weigh evidence, sift arguments and develop perspective and judgement. • Create a structured account, including written narrative and analysis. • Understanding of the mystery of the Princes in the Tower. • Knowledge of how to write a report.
L5	<p>Was Richard a good or bad king?</p> <p>LO: Draw conclusions about whether King Richard III was a good or bad king.</p> <p>NC: construct informed responses that involve thoughtful selection and organisation of relevant historical information. Discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>(Historical Interpretation)</p> <p>h find and analyse a wide range of evidence about the past;</p> <p>i use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>j consider different ways of checking the accuracy of interpretations of the past;</p> <p>k start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>f know that people in the past represent events or ideas in a way that may be to persuade others.</p>	<p>Retrieval - What positive changes did King Richard III introduce during his reign? What do you know already that might make him perceived to be a 'bad' king?</p> <ul style="list-style-type: none"> • Debate and organise evidence. • Analysing a range of sources. • Weigh evidence, sift arguments and develop perspective and judgement. • Gain deeper knowledge of other people's perspectives of Richard.
L6	<p>How did Richard's reign end? What happened at the Battle of Bosworth?</p> <p>LO: Demonstrate an understanding of how King Richard III's reign ended.</p> <p>NC: continue to develop a chronological, secure knowledge and understanding of local history. A study of an aspect of History or a site dating from a period beyond 1066, that is significant in the locality</p> <p>(Chronological Understanding)</p>	<p>Gain historical perspective within local history.</p> <p>Understand the events that occurred at the Battle of Bosworth and use this to write from the perspective of a historical figure.</p> <p>Understand how the houses joined following Richard's death and how</p>

	<p>a understand and describe in some detail the main changes to an aspect in a period in history</p>	<p>this was the beginning of the Tudor period. (Refer back to timelines)</p>
L7	<p><u>LO: demonstrate an understanding of how artefacts can help us understand the past and use evidence to draw conclusions</u></p> <p>How did King Richard III end up in a car park? How do historians and archaeologists know that it is his skeleton? What does it prove or disprove about him?</p> <p>NC: understand how our knowledge of the past is constructed from a range of source. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical investigation)</p> <p>b recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>(Historical Interpretation)</p> <p>e find and analyse a wide range of evidence about the past; f use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; g consider different ways of checking the accuracy of interpretations of the past; h start to understand the difference between primary and secondary evidence and the impact of this on reliability; I know that people in the past represent events or ideas in a way that may be to persuade others; begin to evaluate the usefulness of different sources.</p>	<p>Retrieval - Based on your research and source work, what do you know about King Richard III? When did he live? How does he tend to be portrayed? Which crime was he accused of committing? Do you think he was guilty? How did he die?</p> <ul style="list-style-type: none"> Interpreting and analysing sources Use sources to develop a knowledge of who Richard was, considering how up to date sources might contradict (and disprove) contemporary sources.

Assessment: End of unit quiz and assessment grid

	<u>Vocabulary</u>	
Tier 1	king throne battle soldier Leicestershire source imprisoned	
Tier 2	monarch monarchy chronology timeline symbolise artefacts primary source secondary source reliability hostage reign loyalty protector evidence archaeology archaeologists historians bias heir	
Tier 3	Battle of Bosworth Tudors House of York House of Plantagenet House of Lancaster succession illegitimate regent civil war regent deposed overthrown exile usurp	