



Christ the King Catholic Voluntary Academy

History Medium Term Plan



Name of Unit Richard III	NC Objectives	Big Question: Was Richard III a popular king?	Term: Lent 1 Start date: 9th January 2023
<u>Prior learning</u> <ul style="list-style-type: none">Children will have learnt about monarchs in Year 2 in relation to Queen Victoria and the Victorian eraEYFS - know that Victoria was queen in the Victorian times.Children know about the monarchy. <p>Children will have developed some understanding of chronology and artefacts.</p> <u>Cross-curricular knowledge</u> <ul style="list-style-type: none">Identify Leicester on a map (link to Geography unit on Rivers) <u>Personal experience - age appropriate</u> <p>Few</p>	<p>A local history study</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>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</p>	<p>QFLs + Resources (artefacts/pictures/etc) + Activity in class (art, research, extended write, etc)</p> <p><u>Pre unit assessment:</u> <i>Revise prior learning- tell me more</i> <i>Assess new learning/skills-</i> <i>Explore/hook-</i></p> <p><u>Lesson 1:</u> QFL: Can I understand the chronology of Richard III's life and reign?</p> <p>Resources: Powerpoint, images of Richard III, title header.</p> <p>Activity: Research & mind-map</p> <p>Skill used: Understand chronology</p> <p><u>Lesson 2:</u> QFL: Can I hypothesise why Richard III became king?</p> <p>Resources: Story of 2 brothers in the tower</p> <p>Activity: Act out brothers in the tower</p> <p>Skill used: Hypothesise, understand cause & effect</p> <p><u>Lesson 3:</u> QFL: Can I hypothesise why the Battle of Bosworth happened?</p> <p>Resources:</p> <p>Activity:</p> <ol style="list-style-type: none">As an early activity during the lesson, can you hypothesise?Children to create a brief story board of the battle of Bosworth <p>Skill used: Hypothesise</p>	<p>Knowledge - what should the children know by the end of this unit?:</p> <p>Children know Richard III reigned in the 15th Century</p> <p>Children know King Richard III's reign was only 2 years being between 1483 and 1485.</p> <p>Children know Richard III was a Yorkist.</p> <p>Children can discuss the reasons why Richard III was a contentious king.</p> <p>Children know the Battle of Bosworth was between the Yorkists and Lancastrians.</p> <p>Children know Richard III was not a son of the previous king.</p> <p>Children know Richard III predecessor was Richard's nephew, King Edward.</p> <p>Children know Richard III was accused of putting the young princes (his nephews) in the Tower of London so that he could become king.</p> <p>Children know Bosworth Battlefield is in Leicestershire.</p>

<p>- Visited Bosworth Battlefield</p> <p>- Know about Richard III's internment</p> <p>- Will know the link between Richard III and Leicester.</p> <p>Some</p> <p>- Visited the Richard III visitors centre</p> <p>Most</p> <p>- Have heard about Richard III</p> <p>- Will be able to name at least one British monarch</p> <p>- Children should know that a monarch is a leader of a country.</p> <p>Future learning -</p> <p>In year 5, children learn about people who have caused change in Leicester (significant individuals). This should be linked to this learning.</p> <p>Progression in learning about the monarch changing.</p> <p>Year 4 - knowing the history of Monarchs from the Roman era in other countries - Boudicca went to battle just like Richard III.</p>	<p>between short- and long-term timescales.</p>	<p></p> <p><u>Lesson 4: QFL: Can I understand the link between Richard III and Leicester?</u></p> <p>Resources: Powerpoint, images of areas in Leicester, video clips from University of Leicester.</p> <p>Activity: Children to clearly explain the links.</p> <p>Skill used: Cause & effect</p>	<p>Following Richard's death, Henry Tudor (VII) became king. This started the Tudor era.</p> <p>Richard III died during the Battle of Bosworth.</p> <p>Children know Richard III's remains were discovered in a car park in Leicester in 2012.</p> <p>Children know Richard III's internment took place in 2015 and is buried in Leicester Cathedral.</p> <p>Children know the remains of Richard III were discovered by archaeologists from the University of Leicester in a car park near a previous Church.</p> <p>Children know Bow Bridge, Leicester, is historically significant as a memorial for King Richard III.</p> <p>Skills used (see documents if unsure):</p> <ul style="list-style-type: none"> construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; regularly address and sometimes devise own questions to find answers about the past;
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<p>Cross curricular links:</p> <p>Geography: locating significant places on a map</p>	<p>Vocabulary (at least 5 key terms that relate to your unit)</p> <p>Monarchy Tyranny Battle Archaeology Archaeologists</p>	<p><u>Lesson 5:</u> QFL: Can I examine and interpret sources to understand where and how Richard III discovered?</p> <p>Resources: Atlases, map of Leicester city centre already printed. News report & clip</p> <p>Activity: Look at 2 different report. One from a news report, one from a news clip. What is similar, what is different. Locate car park on map. Stick in book and write how we was found underneath</p> <p>Skill used: Examine & interpret</p> <p><u>Lesson 6:</u> QFL: Can I explain Richard III's legacy in Leicester?</p> <p>Resources:</p> <p>Activity:</p> <p>Skill used: Justify opinions</p> <p>TRIP - RICHARD III CENTRE</p> <p><u>End of block assessment:</u> <i>Revise</i></p> <p>Extended piece of writing: Was Richard III a popular king? - Justify you opinion.</p>	<ul style="list-style-type: none"> • note key changes over a period of time and be able to give reasons for those changes; • use and understand appropriate historical vocabulary to communicate • present, communicate and organise ideas about the past
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