

Year 3 – Conflict and Resolution

Enquiry question: Who was in charge? Who was the most powerful in England during the reign of the Tudors

National Curriculum Objectives		Core Knowledge & Key Questions			Local links	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		<p>Who should be King?</p> <ul style="list-style-type: none"> To understand that The Wars of the Roses were a series of battles to decide between the houses of Lancaster and York who should be the king. <p>How was a resolution achieved and the wars stopped?</p> <ul style="list-style-type: none"> To be able to explain how Henry V11 united both houses by marrying Elizabeth of York and started the Tudor dynasty. <p>Who was really responsible for the death of the Princes in the Tower?</p> <ul style="list-style-type: none"> To examine the story of the Princes in the tower and to see how historians have tried to work out what really happened to them. <p>Who is in charge of the church in England?</p> <ul style="list-style-type: none"> To explain why the reformation happened in England and what happened as a result of it, both for the king and for the country. <p>What caused the conflict between the Catholics and the Protestants?</p> <ul style="list-style-type: none"> To begin to understand that the reformation didn't just happen in England but was part of something bigger happening in other parts of Europe. To also see how this religious change, caused lots of religious conflict. <p>What is Protestantism, how is it different from Catholicism?</p> <ul style="list-style-type: none"> To know what Protestantism means and how it is different from Catholicism. To understand how the intolerance and persecution of both Catholics and Protestants under successive monarchs increased. <p>Who ruled after Henry?</p> <ul style="list-style-type: none"> To begin to explore how there were many changes because the different monarchs after HenryV111 had different religious views, e.g. the books and pictures in churches. To know that many people were persecuted and killed because they had different religious beliefs. 			Loseley House was built during the Tudor times and Elizabeth the 1 st visited it on one of her royal progresses. Waverley Abbey was closed due to the dissolution of the monasteries and the stone was used to enlarge Loseley House.	
					Key Figures	Linked Texts
Prior Learning		<p>Future Learning</p> <ul style="list-style-type: none"> In Year 4 they will learn about the union of the crown under James 1 and the beginning of the Stewarts. 				
<ul style="list-style-type: none"> History - builds on children's chronological understanding of the development of the monarchy in Britain 						
Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity	
When did the dominance of the Tudor monarchs begin? What was happening in the world at that time? When did the Tudor monarchs end?	What is the same after Henry V111's reign and what is different?	What things from the Tudor times that are still relevant today? Church of England is the state Church. The wealth of the monasteries and the power of the Catholic Church was removed forever.	What were the consequences of Henry V111's desire for an heir?	Why was the establishment of the Church of England so significant?	How did the Tudor monarchs cause conflict or resolution?	

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • Wars of the Roses 1455 – 1485 • The Princes in the Tower 1483 - ? • Henry V11 wins the Battle of Bosworth Field 1485 • Henry V11 the first Tudor King 1485 – 1509 • Henry V111 becomes King 1509 – 1547 • Henry V111 divorces Catherine 1527 • Establishment of the Church of England 1534 • Henry married Anne Boleyn 1533 • Beginning of the dissolution of the monasteries 1536 • Anne Boleyn beheaded 1533 • Edward V1 becomes king in 1547 • Mary 1 becomes queen in 1553 • Elizabeth 1 becomes queen in 1558 • The end of the Tudor Monarchs 1603 	<ul style="list-style-type: none"> • Wars of the Roses • Reformation • Protestant • Catholic • Pope • Monastery • Divorce • Conflict • Resolution • Persecution • Heresy • Lancaster • York • Monarch • Succession • Victory • Defeat • Conflict • Restoration • Heir • Monarch • Succession • Conflict • Murdered • Alledged • Alibi • Suspect • Threaten • Guilty • Innocent 	<ul style="list-style-type: none"> • I can use dates and chronological terms related to the historical period I am studying. • I can name the date of significant events from the past that I have studied and place it in approximately the right place on a timeline. • I can understand that a timeline can be split into periods, (<i>e.g. recent history, early 20th century, Victorians, Tudors, Romans, Ancient civilisations (building on periods studied in previous year groups)</i>). • I can ask a variety of questions about the time period I am studying. • I can use a variety of sources to find out about the past. • I can compare the lives of people in a particular time period with our life today. • I can identify reasons for particular actions or events, and what happened as a result of this (<i>e.g. the events and impact of the reformation, or the dissolution of the monasteries</i>). • I can understand the reasons why people may have wanted to do something. •