

Learning journey	History	Medieval Monarchs	Year 5 (Spr 2 nd)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary										
<p>Previously in year 5, the pupils will have covered the Benin Kingdom.</p> <p>They learn about: Be able to give key dates</p> <p>Know how it began and why it was successful</p> <p>Know which Europeans started trading with</p> <p>Understand the Golden age and its significance</p> <p>Know the transatlantic route</p> <p>Understand why Britain wanted a closer relationship</p> <p>Before the start of the unit they will be able to:</p> <p>Describe main features associated with a period / civilisation</p> <p>Describe causes and / or consequences of an historical event</p>	<p>The children will:</p> <p>The pupils will know who, in 1066, was the rightful heir to the throne</p> <p>They will study who was responsible for the death of Thomas Becket</p> <p>They will learn about who was the worse King: Richard or John?</p> <p>The pupils will investigate in what ways was Edward I a 'great and terrible King'?</p> <p>They will study why Henry VIII initiated the English Reformation</p> <p>They will investigate whether Elizabeth I was 'weak and feeble'</p>	<p>In the Summer 2nd term the pupils will go onto study the <i>Middle East</i>.</p> <p>The pupils will learn Why is the ME important to different religions What was the OE What events led to the Arab-Israeli war in 1948 Why did they fight and how it changed the area What is the situation now Why is the ME important to different regions They will learn about</p>	<table border="1"> <tr><td>Monarch</td></tr> <tr><td>Government</td></tr> <tr><td>Democracy</td></tr> <tr><td>Crusades</td></tr> <tr><td>Domesday Book</td></tr> <tr><td>Magna Carta</td></tr> <tr><td>Feudal system (feudalism)</td></tr> <tr><td>Baron</td></tr> <tr><td>Knights</td></tr> <tr><td>Peasant</td></tr> </table>	Monarch	Government	Democracy	Crusades	Domesday Book	Magna Carta	Feudal system (feudalism)	Baron	Knights	Peasant
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NC coverage and HWJS skills development

National curriculum coverage for history

The pupils will:

Develop a chronologically secure knowledge of British and world history

Develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause, similarity, difference and significance

Construct informed responses that involve thoughtful selection and organisation of relevant historical information

Understand how our knowledge of the past is constructed from a range of sources

HWJS skills development

Chronology: The events leading up to and during the Battle of Hastings.

Characteristic features: The importance of the Domesday book

Change and continuity: The changes in Europe around religion in that period

Cause and consequence: The factors influencing Henry's desire to break with Rome

Historical enquiry: Power of the monarchy – shifts of power monarch / parliament

Knowledge organiser

Knowledge Organiser • Medieval Monarchs • Year 5		
Vocabulary		Timeline
Monarch	Another name for a king or Queen.	1040-1066 Edward the Confessor
Government	A group of people with the authority to be in charge of a country or state.	1066-1088 Harold Godwinson
Democracy	A system of government in which all adults vote for who will be in charge.	1066-1087 William I (the Conqueror)
Crusades	A series of campaigns made by Europeans to recover the Holy Land from Muslims in the 11th, 12th and 13th centuries.	1100-1102 Henry I
Commonly used	The Bill (1285) made every person living in most of England and parts of Wales.	House of York
Magna Carta	Oftenly "The Great Charter" - its document set out certain rights, protecting citizens.	1130-1134 Stephen
Feudal system (Feudalism)	A system in which people held their land in return for working and fighting for their Lord.	1140-1141 Matilda
Baron	A land owning noble land which would be worked by peasants.	House of Anjou
Knights	Warriors who would protect the barons land and fight for the King in return for land.	1154-1189 Henry II
Peasant	The poorest people in medieval England, usually farmers.	1189-1199 Richard I (The Lionheart)
		1199-1216 John
		House of Plantagenet
		1216-1272 Henry III
		1272-1307 Edward I
		1307-1327 Edward II
		1327-1377 Edward III
		1377-1399 Richard II
		House of Lancaster
		1399-1413 Henry IV
		1413-1422 Henry V
		1422-1461 Henry VI
		House of York
		1461-1470 Edward IV
		House of Lancaster
		1470-1471 Henry VI
		House of York
		1471-1483 Edward IV
		1483-1485 Edward V
		1485-1485 Richard III
		House of Tudor
		1485-1509 Henry VII
		1509-1547 Henry VIII
		1547-1553 Edward VI
		Jane
		1553-1558 Mary I (Bloody Mary)
		1558-1603 Elizabeth I
Major Monarchs		
William I (William the Conqueror)	A Norman (French) Duke who defeated English King Harold at the Battle of Hastings.	
Henry II	ruled much of France as well as England, Wales and Scotland. Responsible for the murder of Thomas Becket.	
Richard I	led a number of "Crusades" in the Middle East, spent only six months of his reign in England.	
King John	Failed to sign the Magna Carta and ended up fighting a war with the barons.	
Edward I	Reforming King who made many of laws. Great military leader who defeated the Welsh and the Scots and built lots of castles.	
Edward II	Lead King of the House of York. Rumoured to have murdered his mistress, the "Pisces" the Tower. Defeated in the Battle of Borough.	
Henry VI	Defeated Richard III in the Battle of Bosworth, the first battle in the War of the Roses. Red King of the House of York.	
Henry VIII	Separated the Church of England from the Roman Catholic Church as part of the English Reformation. Had six wives.	
Elizabeth I	Defeated the Spanish Armada and oversee the flourishing of English drama including Shakespeare and Christopher Marlowe.	

Connections / deepening understanding

English – Biography of a Tudor Monarch

Art – About an artist Holbein

RADE

Promoting social development:

Group working/collaboration

Promoting cultural development:

Developing an understanding of how our country has been shaped by incomers in the past.

Assessment

The pupils will be assessed through ongoing assessment using the retrieval practice activities at the start of each session.

By the end of the unit, the children will be able