



Learning objectives and skills

Advent Amersham Museum		Lent		Pentecost	
Tudors		Crime and Punishment		Vikings	
<p>1. To find out who the Tudors are and how they came to power</p> <ul style="list-style-type: none"> Use relevant terms and period labels <p>2. To explore the War of the Roses</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event <p>3. To describe the experiences of War of the Roses</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Examine causes and results of great events and the impact on people <p>4. To research Henry VIII</p> <ul style="list-style-type: none"> Use the library and internet for research with increasing confidence <p>5. To find out about the reformation of the church</p> <ul style="list-style-type: none"> Recall, select and organise historical information. <p>6. To learn more about Henry VIII's six wives</p> <ul style="list-style-type: none"> Select relevant sections of information Recall, select and organise historical information. 	<p>1. To develop our understanding of Tudor monarchs.</p> <ul style="list-style-type: none"> Know and sequence key events of time studied <p>2. To learn more about the Tudor queens</p> <ul style="list-style-type: none"> Use the library and internet for research with increasing confidence <p>3. To compare the reign of Mary 1st and Elizabeth 1st</p> <ul style="list-style-type: none"> Select relevant sections of information <p>4. To explore the Elizabethan era.</p> <ul style="list-style-type: none"> Communicate their knowledge and understanding. Use relevant terms and period labels <p>5. To compare fashion within the Tudor and Elizabethan eras.</p> <ul style="list-style-type: none"> Make comparisons between different times in the past Compare an aspect of life with the same aspect in another period <p>6. To compare primary and secondary resources about Tudor Amersham</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources 	<p>1. To find out what the Romans believed about crime and punishment.</p> <ul style="list-style-type: none"> Use relevant terms and period labels <p>2. #To explain how the Roman justice system has left a legacy today.</p> <ul style="list-style-type: none"> Compare life in early and late 'times' studied Communicate their knowledge and understanding. <p>3. To find out how the legal system worked in Anglo-Saxon Britain.</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels <p>4. I can compare both the modern British and Roman justice system with that of the Anglo-Saxons.</p> <ul style="list-style-type: none"> Make comparisons between different times in the past Compare an aspect of life with the same aspect in another period <p>5. To find out about different punishment methods that were popular during the Tudor period.</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event <p>6. #To compare homelessness in the Tudor period and today.</p> <ul style="list-style-type: none"> Recall, select and organise historical information. 	<p>1. To find out who Dick Turpin was based on Historical sources.</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event <p>2. To form my own opinion of Dick Turpin based on historical evidence</p> <ul style="list-style-type: none"> Offer some reasons for different versions of events Compare accounts of events from different sources – fact or fiction. <p>3. To understand the experiences of Victorian prisoners.</p> <ul style="list-style-type: none"> Communicate their knowledge and understanding. <p>4. #To describe the experience of Victorian prisoners.</p> <ul style="list-style-type: none"> Select relevant sections of information Recall, select and organise historical information. <p>5. #To compare modern methods of crime prevention and detection with what existed in the past.</p> <ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding. <p>6. To compare crime and punishment through the ages.</p> <ul style="list-style-type: none"> Compare an aspect of life with the same aspect in another period Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<p>1. To evaluate the accuracy and reliability of historical sources.</p> <ul style="list-style-type: none"> Offer some reasons for different versions of events <p>2. To consider if all Viking were 'bloodthirsty'</p> <ul style="list-style-type: none"> Use the library and internet for research with increasing confidence <p>3. To describe how Viking warriors dressed.</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event <p>4. To describe the Viking warriors' battle tactics and suggest why they are so feared.</p> <ul style="list-style-type: none"> Recall, select and organise historical information. Communicate their knowledge and understanding. <p>5. To explore when and where Viking raids happened.</p> <ul style="list-style-type: none"> Know and sequence key events of time studied <p>6. To consider how the design of longships helped the Vikings</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event 	<p>1. To explain why the Vikings came to Britain</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Examine causes and results of great events and the impact on people <p>2. To describe what archaeological evidence the Vikings left behind?</p> <ul style="list-style-type: none"> Begin to identify primary and secondary sources. Compare accounts of events from different sources – fact or fiction. <p>3. To describe what written evidence tells us about the Vikings</p> <ul style="list-style-type: none"> Offer some reasons for different versions of events Compare accounts of events from different sources – fact or fiction. <p>4. To consider if women were treated fairly in Viking society</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women. Compare an aspect of life with the same aspect in another period. <p>5. To explore the design of Viking houses.</p> <ul style="list-style-type: none"> Make comparisons between different times in the past <p>6. #To compare modern life to the life of a Viking.</p> <ul style="list-style-type: none"> Compare an aspect of life with the same aspect in another period


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#BTK and Links with other subjects

Art- Tudor roses		#BTK-Tudor homelessness, Roman punishments and Anglo-Saxon vs modern justice system	#BTK-Victorian prisons, comparing crime and punishments through the ages.		#BTK- modern life compared to Vikings Design and Technology- Build a Viking Longship
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Vocabulary

Lancastrians Yorkists Civil war Church of England Roman Catholics divorced beheaded executed	Catholic protestant executed Elizabethan Shakespeare Era doublet hose coif reliable	exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Roman, Emperor, Twelve Tables, legionaries, slave, noble, legacy. tithing, hue and cry, trial by ordeal, wergild, oath-keeper. vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, pillory, branding, execution.	Georgian, highwayman, Dick Turpin, pistol, hero, villain, accurate. Sir Robert Peel, Peelers, prison, hard labour, treadwheel, shot drill, picking oakum, the crank, silence, isolation, separation. Prevention, detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV.	Reliable	
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	I can
Chronological Understanding	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Make comparisons between different times in the past
Range and depth of historical knowledge	<ul style="list-style-type: none"> • Study different aspects of different people - differences between men and women • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period



I can

Interpretation of history

- Compare accounts of events from different sources – fact or fiction
- Offer some reasons for different versions of events

Historical Enquiry

- Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
- Select relevant sections of information
- Use the library and internet for research with increasing confidence

Organisation and communication

- Recall, select and organise historical information.
- Communicate their knowledge and understanding.