

## SIGNIFICANT EVENTS AND PEOPLE IN ENGLISH HISTORY KS1 PLANNING

**Class:**

**Term:**

**Subject: History**

**Topic: Significant events and people in English History**

<b>Differentiation and support</b>	<b>Cross curricular links</b>
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information. Research independently. Support less able peers</p>	<p>English: listening for and extracting information from videos, websites and text, justifying choices and opinions and making inferences</p> <p>Maths: dates and sorting / classifying</p> <p>Geography: finding countries on maps</p> <p>Science &amp; ICT: how technology has changed and developed over time</p> <p>Art &amp; D+T: looking at historical paintings and drawings</p> <p>PSHCE: making choices and decisions, slavery, trade, working conditions</p>

Throughout the unit, focus on the changes, the lessons to be learned, the similarities with modern life etc, rather than names, dates and facts e.g. when studying Henry VIII, the emphasis is on how his decision to make England Protestant had a massive impact on the country for hundreds of years to come, rather than on the names of his wives

W	LO	Activities	Resources	Success Criteria
1	<p>To understand why Henry VIII was famous and how he changed England</p> <p>(40 mins)</p>	<p>Intro:            Show children the portrait of King Henry VIII (without showing them or telling them any other information)            Ask them to think why this might be a portrait (a painting) rather than a photo            Explain that this man lived in the past, before photography as invented            Ask them to look at the portrait and guess if he was rich or poor, how long ago he lived and what job he might have done            Explain that he was a king of England a long time ago, around the time that Christopher Columbus was making his voyages and Spain was becoming rich and powerful            Ask children what they think a king or a queen is and what they do            Explain how kings and queens are given a number after their names to show how many kings and queens before them have had the same name e.g. Henry VIII is the eighth king called Henry            Explain that Roman numerals are used after the king or the queen's name instead of numbers            Explain that Henry VIII is a famous king from the past and that he did something that had an impact on England for the next few centuries (hundreds of years)            Watch the Horrible Histories clip about Henry VIII at <a href="http://www.youtube.com/watch?v=BdE7LyxdTAq">http://www.youtube.com/watch?v=BdE7LyxdTAq</a> (if the link does not work, Google 'Henry VIII - Horrible Histories') – explain that they didn't actually have computers and the internet in the 1500s when Henry VIII was around, the people who made the video have just done this to make it entertaining            Watch the video at <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zv2bmf">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zv2bmf</a> (if the link does not work, Google 'BBC Bitesize KS1 Who was King Henry VIII?')            Read the information text about his life, explaining each example of people getting married for political reasons rather than for love            Read through 'fill in the blanks' worksheet and answers for independent work, focusing on any tricky words to read e.g. Protestant</p> <p>Main:            Children to complete a 'fill in the blanks' worksheet about King Henry VIII, with answers given in a box            Lower ability children given the first letter of each missing word            Slower working children to work on the sheet; faster working children to work in their books            Extension: Children to use the information text / non-fiction books on the Tudors and / or <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zv2bmf">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zv2bmf</a> to make some additional notes about King Henry VIII</p> <p>Plenary:            Emphasise how massive a decision it was for Henry VIII to break away from the Catholic Church and set up his own church            Explain that the time from when Henry VII ruled is known as the Tudor times because his surname was Tudor            Watch the song about the wives of Henry VIII at <a href="http://www.youtube.com/watch?v=-fadCAHjN-s">http://www.youtube.com/watch?v=-fadCAHjN-s</a> (if the link does not work, Google 'HORRIBLE HISTORIES - The Wives of Henry VIII (Terrible Tudors)' and get children to learn the 'divorced, beheaded, died, divorced, beheaded, survived' rhyme and actions</p>	<p>Video open and ready to play</p> <p>Worksheets</p> <p>Answer boxes</p> <p>Information texts / non-fiction books with information on Henry VIII / PCs or laptops</p>	<p>MUST: remember <i>some</i> of the details of the life of Henry VIII</p> <p>SHOULD: remember <i>more</i> of the details of the life of Henry VIII</p> <p>COULD: find out some additional information about Henry VIII</p>

2	<p>To know about Elizabeth I and the Spanish Armada</p> <p>(40 mins)</p>	<p>Intro: Ask children to think, pair, share what they can remember about Henry VIII from the previous lesson Go through PowerPoint about Elizabeth I which explains that:</p> <ul style="list-style-type: none"> <li>Elizabeth was a daughter of Henry VIII and Anne Boleyn</li> <li>when Henry VIII's son Edward VI died, Lady Jane Grey became queen, but only for 9 days, after which she was executed</li> <li>Henry VIII's daughter Mary became Queen and decided to marry Prince Phillip of Spain, who was a Catholic</li> <li>Mary had her sister Elizabeth locked up in the Tower of London for 8 weeks because she thought that she was part of a plot to overthrow her, but then she let her go</li> <li>Mary died in 1558 without having a child and her sister Elizabeth became Queen Elizabeth I</li> <li>Lots of men offered to marry Elizabeth I, including Phillip of Spain, who had been married to her sister Mary (Elizabeth I never married, which was unusual for a queen in the time that she lived)</li> <li>In 1580, Francis Drake sailed around the world and attacked Spanish ships and stole Spanish gold</li> <li>In 1587, Elizabeth I had the Catholic Mary Queen of Scots executed because she was worried that people might try to make her Queen of England</li> <li>In 1588, King Phillip II of Spain sent the Armada to England to try to remove Queen Elizabeth I and make England Catholic again</li> </ul> <p>Watch the videos about the Elizabeth I and the Spanish Armada at:  <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm</a> (if the link does not work, Google 'BBC KS1 Who was Queen Elizabeth I?')  <a href="http://www.youtube.com/watch?v=7e23OnRapVg">http://www.youtube.com/watch?v=7e23OnRapVg</a> (if the link does not work, Google, 'Horrible Histories The Spanish Armada')</p> <p>Main: Children given the following, jumbled up, to sort into a table with headings of Elizabeth I and Phillip II: Elizabeth I – English, Queen, Defended England, Won the battle, Protestant, Royal Navy Phillip II – Spanish, King, Attacked England, Lost the battle, Catholic, Armada Extension: Children to find out more about Queen Elizabeth I and / or the Spanish Armada at <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zkh7bdm</a> (if the link does not work, Google 'BBC KS1 Who was Queen Elizabeth I?') or in non-fiction books</p> <p>Plenary: Children to compare their answers with a partner and discuss any differences Revise how the causes for the war were Spain and England being Catholic and Protestant and both wanting more power, land and wealth</p>	<p>Videos open and ready to play, with ads skipped and / or closed</p> <p>PowerPoint</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: correctly sort <i>some</i> of the information about Queen Elizabeth I and King Phillip II</p> <p>SHOULD: correctly sort <i>all</i> of the information about Queen Elizabeth I and King Phillip II</p> <p>COULD: find out some additional information about Queen Elizabeth I and / or the Spanish Armada</p>
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3	<p>To order the events of the Gunpowder plot</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Ask children to think, pair, share what the Spanish Armada was, some of the important people from that time and the reasons why Spain and England had this battle</p> <p>Explain that when Queen Elizabeth I died, King VI of Scotland became the king of England as well, and was then known as King James I (because he was the first king of England to be called James)</p> <p>Explain that this meant England, Scotland and Ireland all became one country – before this, they had been separate countries</p> <p>Explain that whereas Henry VIII and Elizabeth I were ‘Tudors’, King James I was a ‘Stuart’ because his surname was Stuart and he started what we call the time of the ‘Stuarts’</p> <p>Explain to children that we are going to be watching some videos that explain the events of the gunpowder plot, and that the sources of evidence e.g. the letter, the drawing of the plotters etc is real, but the person speaking is an actor and the animations were made up by someone who looked at the evidence, but was not around at the time</p> <p>Watch the video about the gunpowder plot at <a href="https://www.youtube.com/watch?v=0rXJza36lFE">https://www.youtube.com/watch?v=0rXJza36lFE</a> – bit graphic from 3 mins 7 secs to 4 mins (if the link does not work, Google ‘Guy Fawkes and Bonfire Night - Pocket History 1’) (Alternatively, for a longer version of the story of the Gunpowder plot: <a href="http://www.youtube.com/watch?v=YptNONmnXH0">http://www.youtube.com/watch?v=YptNONmnXH0</a> ((if the link does not work, Google ‘YouTube Stories from Parliament - The Gunpowder Plot Part 1’) <a href="http://www.youtube.com/watch?v=edhuXbE_nBk">http://www.youtube.com/watch?v=edhuXbE_nBk</a> (if the link does not work, Google ‘YouTube Stories from Parliament - The Gunpowder Plot Part 2’)</p> <p>Explain that before the plotters rented the cellar, they rented a room next to parliament and tried to tunnel under it to plant the gunpowder</p> <p>Explain independent work</p> <p>Main:</p> <p>Children to order the events of the gunpowder plot</p> <p>Lower ability given number in the top corner of each event; higher ability given events without any numbers on them</p> <p>Extension: Children to write a sentence or two about their favourite parts of the story</p> <p>Plenary:</p> <p>Children to compare their work with a partner, discussing any differences</p> <p>Watch the Horrible Histories clips at: <a href="https://www.youtube.com/watch?v=VX1yfqLRlrg">https://www.youtube.com/watch?v=VX1yfqLRlrg</a> (if the link does not work, Google ‘Horrible Histories - Bonfire Safety Tips with Guy Fawkes   Slimy Stuarts’) <a href="http://www.youtube.com/watch?v=fMNOYxhpOY">http://www.youtube.com/watch?v=fMNOYxhpOY</a> (if the link does not work, Google ‘Horrible Histories: Fawkes’ Thirteen’)</p>	<p>Check videos open and play OK and close and / or skip ads</p> <p>Events to cut out and stick</p> <p>Worksheets</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: correctly order <i>some</i> of the events from the gunpowder plot</p> <p>SHOULD: correctly order <i>all</i> of the events from the gunpowder plot</p> <p>COULD: describe their favourite part of the story</p>
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To access the complete [Significant Events and People in English History planning](http://www.saveteacherssundays.com/history/year-1/523/), with every resource needed for each lesson, visit:

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