








Sharnbrook Primary Knowledge Planner - History

Key Question: What were the consequences of Henry VIII wanting a male heir?

Year: 5

Disciplinary Focus: Cause and Consequence

People			
	Henry VIII King of England		
	Catherine of Aragon 1 st wife		Mary I Henry and Catherine's daughter
	Anne Boleyn 2 nd wife		Elizabeth I Henry and Anne's daughter
	Jane Seymour 3 rd wife		Edward VI Henry and Jane's son

Substantive Knowledge

Explain the key events of the Battle of Bosworth.

To know and understand how Henry VIII became king.

To explain the reasons behind Henry VIII having six wives.

To understand the cause and consequences of the English Reformation.

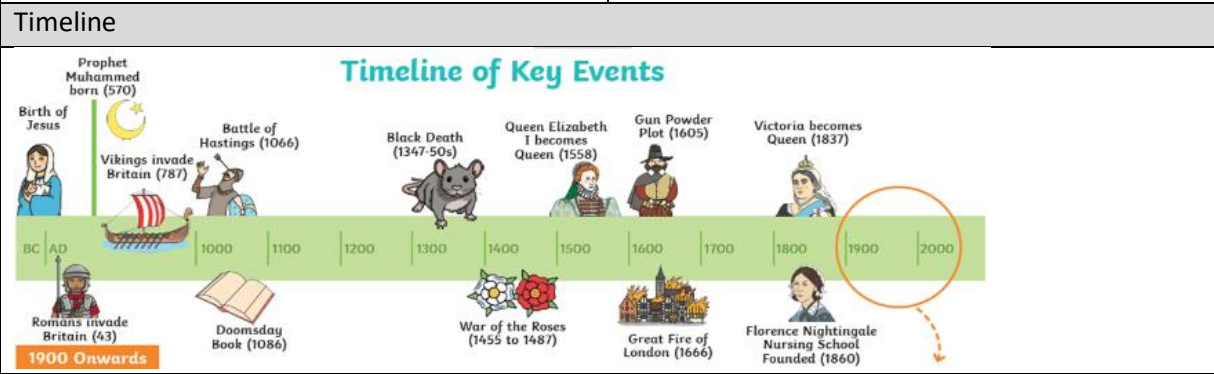
Vocabulary	
Causation	To make something happen
Consequence	What has occurred because of an event.
Catholic Church	A church with the Pope in charge.
Church of England	A protestant church with the king or queen in charge.
Christianity	A religion that believes Jesus is the Son of God
Chronology	The order in which things happen.
Court	Those who serve the king or queen.
Execution	The following through of a death sentence.
King	A male ruler of a country who usually inherits his position and rules for life.
Monarchy	A government with a single person at its head.
Pope	The person in charge of the Catholic church.

What I should already know

A king is the head of the country.
During the Gunpowder Plot the church was protestant but some people wanted it to be catholic.

Disciplinary Knowledge / How to be a historian

- Explain the reasons a male heir was so important to Henry VIII.
- To understand that not having a male heir had multiple consequences that impacted both England and wider.
- To understand that the consequences of one historical event can sometimes become the causes of another.



Sharnbrook Primary Knowledge Planner – History Year

Key Question:		Emphasis ie significance, change and continuity
What I should already know	Images / maps	Vocabulary
This should include what the children have covered previously in the tracked concepts such as power and monarchy if you are looking at that in this unit.		These should include the words you kindly highlighted on the history vocabulary list.
People		
		Disciplinary Knowledge / How to be a historian
		Include the things that you want the children exhibit in their assessment.
		Substantive Knowledge / Key knowledge
Timeline		Please include important knowledge that children will need to answer the key question.

