

# Year 2 – History – Henry VIII

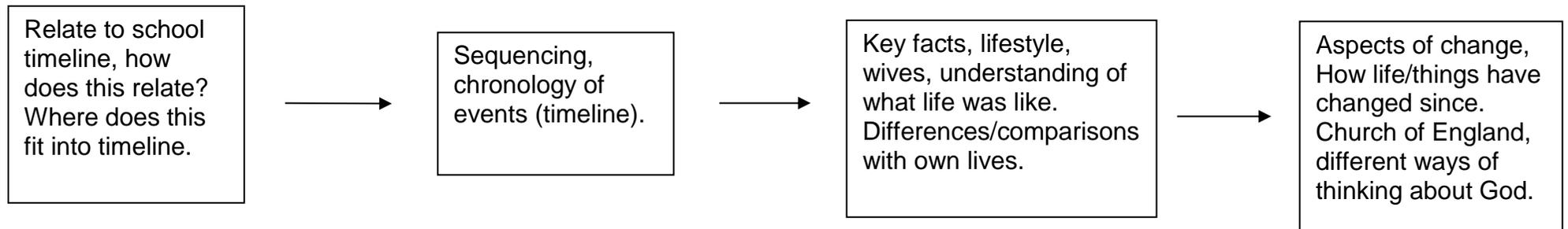
## National curriculum:

- Show awareness of the past using common words and phrases relating to the passing of time.
- They should understand some of the ways we find out about the past and identify different ways in which it is represented.
- They should ask and answer questions, choosing and using other sources to show that they know and understand key features of events.
- Pupils should be taught about significant historical events, people and places.
- Pupils should be taught about events beyond living memory that are significant nationally or globally.

## Vocabulary:

Past, present, future, era, artefacts, now, before, after, comparison, sequencing, then, timeline, specific dates, wives, King, Queen, castle, Church of England, education, ruler, jousting, banquet, fool, tutor, ruthless, illness, beheaded, divorced, survived, died, jester, guillotine, son, daughter, heir, throne, Hampton Court, prince, Greenwich Palace, Cardinal Woolsey, whipping boy, jewels, robes, fur, golden, gowns, crown, gout, tudor, stockings, garters, horses, feasts, archery, French, Latin, music, home-schooled, France, travelling, rich, monarchy.

## Snapshot overview



# Year 2 – History – Henry VIII

## History Medium Term Planning

Year Group:  
History

Term: Henry VIII

Topic:

	<b>Learning Objective</b>	<b>Input (including key questions and vocabulary)</b>
Session 1	I can use a range of sources to find out information.	Encourage the children to use the key vocabulary. Children work as historian detectives to look in a suitcase in groups. Items are shared between tables. Children go round in mini groups of 2 or 3 with clipboards to record notes and questions. Items: picture of Henry, picture of jousting, jewels, picture of Greenwich palace, toy castle, flute, tennis ball, French dictionary, quill, bottle of medicine, toy axe, picture of a banquet, goblet, plastic horse, bible, 6 rings and some key questions for children to try and answer. What does this lead you to think about this person? Feedback to class. Write questions on sugar paper. Tell children we will find out about our mystery person from the past tomorrow.

## Year 2 – History – Henry VIII

Session 2	<p>I can sequence key events over time.</p> <p>I can use a range of sources to find out information.</p>	<p>Recap what children learnt in previous lesson.</p> <p>Reveal mystery person as Henry VIII. Children recall what they have learnt in History in Year 1.</p> <p>Children place on a time line of when they think these events happened, discuss. Show the children videos and PowerPoint about Henry.</p> <p>TA to record notes on sugar paper. Compare what the children thought they knew and link to actual facts. Look at items in suitcase and discuss what they all are and their relevance.</p> <p>Children think of questions they would like to find the answers to.</p>
Session 3	<p>I can use a range of sources to find out information about Henry as a child.</p>	<p>Have a range of sources on the table for children to work in groups to find out about Henry as a child. Children record what they have learnt on sugar paper to feedback to the class. Collate information for working wall.</p>
Session 4	<p>I can use a range of sources to find out information about Henry as a king.</p>	<p>Use PowerPoints and video clips for children to record key facts about Henry's life as a king.</p> <p>Collate information for working wall.</p>
Session 5	<p>I can use a range of sources to find out information about Henry's wives.</p>	<p>Use PowerPoints and video clips for children to record key facts about Henry's wives. Collate information into a character profile for each wife for working wall.</p>

## Year 2 – History – Henry VIII

Session 6 and 7	<p>I can write in first person.</p>	<p>Support-Henry writes a letter home to Anne Boleyn from France telling her about his time there and asking about her and the baby.            Challenge- to write a reply.            Core/Extension: Children write 'A day in the life of Henry as a child and Henry as a king'.            Children use key vocabulary and information collected for working wall. Children to split into morning, afternoon and evening e.g. Henry had a banquet, went to bed in four poster bed.</p>
Session 8	<p>I can write open questions to interview Henry VIII.            I can interview Henry VIII.</p>	<p>Children write open questions to ask Henry VIII.            Hot seat Henry VIII.</p>
Session 9 and 10	<p>I can write a poster about Henry VIII.            I can write a non-chronological report about Henry VIII.</p>	<p>Nurture/Support- Poster using a heading and sub-headings. Teacher models how to use different sentence starter, extending sentences using conjunctions and organise their report into different sections using headings.            Core/Extension- Children write a report using headings and sub-headings. Teacher models how to use different sentence starter, extending sentences using conjunctions and organise their report into different sections using headings.            Discuss with the children how they can link together different facts they have learnt e.g. his childhood and his life as a king.</p>

## Year 2 – History – Henry VIII

### Impact:

All children will know who Henry VIII was

All children will know what period of time Henry VIII was alive

All children will know that Henry VIII had six wives

All children will know that Henry VIII had 3 children and he wanted a son

All children can give 3 facts about Henry VIII life as a child

All children can give 3 facts about Henry VIII life as a King