


The Marist RC Primary School	Knowledge Organiser	
Year 6, Summer : Queens – Elizabeth I	History Which queen was the most influential?	

<b>Building on and leading to?</b>	<b>Historical Enquiry</b>
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Periods of history which have come before and after the Tudor era. Tudor knowledge from Year 4 Where I can find primary and secondary sources of information. The importance of religion in history Some local historical knowledge. <b>KS3</b> – use of sources	<ul style="list-style-type: none"> <li>Understand chronology whilst securing knowledge of British, local and world history.</li> <li>Evaluate connections, contrasts and trends over time.</li> <li>Apply appropriate historical terms.</li> <li>Create questions about change, similarities and differences and their importance.</li> <li>Create informed responses that involve organisation of relevant historical information.</li> <li>Analyse and understand how our knowledge of the past is constructed from a range of sources.</li> <li>Create responses by drawing together understanding and knowledge from a range of historical periods.</li> </ul>
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<b>What will I know by the end of the unit?</b>	<b>Vocabulary</b>
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<ul style="list-style-type: none"> <li>Understand when the Tudor period was and how it fits in with world history.</li> <li>Remember changes that occurred throughout this era.</li> <li>Be able to evaluate the role of the explorers</li> <li>Know how the break with Rome effected the rulers of England</li> <li>Understand how different court life was to democracy of today</li> <li>Know that portraiture was a way to portray power and standing.</li> <li>Understand the impact of the dissolution of the monasteries.</li> <li>Understand inventions that were made during this period and reflect on those that still impact us today.</li> <li>How to compare knowledge of my life and my experiences to those of an Elizabethan.</li> </ul>	<b>discoveries</b>	Acts of finding out or learning of, for the first time
	<b>education</b>	A process of gaining knowledge and understanding through learning.
	<b>Empire</b>	A group of countries controlled by one country.
	<b>Age of Exploration</b>	A time when explorers set out to discover the new worlds leading to colonies in India and America
	<b>Dissolution</b>	The break up of the monasteries
	<b>invention</b>	The act of making something new that hasn't been done before.
	<b>monarchy</b>	A system in which a king or queen reigns in a country.
	<b>poverty</b>	The state of being very poor.
	<b>Armada</b>	A fleet of boats/navy
	<b>Queen</b>	Female monarch
	<b>reign</b>	When a king or queen reigns he/she rules a country.
	<b>Church of England</b>	Church in England after the break with Rome
	<b>Portraiture</b>	Painting of a person to convey a desired image
	<b>Sovereign</b>	One possessing supreme political power
	<b>trade</b>	The activity of buying, selling or exchanging goods or services.
	<b>Elizabethan Era</b>	The period between 1568 - 1603

Assessment task – to do a presentation outlining which queen was the most in history and their impact on our lives today using evidence and key vocabulary.

### Diagrams / Maps / Images

