

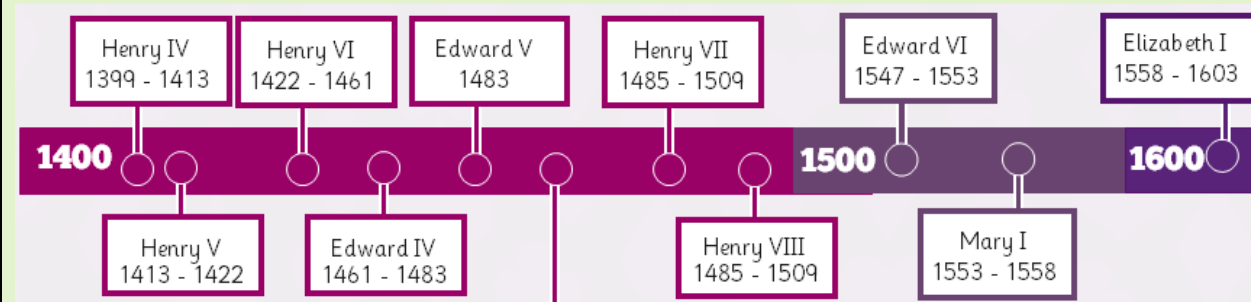


Coleman Primary School

**Key Knowledge Organiser:**

**Year 5- Spring 2**

History – Who was Richard III?



**Key Vocabulary**

<b>Protector of the Realm</b>	To be considered Head of State (like the King)
<b>Source</b>	An original source that contains important historical information
<b>Evidence</b>	A source which tends to prove or disprove something
<b>Verdict</b>	Your opinion or judgement
<b>Biased</b>	Having an unfair or unbalanced opinion
<b>Debate</b>	A formal, oral confrontation between two groups who present arguments to support opposing sides of a question
<b>For</b>	To support the argument
<b>Against</b>	To not support the argument
<b>Reliable</b>	Having a trustworthy source
<b>Non – reliable</b>	Not having a trustworthy source
<b>Archaeologist</b>	A scientist who studies the human past
<b>Hunchbacked</b>	Having a forward curve in the upper spine

**Richard III**

**1483 – 1485**

Despite only being in power for two years, over 500 years ago, Richard III remains one of the most talked about Kings. Here is one reasons why:

**The Princes in the Tower:**

When Richard’s brother, Edward IV died, his son, Edward V became King. However, as he was very young, Richard was asked to look after the country as “Protector of the realm”. Richard met the young Edward in London and arranged for him to stay at the Tower of London.

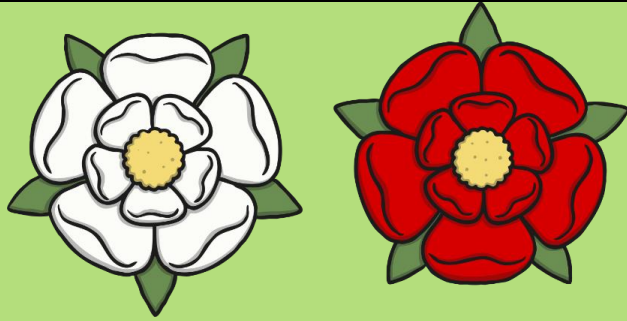
Edward’s brother later joined him there...

Here is a photograph of the skeleton of Richard III found in a car park in Leicester.



Here is a painting of “The Twins in the Tower”.

On the right is a painting of “The Battle of Bosworth”.



Richard was part of the house of York, whose family had been at war with those belonging to the House of Lancaster. This was called the 'War of the Roses', as those who sided with the York family wore a white rose and the Lancaster family wore a red rose.

In 1485, Henry Tudor, who belonged to the House of Lancaster, fought in Battle of Bosworth against Richard III in Leicestershire.

#### **Historical skills learned prior to this unit:**

- Use terms related to the period and begin to date events.
  - Identify key features and events
  - Look at the evidence available.
  - Begin to evaluate the usefulness of different sources.
  - Use evidence to build up a picture of a past event.
  - Choose relevant material to present a picture of one aspect of life in the past.
  - Ask a variety of questions.
  - Use the library/e-learning for research.
  - Work independently and in groups.
- (Year 4 skills)

#### **Historical skills learned during this unit:**

- Use relevant terms and periods labels.
  - Examine causes and results of great events and their impact on people.
  - Compare accounts of events from different sources. Fact or fiction.
  - Offer some reasons for different versions of events.
  - Begin to identify primary and secondary sources.
  - Use evidence to build up a picture of life in time studied.
  - Select relevant sections of information.
  - Confident use of library, e-learning, research.
  - Communicate and display findings in a variety of ways – including presentation and debate (Richard III debate).
  - Work independently and in groups to present historical information.
- (Year 5 skills)