### Richard III Primary Lesson Plans

With thanks to Rachael Cox (Bridge Junior School, Leicester) who ran student/parent programme and created the basis for these lesson plans.

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<th>Duration</th>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Resources</th>
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<td>1. 1.5 hours</td>
<td><strong>Introduction to Richard III</strong>&lt;br&gt;1. Understand who King Richard III was.&lt;br&gt;2. Know about Richard III’s childhood.&lt;br&gt;3. To make notes from information given. To refer to the notes to answer specific historical facts.&lt;br&gt;4. Recreate suitable decorations for a crown/hat.</td>
<td>To discuss and explore prior knowledge of King Richard III using PowerPoint presentation. (20 minutes)&lt;br&gt;To record key notes to refer to for later questions to promote the learning of historical facts. To discuss the notes made during the presentation and raise any questions. If you do not use note taking as a method, a worksheet with the key questions from below could be used to help children with this part of the lesson. (10 minutes)</td>
<td>PowerPoint – Richard III.&lt;br&gt;Templates for crowns- coloured card, sequins, and decorations from school resources.</td>
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<td>To make a crown. (30 minutes)</td>
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<td>To share the designs on the crown and talk about how the crowns could be used for role play activities. (20 minutes)</td>
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<td>To discuss what has been learnt in this session and what will be covered in the next session. (10 minutes)</td>
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**Key questions:**
- Who was Richard III?
- When did he become king, and how?
- Who were the key people at the time?
- What happened to him?
| 2. 1.5 hours | Symbols and standards  
1. Understand how families identified themselves through symbols  
2. Understand how these symbols can still be seen today in different places. | To look at the symbols used during the Wars of the Roses in pictures, architecture and writing.  
(30 minutes) | Examples of symbols from the Wars of the Roses, white rose, white boar, sun in splendour etc.  
Paper, pens and craft equipment, possibly even fabric to make flags.  
To create a symbol that represents their family.  
(30 minutes) |
| | Key questions:  
- How did symbols identify the families in the Wars of the Roses?  
- Do the symbols have special meaning?  
- What symbols have special meaning to you?  
- Explain why you have chosen those symbols to represent your family. | To discuss the symbols created and how they relate to the student’s families.  
(30 minutes) |
| 3. 1.5 hours | **The Battle of Bosworth (part 1)**  
1. Understand the reasons for the Battle of Bosworth.  
2. Know how the battle was fought and who was on each side. | **To look at historical sources to understand the reasons for the battle.**  
(20 minutes)  
**To look at maps and discover why the battle might have been fought at Bosworth Field.**  
(15 minutes)  
**To map out the battle using grid lines and co-ordinates.**  
(30 minutes)  
**To discuss the sides and look at the outcome of the battle.**  
(15 minutes)  
**To review the session and introduce the next session.**  
(10 minutes)  
**Key questions:**  
- Why was the Battle of Bosworth fought where is was?  
- Why was the Battle of Bosworth fought at all?  
- Who were the sides in the battle?  
- Who won and why do you think that was? | **List of the sources and images for use in the discussion of reasons.**  
Maps of Bosworth Field and the wider area to see where Henry Tudor marched from.  
**Grids to map the battle and use co-ordinates to describe the movements of sides.** |
| 4. 1.5 hours | **The Battle of Bosworth (part 2)**  
1. Understand how the battle was fought and understand the outcome. | To re-enact the battle using sports equipment, such as space hoppers for horses, soft javelins to represent foot soldiers, bean bags as canon and arrows. (5 minute introduction)  
To create a grid on the floor to be able to plan out the battle. (10 minutes)  
To use the plans from the previous session to perform a re-enactment of the battle. (40 minutes)  
To discuss the sides of the battle and why people changed sides and the outcome. (15 minutes)  
To review the session and confirm understanding. (20 minutes) |
| | Sports equipment, masking tape. Symbols or standards from one of the previous sessions, or a way of identifying different sides in the battle. |  |

**Key questions:**  
- Does re-enacting the battle change your opinion of who should have won?  
- What do you think Richard III could have done differently?  
- What do you think Henry Tudor could have done differently?
### Introduction to Archaeology

1. Understand the methods used in archaeology.
2. Know how archaeological methods are used to learn about the past using evidence.

To introduce archaeology as a subject and some of the techniques used, see PowerPoint. (20 minutes)

To record key notes to refer to for later questions. To discuss the notes made during the presentation and raise any questions. (10 minutes)

To ‘excavate’ boxes using tools similar to the ones used by professionals. (20 minutes)

To look at the objects that have been excavated and create a story about the people they may represent. (20 minutes)

To present a story or poem about the objects and people (in groups). (10 minutes)

To review the session and talk about what has been discovered. (10 minutes)

**Key questions:**
- How does archaeology help us understand the past?
- What kind of source does archaeology provide?
- What techniques are used in archaeological processes?

PowerPoint – Introduction to Archaeology. Plastic boxes filled with play sand with objects buried inside. Objects can be broken pottery, foreign coins, and animal bones if cleaned properly. The objects in each box should tell a story about a person. Archaeology ‘tools’ – paint brushes, small trowels, clay modeling tools.
| 6. 1.5 hours | **Family Trees and Genetics**  
1. Discover how a family tree is created in relation to Richard III’s family.  
2. Be able to create a family tree. | To introduce family trees and family relationships with particular reference to Richard III.  
(15 minutes)  
To look at how family relationships work and map them on a family tree.  
(25 minutes)  
To introduce how we inherit traits from our parents and grandparents and how this is through DNA.  
(20 minutes)  
To map family traits onto a family tree to see how genetics works in pictorial form. (20 minutes)  
To review this session and confirm understanding. (10 minutes)  
**Key questions:**  
- What does having a family tree help us to do?  
- How are genetic traits passed on through generations?  
- How does this relate to the discovery of Richard III?  
- What else might this be used for? | PowerPoint - Richard III’s family tree.  
Paper and pens to draw own family trees. |
Optional sessions for schools close enough to visit Leicester. These sessions could be transferable to other historical sites closer to your school. The concepts are transferable for other historical events.

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<td>7.</td>
<td>2 hours</td>
<td><strong>A Visit to Leicester City Centre</strong>&lt;br&gt;1. Know how to find information from displays about King Richard from different sites.&lt;br&gt;2. Be able to recognise and record key facts and information at different sites.</td>
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<td>8.</td>
<td>4.5 hours</td>
<td><strong>A Trip to Bosworth Battlefield</strong>&lt;br&gt;1. Understand the importance of historical sites (Trip to Bosworth Battlefield.)</td>
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