

Thematic Planning for Autumn Term
The Tudors: 'Chop & Change'
Year 5

Additional Requirements Prior to the Unit:

- Prepare 2 staff members to become Queen Mary and Queen Elizabeth for Hot Seating Activity (Week 8)
- Make arrangements to visit Stratford upon Avon – Week 10
- Book Educational Experience to either: Selly Manor, Tudor World & Harvington Hall – Week 11

Week 1

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use dates and terms accurately to describe events. • Place events, artefacts and historical figures on a timeline
Knowledge:	<ul style="list-style-type: none"> • Know how the British monarchy has developed over time • Know the names of key Tudors and put them in chronological order

Teacher guidance

Session outcome: Timeline of British Monarchy (including Key Figures previously studied, and figures to come)

Lesson exploration	<ul style="list-style-type: none"> • Vocabulary Starter Focus: Monarch, Reign • Prior Knowledge Recap: Show children pictures of key historical figures from previous eras of study (Egyptians, Greeks, Romans) can they remember the era these figures relate to? Create a human timeline (children to stand and hold pictures in a line) Ask children to place these in chronological order and to see if they recall dates/durations of the eras in question to begin the timeline. (Add children in holding dates to add information to timeline) Children could add to this by recalling any key events that occurred during these eras (again add in to timeline) • Show children images of monarchs they have previously studied: Queen Elizabeth II (Current Monarch), King Charles II (Great Fire of London) ... ask them to add these to the timeline. • Explain that the new era of study for this term will be the Tudors. Show children images that depict typical Tudor times with no explanation, can they predict where they think this era would fit on the timeline? Can children provide reasons for their answer? • Explain that Tudor times was a key era in for the British Monarchy ... and that will be the focus for the time line today. Have children heard of any British Monarchs? • Children to create a timeline of British Monarchs including Monarchs previously studied (King Charles II, Queen Elizabeth I) , Monarchs of present Study (King Henry V11, King Henry VIII, King Edward V1, Queen Mary 1, Queen Elizabeth I) and Monarchs of Future Study (Queen Victoria, King George V, King George V1) • Provide children with 'headshots' of Monarchs listed. Children create a timeline of British Monarchy for their books. Can be annotated to include length of reign and highlight those who reigned during the Tudor Periods.
--------------------	---



Week 2

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use dates and terms accurately to describe events • Choose reliable sources of evidence to help answer questions and give reasons for choices • Understand that no single source of evidence gives the full answer about the past
Knowledge:	<ul style="list-style-type: none"> • Know about the War of the Roses and how the Tudor dynasty began

Teacher guidance	
Session outcome: Annotated Diagram of Tudor Rose and addition of Monarchs to their previous timeline	
Lesson exploration	<p>Big question lesson: How did the Tudors earn their place on the throne?</p> <ul style="list-style-type: none"> • As the children enter the room, give them a piece of either white or red card. Explain that during the 15th Century this means that they would have belonged to a house: either York (white) or Lancaster (Red) • Separate the children into their houses and explain that currently those that have a red card, are currently ruling England. *See Teacher Script on Teams and allow children to assist in role playing the war of the roses, selecting children to be each King as they physically win and lose the crown. (You might want to take freeze frames of this and create a class story board for children to annotate to retell the story) • Once children are familiar with the events of the War of the Roses can they recall the names of the Key Monarchs and add them to their timeline of British Monarchs from the Previous Lesson • Children can they make/draw a Tudor rose, which can be annotated to include key events for each of the Houses Represented.



Week 3

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Seek out and analyse a wider range of evidence in order to justify claims about the past
Knowledge:	<ul style="list-style-type: none"> Know about the Key Historical Figures of the time: King Henry VIII

Teacher guidance

Session outcome: Analysis of Portraits of King Henry VIII

Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge Recap: True or False Game about War of the Roses Vocabulary Focus: Succession Can the children remember who succeeded King Henry V11? Explain that during Tudor Times, portraits were used to capture images instead of photographs. King Henry V111 commissioned his portraits so that he was portrayed in a certain way to the public. Show children the portraits of King Henry VIII (available on teams) and children are then to work in groups to see what they can infer about the character of King Henry V111 from the portraits and why. Create a class summary of interpretations of King Henry V111 to add to working wall. End the lesson by revealing some facts about King Henry V111 – do these match what the children had predicted? Add these on post it notes to working wall as evidence to support children’s early interpretations.
--------------------	--



Week 4

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Using literacy and computing skills to represent information Follow their lines of historical enquiry and refine lines as appropriate
Knowledge:	<ul style="list-style-type: none"> Know about Key Historical Figures of the time: Tudor Henry VIII, his wives and children Know the names of key Tudors and put in chronological order

Teacher guidance	
Session outcome: Family Tree of Henry VIII using ICT	
Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge Recap: Character Traits of King Henry VIII Vocabulary Focus: Heir Teacher to introduce concept of Family Tree by looking at their own or one of a celebrity. Children need to understand the workings of the lines to denote connections Children to gain information to populate King Henry VIII's family tree through a logic game ... e.g. My name is Anne Boleyn, I am Henry's 2nd Wife and I had one child. I married Henry in e.g. My name is Edward V1. My mum was King Henry's 3rd wife. She died of natural causes. Each clue should give the children more information to complete the family tree. Children then use ICT (www.creately.com) to create King Henry's family tree (drawing in books is an option if no access to ICT). Opportunity to learn horrible histories King Henry V111 wives song 'Divorced, Beheaded, Survived' (https://www.youtube.com/watch?v=-fadCAHjN-s) or 'Henry Henry Henry' - https://www.youtube.com/watch?v=3EGzHsye71c End of lesson: Make timeline of key Tudors from family tree knowledge



Week 5 & 6

Focus Subject(s):	Art
Skills	<ul style="list-style-type: none"> • Develop their own art in the style of an artist (focus on portraits) • Collect information, sketches and resources • Comment on artwork • Sketch (lightly) before painting • Create own artwork to replicate a style using oil crayons/charcoal • Use the quality of watercolour paint/acrylic paint to create a visually interesting piece
Knowledge:	<ul style="list-style-type: none"> • Know some of the famous artists of the time

Teacher guidance

Session outcome: Portrait

Lesson exploration	<ul style="list-style-type: none"> • See Lesley Whelan Art Planning (Available on Teams) • Big Question: Why were portraits significant in the Tudor era?
--------------------	--



Week 7

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the religious diversity of past society. Describe the main changes in a period of history
Knowledge:	<ul style="list-style-type: none"> Know about the religious Reformation

Teacher guidance	
Session outcome: Padlet created (QR code in books) and Values Question answered	
Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge: King Henry V111 wives (Two Truths and a Lie Game or Wife Bingo) Vocabulary Focus: Catholic, Protestant, Divorce, Reformation (Mix and match definition) Thinking Question: How was King Henry V111 able to have so many wives? Begin by introducing what Religion was like when Henry VIII came to the throne – Catholic beliefs on marriage (once married – for life), mass in latin etc. Explain what Religion was like at the end of Henry VIII reign – Divorce ok, mass in English <p>BBC bitesize is good for listing these > (https://www.bbc.co.uk/bitesize/guides/zrpcwHOwmn/revision/4)</p> <ul style="list-style-type: none"> Discussion with children: What are the main differences? Children go on a fact hunt around the school to understand key changes during protestant England and understand why these changes needed to be made. Upon their return, each group will be allocated with a Tudor Character and explain how these changes may have made a difference to their lives (Katherine of Aragon, King Henry V111, Priest etc.) Children create Padlet containing facts to demonstrate their knowledge of the Reformation – QR codes in book <p>Values Question: Is it ever acceptable to make changes to your faith in order to suit your own requirements?</p>



Week 8

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the religious diversity of past society Use dates and terms accurately to describe the events of the past
Knowledge:	<ul style="list-style-type: none"> Know some of the Key Historical Figures of the time: Queen Mary I and Queen Elizabeth I

Teacher guidance	
Session outcome: Factfile – Double page spread	
Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge Recap: The Reformation – Kahoot Quiz? Prior to the lesson prepare 2 members of staff to act (possibly dress up) as Queen Mary 1 and Queen Elizabeth 1 and have a knowledge of their key achievements/beliefs/laws whilst on the throne Children are to create questions (that will provide historically factual answers) to ask to the monarchs in order to find out more about them e.g. in what year did you take to the throne? Which religion were you in favour of? Etc. Children then hotseat the 2 monarchs using their questions to gain information about the monarchs Children use their findings to create a double page spread (one page per Queen) to document key facts about the monarchs and their reign

Week 9 – OPTIONAL TUDOR STUDY OF FAMOUS HISTORICAL FIGURE

Focus Subject(s):	History
Skills	<ul style="list-style-type: none">
Knowledge:	<ul style="list-style-type: none"> Know about other key figures that lived at the time and where they lived (e.g. St Thomas More, St John Fisher, William Shakespeare, Sir Walter Raleigh etc)

Teacher guidance	
Session outcome:	
Lesson exploration	Optional study upon the historical background of Tudor Figures: St John Fisher &/or St Thomas More



Week 10

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Identify continuity and change with History in the locality
Knowledge:	<ul style="list-style-type: none"> Know about other key figures that lived at the time and where they lived (William Shakespeare) Know some key places in the local area that are associated with the Tudor

Teacher guidance	
Session outcome: Visit Stratford-upon-Avon, compare and contrast activity & create a modern day map	
Lesson exploration	<ul style="list-style-type: none"> Begin by locating Stratford-upon-Avon on a map, and compare its location to that of the school Look at images of Stratford during Tudor times, and how the buildings were formed/ what places of interest were located in Stratford Visit Stratford and complete a walking tour to sites of pictures studied. Children take photographs of Stratford as it is now. Visit Shakespeare's house and photograph etc. https://www.gpsmycity.com/tours/stratford-upon-avon-tudor-history-walk-3609.html Upon return to school, compare photos to those in Tudor times and Stratford now. Can children identify any changes in the area or things that have remained from comparing historical images and modern day images they photographed themselves? Children create a map of Stratford using photographs taken aimed at tourists, to document where the key Tudor Sites of interest are located within the locality.



Week 11 – TRIP OPPORTUNITY

Focus Subject(s):	History
Skills	•
Knowledge:	<ul style="list-style-type: none"> • Know some key places in the local area that are associated with the Tudors • Know the differences between rich and poor in Tudor times • Know about health and medicine in the Tudor period

Teacher guidance
Session outcome: Visit to Selly Manor, Tudor world or Harvington Hall
Big Question: What impact did the Tudors have on life in England today?



Week 12

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the social and cultural and diversity of past society,
Knowledge:	<ul style="list-style-type: none"> Know the differences between rich and poor in Tudor times

Teacher guidance

Session outcome: Food Tasting (QR Code) and Design an Outfit

Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge Recap: Tudor Brain Dump (How many facts can they list about the Tudors in 1 minute) Explain to the children that they today they will be exploring their life as a Tudor. Have a variety of jobs on cards (jobs should separate children into rich or poor) and distribute them. Pre-set the classroom to children entering the room, have it prepared in 2 halves. One half to represent a rich lifestyle (velvet cloths, knives and forks, goblets, wine carafes, music playing) and the other to represent poor (dull cloths, no cutlery, dusty, cold etc.) Children seat themselves in the area they think best suits their profession (discussion as to why etc.) Explain that during Tudor England there was a clear divide based upon wealth and this impacted upon the way Tudors lived. Children's first task is to find an outfit to wear based on their profession. Children to google what their job family would be most likely to wear during this time period and design this as a sketch in their books. Complete a Tudor food tasting comparing rich dishes to poor dishes (PowerPoints available on Teams) Poor Dishes: Dry rye bread, vegetable soup broth thickened with oats, cheese Rich Dishes: Fruit Pastries, Wine (grape juice), meat pies, fish, white bread, honey Children to explain the major differences in taste and why this might be. Show children 3 paintings of Tudors eating (available on Powerpoint) what can the children infer about the Tudors pictured from their food choices and clothes. Children to reason their answers.
--------------------	--



Week 13

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the social and cultural diversity of past society
Knowledge:	<ul style="list-style-type: none"> Know about health and medicine in the Tudor period

Teacher guidance	
Session outcome: Horrible History Style Performance or Fact Page	
Lesson exploration	<ul style="list-style-type: none"> Prior Knowledge Recap: Tudor Menu – give the children dishes or ingredients and they have to sort them into a menu for the rich and for the poor Watch or read the Horrible History chapter on Tudor Medicine Children can then create their own Horrible History performance/song/fact page about Tudor medicine and cures Agony Aunt Column style Activity: Have letters from Sick Tudors who have written in to an ‘Agony Aunt’ style magazine column explaining their symptoms ... children then write back giving their advice on how to feel better based on Tudor cures and medicine (these could be filmed if not written)

