

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

Big Questions

1. How did the Tudors earn their place on the throne?
2. What impact did the Tudors have on life in England today? (religion – reformation, explorers, Shakespeare, Henry VIII)
3. Why were portraits significant in the Tudor era?

Values Question

Is it ever acceptable to make changes to your faith in order to suit your own requirements?

Knowledge

- Know how the British monarchy has developed over time (revisit KS1)
- Know about the War of the Roses and how the Tudor dynasty began
- Know the names of key Tudors and put in chronological order
- Know about the religious Reformation
- Know about key Historical figures of the time (e.g. King Henry VIII, Queen Mary, Queen Elizabeth, St Thomas More, St John Fisher, William Shakespeare etc.)
- 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

Vocabulary

Monarchy, heir, protestant, catholic, Reformation, renaissance, dissolution, succession, reign, divorce

Skills

History

Investigate and interpret the past

Follow their line of historical enquiry and refine lines as appropriate
 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 to questions about the past.
 Seek out and analyse a wider range of evidence in order to justify claims about the past.
 Identify continuity and change within history in the locality
 Know that no single source of evidence gives the full answer to questions about the past.



	<p>World History Describe main changes in Tudor times from medieval times (War of Roses) Describe the social, cultural and religious diversity</p> <p>Chronology Describe main changes in periods of history e.g. religious reformation Use dates and terms accurately to describe events. Place events, artefacts and historical figures on a timeline</p> <p>Communicate Historically Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy Use literacy and computing skills to represent information</p>
Art	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively Sketch (lightly) before painting to combine line and colour. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). Use the quality of oil crayons to create a visually interesting piece Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Create a colour palette based upon colours observed in the natural or built world. Combine colours, tones and tints to enhance the mood of a piece. Use a choice of techniques to depict movement, perspective, shadows and reflection.</p>
Design Technology	<p>Task: Christmas Craft – LED Christmas Card Create series and parallel circuits</p>