



The Tudors



Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. We offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

English – National Curriculum / Skills

Inspired by *Shakespeare's Macbeth and Midsummer Night's Dream*, pupils write:

- Diary entries (recounts);
- A newspaper article in a journalistic style.

Inspired by *Terry Deary's 'The Thief, the Fool and the Big Fat King'* children will write their own stories with an historical setting.

Overview

Starting with *Macbeth*, children begin with a character analysis and consider how the key characters change as the story evolves. They use this to write a diary entry as *Macbeth* with an emphasis on 'show not tell' to describe characters' actions.

They write a newspaper article reporting on recent events in the forest concerning the confusion over



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 5

Write an instructional piece of writing:

- Tudor Knot Bread instructions using recipe examples.

Identify the audience for and purpose of the writing.

Use a wide range of devices to build cohesion within and across paragraphs.

Use fronted adverbials to link paragraphs.

Ensure the consistent and correct use of tense throughout a piece of writing.

Use modal verbs; use brackets to indicate parenthesis

Consider how authors have developed characters.

Use relative clauses beginning with who, which, where, when, whose, that in the middles of sentences.

Use commas to indicate parenthesis evaluate and edit by assessing the effectiveness of their own and others' writing; use organisational and presentational devices to structure text and to guide the reader.

Use a range of sub-ordinate and co-ordinating conjunctions.

who is in love with who with a focus on using direct speech (correctly punctuated) and indirect speech. They write a story with an historical setting in the style of Terry Deary's story and focus on using creative vocabulary and expended noun phrases to describe settings and characters.

Based upon their DT project children will write a set of instructions after making their own Tudor knot bread. They will focus on organisational devices and language specific to instructional writing.

History – National Curriculum/ Skills

- A study of a theme in British History.
- Compare two or more historical periods explaining things which changed and things which stayed the same.
- Describe how crime and punishment have changed over a period of time.
- Study Christianity within the Tudor times
- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.

Overview

Children learn about what life was like in Tudor England. They learn about crime and punishment and how and why punishments and crimes have changed by comparing them with modern Britain. They learn about common crimes and why, having considered society during Tudor times, they were the most common.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 5

Nunthorpe Primary Academy

- Consider the meaning of a range of forms of religious expression, and understand why they are important in religion.
- Recognise and explain how commitment to a religion is shown in a variety of ways.
- Use specialist vocabulary in communicating my knowledge and understanding.

Linked to their religious education, children also learn about Henry VIII's impact on religion and the reasons why he made changes, look at different types of Christianity.

Continuing to compare with modern Britain, children consider how illnesses were diagnosed and treated, how and why diseases spread and how this impacted on life expectancy.

Art – National Curriculum/ Skills

- Create art using a range of materials.

Children will create an initial pencil sketch which they will then build to create a 3d collage effect by using a range of materials.

Overview

Using the Tudor Rose as their inspiration, children create a collage using a range of materials.

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
Crime and Punishment and making good choices. Recognising that we have different religious beliefs.		Macbeth- children's version. Midsummer Night's Dream - children's version. The Thief, the Fool and the Big Fat King- Terry Derry.