**Overall outcome**

Write a diary entry as a Tudor prisoner.

Write a historical narrative based on Spymaster.

Visit to Speke Hall for a Tudor day.

Interactive prison experience for children.

Write a poem for Shakespeare Week.

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**Medium Term Plan**

**Areas of learning (theme/subject)**

Literacy, History, Geography, Science

PE, Music, Art, DT, PHSCE, ICT

|  |
| --- |
| **Curriculum areas that will be covered in stand-alone units during this topic:**RE, Music,FrenchScience (Forces and Magnets)PE |



**Curriculum**

*What will we learn?*

**Children will be able to:**

* Summarise the main events from the Tudor period, using characteristics.
* Begin to understand why some Tudor people acted as they did and give reasons.
* Understand some events from Tudor times affected people’s lives today.
* Sort Tudor events into objects or groups.
* Give reasons for change through Henry VIII’s eyes with regards to reforming the church.
* Experiment when designing Tudor portraits.
* Use role play to begin to understand the actions of significant figures and following consequences.

**Hook:**Breaking News: A newdiary entry of a famous Tudor Queen will be ‘discovered’.

**Key Vocabulary:**reign, monarchy, narrative, treason, succession, divorce, Tudors, Henry VIII, wives, reformation, crime, punishment, religion, spymaster.

Reservoir

Pure

Water cycle

Water vapour

Basin

Body of water

Brook

Canal

Condensation

Evaporation

Depth

**Texts:** The Journey by Francesca Sanna, The Lion, the Witch and the Wardrobe by C.S Lewis, Spymaster by Jan Burchett & Sara Volger, A Planet Full of Plastic by Neal Layton, Shakespeare’s Plays by William Shakespeare

Visit to Speke Hall in Liverpool

Poetry writing for National Shakespeare Week.

Plastic Poetry linked to Wirral Science UnderThe Stars event.

Links with lives of refugees through work on ‘The Journey’ and understanding of this in the wider world.

Tudor houses found on the Wirral eg Thornton Hough, Hilbark and Port Sunlight.

Discussion of Royal family and Monarchy today.

* Compassion for the lives of Henry VIII’s wives and women in Tudor England.
* Empathy for lives of prisoners in Tudor times.
* Interest in gender inequality in Tudor times and today.
* Enthusiasm for Shakespeare’s work and role-play as a character.
* Realisation that there were different social structures in Tudor times.
* Curiosity about life in Tudor England.

**Connections**

*What are the connections to our curriculum past and present?*

**Connections to previous learning**

Links to significant individual which children will have studied in KS1.

Links to prior learning on timelines. making connections to other periods in history and understanding where a period lies within the entirety of our history.

**Connections to Future learning**

Educational visit to Speke Hall to experience life as a Tudor. Children will look at houses, political and religious changes and Tudor dance.

Future links with Romans topic, looking at role of rulers, women in Roman times and politics and religion.

**Creativity:**

*How will we show we understand in multiple ways? What does the Rainbow Continuum (Blooms Taxonomy) guide us to do?*

* Explore the lives of significant figures in Tudor times.
* Write diary entries from different Tudor perspectives.
* Design a Tudor rose, using clay and paint.

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* Use Tudor portraits to sketch and design their own version.
* Write a historical narrative about the life of a Tudor spy.
* Write a poem based on Shakespeare’s plays.
* Re-enact a dramatic scene from a Shakespeare play.

**Significant individuals**

Henry VIII, William Shakespeare, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katharine Howard, Katherine Parr. Mary I, Elizabeth I, Edward VI.

**Resources**

Tudor artefacts, Tudor diary entries, Spy Master book, Tudor books, costumes, pictures of Tudor Monarchs, clay, paint.

 images of the rainforest, art equipment- brushes, paints, card, rainforest sound effects, IPADS

*How has the reign of the Tudors impacted our lives today?*

**GLOBAL** [**GOAL 5: Gender Equality**](http://www.un.org/development/desa/disabilities/envision2030-goal16.html)

**GLOBAL GOAL 10: Reduced Inequalities**

**GLOBAL GOAL 15: Peace, Justice and Strong Institutions**

**Community**

*What links can we develop‘Near and Far’?*

**Compassion**

*What feelings to we wish to evoke?*