

Year 5 - Areas of Study Autumn 2 - 2024

Topic Title: Off with Her Head!
Key Question: How did the Tudor period change England?
English (Reading and Writing)
<p>Reading</p> <p>William Shakespeare is noted as being one of the greatest play writes and wordsmiths of all time. Through this unit we will look at his influence on the English language and his legacy through a careful study of an abridged play, Macbeth, and carefully selected sonnets using the VIPERS scheme of work and question structure.</p>
<p>Writing</p> <p>In writing, children will be given the opportunity to select a notable Tudor figure and, after completing some research, will write a biography outlining the significance of the figure that they have chosen. In learning about the downfall of Anne Boleyn, the children will be given the opportunity to put their persuasive skills to the test by writing a letter to Henry pleading for her life and justifying their views with what they have learned about the character. Lastly, children will be given the chance to create a non-chronological report about an aspect of Tudor life that they find interesting based on what they have studied. This could include a look at different methods of crime and punishment or leisure activities that were enjoyed by the everyday people of the period.</p>
Maths
<p>Mathematics will be taught discretely throughout this topic, following the White Rose scheme of work. Children will continue to develop their understanding of number through the study of fractions including how to compare and order fractions, identify equivalent fractions, add and subtract unit fractions and mixed numbers with the same and different denominators.</p> <p>Children will also consolidate their learning of the column method of multiplication and expand from multiplying by a single-digit number to multiplying by a two-digit number. To forge cross-curricular links, children will be reminded of the use of Roman Numerals, especially in the names of kings and queens and what this means. They will also be asked to convert key dates into Roman Numerals as they would have been during the time.</p>
Science
<p>Not delivered this half term.</p>
History
<p>The Tudor dynasty changed England from a small, obscure island to one of Europe's largest powers. They turned the tiny country into the world power it was for decades. Today, England still has a stable and powerful hand in world politics. The Tudors got their country onto the world's radar where it has stayed ever since.</p> <p>This unit will focus on in-depth studies of one of Britain's most notorious monarchs: Henry VIII and how his relationship with his six wives and the church changed British history. This study will also give children the opportunity to make</p>

comparisons between how the Tudors lived in comparison to how we live today in areas such as crime and punishment, leisure and home life. Moving on from this part of the Tudor period, children will then look at the importance of the Elizabethan period and how the 'Golden Age' of Elizabeth's reign was influenced by the Spanish Armada and the relationship with Scotland.

Geography

Through this unit, children will gain an increased awareness of the location of the major powers present in Europe during the Tudor period and how their geographical location influenced some of the historic events of the time. They will be able to compare this to modern maps of Europe and identify similarities and differences.

In addition, children will develop an increased understanding of how the United Kingdom as we call it today, is in fact, made up of three separate nations and how these nations were very different in the time of the Tudors.

They will develop an understanding of counties through an awareness of how lords and nobles were given titles and lands and how their area of influence led to the drawing of county borders in the present.

Art

The Tudor period coincided with the Renaissance period, where art developed and was celebrated and rediscovered across Europe following the Middle Ages.

Sculpture in this period was influenced by the classical sculptures of Ancient Greece and Rome and many artists were also inspired to sculpt nature. Fruits, flowers and laurels were often present in renaissance artwork and, as such, leads to the inspiration for this unit. As the national flower of England – and the symbol of the houses of York, Lancaster and Tudor – the rose is instantly recognisable by many. The symbol went on to be sculpted into the architecture of England and can still be seen in stately homes, cathedrals and churches across the country.

Using mod rock, children will sculpt the Tudor rose emblem by creating a wire sculpture and then using the plaster to create the smooth, rounded edges of the flower. The brief will be to create a sculpture which could have adorned a royal palace and celebrated the reign of the Tudor family.

Design Technology (DT)

The Tudor period was made famous by its lavish banquets and indulgence – particularly by that of Henry VIII.

The first fruit pie is recorded in the late 16th century, when Queen Elizabeth I was served cherry pie. Queen Elizabeth I was often given gifts of quince or pear pies for New Years. During the Shakespearean era, fruit pies were served hot, but others were served at room temperature, as they would be brought to the "...table more than once"

In this unit, children will research and create their own fruit pies, looking at the range available today and what ingredients could be combined to make the best pie based on market research. Children will learn how to make pastry, cut and prepare fruit and then, having baked several pies, sell these at a Tudor-themed Christmas market.

Music

The Tudor period is often linked to the discovery of the 'New World' and the rise of privateers such as Sir Francis Drake. Children will develop their understanding of what life was like on board sailing vessels of the time through a study of sea shanties which would have been sung by sailors of this period and later.

Shanties such as 'What Shall We Do with the Drunken Sailor' will be performed 'a Capella' by the children using body percussion and their voices. Children will also develop their understanding of rhythm and beat using the 'cup game' and how precision and timing helps a piece of music to flow.

Religious Education (RE)

Through this topic, the children will come to understand the importance of religion in the Tudor period and how is affected the way that people during the time acted and were treated.

Through a stand-alone analysis of modern religious practice, they will be able to place the views and beliefs that they will study into context. In this unit, Children will begin by looking at role models, rules and what they think is good behaviour. They will then move onto look at each religion's rules and beliefs and how these encourage good behaviour. For example, the children will look at the ten commandments and how these have encouraged Christians to live a 'good' life.

Physical Education (PE)

At the height of the Tudor dynasty, the royal court would host lavish tournaments and feasts to celebrate the majesty of the monarch. Henry VIII was no exception to this and enjoyed celebrating some of his favoured sports including real tennis, jousting and dancing. In this unit, children will learn to control their movements to rhythmically emulate some of these sports by combining a series of movements into a full sequence accompanied by some contemporary Tudor music. Children will also learn to control their movements by learning dances such as the Pavane, circle dances (Pinagay) and Branle, which would all have been commonplace in the banquet halls of the period. During their outside sessions, the children will focus on invasion games, particularly netball.

Computing

Historians compile information in a range of ways for people to learn more about history. One such medium is the use of the internet and websites. In this unit, children will be developing their understanding of a programming language – HTML – to encode information that they have learned about the Tudor period. They will need to consider what is appropriate content for a website and decide on who their audience is for their content. Children will develop their knowledge of how websites are designed and coded as well as some of the nuances and frustrations of debugging and coding a functioning website.

Personal, Social and Health Education (PSHE)

Throughout this unit, the children have been developing their understanding of what makes a good friend and how they can identify the traits that they covet in a good friendship. Through discussions and activities, the children will consider appropriate actions and when peer-pressure and the actions of friends can lead to negative consequences for themselves. Additionally, children will continue to explore their actions and how the actions of others affect them, including how different forms of touch can elicit a negative or

positive response and how some are inappropriate. Children will be given the opportunity to discuss their ideas and thoughts and explore what they should do if they feel they have had an experience that falls into this category.

Lastly, children explore the terminology surrounding racism, stereotyping and prejudice and look at the social and emotional effects that these have on groups and individuals. Children will explore why racism and prejudice are not tolerated in our society and how they can help to combat these views when they come against them in real life. They will create an informative video for younger children that will aim to provide an education about these issues.

Modern Foreign Languages (MFL)

Continuing to explore and develop their proficiency in the French language, in this unit the children will learn to recognise, recall and spell the seven days of the week as well as the twelve months of the year in French. They will build on their previous learning by consolidating the numbers 1-20 and will be introduced to the numbers 21-31 in French, allowing the children enough knowledge of numbers to say the date by the end of the unit.

They will also develop their skills in conversational French by learning how to ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?).

**If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.*