



Long Term and Medium-Term Planning
History And Geography Focus With Art And DT As Secondary Subjects



Term and Year: Spring Term, 2020.

Topic: Tudors – Henry VIII

Topic to focus on historical interpretation of events from different points of view and the impact of Henry VIII's marriages on our everyday life.

Teacher: S O'Neil – Year 2/3

Key question(s): Why did Henry VIII marry six times?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives	'I can...' Statement(s)	Activities
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<p>History</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. • Pupils should be taught a study of an aspect or theme in British history 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 1 – How did the Tudor's win the throne?</p>	<p>wb: 6.1.20</p> <p>LO: To create a timeline showing the beginning of the Tudor dynasty.</p> <ul style="list-style-type: none"> • I can place events in chronological order using my knowledge of times and dates. <p style="color: green;">Some of use will be able to:</p> <ul style="list-style-type: none"> • Explain who the Tudor family was and how they were able to win the crown. <p><u>Year 3 Chronological Understanding:</u></p> <ul style="list-style-type: none"> • Place events from period studied on timeline • Use terms related to the period and begin to date events 	<ol style="list-style-type: none"> 1. HOOK ACTIVITY-Maps from the battle of Bosworth, Lancaster Rose and York Rose, last will and list of heirs from Edward III, marriage contract between Margret Beaufort and Edmund Tudor, royal family tree. Explain that we are studying a history topic and allow children time to guess what the topic is. 2. Dramatic reading of a brief summary explaining how the Tudors were distant relations to the throne and were able to overthrow the House of York and take the crown. 3. Teacher to explain the importance of finding an heir to the throne to avoid any more wars and secure the Tudor legacy. 4. Children will then be provided with events on timeline cards-children to sort using chronological order. The children to then create their own timeline of significant events from the Tudor era beginning with Henry VI's victory at Bosworth and ending with Henry's final marriage to Kathryn Parr. (10 events to place) 5. Children to explain the importance of a MALE heir. <p style="color: green;">Challenge – some children will be able to explain why a female heir would not have been accepted at the time and why the kings did not want daughters.</p>
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	<p>that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2 – Who was Henry VIII?</p>	<p>wb: 6.1.20</p> <p>LO: To analyse secondary sources to investigate Henry VIII's personality.</p> <ul style="list-style-type: none"> • I can use sources of information to learn about the past. • I can explain why some sources may not be absolutely reliable (group discussion). <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Explain why sources were mostly flattering of Henry VIII. 	<ol style="list-style-type: none"> 1. Show the children some extremely obvious 'photo-shopped' pictures. As a class discuss how we can tell that these images are not reliable representations. Discuss why someone might edit their photo in such a way. 2. Teacher to model on the board analysing a portrait of Henry VIII. As a class discuss the possible reasons that this portrait may not be accurate. (Henry had absolute power and could imprison someone if they spoke out against him but more importantly, he wanted to portray himself as handsome to help him secure another wife) 3. Children to use a portrait of their choosing and create a 'Facebook' style profile of Henry VIII using the information that they have discovered about his personality when analysing his portraits. <p>Challenge-can children explain why it may have been a dangerous profession to be a painter for the royal families?</p>
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wb: 13.1.20

LO: To explain why Henry VIII created a new church.

- I can explain why Henry VIII divorced Katherine of Aragon.
- I can compare royal traditions from the Tudor era with royal traditions today.

Some of us will be able to:

- Explain how Katherine of Aragon would have felt.

Lesson 4- Why did Henry VIII divorce Katherine of Aragon?

1. Teacher to dramatically read text explaining the rumours that were spreading about why Katherine of Aragon had not given birth to a live son. (she was too old, she had been married to Henry's brother Arthur so God wasn't happy with the marriage, she must have committed a great sin, her father had insisted that a member of the York family was executed before she could come to England so she was cursed)
2. Ask the children if they can predict if these rumours are true? Discuss the validity of rumours.
3. Explain to the children that Henry VIII needed a son to take the throne when he died to carry on his legacy. It was becoming clear after 6 pregnancies and only one living girl that Katherine of Aragon would not give him the son that he needed.
4. Discuss why the Catholic church weren't happy about this and why Henry had to create a new church in order to go through with the divorce.
5. Children to create a comic strip of Henry VIII and Katherine of Aragon. Henry must state his reasons for divorce (she has only given birth to a girl and had several miscarriages and now she is too old to have a baby and he needs a male heir to secure the Tudor legacy), whereas Katherine must explain why she does not want a divorce (A devoted Catholic she does not believe in divorce and she wants to remain queen of England).
6. Teacher to show the images of Princess Kate and Prince William with their children. Discuss whether it is important for them to have boys? Show children a picture of our reigning queen Elizabeth II and discuss how the need for a male heir has evolved. Show a picture of Dianne and discuss royal acceptance of divorce.

Challenge-some children will be able to explain why it is no longer vital for a King to have a male heir.

		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 5 – Why did Henry VIII marry Anne Boleyn and Jane Seymour.</p> <p>Wb. 20.1.20</p> <p>LO: To explain why Henry VIII remarried Anne Boleyn and Jane Seymour.</p> <ul style="list-style-type: none"> • I can create a timeline of events. • I can explain why I think Jane Seymour would have been his favourite wife. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Predict whether Jane Seymour would have remained his wife or whether she would have been divorced as well? 	<ol style="list-style-type: none"> 1. Explain that Anne Boleyn had grown up in France and when she returned to England she was seen as very cool and fashionable, so Henry VIII fell in love with her. 2. Ask the children if they recognise any of these rumours? She has only given birth to a baby girl because she has done something wrong, God isn't happy because Henry VIII was married before, she is a witch. Explain that English people didn't really like Anne Boleyn and so Henry started to dislike her. 3. Just as Henry was starting to dislike her Jane Seymour was being very kind to Henry and she seemed like the complete opposite of Anne Boleyn. 4. Show children a jumbled-up timeline of events from Henry VIII and Anne Boleyn getting married to Jane Seymour and Henry VIII having Edward VI. 5. Feedback the timeline to the class and discuss the possible reasons for Jane Seymour being his favourite wife. 6. Children to answer questions on whether Jane would have been his favourite wife and why. <p>Challenge: some children may be able to explain why Jane Seymour would have survived childbirth in modern day society.</p>
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		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 6 – Why did Henry VIII not like Anne of Cleves?</p> <p>Wb. 20.1.20</p> <p>LO: To explain why royal families married each other.</p> <ul style="list-style-type: none"> I can explain why Henry VIII married a protestant princess. I can create a portrait of Anne of Cleves as Holbein painted her and as she looked to Henry. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Empathise with Anne of Cleves and explain how she felt about marrying Henry VIII. 	<ol style="list-style-type: none"> Show children what kind of “tweets” other countries would have posted about England after all of Henry VIII’s marriages. Ask children how they think Henry would have felt knowing that all of the countries were saying things like this. Children to fill in an outline using words to describe what a friend or ally should be like. (kind, nice to you, someone you can trust). Discuss whether we have written words like beautiful, pretty etc? Explain that Henry married Anne of Cleves because she was a protestant princess but that he thought she was very ugly and so he wanted to divorce her. Read children some comments Henry VIII made about her. Children to create a portrait of what Holbein (the painter) painted Anne of Cleves as and one of what they thought she actually looked like. Children to answer a question explaining why Henry VIII married Anne of Cleves even though he didn’t think she was pretty. <p>Challenge: Can you explain why Spain would have been particularly angry at England?</p>
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		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 7 – Why did Henry marry women called Katherine?</p> <p>Wb. 27.1.20</p> <p>LO: To explain why Henry VIII married Katherine Howard and Katherine Parr.</p> <ul style="list-style-type: none"> • I can explain which of Henry VIII's wives was his best match. • I can use facts and opinions to create a poster. <p>Some of us will be able to: Explain why some women would still marry Henry VIII even though he kept divorcing or beheading wives.</p>	<ol style="list-style-type: none"> 1. Explain that Henry VIII married a much younger woman called Katherine Howard because he was starting to feel old and he thought that a young bride would give him a son. 2. Explain that he felt jealous of Katherine and how young she was and lots of rumours spread and so he beheaded her. But now he needed another wife to give him a son, so he married Katherine Parr. He was starting to get annoyed with Katherine Parr but luckily for her he died before he could divorce or behead her. 3. Children to create posters as tables about each wife to present to the class. <p>Challenge: Do you think that Katherine Parr would have been divorced? Explain your answer.</p>
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		Lesson 8 – ENRICHMENT	<p style="text-align: right;"><u>30.1.20</u></p> <p>Children to visit Newcastle Castle to attend a workshop on Tudor times in the local area. This will allow them to understand what daily life was like in the Tudor period and form opinions about this. They will be able to handle artefacts and thoroughly engage with the historical content of this topic.</p> <p style="text-align: center;"><u>EVIDENCE IN FLOOR BOOK</u></p> <p>Year 3 Range and Depth of Historical Knowledge:</p> <ul style="list-style-type: none">• Use evidence to reconstruct life in time studied• Identify key features and events of time studied• Look for links and effects in time studied• Offer a reasonable explanation for some events
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		Lesson 9 – DT week	<p>wb: 3.2.20</p> <p>LO: To design and construct a Tudor house for a museum display.</p> <ul style="list-style-type: none"> • I can follow a design brief considering my audience. • I can select materials and tools. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Alter our design as we progress through the process to ensure that it still meets the design brief. 	<ol style="list-style-type: none"> 1. Children to be presented with a design brief-can they design and manufacture a Tudor house from a variety of materials? 2. Children to use research tools to investigate the design brief and decide how best to proceed. Children will then be given a range of materials and tools in order to construct their designs. 3. Once completed, children will evaluate the designs and the techniques they used in order to make improvements. 4. Finished Tudor houses will be used for display purposes in the museum display at the class assembly on the 12.2.20. <p style="text-align: center;"><u>RECORD EACH STAGE OF THE DESIGN AND CONSTRUCTION AND EVIDENCE IN FLOOR BOOK</u></p> <p>Challenge-some children will be use a variety of materials, techniques and methods to meet the design brief.</p>
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	Lesson 10 – Art week	<p>Wb. 10.2.20</p> <p>LO: To create a Tudor rose.</p> <ul style="list-style-type: none"> I can use a variety of materials to create a Tudor rose. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Use a variety of shades to create depth. 	<ol style="list-style-type: none"> Children are to be shown pictures of the Tudor rose and discuss the significance of this. Teacher to model creating the Tudor rose using card then using coloured tissue paper scrunched up to add the colours. Model how various shades of red could be used to create shadows. Finished roses will be used for display and during the presentation assembly. <p style="text-align: center;"><u>RECORD EACH STAGE OF THE CREATION AND EVIDENCE IN FLOOR BOOK</u></p> <p>Challenge-some children will be to suggest other materials that could have been used.</p>
	Class assembly	<p>wb: 10.2.20</p> <p>Children in Year 2/3 to use the class presentation slot on Thursday 12.2.20 to showcase their work and learning. The children will have prepared a presentation to share with parents, carers and the whole school.</p> <p style="text-align: center;"><u>EVIDENCE ASSEMBLY IN FLOOR BOOK</u></p>	

		Lesson 11 – Reflection Activity	<p>wb: 10.2.20</p> <ul style="list-style-type: none"> I can present an argument and support it using historical evidence. <p>Some of use will be able to: Provide a balanced argument giving evidence and reasons from all sides of a historical event/race of people in order to support and justify opinions and statements.</p>	<ol style="list-style-type: none"> Children to use their learning throughout the whole topic to answer the question: Why did Henry VIII marry six times? They will be able to use the previous work in their book as a reference to add facts to their arguments. Children must present their arguments and focus specifically on the use of viewpoints, bias and perspective. Children to be able to decide on the format of their recording (poster, written argument, leaflet) <p>Challenge: Some children will be able to consider all sides of a debate and use specific historical evidence to support and justify their conclusions.</p>
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