

Foundation Subject Medium Term Planning

Subject: History	Concept/Theme Religion Key Figures Innovation	Year Group: Year 5	Term: Spring 1
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<p>Vocabulary:</p> <table border="1"> <tr> <td style="width: 15%;">behead</td> <td>Cut off the head of someone, especially as a form of execution.</td> </tr> <tr> <td>Catholic</td> <td>A religion meaning 'universal'.</td> </tr> <tr> <td>Protestant</td> <td>A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church.</td> </tr> <tr> <td>society</td> <td>An organization or club formed for a particular purpose or activity.</td> </tr> <tr> <td>reformation</td> <td>Action or process of reforming an institution or practice.</td> </tr> <tr> <td>era</td> <td>A long and distinct period of history.</td> </tr> <tr> <td>medicine</td> <td>The science or practice of the diagnosis, treatment, and prevention of disease.</td> </tr> <tr> <td>punishment</td> <td>A penalty inflicted as retribution for an offence.</td> </tr> <tr> <td>Parliament</td> <td>The highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.</td> </tr> <tr> <td>monarch</td> <td>A sovereign head of state, especially a king, queen, or emperor.</td> </tr> </table>	behead	Cut off the head of someone, especially as a form of execution.	Catholic	A religion meaning 'universal'.	Protestant	A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church.	society	An organization or club formed for a particular purpose or activity.	reformation	Action or process of reforming an institution or practice.	era	A long and distinct period of history.	medicine	The science or practice of the diagnosis, treatment, and prevention of disease.	punishment	A penalty inflicted as retribution for an offence.	Parliament	The highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons.	monarch	A sovereign head of state, especially a king, queen, or emperor.	<p>End of Unit Milestones:</p> <ul style="list-style-type: none"> • I know key figures from the Tudor period and why they were important. • I know reasons why Henry VIII established the Church of England. • I know Henry VIII's wives. • I know what poor people did for work and play. • I know which medicines were used to cure illnesses. • I know about the crimes and punishments that were used in the Tudor times. • I know why punishments have changed.
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<p>Prior Learning: Year Term:</p>	<p>Future Learning: Year ? : ? Term (milestones from the next unit of work this links to – reference the year group and term)</p>
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Foundation Subject Medium Term Planning

Week One	
<p>Objective: To identify key facts and contextual information about important people living in the Tudor Era.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can plot specific dates and eras on a timeline. ● I can describe why people were key figures. ● I can describe why religion was important in the Tudor era.
Learning And Teaching	
<p>Encourage the use of key vocabulary: monarch, Protestant, Catholic, reformation Start the lesson by looking at the timeline.</p> <p>Plot the Tudor period, alongside previous history from the infants about the Tudor period. Add in Y4 and previous Y5 dates too.</p> <p>Key questions: How many years did the Tudor period last? How long ago was that? What was life like back then?</p> <p>Watch overview video of The Tudors. https://www.youtube.com/watch?v=XODjbgZi9yE</p> <p>Listen to the Henry VIII and Elizabeth I audios. Whilst listening to audios note take about the important figures and other information that interests them.</p> <p>After listening to each ask key question: Who are the most important figures during the reign of Henry VIII? (Wives in order of appearance; Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr. Children; Mary, Edward, Elizabeth. Others; Cardinal Wolsey, Thomas More.)</p> <p>Discuss the word 'Protestant'. (The word protestant is a word describing groups within the Christian religion that 'protest' against the idea that Christian churches have to follow the instructions of the Pope, the leader of the Catholic church in Rome.)</p>	<p style="text-align: center;">Outcomes <i>(what is in books, any computing/photo/video evidence etc and where it is to be saved)</i></p> <p>Activity: Timeline in books with The Tudors, plus previous times learned in Year 1, 2, 4 and Year 5.</p> <p>Make notes throughout the audio clips.</p> <p>Create a 'Who's Who' for three important Tudor figures using sub headings along with the dates of when they born/died. Reasons why they were important figures. Use key vocab catholic, protestant, society, era, monarch</p> <p>Once complete, children to go around the</p>

Foundation Subject Medium Term Planning

<p>Key question: Why do you think religion is important to the Kings and Queens in the Tudor era? (The churches owned a lot of land and collected taxes of their own. This meant they had a great deal of power and influence.)</p> <p>Model writing: <u>Henry VII</u> Was originally called Henry Tudor. Won the throne from Richard III in the battle at Bosworth in 1485. His son became King Henry VIII.</p> <p><u>Henry VIII</u> Started the Church of England. Married six times to try to get a male heir to the throne. Was famous for being handsome and skillful when he was young. Ruled for.....</p> <p><u>Cardinal Wolsey</u> Worked for Henry VIII. Failed to get Henry a divorce from Catherine of Aragon. Built Hampton Court Palace, which Henry VIII took for himself.</p> <p><u>Subject knowledge</u> <i>1495 - Henry VII opens a three-arched stone bridge over the River Mersey</i></p>	<p>classroom and share facts with one another. (See plan for model writing)</p> <p>Children need to add in why religions was important as part of this task.</p> <p>Pupils working at a greater depth level: Order from most important key figure – explanations should detail in depth why.</p>
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Foundation Subject Medium Term Planning

Week Two	
<p>Objective: To understand how and why laws and punishments change over time.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can explain how laws and punishments change over time. • I can give valid reasons why some laws change and some remain the same. • I understand why different groups in society view laws in a variety of ways.
<p>Learning And Teaching</p>	
<p>Encourage the use of key vocabulary: punishment, Parliament, society, behead Display your class or school rules. Key questions: Can you describe what our class/school would be like without rules? (Lack of stability, no boundaries, problems getting things done.) What happens if we break the rules? Show video of Henry beheading - https://www.youtube.com/watch?v=rTdTDCRKvvM Discuss how you have incentives/rewards for keeping to the rules in your class and school. Explain how the school or class is the same as our society, and the importance of rules and punishments to make our country/school a safe and good place to live. Explain what laws, crimes and punishments are. Make links with British values and how the rules help to preserve our rights and freedom. Explain that rules change over time. Watch video on link and read the information about Crime and Punishment in Tudor times from the BBC. Children to make notes. https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/z26w4xs Display some of the crimes in Tudor times and the punishments for breaking the rules. Key questions: Why do you think the rules and punishments have changed? Are there any that have stayed the same? If so, why? Explain that we do not believe anymore that physical punishment will rehabilitate a criminal.</p>	<p style="text-align: center;">Outcomes (what is in books, any computing/photo/video evidence etc and where it is to be saved)</p> <p>Activity: Create an old/coffee stained poster about the crime and punishment in the Tudor times .</p> <p>Children to create this poster from the point of view of Oliver Cromwell warning people about the laws/rules.</p> <p>In books write why laws and punishments have changed using historically factual language and reasoning.</p>

Foundation Subject Medium Term Planning

Give children the crime cards and ask the children to sort the cards into those that are still considered crimes today and those that are not. (Reveal answers)

Now group the crimes under three headings: crimes against property, people and authority (the government). Show children the Punishment cards and explain some of the terms.

Key questions: **Which ones are still considered to be crimes today? Why?**

What has happened to some of the other crimes?

Why have these changed or disappeared?

(An example would be highway robbery – a modern equivalent might be carjacking.)

Explain that sometimes, people are asked to keep to rules that they do not always believe are right, and are unpopular.

Share the example of not being allowed to celebrate Christmas which was a law in place from 1644 to 1660 while Oliver Cromwell was in power; it banned celebrating Christmas, including attending church services.

Key question: **Which of these punishments are used in Britain today?**

Why do we no longer use the other punishments?

(Out of the seven punishments, only imprisonment and fines are still used in Britain today. Children should begin to understand that our views on what punishments are meant to achieve have changed. We no longer believe that humiliating someone or physically harming them will have an impact; we think this is inhumane.)

Recap why attitudes on crime and acceptable punishments have changed over time .

(e.g. the views of the government, the work of individuals/campaigns, new ideas and beliefs, war, religion).

Use this for the plenary or for homework - share image of the statue of Oliver Cromwell that is in Warrington. This was the first time that Parliament ruled over the country, rather than the King. More information on link.

<https://www.bbc.co.uk/bitesize/guides/z8vdmp3/revision/1>

Subject knowledge:

<https://www.bbc.co.uk/bitesize/guides/z8vdmp3/revision/1> Oliver Cromwell he also banned theatres - links with William Shakespeare.

Criminals

Punishments were harsh and brutal:

- *stealing anything worth over one shilling (5 pence), was punished by hanging*
- *poisoners were boiled alive*
- *a gossip was put in a scold's bridle, which was like a metal cage that went over the head*

Pupils working at a greater depth level:

Foundation Subject Medium Term Planning

<ul style="list-style-type: none"> · <i>beggars were whipped through the streets</i> · <i>anyone unemployed for three days was termed a vagrant and could be branded with a 'V' The Poor Laws</i> <i>In the reign of <u>Henry VIII</u>, a number of laws were passed to try to prevent beggars, also known as vagrants, but they simply involved punishing poor people.</i> <i>Elizabeth passed Poor Laws in 1597 and 1601, which said that:</i> · <i>Each parish had to look after its own poor. If anyone was found without money, he was sent back to his own village. If he did not return to his own village, he was flogged.</i> · <i>In each parish, Overseers for the Poor collected a tax called the Poor Rate. They could use this to buy tools and materials for the poor to work and to see that pauper children were apprenticed to learn a trade.</i> · <i>Anybody who refused to work was punished.</i> <i>These laws remained in force for more than 200 years.</i> <i>There was no welfare state in Tudor and Stuart England. If you lost your job or grew too ill or old to work, you had three options: beg, steal,starve.</i> 	
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Week Three

<p>Objective: To learn how and why Henry VIII established the Church of England.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can identify the problems King Henry VIII faced in 1533. ● I can explain the most important reasons that Henry established the Church of England.
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<p>Learning And Teaching</p>	<p>Outcomes (what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>
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Foundation Subject Medium Term Planning

<p>Encourage the use of key vocabulary: reformation, monarch, protestant, Catholic</p> <p>Recap what the children know about Henry VIII from previous lesson and discuss how religious he was. Show a sterling coin and ask: What evidence of Henry's religious commitment can you find on a coin today?</p> <p>(The initials FD on all coins today are the Latin shortening of the title.) Why might the phrase 'Defender of the Faith' still be important to have on coins today?</p> <p>Share videos and make notes about why Henry VIII fell out with the Pope. https://www.facebook.com/watch/?v=918181095291510</p> <p>As a class, sort the 'English Reformation' into a diamond shape and prioritize them in order of importance of them causing the Reformation.</p>	<p>Activity: Activity:</p> <p>Create a Venn diagram as in the presentation for reasons why Henry broke from the church.</p> <p>Use the presentation slide handouts to order the reasons why Henry VII broke with Rome and established the Church of England – produce a diamond shape to prioritise the most to least important. paragraph underneath explaining choices using the key vocabulary.</p> <p>Pupils working at a greater depth level: Answer following question with reasons: Which category was the most significant for Henry?</p>
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Foundation Subject Medium Term Planning

Week Four	
<p>Objective: To understand to what extent Tudor medicine was effective.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can describe how Tudors cured illnesses using different medicines. • I can how effective illnesses were treated.
<p>Learning And Teaching</p>	<p>Outcomes (what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>
<p>Encourage the use of key vocabulary: medicine Start with key question and ask children to predict: How do you think the Tudors cured illnesses? Do you think it the same as we cure illnesses now? What types of cures do we have today? Share ideas and discuss what we use for medicine and how we care for ill people today.</p> <p>Watch Horrible Histories Tudor Paramedics and make notes about the solutions to cure the woman's fainting/illness. https://www.youtube.com/watch?v=U2-VFJxWw_I</p> <p>Key questions: Were any of the Tudor people in the video qualified to treat illnesses? If so, which ones and why? https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkqyhbK On website above there is an audio clip available titled 'A poor man's medicine' listen to this to give the children ideas of what is like in the Tudor times.</p> <p>Play the quiz (powerpoint on G drive) and make notes about the Tudor cures. Key question: Would any of these have been effective? Prepare samples of herbs that were used in Tudor times – let the children look, touch and smell these. Also show children modern day medicine packaging so that they can compare with the Tudor medicines. Key questions: Can the children name herbs? Do they know if these are used today?</p>	<p>Activity:</p> <p>Make notes about the solutions from HH video.</p> <p>Twitter evidence - Photos of children looking, touching and smelling herbs.</p> <p>Group activity - match herbs and illnesses- Take photo on iPad and glue photo in books.</p> <p>Children to write about the medicines that were used in Tudor times, using key information and vocabulary from the resources and compare it with what is used today.</p>

Foundation Subject Medium Term Planning

<p>Share what is used today. Provide children with info sheet about herbs and illnesses and in groups ask them to match the herbs to the illness.</p>	<p>Pupils working at a greater depth level: Make links by answering an additional question: Did the Tudors teach today's doctors and nurses anything about medicine?</p>
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Week Five	
<p>Objective: To understand how ordinary people lived during the Tudor era.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I know the jobs of rich people. • I know the jobs of poor people.
<p style="text-align: center;">Learning And Teaching</p>	<p style="text-align: center;">Outcomes (what is in books, any computing/photo/video evidence etc and where it is to be saved)</p>
<p>Encourage the use of key vocabulary: era, society Start by discussing: If you had lots of money 400-500 years ago, what could you buy? What is luxurious to a person in Tudor times? (Land ownership, jewellery, servants.) What luxuries were not available? (Electronic devices, flushing toilets, powered transport etc.) Listen to the audio clip 'Rich and Poor' and make notes about the jobs that were done by the rich and poor.</p>	<p>Make notes throughout audio clips.</p> <p>For the main activity children to write key factual new knowledge using headings of :</p>

Foundation Subject Medium Term Planning

<p>(Moat cleaner, Cook, Tailor, Schoolchild, Schoolmaster, Marriageable daughter, Helping at home, Barber as physician, dentist and surgeon to the poor.)</p> <p>Key question: What machines help us with jobs and activities nowadays that were not available during the Tudor era?</p> <p>(Vacuum cleaner, games machines, washing machines, dishwashers, tractors, powered transport, computers, etc.)</p> <p>Listen to the audio clip 'Work and Play' and make notes about the jobs and activities that Tudor people could take part in.</p> <p>(Food taster, Gong farmer, Whipping boy, Seagoing explorer, Ships boy, Shepherd, Factory worker, Workhouse, Playwright.)</p> <p>Children to factual historical information on key jobs from the list.</p>	<p>Rich and sub headings work and play.</p> <p>Main heading poor, sub headings work and play.</p> <p>jobs – 2 rich/poor jobs, 2 poor jobs. 2 rich/poor play description.</p> <p>Writing should be high standards writing of historical facts.</p> <p>Children will research to find out about the jobs and activities in Tudor times.</p> <p>Pupils working at a greater depth level: Detailed explanations.</p>
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Week Six	
<p>Objective: To present historical knowledge, vocabulary and facts about the Tudors.</p>	<p>Success Criteria:</p> <ul style="list-style-type: none"> ● I can use new historical knowledge to create an informative and detailed piece of work. ● I can use historical vocabulary. ● I can use factual information about the Tudors.

Foundation Subject Medium Term Planning

Learning And Teaching	Outcomes (what is in books, any computing/photo/video evidence etc and where it is to be saved)
<p>Encourage the use of key vocabulary: catholic, protestant, society, reformation, era, medicine, punishment, Parliament, monarch</p> <p>Children to create a double page spread of all the new knowledge they have acquired throughout the topic. See example pages below.</p> <p>Provide children with a WAGOLL/model how they should set out the double page spread in their book so that is presented well.</p>	<p>Activity:</p> <p>In books, children to create a double page spread of the new knowledge they have acquired. (No colouring/colour zig zagging etc though!)</p> <p>Children to use knowledge organizer to ensure that all key vocabulary is used correctly.</p> <p>The double page spread should include:</p> <ul style="list-style-type: none"> - A title (children to come up with their own – eg. Tremendous Tudors, Terrific Tudors) this can be in the middle/top of the page. - Sub-headings

Foundation Subject Medium Term Planning

	<p>for each of the 5 lessons, including Henry VIII and his wives.</p> <ul style="list-style-type: none">- Illustrations with labels.- Including local links with Oliver Cromwell. <p>Ensure that children look back at their work from previous weeks to include their learning from the full topic and all of the key vocabulary.</p> <p>Pupils working at a greater depth level: Children to compare their lives today with the life of the Tudors - Did the Tudors make an impact on life today?</p>
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