

<p>Starting point: Children go back in time and meet a Tudor peasant. They learn about the wars of the roses, followed by preparing and participating in a re-enactment of the Battle of Bosworth. <i>English: Shakespeare 'Romeo and Juliet'-style story and Discussion Text.</i></p>	<p>VALUES: Independence- Identifying relevant information from historical sources. Team Work- Working together to re-enact Battle of Bosworth; class discussion and debate, ICT stop motion, <i>performing a Shakespeare play</i> Resilience- Learning about tricky succession ideas, using charcoal to sketch, Creativity- Designing and creating Tudor weapons and flags, storyboarding Tudor punishments; using different mediums in art. Challenge- Do you think Henry VIII was a man or monster? How do you know a source is a reliable? British Values: Tolerance of those of different faiths / Rule of Law Britain and the wider world in Tudor times: To study the everyday lives of men, women and children from different sections of society.</p>	<p>Subject areas/cross curricular links: Art Design and Technology ICT RE <i>English: Shakespeare</i> History</p>
<p>MOTIVATION: Children will be motivated through a hook, involving a re-enactment of the Battle of Bosworth. They will learn about crime and punishment by comparing the Tudor justice system to today. They will use stop frame animation to record a Tudor style execution. They will understand that there is evidence of Tudors locally and have a school trip opportunity to Portsmouth Naval base to see the Mary Rose. The Tudor peasant will lead questioning throughout the topic.</p>		
<p>What the children want to know: Who was Henry VIII? Why the Tudors were important? What impact they had on modern day England? Were they in Portsmouth?</p>		
<p>End product: <i>Children will invite the parents in to see their work. They will show the play they have performed, and the stop-cam animations of the Spanish Armada. They will also quiz their parents with their Tudor Quiz game, and show them their marzipan fruits.</i></p>		

Topic: Terrible Tudors**Year group: 5****Term: Spring**

<p>R.E. (See unit plan) BV=Tolerance of those of different faiths <i>(Chinese New Year: January / February)</i> <u>Spring 1 Concept: Worship</u> (Link to churches / worship during topic) 5 Pillars of Islam Explain how worship is expressed by Muslims through the Five Pillars of Islam Express a personal response to worship in their own experience <u>Spring 2 Concept: Symbols / The Empty Cross</u> Explain the meaning of 'symbol' Explain the biblical story that illustrates Jesus' resurrection and explain how the Empty Cross is a symbol of resurrection for Christians</p>	<p>SEAL/PSHE/Citizenship: BV=Democracy <u>Spring 1: Me and Making a Positive Contribution</u> To give examples of basic human needs and the link between these needs and basic human rights. To contribute to a simple debate on rights issues. <u>Spring 2 : Me and My Healthy Lifestyle</u> To identify and prioritise what is needed in order to keep bodies healthy. To describe what can be done to help inner and outer defence systems work properly to keep healthy. Growth mindset</p>	<p>Music / Dance: Musical Showcase 'Djembe / Steel Pans / Stomp / Dance'</p>
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Topic: Terrible Tudors Year group:5 Term: Spring (Subject Skills and Values)

VALUES – How/when will these be taught?
Independence- Identifying relevant information from historical sources.
Team Work- Working together to re-enact Battle of Bosworth; class discussion and debate, ICT stop motion, **performing a Shakespeare play**
Resilience- Learning about tricky succession ideas, using charcoal to sketch,
Creativity- Designing and creating Tudor weapons and flags, storyboarding Tudor punishments; using different

Subject skills:

History

Pupils will be taught to:

- place periods of time within history
- explain how people's lives have shaped Britain and the wider world describing aspects of social history in Tudor times
- find similarities and differences between historical accounts
- describe aspects of religious change in Tudor times
- explain the changing power of monarchs

Britain and the wider world in Tudor times:

- To study the everyday lives of men, women and children from different sections of society.

Science:**Pupils will be taught to:**

<p>mediums in art. Challenge- Do you think Henry VIII was a man or monster? How do you know a source is a reliable?</p>	<ul style="list-style-type: none"> • name the 7 processes that all living organisms can perform • understand that micro-organisms are living creatures and can be good or bad for your health • carry out an experiment and record the results <p>Art: Pupils will be taught to:</p> <ul style="list-style-type: none"> • learn about artist in history • use techniques from the past to design and create a portrait • develop and improve my drawing and painting through close observation • use a variety of materials and processes to communicate my ideas and meanings
<p>SEAL/PSHE/Citizenship: BV=Democracy <u>Spring 1: Me and Making a Positive Contribution</u> To give examples of basic human needs and the link between these needs and basic human rights. To contribute to a simple debate on rights issues. <u>Spring 2 : Me and My Healthy Lifestyle</u> To identify and prioritise what is needed in order to keep bodies healthy. To describe what can be done to help inner and outer defence systems work properly to keep healthy. Growth mindset</p>	<p>Design Technology: Pupils will be taught to:</p> <ul style="list-style-type: none"> • develop ideas using annotated sketches and plan to create a finished product • select appropriate tools and techniques for making a product • follow food hygiene procedures when making Tudor food <p>ICT: Pupils will be taught to:</p> <ul style="list-style-type: none"> • gather information from a variety of sources • investigate and explore the use of ICT for filming (stopCam animation) • design and write programs using Scratch • use sequences and correct errors when programming • use a range of ICT to present work <p>English: Pupils will be taught to: prepare and perform plays and scripts with intonation, tone and volume use appropriate features of fiction / non-fiction in my writing</p>

Topic: Terrible Tudors

Year group: 5

Term: Spring

Week	Lesson	Actual date	Subject	LO
1	1 & 2		History	I can order events in chronological order using AD / BC I can deduce using evidence I can share my prior knowledge of the Tudors. I can ask questions and seek out information about the Tudors.
1	3		History / Art	I can begin to understand how the Tudors came to power I can use a range of art techniques to create badge.
1	3b extra		History / Drama	I can understand how the Tudors came to power I can explore a historical figure through role play
1	4	Wed 17 th Jan	History	I can give an opinion about British royal lineage. I can discuss how the Tudors came to power.
2	5	Wed 17 th Jan	History Design technology (ipads)	I discuss why the Battle of Bosworth was important I can research and sketch a Tudor weapon
2	6		Design technology	I can create a Tudor weapon or flag
2	7	TBC	History / Drama	I can re-enact the battle of Bosworth
2	8		Literacy	I can recount my experience of the Battle of Bosworth
3	9		History	I can read and create a family tree I can explain why the Tudor monarchy was important
3	10		History / ICT	I know who Henry VIII was I know that not all sources of information are reliable I can use evidence to give an opinion about Henry VIII's personality.
3	11		History / Drama	I can form an opinion using evidence I can use actions and speech to act out a Tudor scene I can compare Tudor lifestyles
4	12		History	I can explore different types of Tudor punishments and crimes I can compare and contrast Tudor and today's justice systems
4	13 & 14		History / ICT	I can use stop motion or video to record a Tudor punishment
5	15		RE	I know Henry VIII changed the church and religion in Britain I can identify reasons Henry VIII broke away from the Catholic church in Rome
5	16		Art	I can explain the work of artist Hans Holbein was I can sketch a self portrait
5	17		Art	I use and compare the use of charcoal and sketching pencils

Spring term 2

Weekly planning

Week	Subject	Learning Objectives	Activities	Resources	Modifications for EAL/SEN students	Learning Outcome/Success Criteria
Week 1 Lesson 1/2	History	<p>I can order events in chronological order using AD / BC</p> <p>I can deduce using evidence</p> <p>I can share my prior knowledge of the Tudors.</p> <p>I can ask questions and seek out information about the Tudors.</p>	<p>PRE-ASSESSMENT: In mixed ability groups, children are given an envelope. Inside are British history timeline cards. Children to discuss what is on the cards. <i>What do they tell us? How are they related? Why these events?</i> It is British history/time periods.</p> <p>Activity 1: Children order the cards in groups. Class discussion to check ordering and understanding of BC /AD <i>Extension:</i> add in additional cards for HA</p> <p><i>What type of person studies the past? Historians. What skills do they need? Why?</i> To recap watch https://www.bbc.co.uk/education/clips/z2mj2hv</p> <p>Children become historian detectives. Show additional images /artefacts from a time period (Tudors). Using detective skills - children to discuss which time period the images/artefacts are from and why.</p> <p><i>Who were the Tudors? What do you already know about them?</i> Teacher to create a class mind map of existing knowledge.</p> <p><i>What else can we 'deduce' about the Tudor time period using these images?</i> Discuss the meaning of 'deduce/ deduction' Class compare/contrast images what the artefacts tell us about the time period</p> <p>Historians, ask questions and seek out answers.</p> <p>Activity 2: In pairs/groups children to generate own questions about Tudors. Remind children of question strings....who, what, where, why, when, how. In pairs/groups children use ipads to research Tudors and answer their questions. Record on post it notes and add to mindmap.</p> <p>Plenary: Share findings as a class. Collect ideas on <i>why they are studying the Tudors.</i> Address the relevance of this question in subsequent lessons.</p> <p>Books: Children to stick in Tudor front cover</p>	<p>Follow SMART board slides</p> <p>Timeline cards HA Timeline cards Images of Tudor artefact pictures iPad/computer</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Order historical events in chronological order using AD and BC</p> <p>Verbally support deduction about time period / Tudors through use of evidence e.g. this man is from royalty because....</p> <p>Generate own questions about the Tudor period</p> <p>Use ICT / key words to find the answer to question.</p>

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			Record of lesson: Photograph timeline and mind map for books			
Week 1 Lesson 3	History Art	I can begin to understand how to Tudors came to power	<p>Revisit last lessons learning Recap children’s reasons for studying the Tudors.</p> <p>Input: Children choose a time machine to go back in time. Meet the character Hal Dibden. Discuss <i>who they think he is?</i> Tudor peasant, who will guide them through their Tudor learning journey. <i>Why is Britain in turmoil?</i> It is in civil war. Discuss the meaning of <i>civil war</i>. Two powers are fighting for control of the country. They have been for 32 years. Relate back to present day. <i>Why do wars happen? Can they recall any wars happening in the present day? What impact does it have on people?</i></p> <p>Two powers fighting are House of York and the House of Lancaster. Hal’s family supports the house of Lancaster. If Hal became a soldier, <i>how would he know who to fight against on the battlefield? How do you identify different sides?</i> Each house was represented by a rose and crest of arms. Because of this, this civil war was known as the War of Roses Children are told they must join the battle. <i>Which house do you belong to?</i> Children collect a rose to determine which house they belong to. Children separate into two groups</p> <p>Activity: Make a rose badge to show their house. <i>Extension:</i> create a coat of arms to represent their house In pairs, if ICT available, research more about their house and who their leaders are.</p> <p>Plenary: Watch video to 1min understand more about the War of Roses https://www.youtube.com/watch?v=J18RvxEPJXs</p> <p>Record of lesson: Photograph evidence for later in the week</p>	<p>Follow SMART board slides</p> <p>Red and white Tudor rose print out for each child.</p> <p>Rose template Art materials Safety pins</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Understand the meaning of civil war</p> <p>Recall the two houses and leaders at conflict</p> <p>Understand the Tudors place in history</p>
Week 2 Lesson 4	History	<p>I can give an opinion about British royal lineage.</p> <p>I can discuss how the Tudors came to power.</p>	<p>ALL YEAR 5 TOGETHER OR SPLIT INPUT Children must prepare to go to battle. House of York children go to one classroom. House of Lancaster go to another. Input: Input: Each group to go through War of Roses family tree from their family’s perspective. See powerpoint slides.</p>	<p>Follow SMART board slides</p> <p>Powerpoint slides for York & Lancaster</p> <p>Images of</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Understand differing perspectives royal lineage</p> <p>Understand the Tudors place in history</p>

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			<p>Activity: In pairs, create a poster to persuade the public that their family has the rightful heir to the throne – Richard III or Henry Tudor.</p> <p>Plenary: Share their posters with the group. Display around year 5.</p> <p>Record of lesson: Poster for books</p>	Richard III and Henry Tudor		
<p>Week 2 Lesson 5</p>	<p>History Design technology</p>	<p>HOOK WEEK I discuss why the Battle of Bosworth was important</p> <p>I can research and sketch a Tudor weapon</p>	<p>Revisit last lessons learning</p> <p>Input: <i>How do you become a King or Queen?</i> Discuss blood line, birth, death, by marriage etc. A large battle is about to commence between Richard III and Henry Tudor. <i>What do you know happens?</i> Henry Tudor takes the crown.</p> <p>We will be re-enacting this battle. To do this, <i>what do we need to know?</i> Mind map ideas including location, number of soldiers, weapons etc</p> <p>Watch video about the battle and children make notes on a whiteboard or in books https://www.youtube.com/watch?v=Jl8RvxEPJXs</p> <p>Main activity: In your houses, decide who will be what type of soldier. Using ICT, research the weapons you would need and flag Teacher model sketching skills, using annotation. <i>Extension:</i> cross sectional drawing of the weapon.</p> <p>Plenary: Class review each other’s designs and give reasons why they like them.</p> <p>Record of lesson: Make notes in the book / on paper. Annotated weapon.</p>	<p>Follow SMART board slides</p> <p>iPads</p> <p>LO sticker & plain paper for sketches</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Make notes about the events of the Battle of Bosworth</p> <p>Generate an annotated sketch of a weapon</p>
<p>Week 2 Lesson 6</p>	<p>Design technology</p>	<p>I can create a Tudor weapon</p> <p>I can make a bow and arrow</p> <p>I can create a flag</p>	<p>Revisit last lessons learning</p> <p>Input: Model skills to make weapons / flags</p> <p>Main activity: Bow & arrow, paper sword, targets, flags, crowns?</p> <p>https://theimaginationtree.com/diy-bow-arrow-kids/ https://www.youtube.com/watch?v=XGzLfkJio7U https://www.youtube.com/watch?v=Lh7inw2mZ3U https://www.youtube.com/watch?v=wcls8aRN9eo</p> <p>Plenary: Practise marching, weapon techniques and formations.</p>	<p>Materials to make swords & bow and arrows</p> <p>Fabric paint Fabric Poles for flags</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Use a range of materials and fixings to create a weapon / flag</p>

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<p>Week 2 Lesson 7</p>	<p>History / Drama</p>	<p>I can re-enact the battle of Bosworth</p>	<p>ALL YEAR 5 TOGETHER OR SPLIT INPUT Revisit last lessons learning Input: In houses, watch the video again https://www.youtube.com/watch?v=Jl8RvxEPJXs Practise the formations and battle techniques Choose a Richard III and Henry Tudor. https://www.youtube.com/watch?v=xLkHtbr44I</p> <p>Main activity: Re-enact the battle in the hall</p> <p>Plenary: Year group discussion about why this was an important event in British history.</p> <p>In classes Watch alternative viewpoint video about Richard III death and discuss. https://www.youtube.com/watch?v=0vQ5CndyBuY</p> <p>Record of lesson: Take photos / video</p>	<p>Hall booking</p> <p>Children need their weapons</p> <p>Music / drum beat?</p>	<p>Teacher support</p> <p>Mixed ability pairings</p>	<p>Use drama to re-enact a famous British battle</p>
<p>Week 2 Lesson 8</p>	<p>Literacy</p>	<p>I can recount my experience of the Battle of Bosworth</p>	<p>Input: Recap last lessons events How should we communicate Henry's victory around the country? Email / telephone...there were no newspapers, postal service etc.. letters via horse.</p> <p>As a class, discuss how the Royal Mail actually was invented by the Tudors. Visit the Royal Mail heritage website https://www.royalmailheritage.com/main.php</p> <p>Main activity: Children need to write a recount of their experience of the Battle of Bosworth. Briefly story map key events. Teacher or HA child to model how to lay out and begin the introduction of letter recount.</p> <p><i>Extension:</i> HA to incorporate Tudor phrases into their writing.</p> <p>Plenary: Edit & improve with a partner. Share to class.</p> <p>Record of lesson: Recount</p>	<p>Follow SMART board slides Follow SMART board slides</p> <p>Tudor phrases printed</p>	<p>Teacher support</p> <p>Photo / video to support MA writers</p> <p>LA/EAL write a letter together as a group with teacher/TA</p>	<p>Write a recount on the battle experience</p>
<p>Week 3</p>	<p>History</p>	<p>I can read and create a family tree</p>	<p>Recap last lesson's learnings Input: <i>Who is now in power?</i> Henry VII. <i>Were there more Tudor monarchs</i></p>	<p>Follow SMART board slides</p>	<p>LA/EAL with teacher or TA</p>	<p>Understand what royal lineage is</p>

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<p>Lesson 9</p>		<p>I can explain why the Tudor monarchy was important</p>	<p><i>after him? Why were they important?</i> Look at family tree to see if they can find any more reasons why. <i>What is a family tree?</i> As a joke, show Simpsons family tree. Can they read and understand how it works? Family trees explained https://www.youtube.com/watch?v=c_cfGoOaXR8 Now show Tudor family tree. Ask children if they can read it.</p> <p>As a class, read the information about the Tudor lineage. Does this help to understand how to read the family tree? Can they spot reasons why the Tudors were important - Henry VIII had 6 wives / long running monarch Henry and Elizabeth I</p> <p>Main activity: Children put in groups or as whole class have to recreate the interactive version of the family tree. Must name each other. Can use iPads to research extra information about each monarch.</p> <p>Main activity 2: Create their own family tree of their own family diagram.</p> <p>Plenary: Share their work</p> <p>Record of lesson: Photo of interactive family tree / own family tree diagram</p>	<p>Family tree information</p> <p>iPads if required</p>		<p>Know what a family tree is Understand how to read a family tree</p> <p>Create a family tree</p> <p>Give a reason why the Tudor monarchy was important</p>
<p>Week 3 Lesson 10</p>	<p>ICT / History</p>	<p>I know who Henry VIII was</p> <p>I know that not all sources of information are reliable</p> <p>I can use evidence to give an opinion about Henry VIII's personality.</p>	<p>Recap last lesson's learnings Input: <i>Who is this man?</i> Show picture of Henry VIII. <i>How did he come to power?</i></p> <p>Activity 1: With a partner, using ICT research who he was. Adding post it notes / or recording in topic books. Watch quick video about Henry VIII six wives https://www.youtube.com/watch?v=Pb4j29AbQXQ What parts of this video are facts and/or opinions? Why is it important not to believe everything you hear/see? http://www.history.com/topics/british-history/henry-viii/videos/henry-viii <i>How much of this video is really fact?</i> Discuss the validity of sources.</p> <p><i>What makes a source more reliable than others?</i> Website url, authority figure, uses facts to back up opinion etc</p>	<p>Follow SMART board slides</p> <p>iPads</p> <p>Henry VIII sources of info LI/record sheet</p>	<p>Mixed ability pairings</p>	<p>Can recognise Henry VIII</p> <p>Us keywords to search for information about Henry VIII and his wives</p> <p>Use notetaking</p> <p>Use evidence to explain an opinion</p>

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			<p>Activity 2: Children read sources of information about Henry VIII. Discuss reliability of source and evidence to support whether you was good (a man) or bad (a monster).</p> <p>Plenary: Vote using evidence whether you think Henry was a man or a monster.</p> <p>Record of lesson: Henry VIII notes / sources of information worksheet</p>			
<p>Week 3 Lesson 11</p>	<p>History Drama</p>	<p>I can form an opinion using evidence</p> <p>I can use actions and speech to act out a Tudor scene</p> <p>I can compare Tudor lifestyles</p>	<p>Recap last lessons learning</p> <p>Input: Place a bags/box in the middle of the carpet which contains a range of Tudor items (pictures) Who do these belong to? Could they belong to more than one person? Discuss why? Items belong to range of Tudor people – rich/poor</p> <p>How were their lives different? How do</p> <p>Main activity: Children read about rich and/or poor Tudor lives Ach group given a description of their lives. Create a 1 min a day in the life of their Tudor family.</p> <p>Plenary: Watch drama and discuss differences between lifestyles Thinking point: How do Tudor lives compare to our lives in England today?</p> <p>Record of lesson: photograph</p>	<p>Follow SMART board slides</p> <p>Images or fake items from the Tudor times</p> <p>Images of Tudor times</p>	<p>LA/EAL with teacher or TA</p>	<p>Deduce lifestyle using evidence</p> <p>Work in a group Speak out loud</p> <p>Compare rich and poor</p>
<p>Week 4 Lesson 12</p>	<p>History</p>	<p>I can explore different types of Tudor punishments and crimes</p> <p>I can compare and contrast Tudor and today's justice systems</p>	<p>Recap last lessons learning</p> <p>Input: <i>What happened to two of Henry VIII's wives?</i> They were beheaded. Why? Today, will be looking at Tudor justice system. What is a justice system? Follow SMART BOARD slides</p> <p>Activity 1 & 2: Children use deduction skills to suggest how different tools were used to punish crimes. In pairs or independently, children match crime with punishment.</p> <p>Plenary: Go through answers Thinking points: Why was torture such a big part of the justice system in the Tudor period? What did the Tudors (mainly the rich and wealthy people) see as</p>	<p>Follow SMART board slides</p> <p>Crime activity sheet</p>	<p>Differentiated activity</p>	<p>Suggest ideas on how tools were used to punish people</p> <p>Match crime with punishment tool</p> <p>Give opinion about Tudor punishment compared to prison today</p>

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			<p>the most worrying crimes? Is the Tudor justice system fair? Can you explain why you think this?</p> <p>Record of lesson: crime and punishment match up activity</p>			
<p>Week 4 Lesson 13&14</p>	<p>History ICT</p>	<p>I can use stop motion or video to record a Tudor punishment</p>	<p>Recap last lesson's learning Input:</p> <p>Main activity: In pairs or small groups. Children brainstorm a simple story, based on ideas from previous lesson. Children story board the idea and work out what props they need. Children create a basic setting.</p> <p>Teacher model how to frame a shot correctly and record on an iPad</p> <p>Plenary: Share children's work</p> <p>Record of lesson: Photograph</p>	<p>Follow SMART board slides</p> <p>iPads Toy figures clay / playdoh</p>	<p>Mixed ability</p>	<p>Work in a group Can brainstorm a story Can story board Can create a setting Can frame a shot correctly Can record using an iPad Can edit</p>
<p>Week 5 Lesson 15</p>	<p>RE</p>	<p>I know Henry VIII changed the church and religion in Britain</p> <p>I can identify reasons Henry VIII broke away from the Catholic church in Rome</p>	<p>Recap last lesson's learning Input: <i>What religions are there in Britain today? Do you think there were the same in the Tudor times?</i></p> <p>Main activity:</p> <p>Plenary:</p> <p>Record of lesson:</p> <p>Henry VIII visits the class</p> <p>Why did Henry break from Rome?</p>	<p>Follow SMART board slides</p>		<p>Can name some religions of modern Britain</p> <p>Understand some Tudor rules of the Catholic church</p> <p>Can identify reasons Henry VIII did not agree with the Catholic church</p>
<p>Week 5 Lesson 16</p>	<p>Art</p>	<p>I can explain the work of artist Hans Holbein was</p> <p>I can sketch a self portrait</p>	<p>Recap last lessons learning Input: Show 4 pictures. Which is the odd one out? All are portrait paintings accept one. Explain that Henry VIII was the first royal to employ paint portrait artists. Most popular artist at the time was Hans Holbein. Look at his paintings and make observations about the techniques used.</p> <p>Main activity: Teacher to model how to create a self-portrait. Use mirror or partner to portrait. Sketch shapes to help with outline. Chn can focus on one</p>	<p>Follow SMART board slides</p> <p>Pencils Mirrors</p>	<p>Mixed ability Teacher support where required</p>	<p>Know who Hans Holbein is</p> <p>Give opinions about Hans Holbein work</p> <p>Use shapes to draft self portrait outline</p>

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			part of face if they do not want to do whole face. Plenary: Share work Record of lesson: Drawing			Create a self portrait
Week 5 Lesson 17	Art	I use and compare the use of charcoal and sketching pencils	Recap last lessons learning Input: Show pictures of art work. Children suggest what materials were used to create them. Show pencil and charcoal drawing. Discuss the similarities and differences between techniques. Watch video to understand how to use charcoal. https://www.youtube.com/watch?v=_FEKpeEdCrE Main activity: Create a charcoal drawing, possibly of one of Henry Tudor's wives. Plenary: Did they prefer charcoal or pencil? Why? Record of lesson: Drawing	Follow SMART board slides Charcoal Images of Tudor wives	Mixed ability Teacher support where required	Identify differences between pencil and charcoal techniques Create a charcoal drawing, using smudging

Trip Week in the spring term 2:**First week of March TBC**

During the topic, children will have the opportunity to visit the Mary Rose Museum.

They will learn about the differences between officers and crew on the ship and understand what life was like in the Tudor Navy.

Jan/Feb Homework opportunities: Children will complete 4 pieces of homework from the following choices:

- Research Tudor houses, and building your own model house.
- Research Tudor executions and punishments. Drawing or making a model of a Tudor punishment
- Research the Mary Rose. Draw a picture of the Mary Rose, labelling key parts of the ship and annotating the dimensions and weight
- Create a 3D Tudor Rose.

March Homework opportunities: Children will complete 4 pieces of homework from the following choices:

- TBC