

Year 5 Spring 1  
The Tudors – What was life like in Tudor England?

**Hook (curiosity):** Zoom into History – AN EXTRAORDINARY TUDOR ONLINE SCHOOL SESSION

**Text (Reading, language, communication):**

A Shakespeare Story: Hamlet by Andrew Matthews  
The Girl of Ink and Stars by Kiran Millwood Hargrave  
Tudor (Eyewitness) (DK Eyewitness)-Simon Adams  
Diver's Daughter: A Tudor Story (class novel)  
Treason Paperback by Berlie Doherty (class novel)

**End product (engagement):**

Performing scenes from Hamlet (William Shakespeare – the Tudor playwright)

**Vocab (Reading, language, communication):**

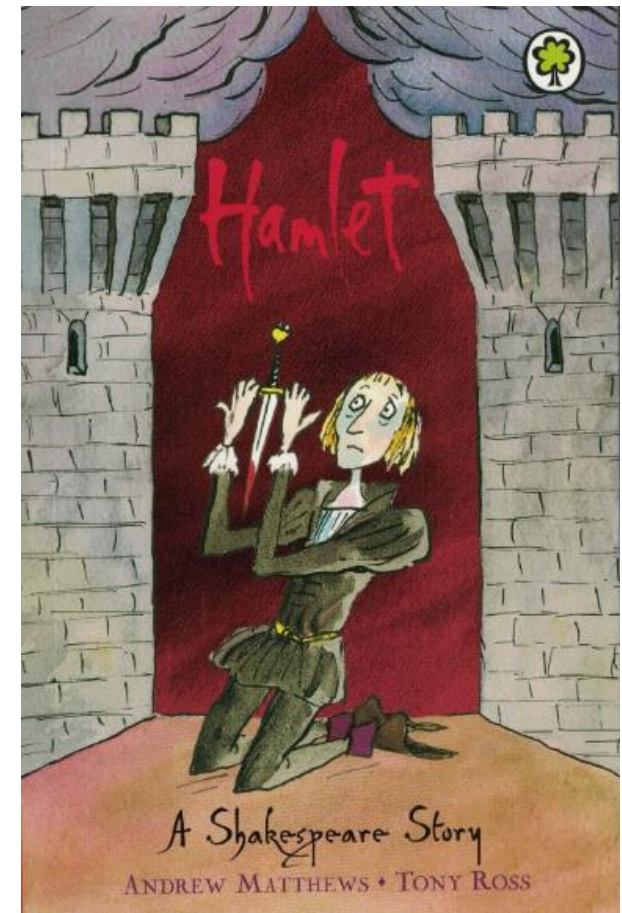
Tudor, monarch, inventories, primary source, secondary source, deduction

**Sticky knowledge (Learning that sticks):**

I know that there were 5 main monarchs during the Tudor period.  
I know that Henry VIII lived in Hampton Court, the Tower of London and Windsor Castle.  
I know that Henry VIII had six wives.  
I know that Henry VIII created the Church of England.  
I know that Elizabeth I was Queen of England and Ireland and is regarded as one of the greatest monarchs of England.

**Driver:** History

What was life like  
in Tudor England?



## Geography – See Spring 2

### Music – The Blues

#### National Curriculum reference

To sing and play musically with increasing confidence and control.

To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

#### Progression of Skills

Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style.

Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.

Suggesting and demonstrating improvements to own and others' work.

Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.

Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.

## History – What was life like in Tudor England?

### National Curriculum references:

- Look at different versions of the same event and identify differences in the accounts
- Realise that there is often not a single answer to historical questions
- Ask a range of questions about the past
- Choose reliable sources of evidence to answer questions
- Give clear reasons why there may be different accounts of history

### Progression of skills:

- Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.
- Gives some causes and consequences of the main events, situations and changes in the periods studied.
- Can discuss the impact and causes of historical change in Britain.
- Looks at different versions of the same event and identifies differences in the accounts.
- Gives clear reasons why there may be different accounts of history.
- Asks a range of questions about the past.
- Uses documents, printed sources, the internet, pictures, photos, artefacts to collect information about the past.

## Computing -

### National Curriculum reference:

- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

### Progression of skills:

- Recognise that a system is a set of interconnected parts which work together.
- Explain that computers can be connected together to form IT systems.
- Identify that data can be transferred between IT systems.
- To recognise inputs, processes and outputs in large IT systems.
- Describe the role of a particular IT system in their lives.
- To relate that search engines are examples of large IT systems.

PSHE – See Spring 2

### Science Earth and Space

#### National Curriculum Reference

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

#### Progression of skills

- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- identifying scientific evidence that has been used to support or refute ideas or arguments
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations

### Art and Design Tudor Portraits

Art to support History

#### National Curriculum reference:

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To learn about great artists (Hans Holbein the Younger)

#### Progression of skills:

- review and revisit ideas in their sketchbooks;
- offer feedback using technical vocabulary;
- think critically about their art and design work;
- use digital technology as sources for developing ideas;
- use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.
- create a colour palette, demonstrating mixing techniques;
- use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

### Physical education

Refer to S4K Planning

## Religious Education

### Christianity: The Idea of Rescue – Why is the idea of salvation so important to Christians?

(Surrey Agreed Syllabus 23-28)

#### Pupils should know:

- humans were made for relationship with God
- God is the great rescuer, who also came to earth in the person of Jesus, the Saviour
- Jesus' life, death and resurrection enable a new relationship with God for all, and are at the center of his rescue plan
- through his death, Jesus rescued people from sin (atonement)
- in his resurrection, Jesus rescued people from death
- That this story has an impact on Christians' lives.

## BSL – My favourite food and drink

### Unit outcomes:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into a familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, key features and patterns of the language, how to apply these, for instance to build sentences and how these differ from or are similar to English.