

Hornsea Burton and Skipsea Primary Federation – Medium Term Planning

Term: Spring 1

Subject: History

Block/Unit: Tudors

Class: 3

Session	Learning Outcome	Success Criteria	Activities	Resources	Assessment for Learning
Lesson 1 Milestone 2/3	<p>To place events, people and changes into correct periods of time.</p> <p>To recall, select and organise historical information</p> <p>To use dates and historical vocabulary to describe the periods studied</p>	<p>Basic: ask and answer questions using a picture as a source.</p> <p>Advanced: begin enquiring about this period in history.</p> <p>Deep: create a mind map about what they would like to find out about the Tudors.</p>	<p>Starter: In groups hand out a selection of paintings of Tudor scenes. Don't give the children any information about who or when they are. Children discuss what they can see, record any findings on their worksheets.</p> <p>Main: Feedback what they found out - chn make suggestions as to who they think it is/what time period. HA to make justifications using clues in pictures. Tell the chn that this term we are going to learn about The Tudors and how they ruled our country. Children to write down anything they already know about the Tudors (names, places, what life was like), either previous knowledge or what they have noticed so far from the pictures.</p> <p>Plenary: Ask the children to write on a post it note to go on the class display about what they would like to find out over the topic. As a class choose favourite five questions and add to front of topic folder.</p>	Picture resources, worksheets, post it notes, pens, pencils.	<p>Assessment Children can use questioning skills to enquire about The Tudors. Children can use pictures as a source to ask and answer questions.</p> <p>Key questions What do you notice? When do you think this is? What clues are there? What are the people doing? Why do you think this? What sorts of questions get the most information? What questions do you want to find out? Where would we find the information to answer these questions?</p>
Session 2	Can place events in order and use terms such as past, present, then and now and	Basic: to locate the Tudors within the context of the history of Britain	Starter: Help the children to locate the Tudors on the class time line. Timeline statements - Encourage language before and after - 'The Tudors ruled our country <i>before</i>' How many years since the Tudors began?	Timeline on IWB, PowerPoint, Storyboard worksheets	Assessment Children can locate the Tudors on a timeline of our history. Children can explain how The Tudors

<p>divide the past into separate periods using dates.</p> <p>Can give reasons for and results of the main events and changes.</p> <p>Show some understanding that aspects of the past have been represented and interpreted in different ways.</p>	<p>Advanced: be able to explain who the Tudors were and why they are an important part of history.</p> <p>Deep: Understand that the success at the Battle of Bosworth began the reign of the Tudors.</p>	<p>Main: Show PowerPoint - the tale of the House of Lancaster and the House of York and the War of Roses leading to Battle of Bosworth. Henry Tudor came to the throne and became Henry VII, the first Tudor King after defeating his uncle Richard III. Discuss the difference between first and second hand accounts. Look at first hand report of Battle of Bosworth and read. Highlight key information as a class. How reliable is this? Read second hand account - how does it differ? LA- with support children to order the events and stick these on to their storyboard then draw a diagram to support each statement (Second hand). MA- To write and perform in groups of 2/3 a short news bulletin analysing and reporting the key events of the battle (Second hand). HA- to write a diary entry either from the perspective of Richard III or Henry VIII about the events that took place that day. Discuss key features of a diary entry. Highlight the fact it must be in chronological order for all three activities! (First hand). Explain that there job is going to be to produce the pictures for a comic strip that describes this battle. Show the comic strip sheet on the IWB and do some examples of appropriate types of images on the WB.</p> <p>Children complete task independently.</p> <p><u>Alternative task:</u> Use iPadds and have the children create freeze-frames for the comic strip which could be printed out after the lessons and stuck on.</p> <p>Plenary: MA to share news bulletin with the rest of the class. Chn to begin to think about how the past is</p>	<p>and statements, glue sticks, pencils, coloured pencils, Lined paper, camera.</p>	<p>came to power. The children should also be able to give examples of the key events at the battle of Bosworth.</p> <p>Key questions Who do you think this man is? What do you think he is like? Rich/poor? What was he like? Ask the children if they knew who these monarchs were before today's lesson? They probably all knew a bit about Henry VIII but not so much about Henry VII, why do they think this is? What about Richard III, what have they seen in the news about him recently?</p>
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			represented in a variety of different ways and this can influence how we interpret key events/people. Play and link this to Chinese whispers.		
Session 3	<p>To identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.</p> <p>To find out about the events, people and changes studied from an appropriate range of sources of information.</p> <p>To communicate their knowledge and understanding of history in a variety of ways.</p>	<p>Basic: Understand what information can be gathered about Henry VIII from portraits and written sources.</p> <p>Advanced: Understand about the importance of the role of a Tudor king.</p> <p>Deep: Ask questions, using a portrait as a source, about the appearance and character of Henry VIII.</p>	<p>Starter: Children to look at source pictures of Henry VIII and annotate with key words about what he looks like and what kind of person they think he was based on the portraits. I.e., facial expression, clothing, stance and how these tell you about Henry VIII.</p> <p>Main: On computers, in pairs read through PowerPoint about Henry VII at the end of his reign. Find and select information that leads onto Henry VIII. Discuss back as a class, how many children did he have? Who was in line for the throne? Why didn't Arthur become King? How old was Henry when he became King? What state was the Kingdom in when Henry VII died and his son Henry inherited the throne? Inference questions - how do you think Henry felt about coming King? (Consider the fact that he was not first choice!)</p> <p>Children to create a fact file on Publisher about Henry VIII and what he was like as a person. Each group to have differentiated success criteria to follow.</p> <p>Plenary: Read a description of Henry VIII at the end of his reign. As a class find descriptive words/phrases and highlight. Give the children written descriptions of Henry VIII as he was crowned and ask them to underline the key</p>	Source pictures, pens, pencils, highlighters, laptops, description of King Henry.	<p>Assessment</p> <p>Can they locate and select relevant information? Can they write information in their own words? Might be able to suggest why Henry had to prove himself as King.</p> <p>Key Questions</p> <p>How can you tell what Henry is like from the portrait? What clues are there to tell you who he is/what he is like? What was Henry like as a young/old King? What differences/similarities were there? What alternatives can you use for 'but'? Look at choice of words; break down comparative - sentences throughout/Comparative paragraphs?</p>

			<p>descriptive words. What differences are there? Using list of comparative connectives, model write a sentence that compare Henry young/old. Why do they think he has changed?</p>		
<p>Session 4 Milestone 2/3</p>	<p>About characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</p> <p>To identify and describe reasons for, and results of, historical events, situations.</p> <p>To use dramatic techniques to explore characters and issues.</p>	<p>Basic: be able to recall Henry VIII wives and how they died.</p> <p>Advanced: be able to suggest reasons as to why Henry married each of them.</p> <p>Deep: Understand how his choices affected his reign as king.</p>	<p>Starter: Consider how many wives Henry VIII married. Discuss with the children how people usually choose a partner and why they marry - compare this to Henry VIII. Show children the short video clip to introduce them to the wives. http://www.bbc.co.uk/learningzone/clips/brainsmart-mini-memory-animation-the-wives-of-henry-viii/10047.html</p> <p>Main: Children are given the opportunity to explore how Henry's six marriages would be viewed today. Familiarise the children with the aim and format of the television show 'Blind Date'. Explain that we are going to use this basic format to decide which of Henry's six wives would have made him the best overall partner. Working as a class decide on the questions that Henry would ask his perspective wife. Display the questions where everyone can see them. Divide the class into six groups, each responsible for one wife. Each group must decide on the answers their wife would give to Henry's questions. Elect children to play the part of the six wives, Henry and the host. The remaining children in the audience to question the king and wives and by voting on who they think Henry should marry.</p> <p>Plenary: Conclude by considering how he dealt with the problems/issues of each wife. How did he solve</p>	<p>Video clip, pens, pencils, lined paper, acting space, information and facts on Henry's 6 wives, camera.</p>	<p>When deciding on Henry's questions, discuss with the class what would matter to Henry when looking for a wife? For example, he might want to know about her appearance, her accomplishments, her religion, her background, her health and whether she liked children.</p>

			these? Consider the impacts all of this had - Church of England, Monasteries. Refer back to Henry's responsibilities as King. Was he fulfilling them?		
			<p>WALT: To research an area of Tudor life and discuss how it was different for the rich and poor.</p> <p>Introduction: Introduce children to some of the differences in lifestyle between the rich and poor in Tudor time with the Horrible Histories video clip. (Series three, disk one, 7:00min - 10:55mins). Encourage discussion about what were the biggest differences. Explain that they will be researching these in today's lesson.</p> <p>Main: Chn to look at an area of Tudor life and what is was like if you were rich or poor. They will be using this for a peer tutoring activity. Explain that they will have the opportunity to share their research with the class to explain what they have found out. The children to first research their focus using the books on the topic wall to find out information, then whatever they can't find in the books, they can use the laptops to help them- with their partner/group and add any information they did not have on their research notes. They must be able to explain what their focus is and how this was different for the rich and poor. They could think about making comparisons to today, how have things changed? They then need to think about how they are going to present this information to the class. Use the audio clip to help them complete research</p>	Topic books, laptops, paper, pens, pencils, worksheets.	

<http://www.bbc.co.uk/learningzone/clips/rich-and-poor-in-tudor-times-audio/9526.html>

Mini topics to research:

Clothes, education, games, food, sports, health and hygiene, living conditions, work.

Plenary: In the second session the children will present their research and those who are watching need to be making notes on their worksheet. By the end of the lesson each child should have an overview of each area of Tudor life, and how it was different for the rich and poor, recorded on their worksheet.

This session will take 2 lessons or an afternoon.