

Off With Her Head!
Medium Term Topic Plan – Year 5

Term	Spring 2 (6 weeks)	Curriculum Strands	Death, Disaster and Conflict, Rulers and Monarchy and Society and Culture.
Classroom Environment	Topic board to celebrate children’s learning from school and home. Age-appropriate historical vocabulary (Tudor dynasty). Range of topic books including different genres and text types.	Super Starter & Education Visit/Visitor	Divorced, Beheaded, Died
Key Texts	Treason – Berlie Doherty.	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Showcase exhibition of work
English	Biographies – write to inform – life of Henry VIII, Anne Boleyn or Thomas Cromwell Newspaper report - write to inform - Henry VIII decision to break with the church in Rome and marry Anne Boleyn. Dialogue - write to entertain - write a conversation between Queen Elizabeth I and Mary Queen of Scots.		
Science	Living Things and Their Habitats, NC Obj. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.		
P.E.	<u>Tudor Dance</u> Learn a variety of Tudor dance movements with a partner. N.C. Obj. Perform dances using a range of movement patterns. <u>Stepping & Swaying</u> Learn the fast-paced branle, a simple dance that involved stepping and swaying from side to side, with mimes and actions. N.C. Obj. Perform dances using a range of movement patterns.		
Geography	<u>Remnants of Tudor London</u> Compare maps from both Tudor and modern London to discover where most Tudor people settled. Obj. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. <u>Tower of London: Map Skills</u> Look at maps and plans of the Tower of London. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		
History	<u>Tudor Timeline</u> Use a range of source materials to sequence a Tudor timeline, from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit into our history. N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <u>Henry's Marriages</u> Create a timeline of Henry VIII’s marriages and generate research questions. N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Obj. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between cultural, economic, military, political, religious and social history. <u>Henry's Homes</u> Use the web and other historical sources to find out where Henry VIII lived during his lifetime and locate these places on a UK map. N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. <u>Anne Boleyn’s Crimes</u> N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Obj. Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political, religious and social history. <u>Role Play</u> Role play a conversation between Henry VIII and Thomas Wolsey, Thomas Cromwell or Thomas More during the split from the Catholic Church. N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Obj. Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political, religious and social history. <u>Henry's Character</u> Role on the Wall using historical sources. N.C. Obj. Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Obj. Gain historical perspective by placing their growing knowledge into different contexts: between cultural, economic, military, political, religious and social history.		

<p>Art</p>	<p><u>Costumes and Jewellery</u> Make detailed observational sketches of Tudor costumes and jewellery. Consider the fabrics and materials used and create a collage or scrapbook using drawings, fabric samples, notes and printed images from the web. N.C. Obj. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).</p> <p>Sketching a range of Tudor fabrics and costumes</p>
<p>D&T</p>	<p>Design and make a Tudor Rose. Links with Art. N.C Obj. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p>Music</p>	<p><u>Chants & Rhymes</u> Work with a partner to create a chant or simple rhyme to help them to remember the key dates and events learned during the project. N.C. Obj. Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p>Horrible Histories Song - Divorced, Beheaded, Died</p>