

Year group: 5 Term: 2 Topic Title: The Tudors

Lesson Number	Lesson question	Pupil Knowledge
1	Who are the Tudors?	<ul style="list-style-type: none"> • Timeline of Tudor monarchs – Henry VII (1485-1509), Henry VIII (1509-1547), Edward VI (1547-1553), Mary I (1553-1558), Elizabeth I (1558-1603). • How did the Tudors come to power? Henry VII came into power after slaying Richard III in the battle of Bosworth in 1485 and began the Tudor Dynasty
2	How have we formed our opinions and beliefs about the Tudors?	<ul style="list-style-type: none"> • The difference between a primary and secondary source – primary is first hand like a diary entry or photograph whereas secondary has been interpreted by someone else • How paintings were used in Tudor times to display power and resources – Henry would be painted in a power stance wearing luxury clothing, plenty of jewellery, and examples of his riches in the household like expensive curtains. • How Henry VIII compared to peasants in Tudor time – Henry would feast on up to 14 courses whereas peasants would live on bread and grains, struggling to feed their families.
3	Who are Henry VIII's wives?	<ul style="list-style-type: none"> • The names and profiles of Henry's six wives – Catherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymour (died), Anne of Cleves (divorced), Catherine Howard (beheaded), and Catherine Parr (survived). • Begin to understand the reasons behind Henry creating the Church of England – the need to divorce his first wife Catherine of Aragon after she was unable to provide him with a male heir to the throne.
4	What did religion look like in Tudor times?	<ul style="list-style-type: none"> • The importance of the church in every-day life and the monarchy – the whole country followed the religious beliefs of the monarchy

		<ul style="list-style-type: none"> • How Henry created the Church of England - The Catholic Church did not agree with divorce, so Henry denounced the Catholic Church and created his own Church and made himself head. • The battle between Catholicism and the Church of England due to subsequent monarchs such as Mary (also known as bloody Mary) who was a devout Catholic and ordered the death of all protestants.
5	What was life like for the Tudors?	<p>Children will compare:</p> <ul style="list-style-type: none"> • What life was like for children and women in Tudor times – women were not seen as equals and had fewer rights than men, there was no requirement for children to attend school and lots went straight into work. Children from rich families married young, girls married as young as 15 or 16. 25% of children died before their 5th birthday, and 40% died before their 16th birthday. • What Tudor people ate – meat was a luxury, vegetables were cheap, so poor people tended to eat plain food, mostly bread made from barley or rye, and vegetables. Ale was the most common drink, and housewives tended to brew their own. • What medicine Tudors used – these tended to be herbal as they didn't know about antibiotics or anaesthetics yet, their version of a pharmacy was called an apothecary but poor people received healthcare from their own family members.
6	How were black people treated in Tudor times?	<ul style="list-style-type: none"> • The life of John Blanke and his relationship with Henry VIII as a musician in his royal court. We know that Henry gave him a wedding gift, and he attended Henry VIII's funeral, so we can infer they had some kind of friendship. • To think critically about why black people are under-represented in history and to consider how the life of John Blanke compares to what we already know about the treatment of black people in the 16th century.

Year group: 5 Term: 3 Topic Title: Explorers and Expeditions

Lesson Number	Lesson question	Pupil Knowledge
1	Who is Ernest Shackleton?	<ul style="list-style-type: none"> • Introduction of who he is and what he is known for – he is a famous explorer renowned for Endurance – a journey to the South Pole where the ship became lodged in the pack ice and he was forced to make an 800-mile open boat journey, then cross the island of South Georgia, before the ship's crew could be rescued. Every single member of his crew survived against all odds. • Children to think about what they want to find out about explorers or expeditions in this unit
2	What was life like for Shackleton?	<ul style="list-style-type: none"> • Overview of historical events around Shackleton's life to provide context <ul style="list-style-type: none"> - He was born in Ireland, a few years after birth Ireland had a famine referred to as the 'forgotten famine' - When Shackleton is 6, education becomes compulsory for children between 5-10 - A few years on married women obtain the right to acquire property - 1914 when 'endurance' begins, was also the year WW1 began
3	What was being on an expedition to the South pole like?	<ul style="list-style-type: none"> • Shackleton's discovery expedition – first attempt at reaching the South pole had to be cut short due to scurvy and frostbite • The second attempt – Nimrod expedition – they got further than before but still didn't reach • Terra Nova expedition – Robert Scott – finally reached the South Pole but had been beaten to it by the Norwegians. No one survived the journey home.
4	What food did explorers eat on their expeditions? (DT link)	<ul style="list-style-type: none"> • What category does different food fall into e.g. proteins, meats, carbohydrates and fats • What did explorers eat on their journey? Do you recognise any of the food? How does it compare to what you might eat in a week? E.g.

		when they ran out of food supplies on the ice they ate things like stewed penguin, and on the ship they needed items that would travel well and not expire too soon.
5	What might an explorer need on their travels?	<ul style="list-style-type: none"> • Look at other kind of expeditions, for example mount Everest in Nepal • Children to look at items explorers would have had including clothes to keep them warm, strong boots, utensils to cook with, climbing equipment like ice picks, rope and skis. • Depending on where they were travelling, which two of the following items would they choose to take with them on an expedition and why? Hat, scarf, mobile phone, water bottle, flask, skis, dog, sun cream
6	What does it mean to be an explorer?	<ul style="list-style-type: none"> • What qualities does a great explorer, like Shackleton, require? Children should understand that to be a successful explorer (like Shackleton) you need to be brave, adventurous, a good leader and well prepared. Explorers have a desire to uncover new places and see new things. • Begin to look at other explorers. Research Edmund Hillary and Tenzing Norgay.

Year group: 5 Term: 5 Topic Title: 1066

Lesson Number	Lesson question	Pupil Knowledge
1	What was life like before the battle of Hastings?	<ul style="list-style-type: none"> • Prior to the Normans were The Anglo-Saxons, who were a group of farmer-warriors who lived in Britain over a thousand years ago (after the Romans). Made up of three tribes who came over from Europe, they were called the Angle, Saxon, and Jute tribes. The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.

		<ul style="list-style-type: none"> • How did the Anglo-Saxons live? Most Saxons were farmers, families lived in small villages and grew produce around them. They made pottery, jewellery, glass, buckles/spoons/needles from bones! It was here when Britain became Christianised, before this the main religion was Pagan. They had harsh punishments for criminals, brought to justice by the King's law officials.
2	Who were the Normans? What did the Normans do for us?	<ul style="list-style-type: none"> • Who they were? Norman, member of those Vikings, or Norsemen, who settled in northern France (or the Frankish kingdom), together with their descendants. The Normans founded the duchy of Normandy and sent out expeditions of conquest and colonization to southern Italy and Sicily and to England, Wales, Scotland, and Ireland. The Normans came from northern France, and invaded England in 1066 after King Edward the Confessor (Anglo-Saxon) died without leaving an heir to the throne. • What the Normans contributed to society - The Normans were the next group of people to rule England after the Anglo-Saxons. They built some of our most well-known castles, such as Windsor Castle and the Tower of London. • William reorganised the church in England. He brought men from France to be bishops and abbots. Great cathedrals and huge monasteries were built.
3	How did the Normans come to power? 1066 election, who should be King?	<ul style="list-style-type: none"> • Who were the main contenders to Edward the confessor's throne in 1066? William of Normandy, Harold Godwinson, Edgar Atheling or Harald Hardrada. • What would make a good leader in 1066 and today? A great leader is courageous, honest, focused, and empathetic. Children should understand the importance then of a leader being a competent fighter – as Kings had to battle to remain in their position – whereas today the focus is more on their ability to influence others.

4	What happened at the Battle of Hastings?	<ul style="list-style-type: none"> • When the battle took place and where – 14th October 1066 in fought on Senlac Hill, seven miles from Hastings, England • What happened at the battle - King Harold II of England is defeated by the Norman forces of William the Conqueror at the Battle of Hastings, • How it finished - At the end of the bloody, all-day battle, Harold was killed–shot in the eye with an arrow, according to legend–and his forces were destroyed.
5	How did life change after the battle?	<ul style="list-style-type: none"> • What happened after the battle? After his victory at the Battle of Hastings, William marched on London and received the city's submission. On Christmas Day of 1066, he was crowned the first Norman king of England, in Westminster Abbey, and the Anglo-Saxon phase of English history came to an end and the Norman phase began. • How have the Normans impacted language today?: French became the language of the king's court and gradually blended with the Anglo-Saxon tongue to give birth to modern English. (Illiterate like most nobles of his time, William spoke no English when he ascended the throne and failed to master it despite his efforts. Thanks to the Norman invasion, French was spoken in England's courts for centuries and completely transformed the English language. • Legal terms ("adultery", "slander"), military words ("surrender", "occupy"), names of meats ("bacon", "venison") and words from the royal court ("chivalry", "majesty"). The non-metric unit of volume (the "gallon") is Norman French, and many more.
6	What is the Bayeux Tapestry?	<ul style="list-style-type: none"> • Who created the tapestry and why? The Bayeux Tapestry was probably commissioned in the 1070s by Bishop Odo of Bayeux, half-brother of William the Conqueror. It is over 70 metres long and although it is called a tapestry it is in fact an embroidery, stitched not woven in woollen yarns on linen. • What its significance? The Bayeux Tapestry provides an excellent example of Anglo-Norman art. It tells the story of the Norman invasion of

		<p>England in 1066 through panels which depict scenes of battle and of daily life. Therefore, from looking at the pictures on the tapestry, we can out much about life during the time of the invasion.</p>
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