

Year 5 HISTORY Topic 2: All the World's a Stage

Key Assessment Questions

Who were the Tudors? In which century did the Tudors live? How did Elizabethans enjoy themselves? How do historians know? Is Shakespeare a significant figure in the world today? What do historians think? Name evidence that tells historians what Elizabeth I was like.

SCHOOL VALUES (Autumn 2): Perseverance and Respect Children will explore the idea of respect in the context of religious intolerance in Tudor times (Catholic and Protestant tension) and disrespect shown to people on account of gender and ethnicity (for example women were not allowed on stage).

	KNOW	DO	UNDERSTAND
	<ul style="list-style-type: none"> Know that the term Tudor refers to the Royal family of Tudors ruling England between 1484 and 1603. Know that the term Elizabethan refers to the period during the time when Elizabeth was Queen from 1558 to 1603. Elizabeth was a Tudor. Know that Queen Elizabeth was the last Tudor monarch to rule in England. The Jacobean era ranges from 1603 to 1623. The name derives from the monarch, King James 		<p>VOCABULARY</p> <p>Describe meaning of <u>some</u> of the following terms <u>mostly</u> correctly: chronological, prehistoric, BC and AD, historical interpretation, argument, d primary and secondary sources in the context periods studied. (Revisit)</p> <p>New vocabulary introduced in this unit: reign, monarchy, Tudor, Elizabethan, Jacobean era, James I.</p>
Chronological Understanding	<ul style="list-style-type: none"> Know that Shakespeare lived both in the Tudor/Elizabethan era and in the Jacobean area because he lived from 1564 to 1616. Know some of the significant events of Shakespeare's life Born 23rd April 1564 Marriage to Anne Hathaway November 1582. Died 1616 	<p>Place the period of Tudors Shakespeare on a timeline along with other known periods (see school timeline).</p> <p>Explain the main events of Shakespeare's life on a timeline.</p>	<p>This unit sees a return to one single period –Tudors (Y2), by exploring one of the most significant figures in history in our own locality.</p> <p>Make the connection between Tudor Life and Y2 work on Guy Fawkes, Christopher Columbus and the Great Fire of London.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that the introduction of Caxton's printing press in 1476 gives historians more written evidence. Propaganda is information that tries to persuade people to do or believe something. It is misleading and biased (one sided). Know that events in the past can be interpreted in different ways because it is possible to understand the same event in different ways. 	<p>Explain how propaganda meant that Elizabeth could control her image (using source of portraits). *</p> <p>What does historian Sam Caslin find out about the personality of Elizabeth as she examines sources held at The National Archives at Kew? What does she argue the sources tell us? https://www.youtube.com/watch?v=3KAsUADgACU</p> <p>How did people enjoy themselves in Elizabethan England? Show how historians use evidence for arguments.*</p>	<p>Children should be more confident in understanding how knowledge of the past is constructed from a range of sources.</p> <p><i>Trip to Stratford Upon Avon will help with enriching the experience of looking at sources.</i></p> <p>Understand that different versions of the past may exist, giving some reasons for this. Understand how historians use evidence to build arguments.</p> <p>Geography Link – comparison between maps of local area (Stratford Upon Avon) in 1600s and maps now.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference	<ul style="list-style-type: none"> Know that Shakespeare's plays are performed all over the world and his plays, prose, poetry are read everywhere. Know that Catholics and Protestant didn't get on or agree on beliefs during the Tudor period. Know that in Tudor times, some races were seen as inferior in the theatre and that women were not allowed to act. 	<p>Is Shakespeare the greatest literary figure in the world? What do historians think? How do they deem significance?</p> <p>Compare different religious views during Tudor times.</p> <p>Describe some ways that the Tudor way of life has influenced our lives today (food, houses and buildings, clothes, language).</p>	<p>Connect learning to Y1 work on the King of England not liking Catholics during the Gunpowder Plot in 1605.</p> <p>RE Link: Reflect on how we treat people who hold different beliefs from our own. How do we view racial and gender equality. They should discuss British values of tolerance and respect.</p>

Year 5 Geography All the World's A Stage

Assessment Questions		
<p>- Where is Stratford Upon Avon? Show me on a UK map. Describe it in relation to other cities in the UK using compass directions.</p> <p>- What does topographical mean? What does a topographical map show us? Can you describe some topographical features (physical features) around Stratford area?</p> <p>- How has land-use changed over time in Stratford? Why? Which river is important when thinking about Stratford Upon Avon? Why was it important in Tudor times?</p>		
Know	Do	Understand
<p><u>Geographical Skills and Fieldwork</u> Know the location of Stratford in relation to other key cities in the UK using different types of map.</p> <p>Identify key topographical features around Birmingham/Stratford (including hills, mountains and rivers).</p> <p>Know that compass points are used to describe the position of landmarks in relation to one another.</p> <p>Know the names of the eight compass points.</p> <p><u>Human and Physical Geography</u> Know that Stratford has changed over time and explain some changes in land use.</p> <p><u>Vocabulary</u> North, South, East, West, NE, SE, NW, SW town, city, location, land use, physical features, human features, rural, urban, population, estuary, mouth, source, river bank Geography Core Concepts: Resources (natural and economic) Physical Processes Population Land-Use Environment</p>	<p><u>Locational knowledge</u> NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Label Stratford and some major cities on a map of the UK. Describe the location of Stratford in relation to other key cities in the UK using the 8 compass points. Compare a modern-day map of Stratford upon Avon to one from Tudor times and identify changes in land use patterns/housing/ road networks etc. Describe ways in which Stratford's land use has changed over time and why.</p> <p><u>Human and Physical Geography</u> NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Name and describe physical features of Stratford and its surrounding area (use different maps e.g. topographical). Explain why the river Avon is so important to Stratford now and why it would have been important to the Tudors.</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Find and recognise places on maps of different scales of Stratford then and now / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Fieldwork Opportunities Trip</u> Study maps before the trip and during trip. Visit Mary Arden's House and Stratford upon Avon where they take photos/ make sketches of the area and the River Avon.</p>	<p>In this topic the children deepen their locational knowledge of the UK and learn more about Stratford upon Avon comparing it to the city of Birmingham. They will know that Stratford upon Avon is relatively rural in comparison to Birmingham and will have some knowledge of its size, population and location in relation to Birmingham and on a map of the UK. They will learn that the River Avon runs through Stratford and its importance in the Tudor times as well as now, learning some basic facts such as length, mouth, source and uses. This topic also gives children the opportunity to revise and practise using 8 figure compass points.</p>

Year 5 ART Topic 2: Shakespeare

Assessment Questions

Tell me about different ways of using your pencil. Can you tell me the names of the different techniques you have used? Explain to me how to structure a face using proportion.

Perseverance and respect

KNOW	DO	UNDERSTAND
<p>Know different techniques when sketching.</p> <p>Know how to use facial dimensions and proportion in portraiture.</p> <p>Know how to draw specific facial features. Key</p> <p>vocabulary: Sketching technique Line Tone Shade Form Space Portraiture Dimensions Proportion</p>	<p>Portraiture - Henry VIII/QE II – drawing and shading, facial dimensions Focus on: tone, shade, structure, proportion.</p> <p>Children consider the idea of photography, and how monarchs/people with wealth often wanted a positive representation of themselves, and could pay to do so! Discuss the idea of historical sources of evidence, and how people choose to represent themselves</p> <p>NC Aims:</p> <ul style="list-style-type: none"> - produce creative work, exploring their ideas and recording their experiences - become proficient in painting and other art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design <p>NC Content:</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including painting 	<p>Children explore the work of Shakespeare through geography, history and English, as a prominent historical figure in our locality (Stratford). This is used as a wider opportunity to explore the Elizabethans, learning about the monarchs and the hierarchy of social status.</p> <p>Children build upon their sketching skills developed in Year 4 (designing runes linked to Vikings, designing public sculpture for Environmental Engineers); Year 3 (still life fruit drawings) and Year 2 (seeds and plant observational drawings in Health Heroes).</p>

Year 5 MUSIC Topic 2: Shakespeare

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Different musical styles and forms of music are developed over time and are relevant to that period in history e.g. instruments in Tudor time will have been developed from Medieval time. • The purpose of music is to entertain/ to perform in court/ to have as a pastime as there are no TVs etc. It was accessible to all. <p>Vocabulary: Ostinato Verse Chorus Names of Tudor instruments e.g. lute, viol, harpsichord</p>	<p><u>Cross curricular links:</u> During the Tudor topic, the children can explore the song 'Greensleeves' which is a traditional English folksong, registered in 1580 but to an unknown composer. There is a belief that Henry Tudor wrote it for Anne Boleyn. Shakespeare makes reference to it in 'the Merry Wives of Windsor'. There are many recordings of it performed instrumentally but it is also a song. The children can look at the way the song is formed with a chorus/ verse structure throughout.</p> <p>Tudor music is also often performed with an ostinato running through. It also follows a 'romanesca' pattern where 4 chords are played with the ostinato as a 'ground'. They can also learn about what instruments were typical in Tudor time and why music was so popular. How did Tudor people dance? BBC bitesize Tudor music - BBC radio Greensleeves instrumental BBC radio Greensleeves lyrics Sing up has vocal version?</p>	<p><i>This leads on from previous years where the children have studied other points in History and looked at musical influences e.g. Aztecs, Greeks, Romans etc When looking at Tudors the children will use timelines to see where this music is placed in history.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures • Pupils develop an understanding of the history of music