



**Title:** *Terrific Tales of Tudor Times!*

**Year: 4** Term 1 2019

**Subject Focus:** HISTORY with links to Literacy, Art , DT, Music & Dance

**Rationale:** Year 4 time travel back to the 16<sup>th</sup> century to learn about life in merry Tudor England. They will step into an era of great power, prosperity, opulence, feasting and exploration amidst poverty, perilous punishments and plagues. Our topic will reflect on the monarchy and especially Henry 8<sup>th</sup>'s dramatic, ruthless and colourful reign. This was a time for artists, composers and writers to flourish and with their influence Year 4 will create their own Tudor portraits and artefacts, appreciate and dance to Tudor music. After reading the plays of William Shakespeare they will use the high drama, strange going-ons and weird and wonderful characters, to inspire their own creative writing, poetry and play scripts. We are lucky to have history on our doorstep; Deal and Walmer castles built during the reign of Henry 8<sup>th</sup>. These will provide us with hands-on historical evidence to complement our studies.

**Start Date:** 3rd September 2019

**End Date:** 18<sup>th</sup> October 2019

**Opportunities for Home Learning:**

Encourage children to do their own research.  
A family visit to Deal or Walmer castle.  
Support Literacy homework tasks linked to Tudors.

**How will we use Bloom's Taxonomy to deepen learning:**

Children will **remember** key facts and chronology of the Tudor period. They will show their **understanding** through their written work and Literacy skills. By **applying** their knowledge they will **create** a topic book, creative writing and original artefacts which they will design and **evaluate**.

**Outcome:**

The children will have developed a sense of chronology and an understanding that the past can be divided into different periods of time each with its own historical significance. They will have learnt to compare the lives of the rich and the poor, the importance of monarchy, exploration and the Arts.

**Hook:**

\*Summer Holiday research task.  
\*Children to investigate mystery Tudor artefacts from a chest. They will discuss what they think they are, where they have come from and what they would have been used for.

**Sharing Success:**

\* Topic book with a range of writing tasks, fact files and illustrations.  
\* Classroom and corridor displays  
\* Exhibit a range of own Tudor style artefacts  
\* Exhibition Evening display Term 6

**How will we embed our school values?**

This topic gives the children opportunities to work as **partners** as well as **independently** and to **successfully** present information about the Tudors using a range of information sources, through experiences and personal creativity.



**What is the key vocabulary to be taught during this topic?**

Tudors, Henry, Elizabeth, reign, monarch, Shakespeare, heir, executed, divorced, wattle, daub, lyre, doublet, ruff, breeches, feasting, jousting, castle, defence, battle, exploration.

**Milestones Covered in this Topic:**

<p><b>Lead Subject:</b></p> <p><b>HISTORY</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use evidence to ask questions and find answers to questions about the past.</li> <li><input type="checkbox"/> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li><input type="checkbox"/> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li><input type="checkbox"/> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li><input type="checkbox"/> Place events, artefacts and historical figures on a timeline using dates.</li> <li><input type="checkbox"/> Use dates and terms to describe events.</li> <li><input type="checkbox"/> Use appropriate historical vocabulary to communicate, including: Dates, time period, era, change, chronology</li> <li><input type="checkbox"/> Use Literacy skills to a good standard in order to communicate information about the past.</li> </ul>
<p><b>Other Subjects: DT</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design with purpose by identifying opportunities to design.</li> </ul>
<p><b>ART</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop ideas from starting points throughout the curriculum.</li> <li><input type="checkbox"/> Collect information, sketches and resources.</li> <li><input type="checkbox"/> Select and arrange materials for a striking effect</li> <li><input type="checkbox"/> Ensure work is precise.</li> </ul>
<p><b>MUSIC</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create accompaniments for tunes.</li> <li><input type="checkbox"/> Sing in tune</li> <li><input type="checkbox"/> Show control of voice.</li> <li><input type="checkbox"/> Use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>
<p><b>LITERACY</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.</li> <li><input type="checkbox"/> Use organisational devices such as headings and subheadings</li> <li><input type="checkbox"/> Prepare poems and plays to read aloud with expression, volume, tone and intonation.</li> <li><input type="checkbox"/> Create characters, settings and plots.</li> </ul>
<p><b>P.E.</b> <b>DANCE</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Show changes of direction, speed and level during a performance.</li> <li><input type="checkbox"/> Move in a clear, fluent and expressive manner</li> <li><input type="checkbox"/> Refine movements into sequences.</li> </ul>