



# Pinner Wood School



<b>Year Group</b>	6	<b>Term:</b>	Summer 1	<b>Subject</b>	History	<b>Topic</b>	Tudors
						<b>Key Question</b>	<b><u>How has the role of the monarch changed from Tudor times to today?</u></b>
<b>Prior Learning and other Curriculum Links</b>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>- Important figures such as Elizabeth I and Queen Victoria</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>- Kings and queen/ structure of monarchy</li> <li>- Ancient Egypt looking at heirachy and leaders of communities</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>- Mayans - heirachy</li> </ul> <p><b>RE link to Christianity and Catholicism</b></p>					<b>Skills statements</b>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>• Make links between three periods in history, comparing, spotting similarities differences e.g. influence of Greeks on Tudor theatre or on Victorian architecture.</li> </ul> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> <li>- Grasp that interpretations might differ depending on the aspect that people are looking at; Views of the Victorians might be more positive if looking at benefits of industrialization and empire, and more negative if looking at child labour or slavery.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This portrait of Elizabeth makes her seem far younger than she would have looked age 67. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</li> </ul>
<b>Fundamentals</b>	<ul style="list-style-type: none"> <li>• Use historical information to create meaningful questions about change, cause, similarity and difference and significance and create their own ideas about historical events</li> <li>• Understand how the knowledge of our past has been formed from a range of sources and use these for independent research</li> </ul>					<b>Key Facts/Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>- King Henry VIII created Church of England</li> <li>- He broke away from the Catholic Church who didn't agree with divorce</li> <li>- He made the monarch the head of the state and made all the decisions, he was very important</li> <li>- Important link to today's monarch is still head of the state but Parliament make the decisions</li> </ul>

	<ul style="list-style-type: none"> <li>Be able to make connections, contrasts and trends over time when talking about World and British history and show this on a timeline</li> </ul>		<ul style="list-style-type: none"> <li>The representation of the Tudor monarchs through artists eyes and how they are portrayed.</li> </ul>
<p><b>Our Curriculum Journey</b></p>	<p><b>Stunning Start:</b> The children will have the chance to live the life of a Tudor monarch by dressing up as a king or queen. They will partake in a carosel of activities including the immersive Now Press Play experience.</p> <p><b>Journey:</b> We will start this unit by looking at portraits of Henry VIII throughout his reign. We will discuss what they showed us about his character. Next, the children will look at the reasons why Henry VIII broke away from the Catholic church - reasons for love or reasons for religion. Following on from this, we will delve deeper into the actions of the King and explore how the consequences of his actions can still be seen today. The children will then reflect on the life of different classes in British society during Tudor times. We will explore how Elizabeth I was treated by the public and how everyone wanted to please her. Finally, we compare the reign of King Henry VIII and Queen Elizabeth I to the current monarchy.</p> <p><b>Show stopper:</b> To conclude all of their learning, the children will be hosting a parliamentary debate surrounding the question - how has the monarchy changed? They will be coming up with their own monarchy bill thinking about what powers a modern day monarchy should and shouldn't have.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<p>Succession Democracy Houses of Parliament Catholics Protestants Monarch Monarchy Heir</p>	<p><b>Key Vocabulary (new)</b></p>	<p>Elizabeth I Henry VIII Catholics Protestants Ditchley Portrait Spanish Armada Queen Elizabeth II Windsor family tree</p>

