

Scheme of Learning for History



Phase	KS2 Year 5 and 6
Strand	Power, Leadership and Invasion
Leader	F Parish Principal/History

Programme of Study



Sheep Dip Lane
Academy

UKS2 Cycle A

Year 5 & 6

Who were the Tudors and what
impact did the Tudor period have
on modern Britain?

HISTORY

Main Strand/Concepts	<p>Power/Leadership and Invasion - (country, invasion/defence, empire, monarchy, peasantry, tyranny)</p> <p>Children will: be introduced to the Tudor period of history in England. The key monarchs – the power of Henry VIII rule and how this changed over time. Monarchy, peasantry and tyranny under the period he ruled. The impact of religion in England. The growth of power within Europe during Henry VIII reign. The discovery of the new world within his reign and that of Elizabeth I for the British empire.</p>
Links to Prior Learning	<p>In Year 5 & 6 pupils will recall aspects they have been taught in KS2: Recall key monarchs of England from KS1. The invasion in 1066 and fight for power and the crown. The power and changes brought by the Normans in Britain and the castles to defend lands claimed and symbolise power. Recall their understanding of power, divine right from Ancient Egyptians period of the Pharaohs and people beliefs during this period.</p>
Main enquiry question/s	Who were the Tudors?
Programme of Study NC Requirements	<p style="text-align: center;">National Curriculum</p> <p><i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Unit Overview	<p>Within this unit children will study in depth about the 'Tudor' period and impact on modern Britain. Children will build upon some of their previous learning on Tudor monarchs from Year 1.</p> <p>Children will understand that The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England's most successful and famous monarchs, Henry VIII and Elizabeth I.</p> <p>Members of the House of Tudor were a family of Welsh descent that ruled England from 1485 until 1603. The first Tudor was Henry VII, who ruled from 1485 to 1509. He was the father of Henry VIII and the grandfather of Queen Elizabeth. Henry VII took control of the monarchy after defeating Richard III in the War of the Roses (so-named because a red rose and a white rose were the symbols of the houses of Lancaster and York, respectively). The reign of the Tudors ended when Elizabeth, who did not have any children, died in 1603.</p> <p>The two centuries from 1500 to 1700 were a particularly eventful time in the history of England. The nation struggled over religion, vacillated between Catholicism and Protestantism, defeated an invasion by Spain, became a sea power, embarked on worldwide</p>

colonization, fought a civil war, executed a king, transformed itself into a republic, restored the monarchy, drove a king from the throne on account of his Catholicism, and finally emerged as a parliamentary government with strong checks on the power of the monarch.

England saw significant change under Tudor rule. During the sixteenth century, England emerged from Medieval times securing greater wealth. The Protestant Reformation occurred, the plays of William Shakespeare were written, and England led explorations that discovered America.

There were six Tudor monarchs altogether, although only five of them were actually crowned; Lady Jane Grey was queen for just nine days.

- **Henry VII** (1485 - 1509)
- **Henry VIII**, son of Henry VII and Elizabeth of York (1509 - 1547)
- **Edward VI**, son of Henry VIII and Jane Seymour (1547 - 1553)
- **Lady Jane Grey**, a descendent of Henry VIII's sister (1553)
- **Mary I**, daughter of Henry VIII and Catherine of Aragon (1553 - 1558)
- **Elizabeth I**, daughter of Henry VIII and Anne Boleyn (1558 - 1603)

Knowledge Organiser Examples ***to adapt to develop knowledge notes to support each enquiry question/lesson.***

<https://primariesite-prod-sorted.s3.amazonaws.com/talbot-primary-school/UploadedDocument/aa17550ef1974099b920a79dfd8cb716/tudors-henry-viii-knowledge-organiser.pdf>

https://files.schudio.com/civitas-academy/files/Year5/Tudors_KO.pdf

Supporting Docs for writing lessons

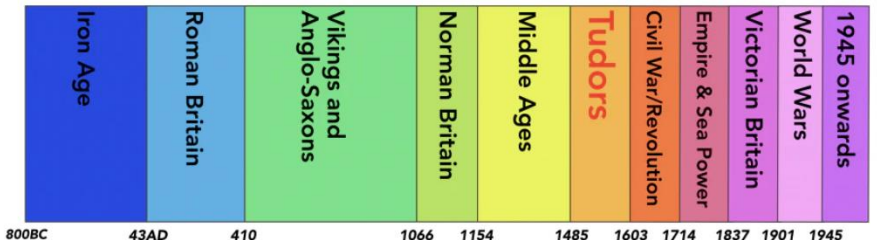

<http://www.coreknowledge.org.uk/resources/ResourcePack-Year3-Henry%20VIII.pdf>

<http://www.coreknowledge.org.uk/resources/History%20Resource%20Pack-%20Year%203-%20Wars%20of%20the%20Roses.pdf>


<https://www.coreknowledge.org/wp-content/uploads/2017/03/CKHG-G5-U6-about-england-in-the-golden-age.pdf>

<https://www.twinkl.co.uk/teaching-wiki/tudors>

Disciplinary Big Ideas/Concepts	SOCIETY People and Place Who were the significant people within the Tudor period in Britain? How/Where did they live? What do historians tell us about society/rich and the poor during this time in our country's history?	KNOWLEDGE What changes occurred during the medieval period that created greater wealth for the rich? How did Henry VIII break from Rome and what effect did this have on religions/beliefs at this time?	POWER How did monarchs come into power during this time? Which monarchs ruled during this period? What did they change/achieve? How did the monarchy change?	INVASION/COLONISATION How significant was the War of the Roses? What changes did this battle bring to England's monarchy? How did England's monarchs try to expand their empire during this time?
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Learning Objective	Pre-Learning Expectations Enquiry question: What do we know about Henry VIII at the beginning of his reign?	
1st Concept Who the Tudors were and when did they ruled England?	The Tudors were the ruling dynasty of England between 1485 and 1603. Having brought the Wars of the Roses to an end at the Battle of Bosworth, Henry Tudor became Henry VII and ruled England for 23 peaceful years. After decades of war, the he re-established stable government in England.	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Monarch/King heir jousting tyrant Catherine of Aragon War of the Roses Monarch Tudors Successor Dynasty Primogeniture	<p>-Know that in 1485, Richard III became the king of England, but he did so in a way that turned many people against him; Henry Tudor, who also had a family claim to the throne, gathered an army, defeated Richard III and became Henry VII, the first Tudor monarch</p> <p>-Know that Henry VII, part of a family called the House of Lancaster, married Elizabeth of York, attempting to gain the loyalty of another powerful family with links to the throne of England, the House of York; to symbolise this attempt at unity, the symbols of each family, a red rose (Lancaster) and a white rose (York) were combined into the Tudor rose.</p> <p>-Henry VIII was the second Tudor King after his father Henry VII. - Henry's first wife was a Spanish princess named Catharine of Aragon. She did give him a daughter called Mary, but did not have a son.</p> <p>-Henry is famous for his large weight and six wives, but as a young King he was a keen sportsman and talented soldier.</p> <p>Teacher additional knowledge: Henry VIII took power aged only 18, and England was a prosperous and growing European power. At first, Henry was a popular King, renowned for his good looks and love of sport. However, he married the Spanish Catherine of Aragon, who was six years older than him and could not give him a son. Henry would spend the rest of his reign worrying about producing a male heir.</p>	<p>Connect: <i>Timeline of when the Tudor period was in comparison to periods of study already learnt (or use class timelines)</i></p>  <p>Children explore how the Tudor dynasty began: Children research Henry VII and his reign.</p> <p>Children could read an account of Henry VIII as a young man (<i>The account of Pasqualigo, a diplomat from Italy, who met the young King in 1515. It is one of the most famous descriptions of Henry VIII as a young man</i>), and look at a portrait image. Pupils research images of the young king, and research some of the things he enjoyed: jousting, tennis, speaking French and Latin, dancing, singing, playing the lute etc.</p>  <p>Study the painting of the Field of the Cloth of Gold, one of the defining events of Henry's early reign (explore key facts of this 2 week event in France). Portrait showing Henry in 3 sections riding in, watching a jousting contest and then meeting Francis I.</p> <p>This page on the BBC primary website has lots of information, pictures, videos and activities to do with Henry VIII. Hampton Court have some good games</p>



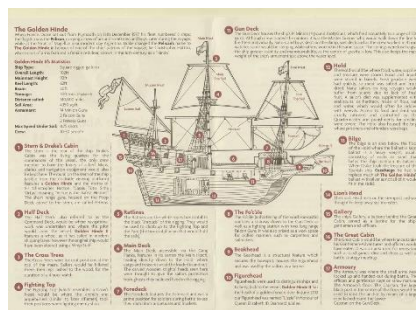
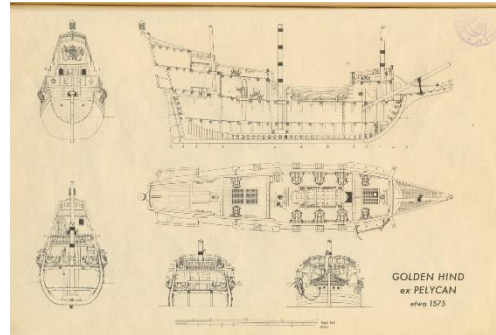
		<p>and activities, and this is an amusing animation that shows Henry VIII morph from a good-looking young prince, into an overweight tyrant.</p> <p>Children could explore the Tudor family tree and research the Tudor monarchs. Create a simple family tree or fact file.</p>
Assessment questions	<p>Why did Henry marry Catharine of Aragon?</p> <p>What was Henry like as a young man?</p> <p>What was the problem with Henry's marriage to Catharine of Aragon?</p>	<p>Resources</p> <p>Portrait young Henry VIII 1509 https://englishhistory.net/wp-content/uploads/2017/03/henry8unknown3.jpg</p> <p>Portrait of Field of the cloth of gold https://www.rct.uk/collection/themes/trails/the-art-of-monarchy/the-field-of-the-cloth-of-gold</p> <p>BBC bitesize https://www.bbc.co.uk/bitesize/articles/z47cydm</p> <p>Hampton Court Palace https://www.hrp.org.uk/hampton-court-palace/#gs.f672ey</p>
Learning Objective	<p>Enquiry question:?</p> <p>Pre-Learning Expectations</p>	
<p>2nd Concept</p> <p>To understand the difference between Catholicism and Protestantism, and that Martin Luther started the Reformation.</p>	<p>Recap on when Henry VIII came to rule England.</p> <p>Recall how his father became King of England.</p> <p>Pre-learning: The Reformation is one of the key events in European history, as it caused Christianity to split into the Catholic and Protestant churches. It all began in Germany, where a priest called Martin Luther nailed a list of complaints to his church door in Wittenberg. He was angered by the corruption and greed of the Catholic church, and the power of the pope. From Martin Luther's 'protest', a new form of Christianity emerged called 'Protestantism'. The emergence of Protestantism is key to understanding the reign of Henry VIII, as he made England leave the Catholic church and become a Protestant country in 1534 .</p>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
<p>Protestant</p> <p>Catholic</p> <p>Pope</p> <p>Latin</p> <p>Reformation</p> <p>nun monk</p> <p>Rome</p> <p>Church of England</p> <p>Monasteries</p>	<p>-Know that the Catholic Church is a Christian institution that claims to be originally founded by the disciples of Jesus and is based in Rome; it was a particularly powerful institution to which European monarchs have often turned for legitimacy (i.e. to show that God wanted them to be the monarch)</p> <p>-In Catholicism, the bible is in Latin, the Pope is head of the church, and churches are beautifully decorated with lots of gold and paintings.</p> <p>-Protestantism has simpler churches without much decoration, and the pope is not in charge.</p>	<p>Explore with children the difference between the Catholic and Protestant church. Images to show the difference between Catholic and Protestant priests and churches will help. Children could sort the different statements into Catholic and Protestant, then they complete a chart.</p>



	<p>-Martin Luther protested against Catholicism because he thought it was too wealthy and corrupt, and started the Protestant church. This was called the 'Reformation'</p> <p>-The formation of the Church of England meant that the monasteries of England had their land and wealth confiscated</p> <p>Teacher additional knowledge: The Reformation is the process by which the English Church is split off from the Roman church. Rather than the pope, the king would be the spiritual head of the English church. The word reformation is made from two Latin words: re = "again" and formare = "to form or make"</p>	
	 <p>Pupils write their own version of Martin Luther's 95 Theses, the list of complaints that he nailed to the church door in Wittenberg. The best one could be nailed onto the door of the classroom. Watch a video about pre-Reformation England. Explore a video about Martin Luther, and about buying pardons.</p> <p>Explore through story: role play using props skeleton in a room with a false door, chalice, Bible, Latin. Explore the persecution of Catholic priests during Henry VIII's reign. (Hidden priest hole in Tudor mansion)</p>	
Assessment questions	<p>Why did people dislike the Catholic church?</p> <p>Who was Martin Luther and what did he do?</p> <p>Why did Martin nail his 95 Theses onto the door of his church?</p> <p>What new type of Christianity was formed as a protest against Catholicism?</p>	<p>Resources</p> <p>Images of priests:</p> <p>Priest hole: https://www.livescience.com/57389-uk-mansion-secret-priest-hole-photos.html</p> <p>Teacher resource: http://www.primaryhomeworkhelp.co.uk/tudors/reformation.html</p>
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	Why did Henry VIII break from Rome?	
3 rd Concept To consider why Henry VIII made England a Protestant country. Marriage, religion, power or money?	<p>Historians have questioned if the English Reformation is whether England would have turned Protestant and broken with Rome had Henry not needed a divorce from his first wife, Catharine of Aragon. Henry desperately wanted to divorce Catherine, and marry Anne Boleyn, but the Pope would not allow it.</p>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
dissolution	-Henry VIII wanted to divorce Catharine of Aragon and marry Anne Boleyn so that he could have a son.	Write an account of why Henry VIII broke with Rome.

'break with Rome' divorce Religion Pope Catholic Protestant Church of England	<p>-Henry was a Catholic, and the Pope would not allow him to have a divorce.</p> <p>-In 1534, Henry was declared head of the Church of England and England became a protestant nation. He was now able to have his divorce. This was known as the 'break with Rome'.</p> <p>Teacher additional knowledge: In 1534 Henry VIII broke England away from the Catholic Church and established the Church of England, with him as its head. Parliament declared this law with the Act of Supremacy. Many wonder whether Henry's break with Rome was ultimately motivated by religious belief or his desire for a divorce.</p>	<p>The four areas are marriage (to marry Anne Boleyn and have a son), religion (to see Britain become a Protestant country), power (to be head of the Church of England) and money (gained through the dissolution of the monasteries). This could be done with a worksheet, asking 'what was Henry VIII thinking?' Explore in thought bubbles Henry's reasons: Marriage, religion, money, power.</p> <p>There are good videos on Henry VIII's motives for breaking with Rome here.</p>
Assessment questions	<p>Why did Henry VIII want to break with Rome?</p> <p>Was religion, power, money or marriage the most important reason for Henry's break with Rome?</p> <p>Who was the head of the new Church of England?</p>	<p>Resources</p> <p>BBC learn</p> <p>https://www.bbc.co.uk/bitesize/clips/zpmd2hv#:~:text=Henry's%20motives%20for%20breaking%20with,of%20the%20Church%20of%20England.</p>
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	What were Henry VIII's reasons to dissolve monasteries in England?	
4 th Concept To consider how Henry benefited from the Dissolution of the Monasteries.	<p>Recall prior KS1 learning –King John and the Magna Carta.</p> <p>Recap on Henry VII – what we know about his reign so far.</p> <p>Recap on the change and act of supremacy.</p> <p>Recall on who was the head of the new Church of England.</p>	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
dissolution monastery abbey monk nun Thomas Cromwell	<p>-Before the Reformation, England had many monasteries and abbeys full of monks and nuns, which owned an enormous amount of land and were very rich.</p> <p>-Once England became Protestant, these institutions were all closed down, and their wealth was seized by the king.</p> <p>-This was called the 'Dissolution of the Monasteries', and it made a lot of money for Henry VIII.</p> <p>Teacher additional knowledge: Having become head of the church of England, Henry married Anne Boleyn. He also made an enormous amount of money. Monasteries and Abbeys, which were home to monks and nuns, were not required for a Protestant country, as they were part of</p>	<p>Children could explore using some primary and secondary sources about the Dissolution of the Monasteries here.</p> <p>Children could explore what Henry VIII's motives were for dissolving the monasteries. Write a letter, from a monk, who has been forced out of his monastery by Henry VIII, explaining what had happened.</p> <p>Information: By seizing land from the Catholic church, the crown increased its income by around £150,000 (£81,829,100 as of 2014) a year. Discuss what Henry VIII could spend that money on.</p>

	the Catholic church. These buildings had huge amounts of land, and expensive goods such as gold and paintings, all of which Henry seized and sold off.	Children explore images of ruined Abbeys and Priories are very evocative, see here , here and here , and videos on the dissolution of the monasteries. Children explore the dissolution of monasteries and the role of Thomas Cromwell. Link to local history: Roche Abbey near Sheffield.
Assessment questions	What were monasteries and abbeys? Why did Henry VIII want to close them and seize their property? What was this process called?	Resources: Primary source materials: Letter from Cardinal Wolsey https://storymaps.arcgis.com/stories/eabbb11e62b941c1bf1474a83b5ce8a1 images of ruins of abbeys and monasteries https://www.english-heritage.org.uk/members-area/members-magazine/dissolution-of-the-monasteries/ video https://www.bbc.co.uk/programmes/p00w4qx3
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	Why was Henry VIII desperate for a son?	
5 th Concept To understand why Henry VIII tried so hard to have a son.	Recap: on how many wives Henry VIII had. Recall key change in religion in England in Henry's reign. Recall what the process was called – dissolving Catholicism and beginning the Church of England. Recap on what happened to abbeys and monasteries.	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Succession beheaded Tower of London Royal pardon Feast Hampton Court Palace	-Since Henry VIII was so worried about having a male heir, he married six times! As the rhyme goes: divorced, beheaded, died. Divorced, beheaded, survived! -After Henry VIII's death his only son was crowned Edward VI, but he died six years later. -By the end of his life, Henry VIII was sad that he had never produced a healthy male heir to be king. He died overweight and depressed. Teacher additional knowledge: Henry VIII's 38 year reign was highly eventful. He invaded France twice, founded the Royal Navy, married six times, executed two	Children could create a timeline of Henry's six wives and simple facts for each.

	<p>Lord Chancellors, and established the Church of England. However, he had one ongoing frustration. He was desperate to have a son, but despite marrying six times, he only had one son called Edward who suffered from ill health.</p> <p>Part of Henry’s concern was that he knew if he did not have a male heir, England could again fall into civil war, just like the brutal War of the Roses the previous century, which his father ended.</p> <p>Towards the end of his life, Henry grew overweight, angry and sad</p>	<p>This should help pupils understand the reign of Henry VIII through his various marriages.</p> <p>Henry VIII is famous for his size, and his enormous appetite. Explore later portraits of the king.</p> <p>Children could study the Tudor kitchens of Henry VIII’s palace at Hampton Court. Using video explore the kitchens and explore recipes on the Hampton Court website. Children could create a menu and invitation to a Tudor feasts at Hampton Court to celebrate All Souls Day.</p> <p>Link to D&T food technology – Tudor cheese pie recipe, link to Mathematics for measures and time.</p>	<div><h3>The Six Wives of Henry VIII</h3><table><tbody><tr><td> <u>Catherine of Aragon</u> m. 1509 - 1533 Divorced</td><td> <u>Anne Boleyn</u> m. 1533 - 1536 Executed</td><td> <u>Jane Seymour</u> m. 1536 - 1537 Died</td></tr><tr><td> <u>Anne of Cleves</u> m. 1540 Jan. - July Divorced</td><td> <u>Kathryn Howard</u> m. 1540 - 1542 Executed</td><td> <u>Katherine Parr</u> m. 1543 - 1547 Widowed</td></tr></tbody></table></div>	 <u>Catherine of Aragon</u> m. 1509 - 1533 Divorced	 <u>Anne Boleyn</u> m. 1533 - 1536 Executed	 <u>Jane Seymour</u> m. 1536 - 1537 Died	 <u>Anne of Cleves</u> m. 1540 Jan. - July Divorced	 <u>Kathryn Howard</u> m. 1540 - 1542 Executed	 <u>Katherine Parr</u> m. 1543 - 1547 Widowed
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Assessment questions	<p>Why did Henry VIII marry so many different wives?</p> <p>What would be eaten at a Tudor feast?</p> <p>Who succeeded Henry VIII after his death?</p>	<p>Resources:</p> <p>Video Hampton Court Palace https://www.youtube.com/watch?v=iwr68gROYM0</p> <p>Recipes from Henry’s reign Hampton Court kitchens https://www.hrp.org.uk/hampton-court-palace/history-and-stories/tudor-food-and-eating/#gs.f6zls5</p> <p>Kitchen information images and plan https://www.hrp.org.uk/hampton-court-palace/whats-on/henry-viii-kitchens/#gs.f6zxbe</p>							
Learning Objective	Pre-Learning Expectations								
Questions of enquiry:	Why did Tudor monarchs want establish colonies across the New World?								
6 th Concept To understand why the Tudor period (1485-1603) in British history is often known as the time of exploration and discovery.	<p>Recap on previous periods of British history studied: stone age to iron age, Anglo Saxon period, Viking invasion use the timeline with pupils as a point of visual reference. Pre-Learning - Move forward in time to the Tudor period where as a nation we had advanced and lots of individuals wanted to make their mark in history and exploring what was then called the unknown World was one way.</p> <p>Pre-learning significant individuals of the Tudor period who are linked to discovery – Sir Francis Drake and Sir Walter Raleigh.</p> <p>Pre-Learning: Tudor monarchs from Henry VIII to Elizabeth I.</p>								

Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Armada Vessel Ship Discovery Voyage Unknown World Colony Sir Francis Drake Sir Walter Rayleigh Portuguese Spanish French	<p>-Sir Francis Drake was born in 1540 in Tavistock, Devon, England. -He first started going to sea while living in Chatham in Kent, at the age of 12 or 13. -He became famous as a pirate and explorer. -Sir Francis Drake was the first Englishman to sail around the world. -During his life, Protestant England was often at war with Catholic Spain and there were rich rewards for capturing Spanish ships. -His pirate raids on Spanish ships off the coast of America were encouraged by Queen Elizabeth I. -Drake's successful battles against the Spanish helped England become a major sea power. -Another famous Tudor explorer was Sir Walter Raleigh who was in favour and then out of favour with Queen Elizabeth I. He did eventually get executed. (Core text link)</p> <p>Teacher Additional Knowledge</p> <p>-Drake was an apprentice on a small trading ship which was left to him when the master died. -Drake started his career as a slave trader. He was cousin of John Hawkins, the pioneer of the British slave trade. -Drake, who was an incredibly bold sailor, captured more than his fair share of Spanish ships. -Rayleigh's execution shows how many of the brave explorers had to be so careful not to fall out of favour with the monarchy. (Core text link)</p>	<ul style="list-style-type: none"> Pupils could find out as much as they can about him and put together a biography of Drake/Rayleigh's lives. <p>Watch the following link: https://www.youtube.com/watch?v=049ZJzBcYOo</p> <p>Watch the following internet link: https://www.youtube.com/watch?v=yjvS8jRiylg</p> <p>Children could explore Tudor ships e.g. Drake's 'The Golden Hind' and create a detailed labelled diagram, link to non-narrative writing about aspects of the ship. https://www.goldenhinde.co.uk/resources</p> <div>  <p>Francis Drake</p>  <p>Walter Raleigh</p>   </div> <p>https://www.modelships.de/Museums_and_replicas/Golden_Hinde_II/Golden_Hinde_replica.htm</p>
Assessment questions	Why was the Tudor period of British history known as the age of discovery? Which 2 sailors made a significant impact to Britain and Queen Elizabeth I during these time? Who was one on the main countries England was at war with during these times and why?	Resources: https://www.youtube.com/watch?v=049ZJzBcYOo https://www.youtube.com/watch?v=yjvS8jRiylg
Learning Objective	Pre-Learning Expectations	
Questions of enquiry:	Why was the defeat of the Spanish Armada so significant to Elizabeth I's reign? Application of knowledge and skills across the strand of learning – personal research the beginning of the British Empire	
7 th Concept To know during Tudor times how the	Recap on the 2 significant individuals that impacted on discovery and warfare at sea during the reign of Elizabeth I. (Drake/Rayleigh). Recall the discoveries they made.	

beginning of the British Empire was formed.	Pre-learning to look at the difference on a World Map from this period to the maps of the World we use today. Identify some of the new world discovered by the British, Portuguese, French and Spanish during this period of time.	
Subject Specific Vocabulary	Core Knowledge - What do we want the children to know?	Suggested learning activities – What key experiences?
Discovery New World Voyage Armada Fleet Colonisation Empire Indigenous people	<p>-To understand that during Elizabeth I's reign explorers of the time discovered many new lands.</p> <p>-When the English sailors discovered new land they made these countries part of the British Empire, despite indigenous people living there already.</p> <p>-This was also a time of Britain battling with Spain for supremacy of the seas.</p> <p>-England needed a strong navy in order to protect against attacks and invasions.</p> <p>Teacher Additional Knowledge: Henry VIII's father Henry VII began a programme of building warships for a navy. By the time he died, there was five royal warships. Two of them were new four-masted carracks, much larger than the usual English merchant ship. By the time Henry VIII died in 1547, the navy had been built up to more than 40 ships.</p> <p>Henry VIII built dockyards on the River Thames at Deptford (1513) and Woolwich (1512). Both the new yards were very close to Greenwich, where Henry had a royal palace. He built the first naval dock at Portsmouth.</p> 	<p>Using a portrait of a battle at sea: develop imagery with pupils</p>  <p>Imagine you are inside this image. How would you be feeling?</p> <p>Choose a task to complete</p> <p>B – list what you would see, hear, feel and smell around you. S- Write a description of what your senses would experience. G – Write a short diary entry of a naval officer.</p> <p>Pupils could work in groups and have a choice to undergo personal research into one of the following:</p> <ul style="list-style-type: none"> - The Spanish Armada - Tudor ships (or Galleons) <p>Pupils could present to others in class what they have learned about each of the five aspects set out above.</p> <p>Link royal navy https://www.rmg.co.uk/stories/topics/henry-viii-his-navy#:~:text=Henry%20VIII's%20father%20Henry%20VII,to%20more%20than%2040%20ships.</p> <p>Using a variety of source materials: diary accounts and orders from Philip II of Spain (1588), images of battle positions pupils to explore why the Spanish were attacking England and their attack plans and the Navy's defence plans and how the Spanish armada were defeated.</p> <p>Explore the famous portrait of Elizabeth I with the Navy and Armada in the background</p> <p>https://www.rmg.co.uk/stories/topics/why-are-there-three-versions-armada-portrait</p>
Assessment questions	Why did England become at war with Spain in 1588? During Henry VIII's reign why had building a Royal Navy become so important? Why during Tudor times is it known today as a period of discovery?	Resources: https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zsysn9q https://mrshumanities.com/2016/08/31/resource-spanish-armada-double-lesson/

	How was the Spanish Armada defeated?	
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Main Strand/Concepts	Power/Leadership and Invasion - (country, democracy, <u>empire</u>, government, law, monarchy, parliament, peasantry, <u>tyranny</u>) Geography:
Prior Learning Links	In Y1 key concepts taught To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. In Y2 key concepts taught Basic fieldwork skills through a local study of the school and surrounding area and compared similarities and differences in human and physical features within Dunscroft as a village, Doncaster our nearest town and the locality of Conisbrough Lower Key Stage 1 Re-capped on the continents of the world. To find and locate the country of Egypt. Identify key human and physical features. To understand the importance of the River Nile. How the River Nile was used for trade.
Main enquiry question/s	Who were the Tudors?
Programme of Study NC Requirements	National Curriculum <i>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i> Place knowledge Pupil to: <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America -Human and physical geography <ul style="list-style-type: none"> - 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 -Geographical skills and fieldwork <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Learning Objective	Pre-Learning Expectations
1 st Concept To understand what trade is and know the difference between import and export	Re-cap the term trade – children will have covered in lower key stage 2 when learning about the ancient Egyptians. Children understand that the River Nile was used as a trade route. <u>Recall and retrieve prior learning:</u> <ul style="list-style-type: none"> • Know that the United Kingdom is a country that is in the continent of Europe, and locate the United Kingdom on a map of the world and a globe. • Know that the United Kingdom is made up of four smaller countries: England, Wales, Scotland and Northern Ireland. In the past these were all separate countries • Know that country is a group of people who are governed by a shared government • Know that London is the capital city of England and of the UK

	<ul style="list-style-type: none"> • Know that Northern Ireland is part of an island to the west of the UK. Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK. • Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean. • Know that settlements, such as cities, towns and villages, have often been built alongside rivers because of the transportation links that rivers historically provided, as well as opportunities for irrigation 	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
Trade Transport Import export goods manufacture/ production border/boundaries (continents, localities, nations), services international trade economy distribution	<p>Key knowledge:</p> <ul style="list-style-type: none"> -Know that trade is the buying and selling of goods and services. -Know that goods are objects that people grow or make/manufacture—for example, food, clothes, and computers. -Know that services are things that people do—for example, banking, communications, and health care. -Know that today most countries take part in international trade, or trade across countries borders. -Know that in comparison in Tudor times explorers set out by sea only to discovery the new World and the UK created colonies across the World. -Know that the countries of the world are interconnected in a variety of ways, for example transportation and trade links -Know that exports refers to selling goods and services produced in the home country (UK) to other markets/countries. -Know that imports refers to bringing in the goods and services into the port of a country. An import in the receiving country is an export to the sending country. -Know what is local, national and global trade using scales of trade. <p>Teacher additional knowledge:</p> <ul style="list-style-type: none"> -Know that people have traded since prehistoric times. 	<p>Pupils to watch clips (see resources below)/ research the differences between import and export.</p> <p>Create a presentation or mind map to show the differences between imports and exports.</p> <p>Pupils to describe what is trade? Draw the scales of trade.</p> <p>Pupils look at the top 10 most traded items in the World today.</p> <p>Some pupils may extend to – consider: Do some countries have the need to import export fewer/more goods than others. What are the causes that impact on importing and exporting goods?</p>
Assessment questions	<i>What is trade?</i> <i>What is the difference between imports and exports?</i> <i>What types of goods are imported to the UK and exported from the UK?</i> <i>How are goods transported?</i>	Resources: Lesson power point – When did trade get global https://www.rgs.org/schools/teaching-resources/global-trade/ Trade clip the difference between imports and exports https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr top 10 traded items link: https://www.moreland-islington.co.uk/topic-geography-and-history-3/
Pre-Learning Expectations		

Learning Objective		
<p>2nd Concept</p> <p>To understand that there are different trade routes to and from the UK and how goods are transported.</p>	<p>Children recall what trade is</p> <p>Recap on the difference between imports and exports</p> <p>Recall that geography is the study of places and the relationships between people and their environments</p>	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
<p>Trade</p> <p>Transport</p> <p>Import</p> <p>Export</p> <p>Port</p> <p>Service</p> <p>Goods</p> <p>Partners</p> <p>Global Supply Chain</p> <p>Primary</p> <p>Secondary</p> <p>Tertiary</p>	<p>Key Knowledge:</p> <p>Know that everything we want and need cannot be always obtained within the national borders of the UK, so we must import these goods from other countries in the world to meet demand.</p> <p>Know that the Global supply chain is the journey travelled by clothing, food items and other products through different factories, suppliers warehouses before ending up as the finished product we buy in shops.</p> <p>Know that stages in the supply chain can go to and from different locations around the world</p> <p>Know that manufactured items go through three stages of production that take place at different locations around the world: primary, secondary, and tertiary.</p> <p>1) Primary- Extracting the raw materials e.g. farming, mining, fishing, and forestry.</p> <p>2) Secondary- Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.</p> <p>3) Tertiary- Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the world.</p>	<p>Explain to pupils that manufactured items go through three stages of production that take place at different locations around the world: primary, secondary, and tertiary.</p> <ol style="list-style-type: none"> 1) Primary- Extracting the raw materials e.g. farming, mining, fishing, and forestry. 2) Secondary- Turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers. 3) Tertiary- Services as provided to businesses (shops selling the brand) and other customers. The distribution to retailers around the globe falls into this sector. <p>Pupils brainstorm initial ideas, and consider and discuss the possible raw materials and constituent parts by looking at pieces of cotton clothing (cotton, zips, buttons, string) and different stages (dyeing the cotton, sewing, packaging), and the people involved (transporter, packager, sewer, retailer etc.) Pupils could play round robin to add primary, secondary and tertiary stages and what would be produced to make the finished clothing items. The pupils jot down ideas on post-it notes and then feedback to class.</p> <p>Pupils can explore visual cycle of the global supply chain: raw material, supplier, manufacturer, distribution, customer and consumer. Pupils can create simple cycle mind maps to show the chain, labelling each step to recall knowledge.</p> <p>Play video on cotton farming in Peru. Go to the YouTube website https://www.youtube.com/watch?v=P3Q7obH5sHU</p> <p>Pupils watch a video to show the global supply chain of cotton clothing and the</p>

		<p>multi-stop journey these goods go through from source to sale and the different locations involved. Explore the stages of the supply chain: primary, secondary, and tertiary are applied to this case study example.</p> <p>Using digital maps pupils can explore where the supply chain begins and ends Model using Google Earth: go to the Google Earth website http://www.google.co.uk/intl/en_uk/earth/ to find the locations of the different stages of the global supply chain of the cotton clothing. Search for the following locations in the top left search box: -The Piura and Vitor regions of Peru where the cotton is farmed. -Suriname, where the aluminium for zips is mined. -Kipaş Holding, Kahramanmaraş, Turkey: textile factory in Turkey -Kahramanmaraş Airport, Turkey is where the cotton is taken for distribution to Europe and the USA.</p>
Assessment questions	<p>What is a global supply chain. Can you give an example of a global supply chain?</p> <ul style="list-style-type: none"> What different stages do manufactured goods go through on their journey from source to sale? Do these stages take place at different locations around the globe? Why? Who is involved with the production at each stage and what is their job role? 	<p>Resources: Lesson ppt and cards and images https://www.rgs.org/schools/teaching-resources/global-trade/</p>
Learning Objective	Pre-Learning Expectations	
<p>3rd Concept To understand that international trade has developed through time.</p>	<p>Recall: What is 'trade'? Could you live without trade? What different scales can goods be exchanged at? What makes trade 'global'?</p>	
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
<p>International Trade Silk route Middle east Transported Wealth</p>	<p>Key Knowledge: To know that trade has occurred between people since the beginning of civilisation when people exchanged goods and skills within their community on a local scale.</p>	<p>Use a map to locate and name the UK the lines of longitude and latitude, the northern and southern hemisphere and the tropics of Capricorn as well as countries in North and South America discovered in Tudor Times.</p>

merchants	<p>Stone age: To know that even in the Stone Ages people exchanged goods such as tools, clothing and food.</p> <p>Tudor period: To know that trade largely occurred on a local scale at this time. People had no contact with people from distant places.</p> <p>To know that trade between countries in Europe grew enormously with the discovery of the new world by the Spanish, Portuguese and English and their colonies.</p> <p>To know that in Elizabethan Tudor times trade across the oceans became more possible because of seaworthy boats and brave merchants.</p> <p>To know that the discovery of these new lands lead to new foods and materials being introduced to England.</p> <p>To know that European countries such as England became richer during this period as they made profit from the slave trade, sugar and other expensive items that were sourced in other countries and spices from the West Indies.</p> <p>To know that trade became an increasingly important part of the country's wealth and merchants (traders) became very well respected.</p> <p>Additional teacher knowledge: To know that John Cabot discovered Newfoundland in Canada To know that Sir Francis Drake sailed around the world and landed in Nova Albion. To know that John Hawkins (a cousin of Sir Francis Drake) discovered the West Indies in 1561.</p>	<p>Explain to pupils that trade has changed considerably through time. In the past goods and skills were exchanged on a local scale within communities, through time trade has grown to a global scale. Nowadays it links people from locations all over the world. Improvements in technology, transport and communications allow money and items to be exchanged across longer distances and more quickly.</p> <p>Pupils to research how and why trade has changed through time. Explain it is important to understand what has changed through time to allow trade to be carried out on a larger scale.</p> <p>Assign groups with one of the three trade time periods (Stone Ages, Tudor Times, 21st Century) to research.</p> <p>Task – 1) Pupil could map the routes taken by the explorers to the new lands and record the colonised name and any goods traded and brought to the UK during Tudor times.</p> <p>Explain to pupils that the 3 key explorers discovered new lands and the monarch then colonised these places even though there were already settlements and population (indigenous people) in the colonised these areas.</p> <p>2) Pupils could research the 3 explorers/privateers in Tudor times and use maps to locate and record voyage routes and discoveries during the reign of Henry VII and Elizabeth I.</p>
Assessment questions	<p><i>Explain how trade developed through time.</i></p> <p><i>What made trade more possible during the Tudor times.</i></p> <p><i>Explain what a merchant is.</i></p> <ul style="list-style-type: none"> How and why has trade changed through time to become global? What was trade like during each time period? 	<p>Resources: Website – Tudor discoverers and explorers https://www.historyonthenet.com/the-tudors-discoverers-and-explorers https://primaryhomeworkhelp.co.uk/tudors/explorers.htm</p>
Learning Objective	Pre-Learning Expectations	
4 th Concept To know trade now happens on a larger scale (global) and at a	<p>Recall what trade is, using quizzing pupils recap on key knowledge using their knowledge organisers.</p> <p>Recap that - Exported goods can be dependent on the wealth of a country.</p>	

faster pace than ever before.		
Subject Specific Vocabulary	Core Knowledge –What do we want the children to know?	Suggested Learning Activities – What key experiences?
International Trade Import Export	<p>Key knowledge: To know everything we want and need cannot be always be got in the UK, so we must import these goods from other countries in the world to meet demand.</p> <p>To know we ‘import’ and ‘export’ food in a system of global trade.</p> <p>To know that some foods we buy and eat are not grown here in the UK because of the physical Geography of the UK. For example, tropical, exotic or out-of-season fruits, vegetables and spices must be imported from overseas.</p> <p>To know why the Suez Canal is located where it is – how this is a major trade route.</p> <p>To know that the top 10 commodities today are, crude oil, coffee, natural gas, gold, Brent oil, silver, sugar, corn, wheat and cotton.</p>	<p>Explain to pupils that everything <u>we want and need</u> cannot be always obtained within the national borders of the UK, so we must import these goods from other countries in the world to meet demand.</p> <p>Ask the pupils to consider their favourite food and ask: where were the ingredients to make that food grown? Could they have been grown in the UK? If no, what factors prevent it from being grown here?</p> <p>Explain to pupils that we ‘import’ and ‘export’ food in a system of global trade. Highlight definitions of these terms on the PowerPoint.</p> <p>Some foods we buy and eat are not grown here in the UK because of the physical Geography of the UK. For example, tropical, exotic or out-of-season fruits, vegetables and spices must be imported from overseas. Also, some products such as wheat can be grown on a larger scale which reduces cost in countries with a greater landmass such as the USA.</p> <p>Share the quote by <i>Martin Luther King Jr said, “Before you finish eating breakfast this morning, you have depended on more than half of the world”.</i></p> <p>Share breakfast items with pupils to demonstrate this idea to the pupils by telling them their morning orange juice may be from Spanish oranges, tea from India, sugar from Brazil, and cereal from corn grown in the USA.</p> <p>Touch upon the fact it is a good idea to source food that is grown in the UK <i>when possible</i>, as it is better for the environment and supports British farmers.</p> <p>Pupils can use an atlas and globes and world maps to colour code using a simple colour key to present knowledge of foods from around the world, teacher to share a model and allow pupils to organise the knowledge using simple photo images and drawings or text boxes to present their understanding.</p> <p>Pupils can create an information sheet on the top 10 traded products today. Challenge –pupils write a paragraph about how the economic wealth of a country can then impact on the types of good they export.</p>

Assessment questions	<i>Explain why the food's in our supermarkets are from different locations all over the world.</i>	Resources: https://www.rgs.org/schools/teaching-resources/global-trade/ world trade food routes https://school-learningzone.co.uk/key_stage_two/ks2_geography/trade/trade.html