



**Holy Trinity Church of England Academy**  
**Termly Plan – Off with her head**  
**Year Group - five**

<b>Focus + Area of Curriculum</b>  <i>Engage, Develop, Express, Innovate</i>	<b>Objectives</b>	<b>Activity and lesson outline</b>	<b>Differentiation</b>	<b>Resources/ Key Questions</b>	<b>Next Steps/ Necessary Skills</b>
<b>Engage</b> English	Use the features of non-fiction effectively to find information and present key facts across all curriculum areas.	<p>Look at a range of texts and books about the life of Henry VIII, identifying key facts. Consider if, and how, the resources help them to understand Henry VIII's beliefs, motives and lifestyle. Use a highlighter pen to pick out facts and useful information.</p> <p>Before reading, look closely at a portrait of Henry, encouraging children to talk with a partner about what they think about him. When looking at texts and books, ask children to detect the writer's opinion of Henry.</p>	Differentiated group work	Range of different texts and sources of information.	
<b>Engage</b> English	Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.	<p>Collect snippets of information about Henry VIII, Anne Boleyn or Thomas Cromwell from a range of sources including the web. Use this information to make short, effective notes for a mini-biography aimed at children of their age.</p> <p>Split the class into groups, so that each group writes about one of the three characters. Recap on the definition and key features of a biography so that children know what information they need to research and collect to write their own.</p> <p>Present as fact file using word.</p>	Differentiated computer partners	Range of sources of information	
<b>Engage</b> History	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	Use a range of source materials to sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit in our history. Use portraits to create a family tree for the Tudor dynasty. Work in groups to find out each monarch's, birth and death dates, length of reign and key events, writing these on information cards to add to their Tudor timeline.	Cut and stick SEN sheet.	Number line Cut / stick sheet SEN	



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<p><b>Engage</b> art</p>	<p>Explain how a piece of artwork makes them feel, explaining views by reference to effects (e.g. colour and pattern).</p>	<p>Look at portraits by Hans Holbein, including those of Anne Boleyn, Henry VIII and Thomas Cromwell. Discuss their features: posture, colour and other interesting details and compose questions inspired by the portraits about each individual. Research and talk about the significance of particular symbols or colours used. Speculate about the subject's character and write down any questions raised on speech bubbles around the portrait.</p> <p>Holbein worked under Anne Boleyn and Cromwell's patronage. Children could practise sitting for a portrait. What objects or outfits would they need to portray their character?</p>	<p>More obvious portraits to be looked at by SEN.</p>	<p>Range of portraits Glossary of Tudor artifacts</p>	
<p><b>Engage</b> Music</p>	<p>Appreciate and understand high quality music, both live and recorded.</p>	<p>Listen to a range of courtly Tudor music. Identify the instruments they hear and describe how the music makes them feel. Role play, bringing the Tudor court to life while the music plays!</p>		<p>Range of Tudor music. Clips of Tudor music playing in court.</p>	
<p><b>Engage</b> Geography</p>	<p>Explain how things change by referring to the physical and human features of the landscape.</p>	<p>Compare maps from both Tudor and modern day London and discover where most Tudor people settled. Find out whether any features from Tudor London still remain today.</p> <p>Provide children with a good range of information books and maps, encouraging them to read and research in pairs or groups. Tudor buildings that still remain today include Hampton Court Palace and the Tower of London. The rebuilt Globe Theatre remains in close location to its original site.</p>	<p>Teacher / TA support for SEN looking at simple maps.</p>	<p>Range of maps modern and Tudor.</p>	



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<p><b>Develop</b> English</p>	<p>Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint.</p>	<p>Discuss in groups what they think a riddle is. Share ideas for the meaning of the word and look it up in a dictionary to get the true meaning. Read the 'Riddles' available on <b>The Hub</b> and ask children to discuss what they think the answers are and why. Identify some of the features used in them, picking out examples from the text.</p> <p>Riddles are an ancient form of poetry that makes use of double meanings, word play and metaphors. Most riddles ask questions that require the reader to solve them. Writing riddles is very different from guessing them, as the trick is to work backwards starting with the answer. Riddles were popular during Tudor times for entertainment and courting purposes.</p>	<p>Differentiated partners</p>	<p>Range of Tudor riddles</p>	
<p><b>Develop</b></p>	<p>Discuss how authors use language, including figurative language.</p>	<p>Listen to the poem <i>Whoso List to Hunt</i> by the courtly poet Thomas Wyatt. Together, begin to develop an understanding of what the poem is about, highlighting examples of imagery that gives the reader clues to its true meaning. Write a summary to explain what the poem is about.</p> <p>The hunt refers to Wyatt's obsession with Anne Boleyn (Anne is the deer in the poem and Wyatt the hunter). The poet describes how the pursuit has worn him out: 'But as for me, hélas, I may no more. The vain travail hath wearied me so sore; I am of them that farthest cometh behind.' He appears to warn others of the futility of pursuing Anne, as the deer wears a necklace inscribed with the phrase (or rather warning): '<i>Noli me tangere</i>, for Caesar's I am'. <i>Noli me tangere</i> is Latin for 'touch me not'. You may want to use a modern translation of the poem to make it more accessible. There are examples of contemporary versions online.</p>		<p>Poem – <i>Whoso List to Hunt</i> by poet Thomas Wyatt.</p>	



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<p><b>Develop</b> English</p>	<p>Use some features of sentence structure to build up detail or convey shades of meaning.</p>	<p>Imagine they are to attend a banquet at his Royal Highness King Henry's request. To please the King, all guests should prepare a riddle that can be performed to the King and his dinner guests. Take part in a 'shared write' to create a class riddle that would please King Henry! Work together to suggest ways of structuring sentences and choosing words to enhance meaning.</p> <p>Use the following technique to model riddle writing: Start with the answer, asking the children to look at a range of everyday Tudor objects and choose one. Make a list of the characteristics that make the selected item unique. Then, brainstorm as many characteristics as they can and write them down. Imagine that the item is a person telling them about itself... What are its talents? How does it feel? What does it do? Write a description that is at least three sentences long. Include enough clues that a thoughtful dinner guest could guess the answer!</p>		<p>Range of Tudor riddles</p>	
<p><b>Develop</b> English</p>	<p>Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.</p>	<p>Choose an everyday Tudor object such as a coin, jug, silver plate, hair comb, pizzle pot or neck ruffle and follow the above model for writing a simple riddle of their own. Work with a writing partner, sharing their ideas and helping each other by giving positive feedback. Use feedback to improve their own writing.</p> <p>Children should write at least one verse and use a thesaurus to improve vocabulary. More able children could include rhyme too!</p>		<p>Range of Tudor riddles / artefacts.</p>	
<p><b>Develop</b> History</p>	<p>Explain why people acted as they did (e.g. why Henry VIII married many times in order to produce an heir to the throne).</p>	<p>Create a timeline of Henry's marriages and generate their own research questions such as 'Why did Henry marry six times?' and 'Which was his longest marriage?' Record these on a questions or research wall for exploration. Create individual illustrated timelines using appropriate software.</p> <p>Allow children time to carry out independent research on the questions generated, using a range of historical resources. Perhaps play Tudor music quietly in the background to create an atmosphere for writing.</p>	<p>Mixed ability partners.</p>	<p>Use ICT to create timeline of Henry's marriages.</p>	



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<p><b>Develop</b> P.E.</p>	<p>Vary dynamics of a movement or dance, developing actions in time to music, with a partner or as part of a group.</p>	<p>Learn a variety of Tudor dance movements with a partner. Watch clips of popular dances of the time such as the stately 'pavane' and carefully practise the individual steps. Begin with a bow or curtsy and refine their control of the dance steps, counting the beats to help with correct timing.</p>	<p>Practise slowly and without music first, then speed up once movement is more controlled.</p>		
<p><b>Develop</b> Music</p>	<p>Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.</p>	<p>Listen to and sing <i>Greensleeves</i>, which is associated with Henry VIII's relationship with Anne Boleyn. Discuss the lyrics:          'Alas, my love, you do me wrong,          To cast me off discourteously.          For I have loved you well and long,          Delighting in your company.'          Divide into groups to learn different parts of the song and perform the whole piece clearly and expressively.</p> <p>Help the children find the natural pauses in their singing, marking these on the lyric sheets. Focus on which syllables to stress and how long to hold each note for a smooth sound.</p>	<p>Solos / duets etc where appropriate</p>	<p>Greensleeves music / words</p>	
<p><b>Develop</b> Art</p>	<p>Compare and comment on ideas/methods/approaches in own and others' work (relating to context).</p>	<p>Look at a number of miniature Tudor portraits, finding out when they were painted and how they were used. Practise painting small details using fine brushes and magnifying glasses. Evaluate and refine techniques to paint a miniature, Tudor-style portrait based on a photograph of themselves.</p> <p>Artists painting miniatures used water-filled jars to magnify their work. Miniatures were often kept in beautiful trinket boxes. Elizabeth I kept a miniature portrait of Anne Boleyn in a ring known as the 'Chequers ring'.</p>		<p>Range of miniature portraits</p>	



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<p><b>Develop</b> Art</p>	<p>Use cross-hatching to add tonal detail.</p>	<p>Make detailed observational sketches of Tudor costumes and jewellery. Consider the fabrics and materials used and create a collage or scrapbook using drawings, fabric samples, notes and printed images from the web. Make detailed sketches using pencil, paint or pens to pick out rich detail.</p> <p>Remind children of the differences between the clothing of the rich and the poor in Tudor times. Perhaps make a detailed, embroidered sampler stitching beads and adding embellishments with cotton silks and threads.</p>		<p>Range of images of Tudor costumes</p>	
<p><b>Develop</b> Geography</p>	<p>Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.</p>	<p>Use the web and other historical sources to find out where Henry VIII lived during his lifetime and locate these places on a UK map. Look in detail at one of these homes, making a map and a plan for it and sketching detailed illustrations of the palace or house. Research the rooms and décor of each one and decide which of Henry's homes was the grandest. Research which of his homes had the largest banqueting hall.</p>		<p>Maps of UK List of Henry VIII's villas. Henry VIII had numerous homes. He was born in Greenwich, but he also lived in the Tower of London, Windsor Castle, St James' Palace, Westminster Palace, Eltham Palace and Hampton Court Palace.</p>	
<p><b>Develop</b> History</p>	<p>Make connections between two periods of history, to begin to develop historical perspective.</p>	<p>Work in teams to find out about Tudor crimes and punishments. Create illustrated mind maps to record their findings adding facts, diagrams and illustrations, then share their findings with others to compare. Give their view of the punishments of the time.</p> <p>Give the children a range of information sources including non-fiction books, explanatory texts, images and website links to trusted sites (<b>be sure to check for age-appropriate content</b>). Generate a glossary of new terms (for example, treason, execution, capital punishment, the state, sentence and penalty) and add to it throughout the project.</p>	<p>Differentiated glossary for SEN</p>	<p>Range of crime and punishment techniques.</p> <p>Differentiated Glossary</p>	



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<p><b>Develop</b> History</p>	<p>Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Use non-fiction books and the web to find out why Henry VIII broke away from the Catholic Church and explain his 'Great Matter'. Discuss the roles of Cardinal Thomas Wolsey, Thomas Cromwell and Thomas More. Use role play to act out conversations between Henry VIII and either Thomas Wolsey, Thomas Cromwell or Thomas More. Give a personal view on Henry's actions.</p> <p>When Henry was worried that his first wife, Catherine of Aragon, would fail to bear him a son and heir, he decided to divorce her. The only way to do this was to break away from the Catholic Church and establish his own church, which became known as the Church of England.</p>		<p>Access to internet Range of sources about new church</p>	
<p><b>Develop</b> History</p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Find out how tall and how wide Henry was by drawing a life-size outline of him! Work together to write his thoughts about his 'Great Matter' inside his outlined head and the things he might say to others about her on the outside of his body. Discuss what kind of character Henry was.</p> <p>Henry was reported to be about 6'1" in height and boasted a massive 52" waist! Use rolls of paper to draw his silhouette.</p>		<p>Large paper Copy of Greta Matter Other quotes from Henry</p>	




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<p><b>Innovate</b></p>	<p>Decide who you would like to represent in court. Will it be Anne Boleyn (the defendant) or Henry Tudor (the prosecutor)? Explain your choice to others.</p> <p>In your teams, decide who you want to interview from the opposing side. Write a list of questions to ask them.</p> <p>Design and make key evidence to be shown in the trial. Maybe miniatures? Love letters? Rings? Cromwell's diary? Think carefully, how could your evidence could best help your case?</p> <p>n role, write a short plea for or against the persecution of Anne. What facts and evidence can you draw upon?</p> <p>Create an invitation for courtroom observers detailing date, time and location of the trial. You might need to include a map. Send your invitation home.</p> <p>The trial needs a fair jury, judge, courtroom clerks and scribes to record the court proceedings. You'll need somebody neutral to take on these roles. Perhaps parents or other adults in school can help?</p> <p>Before the court case begins, practise opening speeches for the prosecution and defence teams.</p> <p>Order, order... the court is in session! Will each party please present their evidence and key witnesses to the jury.</p> <p>What does your jury decide? Have you rewritten history or replayed it?</p> <p>Depending on the outcome of your case, inform the public what will happen next. Write a newspaper report explaining what happened in court and what will happen next. Create a short headline cry for the town crier. What might it be?</p> <p>The case is over and closed. Write a final verse for the song, Greensleeves, describing the fortunes of Anne. Now perform it to a live audience!</p>	<p>Innovation board</p>	
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<p><b>Express</b></p>	<p>Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Make character profiles for all of Henry's children. Draw an outline of each of his children and use historical source materials to find out about their characters and lives.</p> <p>Henry died in 1547. His son, Edward VI, who succeeded him, was aged only nine at the time. When Edward died at just 16, his sister became Queen Mary I and on her death her sister Elizabeth was crowned Queen. Elizabeth's death in 1603 finally brought the Tudor age to an end.</p>	<p>Differentiated partners</p>	<p>Pictures of Henry's children to write within</p> <p>Timeline / family tree</p>	
<p><b>Express</b></p>	<p>Select / use a range of art techniques to produce a large piece of artwork.</p>	<p>Share a portrait of Henry VIII – provide each children with a small square which they are to recreate in a larger scale using a range of techniques e.g. chalk, pencil, poster paint, water colour etc.</p> <p>Piece the artwork back together to form a giant portrait of Henry by the whole class.</p> 	<p>Children to do art style which they are confident with</p>	<p>Range of art resources to support task.</p>	