



# Lower Heath CE Primary School

## Cycle A - LKS2 - Autumn - Divorced, Beheaded, Died...



### Launch



### Explore



### Energise



### Celebrate

Look closely at the Battle of Bosworth and the combination of the two roses.  
Create our own rose, using craft materials.  
Begin to create a timeline of events which we will add onto as the unit goes on - clearly mapping out the Tudor time and key dates.

Build on skills from KS1, understanding what a healthy diet is and what we need to keep healthy.  
Explore and taste different types of bread and what they are made of.  
Discuss what ingredients may be grown locally.  
Bake our own bread and taste that, then go on to design our own remembering the key ingredients we need and adding our own twist.

Tudor related educational visit.  
The plan for the visit is to go to Shrewsbury, which is a well-known and preserved Tudor town. We will spend the day looking at portraits, artifacts and trying on different Tudor clothing. We will develop an understanding of the difference between being rich and poor in the Tudor times.

Parents to come in and enjoy a Tudor style feast with food made by the children. We can then share and celebrate our timelines, knowledge of the Tudors, portraits. We will also decorate the classroom with a Tudor theme.  
We will create invites using a computer.

### Links to Lower Heath Pledge:

- Create a portrait that will be for a class exhibition
- Welcome visitors (parents) to the school by hosting a Tudor feast
- Design, take part and evaluate an experiment at school (science)
- Complete the same piece of work several times, making each version better than the last (DT - tweaking the recipe using their knowledge and ideas shared with them)

## Theme Content

Geography	History	Science	RE
<p>N/A due to content in history.</p>	<p>Build on KS2 knowledge of history moving further back in time. Be able to identify the key individuals and monarchs.</p> <p>To understand what happened during the battle of Bosworth and how this was the beginning of the Tudor period of time. Use this knowledge to put this information onto a timeline which we will add to as we learn about key Tudor events and individuals.</p> <p>Look closely at Tudor families comparing it to ours using similarities and differences. Then look closely at Henry VIII and his six wives, be able to name and order them.</p> <p>Explore the lifestyles of the Tudor times including; Traditional Tudor clothing and key items they used to wear.</p> <p>Look closely at their diets and compare them to what we eat now. Explore illness and medicines, understanding what each illness is and the treatments that will help/cure it.</p> <p>Discuss what a crime is and happens if you commit a crime, look at whether crimes were different during the Tudor times.</p>	<p><u>Light:</u> In this unit, we will learn that light is needed in order to see things and that darkness is the absence of light. We will develop an understanding that light comes from natural light sources such as the sun, fire or a star and from artificial light sources such as a light bulb.</p> <p>We will also learn how light can be reflected from surfaces and that some surfaces reflect light better than others. Develop knowledge that light from the sun can be dangerous and that we need to protect our eyes.</p> <p>We will explore how shadows are formed and will learn patterns in the way that the size of shadows change.</p> <p>They will learn about a key scientist that links to light called Justus Von Liebig.</p> <p><u>Forces and Magnets:</u> We will learn how things move on different surfaces and that some forces need contact to act but magnetic forces can at a distance. They will learn about how magnets attract and repel some materials but not others, will describe magnets as having two poles and will predict whether 2 magnets will attract or repel based on the orientation of the poles.</p>	<p><u>Creation:</u> We will build on our knowledge of the creation story from KS1. In this unit of work we will look closely at what kind of person God is and why we think he decided to create the World.</p> <p>In addition to this, we will look carefully at what kind of world God created and how we would want us to treat it.</p> <p>We will think about what we can do as individuals and as a class to take care of Gods world.</p> <p><u>Trinity</u> We will develop a more secure understanding of God being Trinity; Father, the Son and the Holy Spirit. We will learn about why God may have sent Jesus and what his purpose may have been by exploring a range of texts including parts of the bible and Christmas carols.</p> <p>We will also discuss what it means to believe that God is trinity and what impact this may have on how Christians lead their lives. We will look learn more about Christmas and why this really is a celebration for Christians.</p>

	<p>Compare the life of children in Tudor times compared to the modern day child.</p> <p>Learn about Elizabeth I, understand that she was the final monarch of the Tudor period and look into her life including the troubles she faced.</p>	<p>Learn about Michael Faraday, learning who he is and what he is famous for.</p> <p>During lessons throughout the term children will take part in investigations as well as investigating to prove their own theories and be encouraged to answer their own questions through exploring and researching.</p>	
<b>PSHE/RSE</b>	<b>Art</b>	<b>DT</b>	<b>Music</b>
<p>To look at pictures different families and discuss how they different to our own. Discuss how they are all different and that, that is ok. Discuss what a family is for and how families make us feel. Discuss the positives about being part of a family. How do we care for others, does this differ between friends and family?</p> <p>Identify when/if something in family that might make someone upset or worried and what should we do or whom we should speak to.</p> <p>Discuss what things we should share with different people. Then go on to discuss what things we should keep private and why - discuss online: passwords etc. Understand how we can keep ourselves safe online. Discuss what bullying is and the impact this can have on others. Identify what we should do if we are</p>	<p>Using sketching pencils draw eyes, ear and nose. Draw one without new skills first and then keeping drawing/sketching them until they produce an eye, ear and nose they are happy with, progression should be seen the more they draw.</p> <p>Look at and compare Tudor portraits and modern portraits. Discuss the key differences as well as difference in mediums.</p> <p>Look and compare Artist who have drawn portraits such as <b>Hans Holbein</b>, <b>Rembrandt</b> and <b>Lucian Freud</b>. Learn about each artist and how they became portrait artists. Practise drawing our own facial features using mirrors to add accurate details and progress to drawing our own portrait in the style of <b>Hans Holbein</b>.</p>	<p>Build on KS1 about a balanced and healthy diet. Discuss what we need to stay healthy and use knowledge of food pyramid - Which food group is bread in?</p> <p>Taste a range of breads (soda, tiger, sliced, crusty, wholemeal vs white etc.). Evaluate how each one tastes.</p> <p>Following a recipe bake our own bread and taste. Design and bake (for parents to taste) our own bread using the key ingredients and adding a few different ingredients to make add our own twist.</p> <p>Discuss how these breads would work in relation to making a sandwich. Look at different sandwich fillings building on KS1 knowledge, plan and make our own sandwich using bread we have baked for parents to try on our celebrate afternoon.</p>	<p>We will be learning to play the glockenspiel using Charanga which guides us through each set and provides us with the correct music and speeds can be adapted as confidence begins to grow. We will develop an understanding of the notes and how these are laid out on the glockenspiel. We will continue to find the beat of music and use this knowledge when we play the glockenspiel. We will also develop music related language being about the talk about genre of music, instruments and the structure of different pieces of music.</p>

<p>being bullied. Discuss bullying online.</p> <p>Understand what respect is. Discuss how to model and recognise respectful behaviours. Understand that we need to share respect to other people, cultures and wider society.</p>	<p>Experiment with watercolours and create new colours. Use this to add life like colour to our self-portraits.</p>		
<p><b>Computing</b></p>	<p><b>Languages</b></p>	<p><b>Learning outdoors</b></p>	
<p><u>Connecting Computers:</u> We will develop an understanding of how inputs and out puts, how they work and what they are. To learn that a device is made up of several components in order to create an input and an output. To develop an understanding of what a network is an what it means to be part of one.</p> <p><u>Stop Frame Animation:</u> We will learn to use a range of techniques to create a stop-frame animation using an iPad or tablet. Next, they will apply those skills to create a story-based animation. We will then add other types of media to their animation, such as music, text or another image.</p>	<p>To learn basic greetings, words and question that relate to getting to know each other. Be able to ask someone’s name, feelings and age, as well as being able to answer those questions. Be able to count to 11 and name the 6 questions.</p> <p>To learn days and months and be able to use these to ask the date, someone’s birthday as well as saying what date it is on a day-to-day basis.</p>	<p>History - acting out the battle of Bosworth. Science - look at how shadows are formed by going outside on a sunny day. RE - observing God’s wonderful world, taking a picture of something that gives them the WOW factor.</p>	

Opportunities for writing	Opportunities for child-initiated learning and research	Key questions
<ul style="list-style-type: none"> <li>• Non-Chronological Report about Hans Holbein/Rembrandt/Lucian Freud.</li> <li>• Explanation/Instructions for the bread/sandwich.</li> <li>• Diary entry as a Tudor person, explaining what life was like during the Tudor time.</li> <li>• Write a poem about God creating the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Research in detail about one of Henry VIII's wives - present this information with the rest of the class. Use a variety of sources including books, internet and video clips.</li> <li>• Research and debate whether they would rather be a child in the Tudor period or a modern-day child?</li> </ul>	<ul style="list-style-type: none"> <li>• Who were the Tudors?</li> <li>• What was it like to live in the Tudor times?</li> <li>• What do Christians learn from the Creation story?</li> <li>• What is Trinity?</li> <li>• How are Shadows formed?</li> <li>• Which forces do not need contact to work?</li> <li>• Who is Hans Holbein?</li> </ul>