Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Tudors (Year 5)

• Unit Title:
How did the Tudors come into power?

Intent (II. Unit Overview):
Do you know about how the houses of Yorks and Lancasters feuded, resulting in numerous battles and exchanges in power which led to the formation of the Tudor family? In this unit we will learn about how the Tudors came to power and how peace was restored in England. We will also find out about the main events and people that played a pivotal role in the War of the Roses and why they were significant. We will discover how a variety sources of evidence (books, video clips and maps) can give us an understanding of the past. It will help us to understand the effects of civil war and how united a nation becomes after such events. At the end of this unit we will be able to share the facts studied, as well as explain how the Tudors came to power, demonstrating individual opinions as to why a civil war is effective or not.

- **Conceptual Lens**

Main Concepts:	Secondary Concepts:
• Cause and Consequence (H) • Evidence (H)	• Culture (H) • Chronology (H) • Duration (H) • Similarity and difference (H)
• Spatial Interaction (G) • Human and Physical Processes (G) • Environment (G)	
• **Space (A)** • Power (A) • Expression (A)	

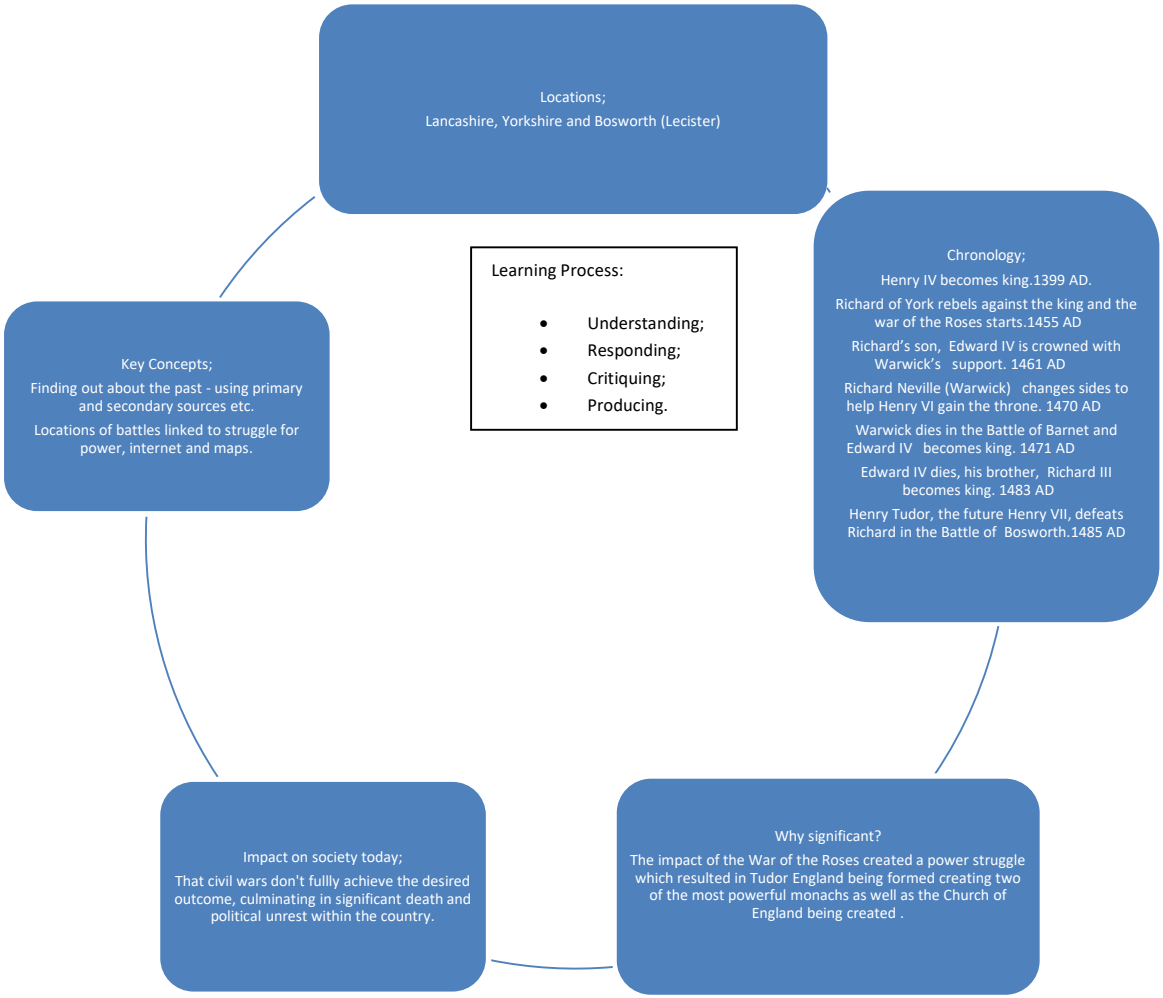
- Web Strands

History Geography Art	

- Unit Web

Key Strands:

- Main Events
- Location
- Why Significant
- Impact on Society Today
- Physical/Human Geography/Processes
- Key Concepts (Geographical and Historical etc)



Key Learning

7. What we would like children to know Elements to include: <u>Cause and Consequence</u> Children will know:	5. What we would like children to understand (generalisations) <u>Cause and Consequence</u> Children understand:	8. What we would like children to be able to do <u>Cause and Consequence</u> Children will be able to:
• the reasons why the Yorks and Lancasters were at war with each other and how the outcome impacted Britain	• that there are reasons why events in the past happened and these events in turn cause consequences. • **Prior learning**: none before Year 4/5 • **Future learning**: none after Year 5.	• describe how aspects of history influence how we act and live today. • answer and sometimes devise historically valid questions about cause and consequence. • identify, examine and analyse the reasons why events have happened and then the consequences of the event. • **Prior learning**: none before Year 4/5 • **Future learning**: none after Year 5.
7. What we would like children to know Elements to include: <u>Evidence</u> Children will know:	5. What we would like children to understand (generalisations) <u>Evidence</u> Children understand:	8. What we would like children to be able to do <u>Evidence</u> Children will be able to:
• how primary and secondary sources of evidence help to develop their knowledge, understanding and opinions related to the outcomes of the civil war.	• that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence. • **Prior learning**: that no single source of evidence gives the full answers to the past including primary and secondary sources. • **Future learning**: same as Year 5	• use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past. • show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. refine lines of enquiry as appropriate.

		• **Prior learning:** use evidence to ask questions and find answers to questions about the past using primary and secondary sources of evidence. • **Future learning:** same as Year 5
7. What we would like children to know Elements to include: <u>Culture</u> **Children will know:** • how and why the British attitudes, beliefs, values and views changed due to the influence and power from the Yorks and Lancasters, and eventually the Tudors.	5. What we would like children to understand (generalisations) <u>Culture</u> **Children understand:** • that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past. • **Prior learning:** the concept of culture will open up inquiries into how people deal with the past. • **Future learning:** same as Year 5	8. What we would like children to be able to do <u>Culture</u> **Children will be able to:** • describe the social, ethnic, cultural or religious diversity of past society. • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • **Prior learning:** describe the characteristic features of the past including: ethnic, cultural or religious diversity of past society. • **Future learning:** same as Year 5
7. What we would like children to know Elements to include: <u>Chronology</u> **Children will know:** • where the Yorks and Lancasters (and the start of the Tudor period) fit into British society understanding the concept of chronology (time line).	5. What we would like children to understand (generalisations) <u>Chronology</u> **Children understand:** • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	8. What we would like children to be able to do <u>Chronology</u> **Children will be able to:** • understand that the order in which things happened can help them to make connections between events in the past and future events. • use dates and terms accurately in describing events.

	• **Prior learning**: that change over time can be represented, along with evidence, on a time line. • **Future learning**: same as Year 5	• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • **Prior learning**: place events, artefacts and historical figures on a time line using dates and terms to describe events. • **Future learning**: same as Year 5
7. What we would like children to know Elements to include: <u>Duration</u> Children will know: • that the Yorks and Lancasters battled on several occasions during a prolonged period of time and that the formation of a new royal dynasty was created (Tudors).	5. What we would like children to understand (generalisations) <u>Duration</u> Children understand: • that duration encompasses everything that happened during a time, no matter how long or short. • **Prior learning**: that duration can be described as 'the time during which something exists or lasts'. • **Future learning**: none	8. What we would like children to be able to do <u>Duration</u> Children will be able to: • identify periods of rapid change in history and contrast them with times of relatively little change. • **Prior learning**: give a broad overview of life in Britain from ancient until medieval times. • **Future learning**: none
7. What we would like children to know Elements to include: <u>Similarity and difference</u> Children will know:	5. What we would like children to understand (generalisations) <u>Similarity and difference</u> Children understand: • that similarity and difference is based upon an understanding of the complexity of	8. What we would like children to be able to do <u>Similarity and difference</u> Children will be able to: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.

• the similarities and differences between both families and why this caused conflict.	people's lives, differing perspectives and relationships between different groups. • **Prior learning:** that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space • **Future learning:** Same as Year 5	• note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference • **Prior learning:** compare some of the times studied and answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • **Future learning:** Same as Year 5
7. What we would like children to know Elements to include: <u>Spatial interaction</u> Children will know: • that family houses were located very close together resulting in conflict of power and the eventual unity of both forming the Tudor family.	5. What we would like children to understand (generalisations) <u>Spatial interaction</u> Children understand: • that interactions like migration can lead to two places becoming interdependent upon each other. • that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions. • Prior learning: • that spatial interactions studies the flows, movements or exchanges that link places together. that an incident in one area can have an effect on a different area and become interconnected. • Future learning: Same as Year 5	8. What we would like children to be able to do <u>Spatial interaction</u> Children will be able to: • describe how locations around the world are changing and explain some of the reasons for change. • **Prior learning:** none due to new concept. • **Future learning:** Same as Year 5
7. What we would like children to know Elements to include:	• 5. What we would like children to understand (generalisations)	8. What we would like children to be able to do • <u>Human and Physical Process</u>

• Human and Physical Process **Children will know:** • that the alliance between both houses united the country and did not spilt it up into separate areas/regions.	• Human and Physical Process • **Children understand:** • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world. • **Prior learning:** • that human processes can be defined in terms of how human involvement has affected the world. • **Future learning:** Same as Year 5	**Children will be able to:** human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • **Prior learning:** • ask and answer geographical questions about the physical and human characteristics of a location. • use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • use a range of resources to identify the key physical and human features of a location. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • name and locate the countries of Europe and identify their main physical and human characteristics. • describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

		• describe key aspects of: human geography, including: settlements and land use. • **Future learning:** Same as Year 5
7. What we would like children to know Elements to include: • <u>Environment</u> Children will know: • that when battles ended the environment reverted back to its original state or was used as agricultural land.	• 5. What we would like children to understand (generalisations) • <u>Environment</u> Children understand: • that the natural world can be understood in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes. • **Prior learning:** • people effect the world and have the ability to change it. That the natural world can be changed in many ways. • that the environment maintains and enhances life. • **Future learning:** None	8. What we would like children to be able to do • <u>Environment</u> Children will be able to: • describe how locations around the world are changing and explain some of the reasons for change. • **Prior learning:** None • **Future learning:** None
7. What we would like children to know Elements to include: • <u>Space</u> Children will know: • how to depth effectively to create an image that looks realistic.	• 5. What we would like children to understand (generalisations) • <u>Space</u> Children understand: • to improve mastery of the art and design technique of painting when using space (depth). • **Prior learning:** to build upon space techniques developed in Year 3.	8. What we would like children to be able to do • <u>Space</u> Children will be able to: • Create original pieces that show a range of influences and styles. Show precision in techniques linked to depth. • **Prior learning:** Combine depth to enhance the realism of a piece. • **Future learning:** to embed depth to create an effective piece of learning.

	• **Future learning:** to embed skill of creating depth with an image.	
7. What we would like children to know **Elements to include:** • <u>Expression</u> **Children will know:** • how to apply the techniques linked to expression used by Hans Holbein.	• 5. What we would like children to understand (generalisations) • <u>Expression</u> **Children understand:** • to use their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings. • **Prior learning:** to build upon expression techniques developed in Year 4. • **Future learning:** to learn to communicate their emotions and feelings in response to the Art that they see in front of them.	8. What we would like children to be able to do • <u>Expression</u> **Children will be able to:** • Create original pieces that show a range of influences and styles. Show precision in techniques linked to expression. • **Prior learning:** To comment on art work using visual language. • **Future learning:** to build upon Year 5.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
<u>Cause and Consequence</u> • that there are reasons why events in the past happened and these events in turn cause consequences.	• Did the civil war have a positive influence on Britain? (D) • What were the consequence that changed Britain? (F) • How did the Yorks and Lancasters change Britain? (C)
<u>Evidence</u> • that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	• What's a secondary sources of evidence? (F) • How do the pieces of evidence affect our knowledge of the past? (C) • What evidence exists today that indicates there was struggle for power between both families? (F)
<u>Culture</u>	• How did the conflict between both families shape how we see civil wars today in Britain? (C)

• that the attitudes, beliefs, values and views of a group of people in history are important to understand to help form a view of the past • that communities have been influenced by people or events in the past.	• Why did each family think they had claim to the throne of England? (F) • Do you think society was better or worse under which family? (D) • How did the eventual alliance of both families change society within Britain? (C)
<u>Chronology</u> • how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• Can you order the main events linked to the formation of the Tudor dynasty? (F) • Why is the time line becoming more effective in developing our understanding of chronology? (D) • Can you visualise where the Tudors are in history in relation to the Roman invasion of Britain?(F)
<u>Duration</u> • that duration encompasses everything that happened during a time, no matter how long or short.	• How long did The War of the Roses occur? (F) • How long did it take for peace and stability to form in Britain? (F) • Why there were so many changes in power before there was stability in Britain? (C) • What impact did the unity of both families have on the country? (C)
<u>Similarity and difference</u> • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	• How was society changed due to the change of policies linked to each family? (C) • Did the unity of both families stop conflict within Britain? (D) • What were the similarities and differences between both houses? (F) • How did these differences affect Britain?(C)
• <u>Spatial interaction</u> • that interactions like migration can lead to two places becoming interdependent upon each other.	• Where were the two families located? (F) • Why did this cause problems? (D) • How did the rest of the country follow the families?(C)

• that examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions.	
Human and Physical processes • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	• What could have been the outcome if both families did not unite? (D)
Environment •that the natural world can be understood in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes.	• Why battle fields were left undeveloped when the civil war ceased? (F) • Was it the right to leave the battle fields undeveloped to leave them alone? (D) • What physical features would have enhanced the chances of winning the battle? (C)
Space	• What techniques were used to depict depth? (F) • How did this affect the overall image? (C) • Why is it more effective having depth within an image? (C)
Expression	• What impression do you get from the images created by Hans Holbein? (D) • How effective were the colours and techniques used by Hans to develop different emotion/feeling? (D) • How did his use of realism moved forward the images that he created? (C)

9. Assessment - Exit Task: Essay answer linked to unit title

Did the War of the Roses resolve the family feud?

Expected evidence:
Children can apply their knowledge;

- Knowledge is explicit and connected;

- Drawn from long-term memory, freeing working memory to consider application;
- Procedures becoming automatic;
- Sees underlying concepts between familiar contexts;
- New information is linked to prior knowledge. Schemas are strong;
- Combines searching for problem solutions with means-end analysis;
- Uses models effectively.

Greater Depth evidence:

- Reasoning with knowledge;
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Automatic recall of procedures;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Prefers discovery approaches to learning.

Tier 2 Vocabulary

History

Change	To make a difference.
War	A time of armed fighting between countries or states.
Peace	Freedom or end of war.
Evidence	Something that gives you proof that something else happened.
Invade	To enter a country as an enemy, by force and in order to take over.
Settle	To agree upon or decide an outcome.
Religious	Following a certain religion.
Difference	Being different to someone or something.
Similarity	Being similar to someone or something or having a resemblance.

Legacy	Leaving something of value behind (money/property) once you have died.

Tier 3 Vocabulary

History

Elizabethan	A period of time where Elizabeth I was Queen.
Dynasty	A number of different rulers from the same family or group.
Tudor rose	The roses used in Tudor times, in particular red and white roses. Representing House of Lancaster and House of York.
House of Lancaster	The English royal house that were in charge from 1399 to 1461. Their badge was a red rose.
House of York	The English royal house that were in charge from 1461 to 1485. Their badge was a white rose.
Union	The act of uniting (coming together).

Tier 2 Vocabulary

Geography

Society	A group of people involved in persistent social interaction, or a large social group sharing the same social, political and cultural expectations.
Environment	The surrounding or conditions in which a person, animal, or plant lives or operates.
Population	The whole number of people living in a particular country, area or a place.

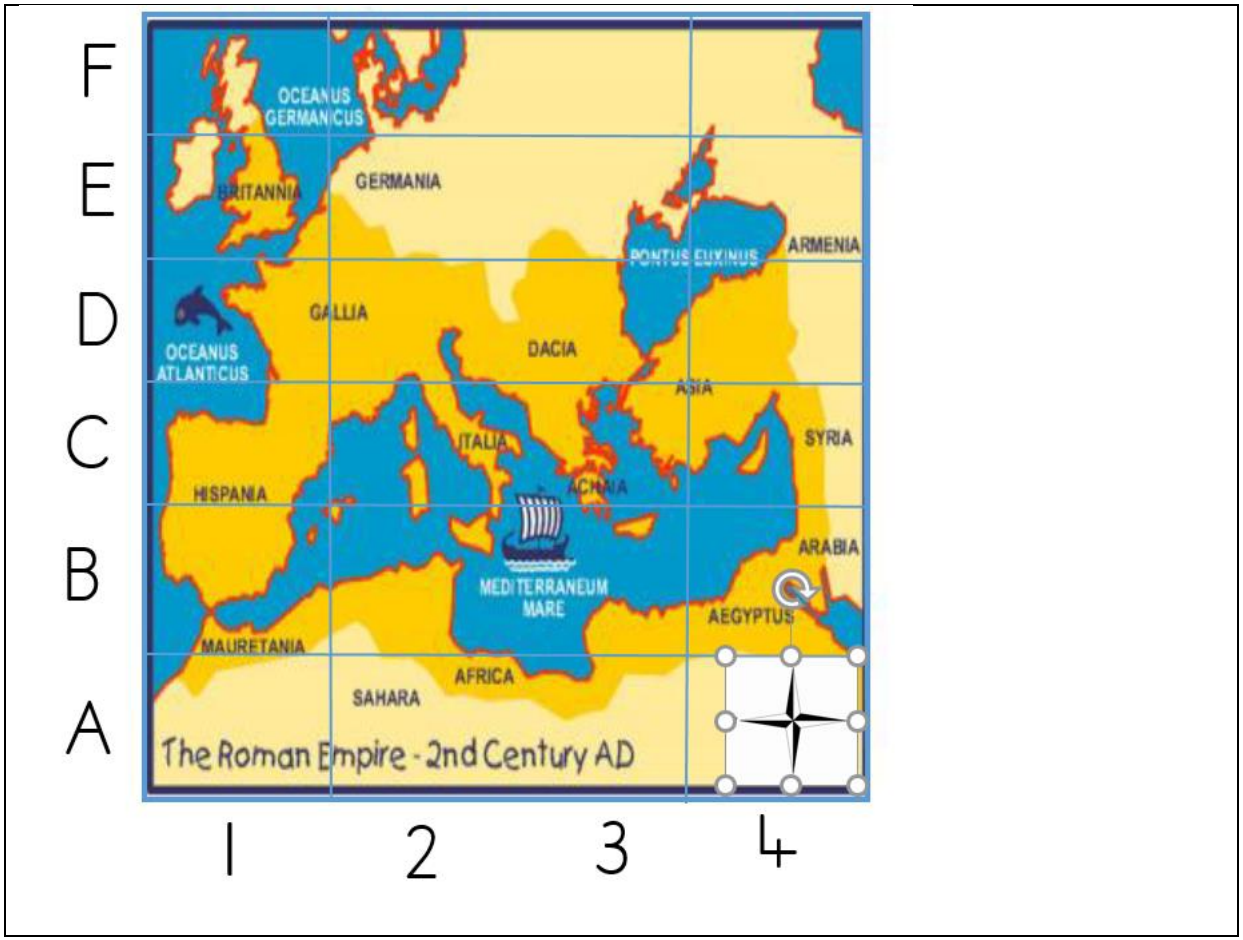
Tier 3 Vocabulary

Geography

Yorkshire and Lancashire … Noun, the name given to counties within England

England … A country within the United Kingdom.

Map:


F
E
D
C
B
A
1
2
3
4
OCEANUS GERMANICUS
BRITANNIA
GERMANIA
ARMENIA
GALLIA
OCEANUS ATLANTICUS
DACIA
ASIA
ITALIA
SYRIA
HISPANIA
ACHAIA
ARABIA
MEDITERRANEUM MARE
AEGYPTUS
MAURETANIA
AFRICA
SAHARA
The Roman Empire - 2nd Century AD

Timeline:

- Key dates such as:

							
First Roman invasion led by Julius Caesar, but failed. **55BC.**	Claudius leads invasion and is successful. **43AD**	The Romans make Colchester the capital or Roman Britain. **49 AD**	Tribes lead by Boudicca attack Roman forces. **61 AD**	8,000 miles of Roman Roads completed to allowing troops and goods to travel easily **100 AD**	Begin building Hadrian's wall. **122 AD**	Barbarians attack the Roman Empire in Britain **200AD**	Roman rule in Britain ends. **410AD**