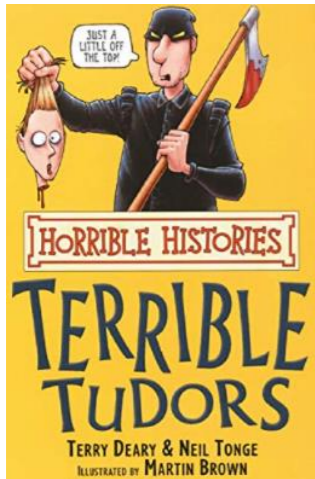




Year 6 Medium Term Plan-Summer 2 – Terrible Tudors



Lesson 1

Introduction to the new topic 'The Terrible Tudors'. Who were the Tudors? What do you already know? Children to look at when the Tudors were around and place them on a timeline. Look at various other significant historical periods in British History that they have learnt about during their time at East Park and place them on a timeline using the 'Horrible Histories' book covers.

Celts, Stuarts, Georgians, Tudors, Vikings, Saxons, Victorians, First World War, Second World War,

Create a double page spread ordering the periods and writing key facts from prior knowledge.

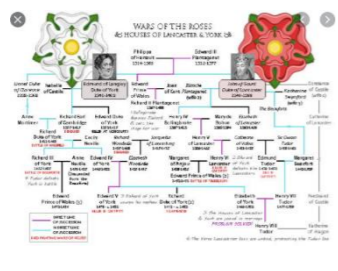
I can match dates, people and events to different historical periods.

Lesson 2

What was the War of the Roses? Why did it occur? Who was involved? Children to research the background of the War of the Roses and key historical figures.

Children to create a family tree for the House of Lancaster and House of York and draw the two family roses, and then the combined Tudor rose.

How did the War of the Roses end?



I can match dates, people and events to different historical periods.



Lesson 3

Who was Henry VIII? Children to analyse a variety of sources about Henry VIII and assess their reliability to collect information. How did he become King? What were his main achievements? Failures? What is he most well known for? Research into his wives and the bloody history!

HISTORY INDEPENDENT WRITE

Children to create a non-chronological report about Henry VIII using a variety of sources to collect and record information.

I can select and record information from a variety of history sources and evaluate their reliability.



I can investigate and explain different causes of historical events and start to consider their impact.

Lesson 4

Why did Henry VIII break with Rome? How religious was Henry VIII? What was the Reformation? Why did this come about? Children to become the key advisor to Henry VIII and solve his many problems in 1533. Explore the problems he faced and categorise the causes of the English Reformation.

Create a Venn diagram for Political, Religious and Economic reasons.

Advise Henry VIII with what to do. Look at the dissolution of the monasteries.



I can evaluate the significance of historical events.

Lesson 5

The Bloody Reign of Mary Tudor!

Children will investigate the reign of the first queen of England, Mary Tudor. Look at the reception of Queen Mary, the way she was regarded by the people of England and the religious persecution carried out against Protestant Christians.

MATHS LINK -Create a burnings bar chart, analyse sources and decide whether Mary deserves the moniker 'Bloody'.

I can select and record information from a variety of history sources.

Lesson 6

What did Elizabeth I look like?

Children to research into Elizabeth I and who she was, whose daughter she was. Analyse a variety of sources and look at the similarities and distinguish how Elizabeth I wanted herself to be portrayed.

Why did she want this information to be shared? Why did she not have her portrait drawn differently?

Source analysis and then children write a description of what they think Elizabeth I really looked like.



Year 6
Summer 2
Terrible Tudors

In the second half of the Summer term, Year 6 will be looking into the 'Terrible Tudor' period. They will research who the Tudors were and place them on a timeline, collating their knowledge of other historical periods from their time at East Park. They will study the War of the Roses and analyse sources to discover who Henry VIII was and what his key achievements and failures were. The children will end the topic through analysing whether Mary Tudor deserves the moniker 'bloody' and studying what Elizabeth I looked like.

Key Questions

Who were the Tudors?

What was the War of the Roses? Who did it involve? How did it end? Why was it so significant?

Who was Henry VIII? What were his achievements and failures? What is he now best known for?

Why did Henry VIII break with Rome? What was the English Reformation and why was it so significant?

Did Mary Tudor deserve the moniker 'Bloody Mary'?

What did Elizabeth I look like? Why did she portray herself this way?

- I can match dates, people and events to different historical periods.
- I can select and record information from a variety of history sources and evaluate their reliability.
- I can investigate and explain different causes of historical events and start to consider their impact.
- I can evaluate the significance of historical events.