**CAMBOIS PRIMARY SCHOOL**

**ART/DESIGN TECH**

* Design, edit, annotate and create a portrait using a range of materials and techniques.
* Design a coat of arms.
* Design a ‘Tudor Rose’ using a range of materials.

**MEDIUM TERM PLANNING**

**YEAR GROUP: 3/4 TERM: Summer**

**GEOG/HISTORY**

* Examine artefacts, maps and pictures to make inferences about life in ancient and modern Britain.
* Place events of timelines.
* Use maps and atlases to locate countries.
* Understand aspects of Roman life by comparing of Tudor monarchs, peasants and nobles.

**SCIENCE**

**SCIENCE (not linked to Tudor topic)**

* Work scientifically by organising types of plants and know
* Recognise different parts of plants and their functions including the life cycle of plants
* Work scientifically by investigating the importance of light, water and soil on growth of plants.
* Make predictions, hypotheses, methodologies in a scientific investigation to test the conditions for plant growth.

**Terrible Tudors**

**PSHCE/RE**

* Work cooperatively as part of group tasks including designing chariots and creating group presentations.
* Consider the views, opinions and feelings of others by thinking from the perspective of others.
* Discuss the change in Christianity due to the reformation.

**CAMBOIS PRIMARY SCHOOL**

**MEDIUM TERM PLANNING**

**YEAR GROUP: 3/4 TERM: Summer TOPIC THEME: terrible Tudors**

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| **AREA OF CURRICULUM** | **LEARNING INTENTIONS/ N.C. OBJECTIVE** | **ACTIVITIES** |
| **History/ geography** | **Who were the Tudors?** – When and where did the Tudors live in relation to world geography and timeline of events (including previous historical periods studied e.g. Egyptians and Romans).  **Henry VIII-** Who was he? Why do we know so much about him today? How did he impact modern Britain?  **How did the Tudors live?** – learn about what the Tudors ate, how they entertained themselves, what their houses were like, what clothes they wore etc. | Chn place historical periods of timeline. Chn place Tudor period on timeline relative to other time periods. Chn to organise events within the Tudor period in chronological order.  Differentiated powerpoints and information for chn to find out about Henry VIII. Use pictures to draw inferences about Henry VIII e.g. his jewellery suggests that he is wealthy etc.  Use drama to act out a day in the life of Henry VIII.  Chn to research Henry’s wives present findings how they wish e.g. poster, leaflet, powerpoint or drama etc.  Use drama to recreate scenes from the Tudor period. Draw comparisons between Tudor peasants and royalty. Make further comparisons between Tudor life and 2017 (e.g. how clothing and houses differ).  Complete ‘a day in the life of’ table- chn compare their typical day with that of a Tudor.  Write diary entry/ letter from the perspective of Tudor noble, peasant or Henry VIII etc.  Make inferences and ask Qs about Tudor art. |
| **Art/ D&T** | The Tudor Rose- learn about the Tudor Rose and its significance and the ‘War of the Roses’.  Create a portrait. | Chn to create a portrait of Henry VIII using materials and techniques of their choice e.g. paint, collage or pencils etc.  Create a version of the Tudor Rose.  Create a family coat of arms |
| **PSHCE** | Consider opinions of others.  Consider events from the perspective of others. | Use drama to recreate scenes from Tudor life e.g. a day in the life of a peasant etc.  Discuss the impact of war and invasion. |
| **Science**  **Plants – not linked to Tudors** | **Study a scientist- Sir Isaac Newton-** Who was he? Why is he important? What did he do?   * Work scientifically by organising types of plants and know * Recognise different parts of plants and their functions including the life cycle of plants * Work scientifically by investigating the importance of light, water and soil on growth of plants. * Make predictions, hypotheses, methodologies in a scientific investigation to test the conditions for plant growth. | Carry out simple scientific experiments to demonstrate Newton’s work and observe the effects of gravity. |
| **Literacy** | **William Shakespeare-** Who was he? Why is he important? What did he do? | Research the life of William Shakespeare.  Read examples of Shakespeare’s work.  Perform scenes from Shakespeare’s work.  Write diary entries and letters from the perspective of a Tudor e.g. Henry VIII or peasant etc. |