







<h1>The Tudors</h1>	<h2>Derry Hill C of E Primary School</h2>	<h3>Year 5: Term 5 Summer 2025</h3>	
<p>National Curriculum Subject</p>	<p>Skills & knowledge</p>	<p>vocabulary</p>	
<p>History</p> 	<p>Knowledge</p> <p>Know the kings and queens of the Tudor period. Know the sequence of events using appropriate terminology making reference to previous learning and a timeline of events in history especially relating to the British Isles.</p> <p>Know the cultural, economic, military, political, religious and social history of this time period.</p> <p>Know why some events are considered as significant and learn when they were and why they are considered to be significant.</p> <p>Skills</p> <p>Compare similarities and differences from different time periods we have studied already, looking at reasons for change and specific facts and reasons for any changes including war, dissolution of empires, change of leaderships and other causes</p> <p>Use historical terminology to present our information in a variety of ways, showing</p>	<p>Monarchy dynasty successor Catholic Protestant Reformation dispensation Monastery dissolution armada</p>	<p><u>L.I: To place HVIII's reign and marriages within context of Tudor period.</u></p> <p>The children will use dates and names to plot King Henry VII's reign.</p> <p><u>L.I: To recognise that the past is represented and interpreted in different ways</u></p> <p>Children will look at Tudor portraits suggest reasons why Tudors might have portraits painted? Can they recognise their usefulness & limitations as evidence?</p> <p><u>L.I: To describe features of a historical setting including social, cultural and technological aspects</u></p> <p>Children will learn to describe aspects of Shakespearean England and identify at least two differences between 16th Century and 21st Century England.</p> <p><u>L.I: To consider the power of a Tudor monarch and understand the role of his advisors</u></p> <p>Children will explore the reasons for Henry's divorce from Catherine of Aragon</p>

	<p>connections when they exist and sharing our sources of information Enquiry, Interpretation and Using Sources.</p> <p>Use evidence to make historical claims and how this evidence may be biased or need corroborating.</p> <p>Interpret a wide variety of sources to find our information and begin to evaluate the quality of the source and the claims it makes and understand that different sources may make different claims and begin to look into why this may be so</p>		<p><u>L.I: understand the consequences of the break from Rome</u></p> <p>Children will explore the effect of Henry’s divorce and the how that has affected modern day England.</p> <p><u>L.I: identify, describe and explain threats to the cultural life of a historical setting</u></p> <p>Children investigate the question, “Who goes to the theatre?” Children research the Plague and find out why Puritans objected to Shakespeare’s theatre.</p>
<p>Science</p>  <p>mechanism</p>	<p>Knowledge</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Skills</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, including taking repeat readings when appropriate</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>motion</p> <p>force</p> <p>pushing force</p> <p>pulling force</p> <p>momentum</p> <p>action force</p> <p>friction</p> <p>balanced forces</p> <p>unbalanced forces</p> <p>gravity</p> <p>kinetic energy</p> <p>air resistance</p> <p>pulley</p> <p>position</p> <p>energy</p> <p>lever</p> <p>acceleration</p> <p>Newton</p> <p>mass</p> <p>weight</p> <p>distance</p> <p>direction</p>	<p><u>Lesson 1</u></p> <p><u>L.I: explore gravity and the life and work of Isaac Newton</u></p> <p>We will explore the life and work of Isaac Newton, understand the influence gravity has on the universe and investigate the relationship between mass and gravity.</p> <p><u>Lesson 2</u></p> <p><u>L.I: examine the connection between air resistance and parachutes</u></p> <p>We will understand how air resistance acts on objects, design and test parachutes, using averages to get more accurate results and draw an accurate diagram of the forces acting on a parachute and explain their purpose.</p> <p><u>Lesson 3</u></p> <p><u>L.I: explore factors which effect water resistance</u></p> <p>We will understand water resistance, describe the forces acting on an object floating in water and identify the similarities and differences between air and water resistance</p>

	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>		<p><u>Lesson 4</u> <u>L1: investigate the effects of friction on different surfaces</u> We will understand how friction acts on objects, accurately use a Newton meter to measure a force and describe ways of changing the size of a frictional force.</p> <p><u>Lesson 5</u> <u>L1: investigate mechanism – levers and pulleys</u> We will name the forces acting on a range of objects, describe the effect forces can have on an object and explain how gears work.</p>
<p>DT</p> 	<p><u>Knowledge</u></p> <p>apply understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use mechanical systems in products [for example, gears, pulleys, cams, levers and linkages]</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p><u>skills</u></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</p>	<p>Pulley, drive belt, gear, rotation, axle, motor, circuit, switch, circuit diagram, annotated drawings, , mechanical system, electrical system, input, process, output</p>	<p>L.I: How far can you stretch?</p> <p>In this lesson children investigate what happens to rubber bands and springs when a force is applied.</p> <p>L.I: How can we use levers to help us?</p> <p>This lesson introduces mechanisms – devices that change the effect of a force. Children investigate levers for moving things and increasing/decreasing a force.</p> <p>L.I: How can we lift a heavy load?</p> <p>In this lesson children use pulleys to lift objects.</p> <p>L.I: design our crossbow or crane</p> <p>Over the next couple of lessons we will be testing and designing using our previous knowledge, a crossbow to take to the Tudor army, or a crane to help develop Shakespeare’s London.</p>

	<p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		
<p>RE <i>Humanism</i></p> 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> - <i>Humanists do not believe in a God or supernatural being.</i> - <i>Humanists believe that we are animals who have evolved to be able to learn, make our own choices and have our own beliefs.</i> - <i>Humanists believe we can use reason and evidence to find out more about the world</i> - <i>Human beings should try to live full and happy lives and help others do the same</i> <p>Key Skills:</p> <ul style="list-style-type: none"> - <i>Compare and contrast the beliefs of humanists to other religions.</i> - <i>Ask questions to be able to strengthen understanding.</i> - 	<p>Humanism Human Theist Atheist Agnostic Choices Beliefs Evolution Charles Darwin Faith Reason/logic Authority</p>	<p>Lesson 1: <u>LI: explore what is a human</u> In this lesson, we are going to introduce some key beliefs that Humanists hold. These include where humans come from and the qualities that make humans special. We will learn the terms theism, atheism and agnosticism and relate these to Humanist beliefs.</p> <p>Lesson 2: <u>LI: understand where humanists find their truth</u> In this lesson, we are going to look at different ways that Humanists find the truth and decide what to believe. We can then learn more about how Humanists view the world around them.</p> <p>Lesson 3: <u>LI: consider how humanists find out what is right and wrong</u> In this lesson, we will think about why we have rules in our everyday lives and where those rules come from. We will then look at the ways that Humanists decide what is right or wrong and decide on the best course of action in different situations.</p> <p>Lesson 4: <u>LI: discover what humanists believe about life and death</u></p>

			<p>In this lesson we will think about why Humanists value life, and what they believe happens after death. We will look at ways Humanists can remember those who died and use this to live their lives fully and find happiness.</p> <p><u>Lesson 5:</u> <u>L1: explore how humanists celebrate different life events</u></p> <p>In this lesson we will learn about the different ways that Humanists celebrate different life events such as marriage, a new child entering a family and funeral ceremonies for those who have died.</p>
<p>Music Ukulele</p> 	<p>Skills:</p> <p><i>I can follow rhythms accurately and keep the beat in a piece of music.</i></p> <p><i>I can explain what type of instrument a ukulele is, where it comes from and name some of the different parts of the instrument.</i></p> <p><i>I know what it means to tune the ukulele and what pitch each of the strings is.</i></p> <p><i>I can pluck the individual strings clearly and in time, following different patterns by reading notation.</i></p> <p><i>I can form the chords C, F, Am (&G7) correctly and move between them.</i></p> <p><i>I can improve my coordination so moving between chords starts to become more fluent.</i></p> <p><i>I can follow a chord pattern on a song and strum at the correct times according to the beat.</i></p> <p><i>I can sing in tune and in time as I play simple songs.</i></p> <p><i>I can perform to others as part of a group.</i></p>	<p>Beat Lyric Song Pluck Strum Chord Tuning Rest Strumming pattern</p>	<p><u>Lesson 1</u></p> <p>I can become more fluent in moving between the F chord and C chord, following a beat.</p> <p>I can recall and play a simple song (Bumble Bee) using the chords F and C and sing along with it.</p> <p>I can play along in time to a new song, 'My Bestie', following a graphic score.</p> <p><u>Lesson 2:</u></p> <p>I can listen and repeat a rhythmic pattern including rests.</p> <p>I can play new strumming patterns following a graphic score and keep the beat when doing this.</p> <p>I can arrange a strumming pattern for a song with my partner.</p> <p>I can increase my fluency in playing in time to 'My Bestie' following the graphic score.</p> <p><u>Lesson 3:</u></p>

			<p>I can recall and describe key features of the ukulele and how it is played.</p> <p>I can perform all the songs that I have learnt with my class this unit, recalling the chords and following the different types of scores.</p> <p>I can listen to others when performing and keep in time.</p> <p>Lesson 4:</p> <p>I can tell if my ukulele is in tune.</p> <p>I can start to move between 3 chords (C, F and Am) and know which is which.</p> <p>I can play in time with a backing track on different songs.</p> <p>I can sing in unison with my class when I play.</p> <p>Lesson 5:</p> <p>I can follow rhythms accurately and keep the beat in a piece of music.</p> <p>I know what it means to tune the ukulele and what pitch each of the strings is.</p> <p>I can pluck the individual strings clearly and in time, following different patterns by reading notation.</p> <p>I can change chords more fluently in a known piece and keep in time.</p>
<p>PSHE <i>Food</i></p> 		<p>Nutrition Calories Balanced diet Ingredients Healthy Cooking techniques</p> <p>Body Appropriate</p>	<p>Food and Nutrition</p> <p>We will consider what a healthy diet is and looks like (including understanding calories and other nutritional content) and will use this to help us plan and prepare some healthy meals.</p> <p>Physical Contact</p> <p>Know that each person's body belongs to them, and the differences between appropriate and</p>

Physical contact



Inappropriate
Touch
Safety
Physical contact

inappropriate or unsafe physical, and other, contact
We will know about and understand the importance of touch in a range of contexts
We will know the difference between appropriate and inappropriate touches
We will know how to recognise and report feelings of being unsafe or feeling bad about any adult

Spanish

Where do you live in Spain?



Key Knowledge:

Phonics

To know:

The key phonemes that are represented by the letter ll, and b/v.

Grammar

To know:

That every Spanish noun is either masculine or feminine.

That the gender affects the form of the indefinite article un or una.

That feminine nouns often (but not always) end in a and masculine nouns often (but not always) end in o.

Some common verbs in the present tense.

Cultural awareness

To know:

The names of some of the cities in Spain.

Key Skills:

Language comprehension

Beginning to notice common spelling patterns.

¿Dónde vives?

Vivo en
una casa
un castillo
un molino
un palacio
un piso
una torre

Lesson 1: Spanish cities

- To name places in Spain using key phonemes.

Lesson 2: Who I am and where I live

- To practise answering questions about who I am and where I live.

Lesson 3: Different places to live


- To use a bilingual dictionary to identify nouns and their gender

Lesson 4: Listening for information

- To listen for key information about where people live.

Lesson 5: Who lives where?

- To read and interpret information from a short descriptive text.

	<p>Reading aloud some words from simple songs, stories and rhymes. Becoming familiar with format, layout and simple use of a bilingual dictionary. Language production Asking and/or answering simple questions. Using short phrases to give information. Recognising and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Discussing strategies for remembering and applying pronunciation rules.</p>		
<p>Computing <i>Operating Systems</i></p> 	<p><u>Key Knowledge:</u> Know the importance of an operating system and its key features. - Demonstrate important operating system skills (organising files etc), if possible, across multiple operating systems.</p>	<p>Operating systems Applications (apps) Multi-tasking Settings File manager Accessibility</p>	<p>What are we learning about operating systems? Understanding about operating systems helps us use a computer better. This is because the operating system is the software that allows us to control the computer. We can use the operating system to open and close applications, multi-task, organise files and change the settings of the computer so that it works better for us. There are different operating systems for different types of computers, such as Windows, iPads and Chromebooks, so understanding different operating systems helps us use more than one type of computer.</p>