

# Topic overview

Topic	<b>Kings and Queens:</b> <b>Focus: The changing power of the monarchy</b>
Class	Giraffes
Year group	5
Term	Spring 2018

	Areas of learning	Key skills
	<p>As Historians we will be studying a selection of significant English kings and queens across the ages, the power they held and how their power changed.</p> <p>We will be considering the following questions:            Why was King Alfred called 'The Great' and why did he create different laws? Are they applicable now?            Why did William the Conqueror win the Battle of Hastings?</p>	<p>History: Investigating            Recalling            Analysing</p> <ul style="list-style-type: none"> <li>• Comparing</li> <li>• Interpreting</li> <li>• Making inferences</li> <li>• Sorting information</li> </ul> <p>Empathising            Communicating            Considering and responding</p>
	<p>Was King John a bad king?            Did Richard III kill the princes in the Tower?            How and why did Henry VII become more powerful during his reign?            How did Henry VIII's power change? What caused him to behave the way that he did?            How did Elizabeth I use symbols in images to give messages about herself and her power?            Why did people oppose Charles I and want to take power off him?</p>	<p>Art: Exploring            Creating            Improvising            Presenting            Evaluating</p> <p>Geography: Investigating            Analysing            communicating</p>
		<p>Maths: Use of number facts, four operations, measurement and handling data</p>



As Artists we will be studying portraiture of monarchs and learning about how symbolism was used in pictures to give the viewer a message.

We will be making royal jewels and treasure from clay.

As Geographers we will be using maps to learn about how England looked across the ages, in particular how kingdoms in England looked from Roman times to the time when England was established as one kingdom. We will use maps to find locations of key historical events.

Using Maths:

Use of number: We will be using a comparing dates when studying monarchs e.g. comparing lengths of reigns and marriages.

We will be applying number facts and operations to data about monarchs such as Henry VIII

Handling data: We will be using graphing to compare historical data, e.g. the length of the marriages of Henry's wives and using these to draw conclusions.

Literacy:

We will look at legends and poems about monarchs and assess whether they are accurate – e.g. Was the story about Alfred burning the cakes likely to be true?

We will learn about William Shakespeare and apply his play scripting to a modern setting. .

Use of ICT: We will be using the internet to find out about the monarchs.

**Microsoft Publisher** – Reporting findings.

**Database** Sorting Tudor information in Kings & Queens on a database.

**Control& modelling:** Using a website to change variables in an adventure program: Tudor Joust

Literacy : Speaking and listening,  
reading, writing

ICT: Communicating information  
Handling information  
Control, Modelling

Enquiring and creative individuals		Responsible citizens	
Enquiring minds	Creativity	Responsibility	Values
<p>As people keen to enquire and find out we will:</p> <p>Collect and report our own facts about different monarchs.</p> <p>Consider whether Richard III was responsible for disappearance/murder of the Princes in the Tower.</p> <p>Raise our own questions about Henry VIII and carry out our own research about him.</p> <p>Raise our own questions about other monarchs and carry out our own research.</p> <p>Form our own opinions about different monarchs.</p>	<p>As creative people we will:</p> <p>User drama and role play to explore the motivations and thoughts of historical people: e.g. Richard III when making his first speech as king, Henry VII when taxing his people, Anne Boleyn writing to Henry VIII from the Tower of London.</p> <p>Carry out artistic activities related to the topic: Making royal portraits</p> <p>Study the music 'Zadok the Priest' which is used in coronation ceremonies</p> <p>Compose our own Tudor music, like Henry VIII is reported to have done.</p>	<p>As responsible learners and citizens we will:</p> <p>Learn about how kingdoms thrived when community members worked together, but suffered when there was internal conflict.</p> <p>Learn about the erosion of rights that led to the formation of the Magna Carta in King John's reign and the legacy of the Magna Carta.</p> <p>Consider how a community suffers when a leader is autocratic or tyrannical (e.g. Henry VIII)</p> <p>Consider how we can benefit our community through showing the value of service when exploring the value through our topic.</p>	<p>As people who believe that values are important we will...</p> <p>Explore the value of friendship through considering what made Alfred's reign successful – people worked together to fortify towns and improve their education. Defences of the realm were improved because people worked together to plan when they would give up their own time to defend the country in an organised fashion.</p> <p>Consider the question of how or if different monarchs served their people – e.g. King Alfred led his people while he was ill, while most people feared Henry VIII.</p> <p>Consider how people served each other within the structure of society at different times in English history – for example, serfdom at the time of King John. Compare this with today.</p> <p>Consider how the value of trust applied in relation to Richard III and explore how we can tell if someone is trustworthy.</p> <p>Explore the values of friendship and truthfulness in relation to the story of Anne Boleyn and consider what can be learned from this.</p> <p>Consider how we need to be careful in accepting what the truth is in relation to accepting what is presented in Tudor portraits at face value (e.g. portraits of Anne of Cleves)</p> <p>Learn how Catherine Parr showed friendship through marrying and caring for Henry VIII and reuniting Henry's children, and the sacrifices she made to do this. Identify how Catherine Parr modelled the value of service.</p> <p>Explore the value of thankfulness by comparing past times with modern times during our topic and be thankful regarding modern developments in technology (e.g. digital technology vs portraits) and health and hygiene.</p>

