

A Tudor Dynasty			
Subject	Skills and objectives		Combined outcome(s)
Teach Computing	<b>Programming - Selection in Quizzes -</b> To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program which uses selection To create a program which uses selection To evaluate my program		Through this unit of learning, children will become experts on some of the most infamous Kings and Queens of England. They will begin by understanding how the Tudor family came to the throne after years of conflict in the country.
Art	<b>Drawings –</b> To successfully use shading to create mood and feeling To organise line, tone, shape and colour to represent movement To show light and shadow in relation to light source To explore using perspectives Shows a range of techniques to create texture e.g. stippling or the use of an eraser	<b>Sketchbooks –</b> To keep notes as to how they might develop their work further To develop ideas based on response to artwork, cultures and periods in history To analyse the development of their work To experiment with the styles used by other artist	They will link the local area to famous historical people and events from this time. Pupils will then focus their learning on the life and times of Tudor Britain, consider how developments such as medicine stemmed from historical events. They will look at the bold changes the country experienced through Henry VIII's rule. Portrait skills will be developed through the study of famous painters/paintings from Tudor times and modern day artists, using scale, charcoal and oil pastels to good effect. Pupils will then design and make footwear to keep feet warm in the home using only recycled products. Finally they will engage in other key figures
DT	<b>Developing Ideas-</b> To take a user's view into account when designing To produce a detailed step-by-step plan <b>Making-</b> To explain why their finished product is going to be of good quality To persevere through different stages of the making process	<b>Evaluating-</b> To check whether anything can be improved To evaluate appearance and function against the original criteria	

## Year 5

History	<p><b>Recap</b>  Y4 To use terms such BC, AD, Century and decade, after, before and during  Y4 To understand that sources can contradict one another  Y4 To appreciate that items found in the past have helped to build an accurate picture of how people lived in the past  Y3 -To find out about the everyday lives of people from the time period studied</p> <p><b>Chronological Understanding -</b>  To use mathematical skills to work out exact time scales for periods studied  To create a detailed timeline of significant time periods, events and famous people studied through KS2</p>	<p><b>Knowledge and Interpretation-</b>  Compare accounts of events from different sources – fact or fiction  To examine the cause and results of great events and the impact on people  To compare an aspect of life with the same aspect in another period  To consider how major events and plagues impacted on the science and medicine</p> <p><b>Historical Enquiry -</b>  To begin to identify primary and secondary sources</p>	<p>from the time and their achievements.</p>
---------	--	--	--