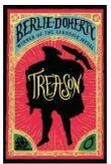


The Roses- Year 5

Who were the Tudor Monarchs?



Core Text: Treason By Berlie Doherty



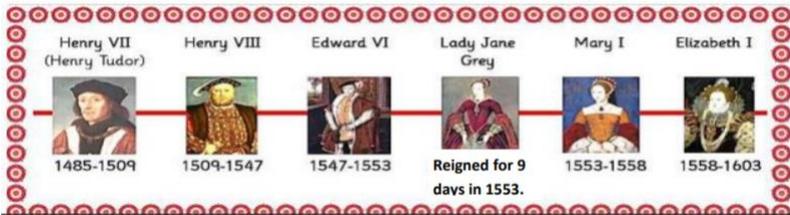
In this unit of work, pupils will find out about the War of the Roses and how the Tudor dynasty came to be. They will then investigate the Tudor Monarchs and their significance, including Henry VIII and the religious reforms he brought about as well as Elizabeth I and the 'Golden Age' for Britain under her reign. In computing, pupils will use their animation skills to create a sequence from of the Battle of Bosworth. In Design Technology, they will investigate cam toys before creating one of their own to represent an aspect of the Tudor monarchy.

- By the end of this unit, I will know:
- There were six Tudor monarchs who ruled England from 1485 to 1603 including 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I.
 - The Battle of Bosworth was the last main battle in the 'war of the Roses', a civil war between the houses of Lancaster and York.
 - The Tudor rose was created when Henry VII brought an end to the Wars of the Roses. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose.
 - Religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London, or even executed.
 - Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them.
 - In July 1588 the Armada set sail from Spain with the intention of invading England and overthrowing the queen, Elizabeth I.
 - As Elizabeth had no children, and therefore no heir to the throne, she was the last Tudor monarch. Following her death, James VI of Scotland – was named King James I of England.

Key History Skills:
 Use a time line to place historical events in chronological order.
 Place periods of study on a timeline, using BC and AD.
 Investigate own lines of enquiry by posing questions to answer and carrying out detailed research.
 Realise there is often not a single answer to historical questions.
 Give reasons why there may be different accounts of history.

Key Design Technology Skills:
 Produce a detailed plan, with step-by-step instructions, cross-sectional diagrams and prototypes.
 Suggest alternative plans, considering the positive aspects and drawbacks of each.
 Identify the cam within a simple mechanism and explain how movement is changed.
 Describe the way in which a cam changes rotary motion into linear motion.
 Discuss the relationship between a cam and follower, an off-centre cam, a peg cam, a pear-shaped cam and a snail cam.
 Select a range of appropriate tools to cut, shape and join materials and components effectively.
 Produce a well-finished product that fulfils the functional and aesthetic design criteria.
 Suggest improvements that could be made, considering materials and methods that have been used.

Key Computing Skills
 Plan what they would like to happen in their animation.
 Take a series of pictures to form an animation or design the backgrounds and characters if using scratch to animate
 Move items within their animation to create movement on playback.
 Edit and improve their animation.



Key Vocabulary	
feud	a prolonged and bitter quarrel or dispute
Tudor	Tudor English royal dynasty which held the throne from Henry VII in 1485 until the death of Elizabeth I in 1603.
Monarch	A leader of a country, e.g. a King or Queen
Heir	The person next in line to throne who will take over when the current King or Queen dies.
Reign	The period of time that a monarch rules.
Reformation	The act of changing (reforming) something.
Pope	The head of the Roman Catholic Church.
Divorce	The legal end of a marriage
Execution	Being put to death.
Treason	To betray your country or monarch.
Beheading	A punishment which resulted in your head being chopped off with an axe.
Gallows	A wooden structure where people were hung by a piece of rope around their neck.
Stocks	A block of wood with two holes for your hands and a hole for your head to go in. Local people threw rubbish and rotten food at the people in the stocks