

**Big Question:** How did Tudor exploration change the world?

<b>Year: 4</b>		<b>Term: Summer 1</b>
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the topic title for this half term: 'How did Tudor exploration change the world?' and explain how it fits in with the whole school topic of 'Travelling and Explorers'. Explain to the children that this half term, we are going to focus on who the Tudors were and where they explored during the Tudor reign. Show the children a picture of Henry VII, Henry VIII, King Edward VI, Lady Jane Grey, Queen Mary and Queen Elizabeth, do they recognise any of these people, if so, what do they know about them? Fill in some information about any of the people they do not recognise. Explain that during Elizabeth's reign, the exploration of the rest of the world became popular, explain the motives behind the exploration and show pictures of a couple of the most famous Tudor explorers. Ask the question: Who were the Tudor explorers, where did they go, what did they discover and what do you think of what they did? Model an idea on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History and Geography</b>
Travellers and Explorers  Writing narrative that is stimulated by the following texts: <i>Gulliver's Travels, The Antlered Ship</i> And <i>When Jessie Came Across The Sea</i>	Measurement  Children will look at different units of measure in this topic including money, length, mass and volume.  They will learn to convert larger units to smaller units and vice versa.	Who were the Tudors and looking at where the Tudor explorers visited, why they visited and how successful they were. Looking at what they did from a modern point of view – would we do the same now?  Map work based on where the Tudor explorers travelled.
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
Kapow Scheme of Work <i>Sculpture and 3D</i> Mega materials	Kapow Scheme of Work <i>Textiles</i> Fastenings	Jigsaw Scheme of Work Relationships
<b>Science</b>	<b>RE</b>	<b>Computing</b>
Animals including humans <i>Teeth and digestion</i>	2022 Newham Agreed Syllabus <i>What is important to the people in my local community?</i>  How and why do Hindus worship at home and in the Mandir?	NCCE Scheme of Work <i>Creating media</i> Photo Editing
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
Complete PE Scheme of Work Sports' Day and Capture the Flag	Body Percussion BBC 10 Pieces – Connect It ( <i>Anna Meredith</i> )	Healthy Food and Lifestyles Children will learn about the food pyramid and healthy eating and lifestyles Book: <i>La sorpresa de Handa</i> , Eileen Browne
<p><b>Links to the National Curriculum (what must be covered) and assessment descriptors:</b></p>		
<p><b>English</b>                  Pupils should be taught to :</p>		

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet:
- The /ɪ/ sound spelt y elsewhere than at the end of words (myth, gym, Egypt, pyramid, mystery)
- The /ʌ/ sound spelt ou (young, touch, double, trouble, country)
- Words with the /eɪ/ sound spelt ei, eigh, or ey - vein, weigh, eight, neighbour, they, obe
- Asking questions to improve their understanding of a text
- Identifying main ideas drawn from more than one paragraph and summarising these
- Spell words that are often misspelt (English Appendix 1)
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Draft and write by: organising paragraphs around a theme
- Proof-read for spelling and punctuation errors
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using the present perfect form of verbs in contrast to the past tense, uses standard English forms for verb inflections instead of local spoken forms

Working towards	Expected	Greater depth
I can collaboratively plan and write a narrative that includes simple description	I can independently plan and write a narrative that includes detail and description	I can consider my audience when planning and writing a narrative that used adventurous descriptive techniques

**Maths**  
Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence.

Working towards	Expected	Greater depth
I can	I can	I can

**Geography and History**  
**History**

Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. a significant turning point in British history). *The turning points the children are learning about are: Henry VII beating Richard III to become king; Prince Arthur, Henry VIII's older brother dying so that Henry became king instead of Arthur and the discovery of new lands by the explorers that improved the navy and increased Britain's wealth and status.*

Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (*the Tudors are a very significant aspect of history in London and in our local area – lots of roads and buildings in East Ham are named after Tudors, e.g. Green St, The Boleyn, Katherine Rd, Arragon Rd etc.*)

**Geography**

Pupils should be taught to:  
**Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Working towards	Expected	Greater depth
I can <b>give simple reasons</b> as to why the Tudors liked to explore and travel <b>using simple historical language</b> .	I can <b>examine</b> and <b>compare</b> artefacts and sources of information and <b>explain</b> what they show about the Tudors and their reasons for exploration. I can <b>demonstrate an awareness</b> of key events and people.	I can <b>find similarities and differences</b> between these events and other events in history. I can <b>discuss</b> the impact of the Tudors on life in Britain today.

**Art and Design**

This unit explores how different materials can be shaped and joined; children learn about techniques used by a range of artists and create their own sculptures.

Working towards	Expected	Greater depth
I know that an artist who works with clay is called a ceramicist and I can give an opinion on artist Barbara Hepworth's sculptures.	I can describe different ways to join materials to create a three dimensional outcome. I can explain the decisions I made about my design.	I can evaluate different ways to join materials to create a three dimensional outcome. I can explain how my design has been influenced by El Anatsui.

### Design and Technology

Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

- Evaluating fastenings
- Designing my book sleeve
- Paper mock-up and preparing fabric
- Assembling my book sleeve

Working towards	Expected	Greater depth
I can explain what a fastening is used for.	I can describe a number of different types of fastenings, plan and make my prototype and thread a needle accurately.	I can successfully design and create a prototype of a book sleeve and evaluate it based on structure, aesthetics and in comparison to the original design.

### PSHE and Citizenship and Emotional Literacy/Social Skills

- I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.
- I can identify someone I love and can express why they are special to me. I know how most people feel when they lose someone or something they love.
- I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them.
- I can explain different points of view on an animal rights issue. I can express my own opinion and feelings on this.
- I understand how people feel when they love a special pet. I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.
- I know how to show love and appreciation to the people and animals who are special to me. I can love and be loved.

Working towards	Expected	Greater depth
I can express what I think and feel about an animal rights issue and I can tell you at least one point of view that is different from mine.	I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.	I can explain and weigh up different points of view people may hold on an animal rights issue and I can take these into account in expressing and justifying my own opinions and feelings on this

### Science

-Describe the simple functions of the basic parts of the digestive system in humans.

-Identify the different types of teeth in humans and their simple functions.

Working towards	Expected	Greater depth
I can identify the position of the stomach and intestines. I can recognise that living things need food to survive. I understand that animals have different teeth, depending on what they eat.	I can describe the process of digestion. I can explain the differences between the teeth of a herbivore and a carnivore. I understand why food needs to be digested.	I can name and describe the function of different teeth in herbivores and carnivores. I can describe the process of digestion in detail, using scientific vocabulary accurately.

### RE

Pupils should be taught about Hindu worship at home and in the Mandir. They will explore some of the objects used in worship (including their symbolism) and how these have an impact on daily life. There will be opportunities for children to reflect on their own thoughts and experiences.

Working towards	Expected	Greater depth
I can identify some of the ways that Hindu people use their senses in worship, I can name some of the key places and artefacts (e.g. Mandir and prasad) and explain how they are used.	I can identify and name some of the objects and rituals used in Hindu Dharmic worship and I can compare these with aspects of my own life.	I can identify and name some of the objects and rituals used in Hindu worship, I can compare these with aspects of my own life and explain the impact they have on the daily life of a Hindu person and myself (e.g. in making choices).

### Computing

Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.

Working towards	Expected	Greater depth
I can make attempts to combine images using copy and paste; I can add text to my publication and I can describe what was successful and unsuccessful in my work.	I can select images and combine them into one, using a range of tools to create my image; I can add relevant text to my publication and evaluate how successful I was in meeting the task requirements.	I can explain how images need to work together to create a realistic scene; I can identify the steps needed to create my scene, purposefully combining images; I can fine tune my work using suitable editing tools and I can make considered choices when positioning and formatting my text. Finally, I can evaluate and reflect on the impact that changes I have made have had on an image.

### PE – Sports Day & Capture the Flag

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Working towards	Expected	Greater depth
I can participate in different events and recognise how to improve my performance.	I can participate in different events and recognise how to improve my performance.	I can participate in different events and recognise how to improve my performance.

### Music

BBC 10 Pieces – Connect It (Anna Meredith)

<https://www.bbc.co.uk/programmes/articles/1KCK7p6HMd3wyX6LqndjZbj/connect-it-by-anna-meredith>

- Appreciation of the contemporary music genre.
- Understanding how your body works in a musical context.
- Understanding how imitation and repetition are fundamental to music.
- Understanding the importance of pulse to pull together musical sounds.

Working towards	Expected	Expected
I can say what I like and dislike about a piece of music and explain why I think a composer made particular choices about tempo etc.	I can make sounds that reflect a topic and layer them to create effects.	I can play and perform in solo and ensemble contexts, using my voice and instruments with fluency, accuracy, control and expression.

### Spanish

Healthy Food and Lifestyles

Children will learn about the food pyramid and healthy eating and lifestyles

Book: La sorpresa de Handa, Eileen Browne

Working towards	Expected	Greater depth
<p>I can listen and recognise key vocabulary in a simple sentence</p> <p>I can say a simple sentence with support</p> <p>I can answer a familiar question</p> <p>I can join in with some words from a song, story or rhyme</p> <p>I can read and recognise key vocabulary of simple sentence</p> <p>I can write familiar words using a model</p>	<p>I can listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective</p> <p>I can ask and answer familiar questions with support</p> <p>I can use familiar vocabulary to say simple sentences</p> <p>I can join in with the words of a song, rhyme, story sometimes from memory</p> <p>I can read aloud simple sentences</p> <p>I can find meanings in a bi-lingual dictionary</p> <p>Read and write a simple sentence using a model and some from memory</p>	<p>I can produce confidently a sentence negative or positive with an indefinite article, noun singular and maybe adjective or plural noun and high frequency verb</p> <p>I can ask familiar questions and answers confidently</p> <p>I can read familiar sentences confidently</p> <p>I can write simple sentences from memory with accuracy</p> <p>I can demonstrate understanding of some grammar</p>

### Educational Visits and Visitors

- RE topic: Hindu Temple – Radha Krishna Temple, 5 Cedars Road, Stratford, E15 4NE
- Visit the Golden Hinde – <https://www.goldenhinde.co.uk/learning/one-hour-programmes#>
- National Gallery/Portrait Gallery to look at portraits from the Tudor period.

### Sequence of Key skills/objectives/context (Key teaching points)

-Understand who the Tudors were and why they are significant to London.

- Name key Tudors and events.
- Understand timelines and the concept of chronology.
- Look at explorers in the Elizabethan time – where did they explore and what were their motives?
- Map work on where was explored.
- Look at impact on Britain – what they brought back.
- Analysis of their actions

**Key Vocabulary**

**History and Geography:**

Adventure	Henry VII	Americas	Galleon	Sir Walter
Circumnavigate	Henry VIII	Asia	Maritime	Raleigh
Discovery	Edward VI	Globe	Naval	Sir Francis
Fame	Lady Jane Grey	Map	Navy	Drake
Expedition	Mary I	Merchants	On board	John
Exploration	Elizabeth I	Religion	Sailor	Cabot
Explorer	Elizabethans	Spices	Voyage	John
Goods	King	Sugar		Hawkins
Navigate	Reign	Trade		
	Monarch	Trade route		
	Queen	Wealth		
	Tudor			

**PSHE:**

Acceptance	Distant	Relationship
Anger	Feelings	Remember
Appreciation	Guilt	Respect
Belonging	Hopelessness	Sadness
Caring	Loss	Shock
Close	Love	Souvenir
Contribute	Memento	Special
Cope	Memorial	Special pet
Debate	Memories	Strategies
Denial	Numb	Symbol
	Opinion	Vegetarianism
	Pain	

**RE:**

Place of worship	Benefit	Local
Buddhist vihara/mediation centre	Charity work	Neighbourhood
Church	Community	Purpose
Gurdwara	Food bank	Religious service
Hindu temple/Mandir	Homeless shelter	Special
Synagogue		

**Additional Information**

**Evidence in the books and on display**

- Timeline on display along with a Tudor family tree.
- Map of the journeys of the Tudor explorers.
- Replicas of artefacts from the time on display along with books about the Tudors.
- Pictures and key facts labels (written by the children) on display in the classroom.
- The children will have written about the similarities and differences between the Tudor monarchy and the monarchy we have now.
- The children will have placed the Tudor monarchs in chronological order on a timeline and written about each of them.
- The children will produce factfiles on the Tudor explorers.
- The children will write about what difference the Tudor monarchs and explorers have made to our lives today.

**Outcomes**

- The children will have learnt about the characteristic features of society at a time in the distant past by asking and answering questions from a range of different sources of information.
- The children will be able to place the Tudor times on a timeline and name the Tudor monarchs.
- They will be able to talk about different sources of information and their quality.
- They will be able to talk about how historians make assumptions from the information they do have.
- They will be able to talk about the influence of the Tudors on the world today.
- They will be able to point out the countries visited by the Tudor explorers on a map.

#### Helpful Websites

<https://maryrose.org/the-history-of-the-mary-rose/>

<https://maryrose.org/blog/arts-and-crafts/museum-blogger/make-and-colour-your-own-pop-up-mary-rose/>

<https://www.google.com/maps/place/East+Ham,+London/@51.5317232,0.0386271,16z/data=!4m5!3m4!1s0x47d8a637210a1825:0xfaf9164941a804a5!8m2!3d51.5333972!4d0.0499114>

#### Strategies for EAL learners and SEN:

- Prior knowledge: pictures of Tudor monarchs, maps and globe, tall ships, goods e.g. sugar and spices to discuss and annotate around (scribe for pupil if necessary) or support completion of pre-learning challenge and start of relevant lessons.
- Vocabulary: taught vocabulary by adult/peer using visual word mat, use same pictures as flashcards to match pictures to words, pelmanism game, vocabulary recall quiz (quizlet), vocabulary track game (pictures/words), bingo, lotto, spot it, language drills. Language to encourage: 'This is a ...'; 'These are ...'; 'It's a ...'
- Sequencing of Tudor monarch cards on a timeline
- Graphic organisers: timeline, tables with key information about Tudor monarchs and Tudor explorers, maps
- Roleplay as Tudor explorers
- Speaking and writing frames: substitution table for writing sentences/ bullet points for Tudor explorer fact file with language focus: simple past tense (-ed and irregular forms) then learners reproduce the text. In pairs, asking questions about the text 'what did/was/were ...? It/They/The ...', sentence starters, DARTs fill the gap cloze procedure text with visual word bank, true/false statements
- Collaborative strategies: talk partners, think-pair-share, information exchange e.g. barrier game (language focus prepositions of time (first, next, before, after); jigsaw for research aspects of the topic

#### Useful links:

- <https://ealresources.bell-foundation.org.uk/teachers/great-ideas-pages>
- <https://bingobaker.com/>
- <https://quizlet.com/en-gb>
- <https://www.macmillandictionary.com/>

#### SMSC

Spiritual	Moral	Social	Cultural
<p>-Awe and wonder at learning about people living in a different time.</p> <p>-Awe and wonder at how different this country might be if events in history had</p>	<p>-When the Tudors went exploring, did they act in a way that we would consider moral today?</p>	<p>-How do positive relationships help society?</p> <p>-What religions are represented in our neighbourhood and what evidence can we find of them?</p>	<p>-How much of English culture has been influenced by the Tudors?</p>

had different outcomes.			
<b>FUNDAMENTAL BRITISH VALUES</b>			
<b>Democracy</b>	<b>Individual Liberty</b>	<b>Tolerance and Mutual Respect</b>	<b>Rule of Law</b>
-Taking opportunities for votes to take place in the class. -Talking about how the Tudors reigned and comparing with England today.	-Compare the freedoms we have to those of the Tudors.	-How do we demonstrate respect for the different religions represented in our neighbourhood?	-Compare and contrast the laws in Tudor time to today.
<b>Links to Rights Respecting Schools</b>			
<b>Article 12</b> – Every child has the right to express their views, feelings and wishes in all matters.			
<b>Article 29</b> – Education must develop every child’s talents, abilities and personality.			
<b>Links to Safeguarding</b>			
<ul style="list-style-type: none"> <li>• Opportunities to talk about families and how they should treat each other will come up in PSHE.</li> </ul>			
<b>Celebrating Heritage</b>			
<ul style="list-style-type: none"> <li>• Starting to understand how countries around the world have been impacted by explorers.</li> </ul>			