

Need a Tudor?

What influence did Henry VIII have on religion in Britain?

Academic Excellence

We will learn the knowledge on the 'recall page' and we will be mastering the following skills:

- Present work neatly and effectively to demonstrate learning
- Ask for help when needed
- Take care in creating a good quality outcome

Character

What value am I focusing on and how will I demonstrate it?

Compassion - I know it is important to accept people for who they are and celebrate their uniqueness

I will show compassion in lessons by recognising others might learn and work differently to me but it doesn't make it wrong.

I will show compassion at home by being kind to others even if they are different to me.

Outcome – How will our learning be used in real life?

We are going to create non-chronological reports to exhibit at Knole House/St Peter & Paul's church for visitors to read.

Learning to Learn

Our focus thinking tool is:

Cause and consequence map

This tool helps us realise all actions have causes and consequences and there is never one single one of these.

Children can explore colour, spacing and their ideas.

Personalisation

What will help me in this experience?

- Use a dictionary to ensure understanding of technical vocabulary.
- Research to answer any questions I have.
- Use resources available within the classroom to support my understanding.

Rights Respecting

Article 30 - The right to practise your own culture, language and religion

We will learn about the importance of following your own beliefs and consider how that looks different today to when Henry VIII reigned.

Concept

Influence

I understand that beliefs, including religion, have influenced events and decisions in history.

Recall Page

Vocabulary

monarchy	A form of government with a monarch (king, queen, emperor) at the head
parliament	The group of politicians or other people who make the laws for their country
reformation	The action or process of changing an institution or practice
nobility	Belonging to the highest social class in a country
defences	The action of defending from a resisting attack
peasant	A poor smallholder or agricultural labourer of low social status
non-chronological	Not in time order

Knowledge

I will need to know:

- The features of a non-chronological report
- How to write an effective introduction
- How to use time and cause subordinating conjunctions
- Who Henry VIII is and when he reigned
- The changes made by Henry VIII to religion in England
- The influence that Henry VIII had on Britain today

Key facts

Who was Henry VIII?	Henry VIII was a king in the 1500s who was infamous for his six wives and known for changing the religion in England to suit his needs.
What was the English Reformation?	When the Church of England broke away from the authority (separated from) the pope and the Catholic Church
What is the difference between the Catholic and Protestant Church?	One major difference between the two denominations of Christianity during this time is that divorce was not allowed in the Catholic Church.
What is a non-chronological report?	A text that isn't written in time order. They are normally non-fiction texts which give information on a subject or event, without referring to the order in which things happen.
What was Tudor life like?	Tudor life was very different for the poor and the wealthy—the rich feasted and held banquets frequently, but the peasants lived quiet, village lives.

Ancient Egyptians

The ancient Egyptians lived over 5000 years ago from 3100 BC to 332 BC. They lived along parts of the river Nile (the longest river in the world) in Kemet, now known as Egypt.

What Jobs Did They Do?

There were a variety of different jobs in ancient Egypt, such as scribes, bakers, priests, doctors, craftsmen, merchants and many more. Inherited from their parents, many Egyptians worked on farms where they grew crops.

Farming was extremely important to the Egyptians and their farming techniques were **innovative**. This allowed them to grow lots of different grains and crops. It's believed they lived by the Nile as the yearly flooding meant the soil was fertile for crops and being close to the river allowed them to use it for drinking water, washing and cleaning. Every year, the river Nile would rise and fall so the Egyptians dug channels and walls to divert flood water towards their fields for farming.



The Pyramids



Ancient Egyptians believed in an afterlife and that your body and possessions would be needed there. A process called **mummification** meant the bodies could be preserved and were buried in a tomb surrounded by all their worldly possessions.

Some of these tombs are what we now know as the Pyramids. The more important the person, the bigger their tomb. **Hieroglyphics** would be drawn all around the tomb to tell the life story of the person who died and also to help guide them to the afterlife.

Pharaohs

Egyptian rulers were called pharaohs. They were seen as religious leaders and the bridge between the gods and the Egyptians.

One of the most famous ancient Egyptian pharaohs was Tutankhamun. In 1922, his tomb was discovered by a group of explorers who couldn't believe how well the body had kept along with the number of treasures inside his tomb. Many of the items they found were made from, or covered in, gold and were there for Tutankhamun to take with him into the afterlife. The tomb was split into many different rooms with most of them being home to the objects, apart from the burial chamber which just held his **sarcophagus**.



Did You Know...?

Tutankhamun is also referred to as King Tut.

Gods

There were more than 2000 gods in ancient Egypt. Many of them took human form but some were represented with heads of animals. The ancient Egyptians believed that life on Earth was just part of the eternal journey so everyone must live a good life in order to be guided by the gods through the afterlife. Each god represented an aspect of the Egyptian world, for example, Ra was the god of the sun and Anuket was the god of the river Nile.



Glossary

innovative	Advanced and original ideas or methods.
mummification	The process of preserving the body after death by drying or treating flesh.
hieroglyphics	The formal writing system used in ancient Egypt.
sarcophagus	A stone coffin, decorated with inscriptions and sculptures.

Experience Name (Unit of Study)

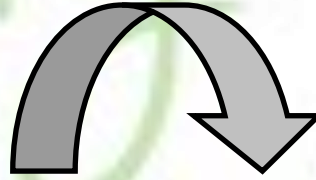
Academic Excellence

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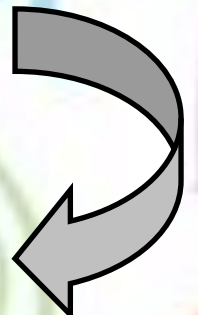
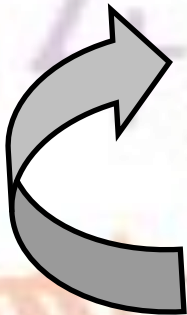
Character

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Outcome

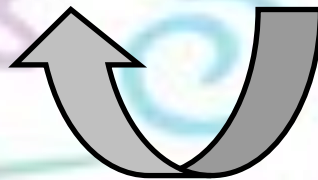
We will be able to...(NC content)



Learning to Learn

Our focus thinking tool is:

Concept



Personalisation

What will help me in this experience?

Representations

Recall Page

Vocabulary

Knowledge

I will need to know:

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Sentence Stems

Key Facts