



W.C. 6th July 2020

English ANSWERS

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

This week's English Home Learning activities link to our theme of 'Significant Moments in History.'

Monday

Reading and using a text

Starter – Here are a few examples of what you could have written, I'm sure you have plenty of other ideas.



1. By looking at the picture what can you deduce (assume) about the two people?

By looking at the picture I can deduce that this elderly couple were once dancers in their younger years. However, now that they have got older they are no longer able to dance but possibly still remain good friends.

2. How did they feel when they were reunited?

When the elderly couple were reunited, I think that they were overwhelmed and filled with a sense of nostalgia (they remembered, with joy, the old days).

3. Why haven't they seen each other for so long?

In my opinion I think that they haven't seen each other as their lives followed different paths, such as marrying other people and having families of their own.

4. How do you think they first got into dancing?

I think that they fell in love with dancing as a hobby. I know that in the 1940s-60s many people used to go to dances, instead of playing on technology that we may choose to do today.

Answers

1. Who was the first Tudor to rule England?

- ☒ King Henry VII
- ☐ King Henry VIII
- ☐ Queen Mary I
- ☐ Queen Elizabeth I

2. Where does the name 'Tudor' come from?

'Tudor' is the surname of the kings and queens during the Tudor period. The first one was Henry Tudor.

3. Whose family symbols came together to create the Tudor Rose?

Henry Tudor's family symbol (red rose) and Elizabeth of York's family symbol (white rose) came together to create the Tudor Rose.

4. Explain how you think Henry VIII felt in 1509. Think of two different emotions and explain why you think he felt that way.

Pupils' own responses, such as: In 1509, Henry VIII became King. He probably felt really happy about being King but really sad that his father had died.

5. Explain how Henry VIII's first wife was already known to the family.

Pupils' own responses, such as: Henry VIII's first wife was Catherine of Aragon. She had been married to Henry's brother so the family would already have known her.

6. *He wanted to get his own way and so he made his own strand of Christianity, calling it the Church of England.*

Imagine you are the Pope. Write Henry VIII a short message explaining how you feel about what he has done.

Pupils' own responses, such as: Dear Henry VIII, I am very disappointed that you have broken away to create the Church of England. As the head of all Roman Catholics, I need to tell you to stay true to the teachings of God.

7. Which two women did Henry VIII divorce?

Henry VIII divorced Catherine of Aragon and Anne of Cleves.

8. Match the numbers to these events in the text, so that they are in order. The first one has been done for you.

- The Spanish Armada is defeated.
- Henry Tudor defeated Richard III in the Battle of Bosworth.
- Elizabeth I becomes Queen.
- Henry VIII married Anne Boleyn.
- Henry VII died in 1509.

Answers

1. Which king and queen started and ended the Tudor period?

King Henry VII started the Tudor period and it ended with Queen Elizabeth I.

2. *In 1486, a year after his triumph, Henry married Elizabeth of York.*

Why might this have been hard for Elizabeth's family to live with?

Pupils' own responses, such as: A year before the marriage, Henry's family had defeated Elizabeth's family in the Wars of the Roses. There may have still been bad feelings towards Henry from Elizabeth's family.

3. What is the Tudor Rose?

The Tudor Rose is an emblem that symbolises the union between the House of Lancaster and the House of York. It merges the red and white roses of both houses.

4. Do you think Henry VIII married for love? Give reasons in your answer.

Pupils' own responses, such as: Henry VIII may have loved his wives but overall, I think he married them to give him a son. He had two of his wives executed and he divorced two others so it makes me think he probably didn't love them.

5. How long was Lady Jane Grey Queen for?

Lady Jane Grey was Queen for just nine days.

6. Which of these dates are periods in which a Tudor king or queen was on the throne?

Tick **two**.

☒ **1485-1509**

☐ 1509-1574

☒ **1553-1558**

☐ 1558-1903

7. Match the numbers to these events in the text so that they are in order. The first one has been done for you.

The Royal Mail begins.

The Battle of Bosworth.

Split from the Roman Catholic Church.

End of the Wars of the Roses.

The Spanish Armada is defeated.

8. *Queen Elizabeth I died without an heir.*

What does this mean and how do you think Queen Elizabeth I felt knowing that this was going to happen?

Pupils' own responses, such as: It means Queen Elizabeth I didn't have a son or daughter who could take over from her as king or queen when she died. This must have made her sad as she probably would have wanted a child to rule England after her and it also meant the Tudor name was going to end.

9. What two events happened in 1553? Explain how this may have affected the country.

Pupils' own responses, such as: In 1553, Edward VI died and Lady Jane Grey became Queen. However, her reign lasted just nine days before Mary I became Queen. This must have unsettled the country as the people would have had three rulers in one year.

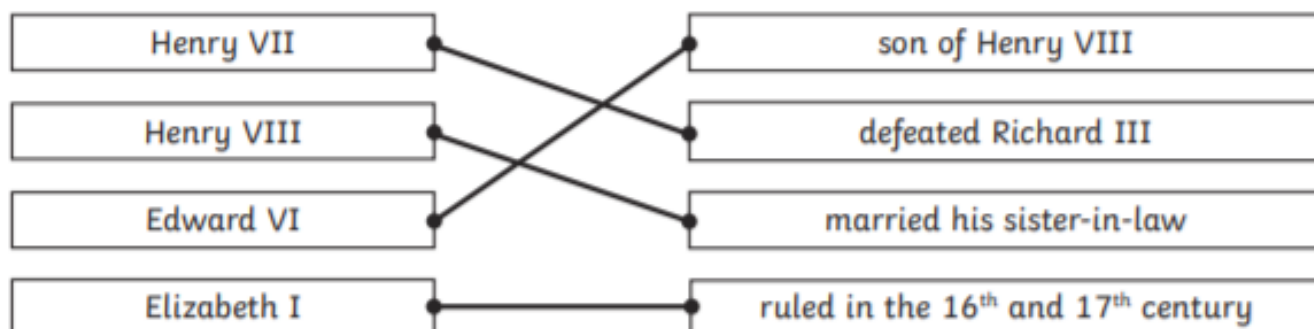
Answers

1. Explain the significance of the events of 1485 and how that shaped history.
Pupils' own responses, such as: 1485 marked the beginning of the Tudor period. When Henry Tudor defeated Richard III at the Battle of Bosworth, he became King Henry VII and the Tudors went on to rule England for 118 years.
2. Which houses were involved in the Wars of the Roses?
The two houses involved in the Wars of the Roses were the House of Lancaster and the House of York.
3. What is the Tudor Rose and why do you think it was important?
Pupils own responses, such as: The Tudor Rose was an emblem that combined the white rose of York with the red rose of Lancaster. It was important because it symbolised the end to the Wars of the Roses and the union between the two houses with the marriage of Henry Tudor and Elizabeth of York.
4. *When Henry VII died in 1509, his son – also called Henry – came to power.*
Summarise Henry VIII's life in two or three sentences.
Pupils' own responses, such as: Henry VIII had six wives, created his own Church and was responsible for having more than 70,000 people executed. He also had three children who went on to rule England after he died.
5. Do you think Henry VIII married for love? Give reasons in your answer.
Pupils' own responses, such as: Henry VIII may have loved his wives but overall, I think he married them to give him a son. He had two of his wives executed and he divorced two others so it makes me think he probably didn't love them.
6. Which of these dates are periods in which a Tudor king or queen was on the throne?
Tick **three**.
 - ☒ 1553-1554
 - ☒ 1558-1603
 - ☐ 1553-1585
 - ☒ 1547-1553
7. What was the English Reformation and when did it take place?
Pupil's own responses, such as: The English Reformation was when Henry VIII broke away from the Roman Catholic Church to create his own strand of Christianity, called the Church of England. It happened between 1534 and 1539.

8. Why was 1512 a good year to be a letter-writer?

Pupils' own responses, such as: 1512 was a good year to be a letter-writer as England's postal service, The Royal Mail, began.

9. Match the Tudor kings and queens to the correct fact.



10. What is a Protestant and why wasn't it a good time to be one during Mary I's reign?

Pupils' own responses, such as: A protestant is a member of a Christian faith that is separate from the Roman Catholic Church. It was a bad time to be one during Mary I's reign as she had some Protestants killed.

Wednesday

The Tempest

Mild - These are a few ideas you may have written them slightly differently, that's great too!

Ariel is a prisoner! Prospero is a bad guy	Ariel is not a prisoner! Prospero is a good guy
Prospero describes Ariel as <i>malig-nant, a slave and a dull thing</i> . That isn't a very polite way to treat your friend and helper!	Ariel was in a much worse situation when he first met with Prospero. The witch Sycorax had imprisoned Ariel in a pine tree, where Ariel had been for twelve years. Prospero freed Ariel from this situation
Ariel refers to being set free from Prospero's service as liberty. Obviously Ariel feels that he is being imprisoned against his / her will.	Prospero tells Ariel to do all sorts of exciting and daring things (business in the veins of the earth). Sycorax gave Ariel no liberty at all. Sycorax imprisoned Ariel but Prospero lets Ariel do all sorts of fun things!

Ariel is a prisoner! Prospero is a bad guy	Ariel is not a prisoner! Prospero is a good guy
Sycorax and Prospero are both a type of wicked magician. They both imprison Ariel.	Prospero does speak harshly to Ariel, but so do teachers and parents when pupils are naughty. It should also be remembered that Prospero says many kind things to Ariel. He calls Ariel <i>My Brave Spirit</i> and congratulates Ariel on creating the storm so brilliantly. Prospero only scolds Ariel when it is necessary to do so.
	Prospero is a born leader. He was a high born Duke of Milan. Of course he has power over Ariel. Prospero is ensuring that order and the rule of law exist on a very strange island.

Thursday

Shakespeare reimagined

Be sure to check the answers to the practise questions on Bitesize.

Also be sure to send over your rewrites and modern versions of 'Romeo and Juliet' or 'The Tempest!'

Answers for the Grammar Hammer are below.

Mild

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (<u>is</u> appear-disappear)			2. (W4:1) Suffixes can be added to verbs to form a noun (<u>is</u> count-counter) and to change the tense (<u>is</u> walk-walked-walking)		
<u>pre</u>	<u>in</u>	<u>re</u>	<u>paint</u>	<u>er</u>	<u>ing</u>
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.					
Can I have (<u>more</u> / moor) fruit please?			I won't (<u>warn</u> / worn) you again!		
5. (W4:1,3, Sp 4:13) 'sc' before 'i' can make the sound 's' (science, scissors)			6. (W4:1,3, Sp 4:14) In some words 'ei' together make the long 'a' sound. There are not many of these words (vein, reign)		
<u>si</u> ance	<u>si</u> ence	<u>sci</u> ence	<u>ve</u> yn	<u>ve</u> in	<u>vayn</u>
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
drop	4	drip	3	deep	1 down 2
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
<u>shiny</u>	<u>glossy</u>	<u>sparkling</u>	<u>funny</u>	<u>polished</u>	
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)					
<u>The</u> bird landed gently <u>on</u> <u>my</u> hand.					
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.					
<u>what is more</u>	<u>later on</u>	<u>a few</u>	<u>next</u>	<u>also</u>	
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
(<u>William</u> / He) finished (<u>his</u> / William's) breakfast and (<u>he</u> / William) washed the bowl.					
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.					
<u>Unless,</u>	<u>One example is,</u>	<u>Before long,</u>	<u>Afterwards,</u>		
18-19. (W4:14,20) Past progressive form (was/were + verb+ <u>ing</u>) Present perfect form (have/has + the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.					
Alex (<u>drank</u> / drunk) all the juice.			The purse was (<u>stole</u> / <u>stolen</u>) yesterday.		
20-21. (W4:17,21) A comma is used after a fronted adverbial. It is also used to separate items in a list. It is not used before the last item, which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.					
<u>Without thinking,</u> Jo took off his coat, kicked off his shoes and leapt into the swirling river.					
22-23. (W4:22, Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).					
The elephant's trunk was long.			The elephants' trunks were long.		
24-25. (W4:23) Inverted commas (speech marks " ") are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and comma.					
"What are you doing?" asked John.			"Follow me," said James. "I'll show you."		

Medium and Spicy

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear)			2. (W4:1) Suffixes can be added to verbs to form a noun (ie count-counter) and to change the tense (ie walk-walked-walking)		
pre	in	re	paint	er	ing
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.					
Can I have (<u>more</u> / moor) fruit please?			I won't (<u>warn</u> / worn) you again!		
5. (W4:1, Sp 4:13) <u>sc</u> before <u>i</u> can make the sound <u>s</u> (science, scissors)			6. (W4:1, Sp 4:14) In some words <u>ei</u> together make the long <u>a</u> sound. There are not many of these words (vein, reign)		
<u>si</u> ance	<u>si</u> ence	<u>sci</u> ence	<u>ve</u> yn	<u>ve</u> in	<u>vay</u> n
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.					
drop	4	drip	3	deep	1
				down	2
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.					
shiny	glossy	sparkling	funny	polished	
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)					
The bird landed gently <u>on</u> my hand.					
12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.					
what is more	later on	a few	next	also	
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.					
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Friday

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Reading lesson

Check your answers on Bitesize and be sure to send in your book reviews!

Spellings - *How did you get on?*

timeline
change
significant
events
dates
chronological
label
historical
linear
scale