



Rationale: It is our belief that this historical study of a period beyond 1066 provides pupils with interesting, motivating and historically valid learning experiences. This unit of work will show pupils that historical knowledge and understanding is based on the use of evidence including documents and artefacts. Through their work pupils will discover that historical sources have to be interrogated for meaning when pursuing an enquiry. They will build up an historical picture of the lives, interests, values and preoccupations of people during the Tudor period.

Pre-Unit tasks: Display pictures of monarchs throughout the ages including Elizabeth II. What do they have in common? How do they differ? What makes a successful monarch? What advice would the children give a future king or queen?

<https://www.historyextra.com/period/medieval/how-to-be-a-successful-monarch/> (teacher notes)

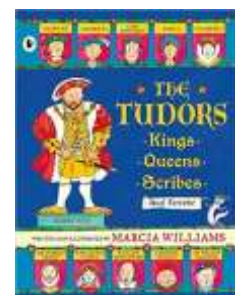
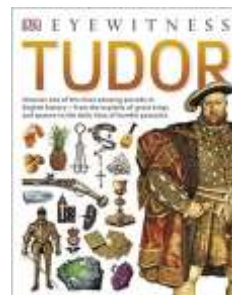
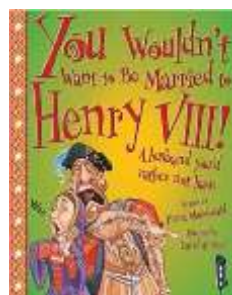
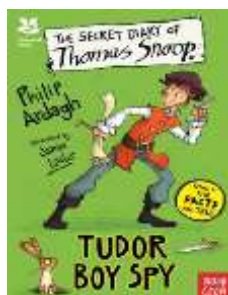
Attention Grabber: Watch 'The Terrible Tudor's Song' (Horrible Histories)

https://www.youtube.com/watch?v=PCmogoGpnxg&list=RDPCmogoGpnxg&start_radio=1&t=75

Enrichment activities / visits: Visit to Bessie Surtees House in Newcastle. Range of art activities



Key Class book(s) linked to history study:





History Overview

Learning Objectives:

- *To know the Tudor Age began with the defeat of Richard III at the Battle of Bosworth.
- *To understand the Tudor family tree.
- *To understand why a male heir was so important.
- * To know that Henry VIII changed the Church and religion in Britain.
- *To generate their own who, what, when, where, why and how questions about the Tudors.
- *To be able to describe some of the features of the courts of Henry VIII and/or Elizabeth I.
- *To talk about the character / personality of Henry VIII
- *To be able to compare and contrast the lives of the rich and the poor.
- *To be able to describe features of life for ordinary people during the Tudor era.
- *To understand how Tudor portraits were used as propaganda.
- *To know that not all sources of information are reliable.
- *To know some of the key events of the period:
 - e.g. Bubonic plague, the attack of the Spanish Armada, Francis Drake circumnavigating the world on the Golden Hind, William Shakespeare and the Globe theatre
- *To be aware of the legacy of the Tudor dynasty.



History Overview

Examples of Key Questions

- *What are the key qualities needed to be a 'successful' king or queen?
- *How do you become a monarch?
- *Who were the Tudors?
- *What do you already know about them?
- *Where do the Tudors fit into British history? World history?
- *Were the Tudors really terrible?
- *Why did Henry VIII marry six times? Why did he break with Rome?
- *Was Henry VIII a great king? How do we know?
- *A Man or a Monster? What was Henry VIII like? How can we be sure?
- *Why are there different interpretations of Henry VIII?
- *How do you know if a source is reliable?
- *How were portraits used in Tudor times?
- *Does a picture 'paint a thousand words'?
- *Do we get different perspectives (ideas) from looking at different portraits of Henry VIII and / or Elizabeth I?
- *What advice would you give a Tudor portrait painter?
- *Why was it so difficult to find a marriage partner for Henry VIII and Elizabeth I?
- *What was life like in the Courts of Henry VIII and Elizabeth I?
- *What was life like for the average Tudor citizen?
- *Can you describe some of the trades / jobs of the Tudor Age? Are they still done today?
- *What would a Tudor street have looked like?
- *Who were the most important figures during the Tudor Age?
- *Can you describe some of the key events of the Tudor period?
- *Who was the 'greatest' monarch of the period: Henry VIII or Elizabeth I? Why?
- *What was the legacy of the Tudor Age?



History Overview

Impact/Assessment

Most Children will: (secure)

- *place the events in the period within a chronological framework
- *make appropriate use of dates and terms
- *demonstrate knowledge and understanding about the everyday lives of ordinary people in the Tudor period
- *show how some aspects of the period / significant individuals have been interpreted in different ways
- * To ask questions, using a portrait as a source, about the appearance and character of Henry VIII and / or Elizabeth I
- *select and combine information from a range of visual, textbook and documentary sources
- *communicate their knowledge and understanding of Tudor times in organised and structured ways

Less Able Children will: (developing)

- *recognise some features of life in the Tudor period
- * ask and answer questions about the period by using at least one source of information
- *be able to name the Tudor monarchs and give information about each of them.

More Able Children will: (greater depth)

- *describe reasons for and results of particular events
- * use their knowledge and understanding of the Tudor period to make links with other societies and periods
- * select and combine information from a range of sources to reach substantiated conclusions



Vocabulary

Anne Boleyn	Anne of Cleves	armada
annulment	Arthur	banquet
baron	beheaded	Battle of Bosworth
Catherine of Aragon	Catholic	Church of England
court	courtiers	dissolution
divorce	dynasty	Edward VI
Elizabeth I	execution	galleon
Hampton Court Palace	heir	Henry VIII
heretic	Jane Seymour	Kathryn Howard
Katherine Parr	marriage	Mary I
monarch	monastery	persecution
Philip II	plague	pope
portrait	Protestant	reformation
reign	religion	Richard III
throne	Tower of London	traitor
Tudor Rose		

