

Why are Tudors called Tudors?

Life in Tudor times Y5

Rationale: As you know, the requirement to study Life in Tudor Britain was mysteriously and inexplicably removed from the Key Stage 2 curriculum in 2014. As one of the best-taught and popular of all the history topics that pupils study at junior school, the Tudors should still continue being taught, in my opinion. For this reason we are including a fully-developed and resourced planner just as if it were a compulsory topic. This means that there is a clear focus on developing historical skills and conceptual understanding as well as deepening historical knowledge. You will find that three concepts are given priority: causation; characteristic features of society and analysis of sources. Each has two key questions devoted to them, usually one from the first half of the century and the other from the latter. This has the great advantage of giving you an opportunity to feedback to pupils the sort of ideas that can then be put into practice later in the topic. An excellent common assessment task shows how well pupils can analyse and evaluate evidence. If you haven't got time to devote to the whole unit, you might like to look at our post-1066 thematic study called Beyond Face value which uses much of the material presented here on the portraits of Henry VIII and Elizabeth.

Key questions

content coverage/key concepts

Learning objectives

Teaching & Learning activities

Learning resources

Outcomes / assessment

1 What can we tell about Henry VIII from his portraits?

Drawing initially on what pupils already know about this larger-than-life figure, this enquiry question gets pupils quickly involved in exploring their own interpretations of Henry and how they came to be created. Providing pupils with a clear chronological overview allows them to set this study of portraits against the key events that were happening in Henry's life at that time.

*Pupils can make deductions based on visual clues;

*they can spot similarities between portraits;

*they grasp that portraits are a product of the time in which they were painted and understand the reasons why Henry wanted a certain type of portrait.

*they can explain why some portraits have become iconic;

*able pupils can explain why publishers often change book covers of history books to appeal to the mass market.

Part a
Police Line Up; Would the real Henry VIII please stand up. Detailed step by step guidance in **outstanding lesson description**

Part b Smart task on the website provides a real example of a recent book where the cover was changed

KQ1 Part a Fully resourced lesson: Henry VIII a question of interpretations. Could you spot Henry VIII in a police line-up?

<https://www.keystagehistory.co.uk/keystage-2/henry-viii-a-question-of-interpretations-could-you-spot-henry-viii-in-a-police-line-up/>

Part b Great starter on interpretations of Henry VIII
<https://www.keystagehistory.co.uk/keystage-3/outstanding-lessons-keystage-3/uk-1500-1750/great-starter-on-interpretations-of-henry-viii/>

<p>2 Why did Henry really Break with Rome: love or religion?</p>	<p>*Pupils can sequence between 4 and 6 key events leading up to the Break with Rome;</p> <p>*pupils can analyse factors rather than simply describe events;</p> <p>*they can group factors e.g. to do with religion, love for Anne etc, study a contemporary letter and make deductions from it;</p> <p>*they can confidently assert their own opinion, backed up by relevant evidence.</p>	<p>Activity 1 Sequencing images of events leading to Break with Rome</p> <p>Activity 2 Living graph. The Highs and Lows of Catherine of Aragon. Outstanding lesson Pupils re-examine the key events from her perspective, making judgements about which were the key events that brought about her downfall</p> <p>Include info about his wives</p> <p>Activity 3 How do we know this is a love letter? Smart task on website Pupils annotate accessible letter from Henry to Anne Boleyn showing up to 14 examples of where Henry is clearly writing a love letter (language, drawings of hearts etc.)</p> <p>Activity 4 Explanation builder. Pupils work on this thinking skills activity in which they process different facts in an attempt to create a satisfactory explanation.</p>	<p>Activity 2, PowerPoint and all other resources in Outstanding lesson on the highs and lows of Catherine of Aragon https://www.keystagehistory.co.uk/keystage-2/life-in-tudor-times-the-highs-and-lows-of-catherine-of-aragon/</p> <p>Activity 3 All resources provided on PowerPoint see History and literacy - Making sense of a letter from Henry VIII to Anne Boleyn https://www.keystagehistory.co.uk/keystage-2/smart-task-ks2-history-and-literacy-making-sense-of-a-letter-from-henry-viii-to-anne-boleyn/</p> <p>for Activity 1,4 & 5 Sequencing cards Explanation builder cards Adviser cards see https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-tudor-times-outstanding-lessons-keystage-2/ks2-why-did-henry-break-with-rome-love-or-religion-key-question-2/</p>	<p>LOCAL LINK - Visit to the cathedral to see the tomb of Catherine of Aragon.</p> <p>She was buried here as she dies in the Cambridgeshire village of Kimbolton. King Henry VIII deemed Peterborough Cathedral the most fitting local religious place for her status.</p>
<p>3 How different was life for people at different levels of society living in Tudor times, and how do we know? <i>This question enables pupils to differentiate between life of people at different levels of society as well as examining authentic evidence from wills and inventories which illuminate how much or little people possessed. A focus on homes also highlights the massive gulf in daily life of rich and poor.</i></p>	<p>*Pupils can make deductions about relative wealth of individuals from their inventories;</p> <p>*they can match the owners of inventories with images of the houses they would have lived in and explain their reasoning;</p> <p>*they can analyse the inventories to work out which were the highest value items;</p> <p>*pupils can analyse a photo of a Tudor palace and make deductions as to what was novel about it</p>	<p>Lesson described fully in outstanding lessons involves pupils in reading authentic Tudor wills from poor and middling families comparing their domestic possessions and the appearance of their homes</p> <p>More glass than wall? Is this a fair description of Hardwick Hall? See outstanding lesson. Pupils analyse Hardwick Hall in terms of symmetry as well as new architectural features.</p>	<p>Key Question 3 part 1 fully resourced outstanding lesson Through the Keyhole including PowerPoint https://www.keystagehistory.co.uk/keystage-2/through-the-keyhole/ RS1 What can we learn from Tudor inventories RS2 & 3 inventories from yeoman and poor families</p> <p>Key Question 3 part 2 Smart Task Linking history with numeracy. More glass than wall https://www.keystagehistory.co.uk/free-samples/linking-history-with-numeracy-a-tudor-enquiry/</p>	<p>Pupils draw contents of Tudor yeoman's house inside template using details drawn from contemporary inventories</p>

<p>4</p> <p>Why do we have to be so careful when using the portraits of Elizabeth I to find out about her?</p>	<p>*Pupils learn that Elizabeth used portraits to control her image;</p> <p>*they grasp that it was necessary for her to be shown as younger and more virtuous than she was especially in the 1590s when the problem of succession loomed;</p> <p>*they learn to be cautious when using the images of Elizabeth, knowing that they were a form of propaganda;</p> <p>*they learn that historians are careful to consider the provenance and purpose of sources and do not take them at face value.</p>	<p>All activities are described in detail in Outstanding lesson.</p> <p>Mantle of the Expert: Pupils have to get a portrait painter released from gaol but first they need background knowledge.</p> <p>Pupils sequence undated images of Elizabeth dating from her as princess to one painted after her death. They seem to show her looking younger as she gets older. Why? Pupils read Cecil's explanation and place portraits in their context. They grasp that portraits are in fact propaganda and explore reasons for this, having looked in detail at one famous portrait, seating the artist, in dramatic role play</p>	<p>Key Question 4 fully resourced Outstanding lesson Elizabeth I portraits things aren't what they seem.</p> <p>All resources needed are at https://www.keystagehistory.co.uk/keystage-2/elizabeth-i-portraits-things-arent-what-they-seem/ including:</p> <p>portraits from the 1540s -1604</p> <p>cards with reasons why portraits needed to flatter</p> <p>questions to ask the portrait painter in role. Focus on the Ditchley portrait.</p>	<p>MAJOR ASSESSMENT OPPORTUNITY</p> <p>Outstanding assessment task with mark scheme and examples of pupils 'levelled' work including</p> <p>Letter from successful portrait painter explaining what the imprisoned artist needs to do to get back in Elizabeth's good books.</p>
<p>5</p> <p>How on earth was Elizabeth able to defeat the mighty Spanish Armada?</p> <p><i>This enquiry goes wider than you might imagine. Firstly the reasons for the Armada are briefly explored to revisit the idea of religious change. Secondly it introduces the key issue of overseas exploration at this time which was a key late Tudor development</i></p>	<p>*Pupils are able to give at least 3 reasons why England and Spain went to war, (including religion, tension on the high seas);</p> <p>*they can sequence key events in the course of the Armada;</p> <p>*they can then analyse reasons for Spanish defeat;</p> <p>*the more able can prioritise the main reasons for England's success.</p>	<p>Main activity is Waiting room</p> <p>All the steps of the lesson are fully described in the lesson notes.</p> <p>Pupils create their own explanation which is then compared with a contemporary view and a textbook explanation.</p>	<p>Outstanding lesson: How was the Spanish Armada defeated by the smaller English fleet?</p> <p>https://www.keystagehistory.co.uk/keystage-2/how-was-the-spanish-armada-defeated-by-the-smaller-english-fleet-using-a-technique-called-waiting-room/</p> <p>PowerPoint presentation</p> <p>Class textbook explanation</p> <p>Duke of Medina Sidonia's letter explaining the Spanish defeat</p>	<p>Assessment opportunity to look at examples of pupils' longer explanatory writing. Example included in assessment section of the site.</p> <p>Pupils write two opposing sets of 'talking heads' speech bubbles, one from the English and one from the Spanish point of view.</p>

<p>6 What can we learn about Elizabethan England by studying how they enjoyed their leisure time?</p>	<p>*Pupils can list 4-6 main pastimes;</p> <p>*they learn to test evidence and see the need to substantiate statements, not just taking them as read without question;</p> <p>*they can describe how a visit to the theatre was different for different levels of society;</p> <p>*they can distil disparate pieces of information into a coherent whole, picking out those which are most relevant and useful to the target audience.</p>	<p>The whole activity is built around the Mantle of the Expert approach</p> <p>KQ6a *They advise a film director making a movie set in the 1590s that features a day at the theatre. Pupils have to ensure that he is properly briefed with relevant and reliably accurate historical information.</p> <p>PowerPoint to set the scene. Pupils are shown an image of the Swan, a brief piece of text describing a visit, two artist reconstructions and a short video clip.</p> <p>To help structure the task further, two separate preparatory activities are included:</p> <p>KQ6b *Prove it. Pupils are given a set of statements but they must check that there is proper evidence to back them up;</p> <p>KQ6c *Marketplace. This adds the human dimension. Pupils with role cards have to introduce themselves to all other theatre goers from different levels of society who have different experiences.</p>	<p>KQ6a PowerPoint introduction to set up the enquiry</p> <p>KQ6a PowerPoint - advising the film director</p> <p>RS1 Suggestions as to 20 ideas pupils might offer the film director</p> <p>KQ6b PowerPoint Prove it-gallery of images for Prove it activity</p> <p>RS2 Prove it statements</p> <p>RS3 Prove it answers</p> <p>KQ6c PowerPoint to launch Marketplace activity</p> <p>RS4 Role cards for Marketplace activity</p> <p>http://www.tudorbritain.org/teachersnotes/fun.asp</p>	<p>Pupils write creative description of a visit to the theatre in which they have not only to describe authentic period detail, but they also must refer to different levels of society</p>
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Home Study Task

Offer pupils a range of options including events such as the sinking of the Mary Rose or important aspects of Tudor life e.g. overseas exploration