

# BILSTON CHURCH OF ENGLAND PRIMARY



Subject	Topic	Year Group	Term	Time Allocation
History	Tudors	5	Spring 1	12+ Hours
End of Key Stage objectives.	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• To compare aspects of significant individuals lives in different time periods.</li> <li>• Recognise events beyond living memory that are significant nationally.</li> <li>• Demonstrate an understanding of chronological order in history.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Pupils should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>			
End of Unit Objectives.	<ul style="list-style-type: none"> <li>• I can identify Henry VIII and the Tudor family.</li> <li>• I can explain the War of Roses and recognise it's impact on the Tudor family.</li> <li>• I can understand and explain the reasoning for the reformation of the church.</li> <li>• I can articulate similarities and differences between the Rich and Poor.</li> <li>• I can identify who the first Queen of England was and her impact on the nation.</li> </ul>			

- I can recognise why Queen Elizabeth I was regarded as one of the greatest monarchs.

Lesson Sequence	Key Question	Teaching Activities (Possible computing opportunities)	Resources
Lesson 1	<p>Who are the Tudors?</p> <p>Key Vocabulary: BC, AD, Chronological Order, Artefacts</p>	<p>Introduction: Let the children investigate the artefacts to find out what the topic is going to be about. The children can work in pairs or groups to investigate these artefacts. The children can feedback their thoughts and suggest what the topic is about and what time period they think it is. The children can create a mind map about the artefacts - What are they? – What is their significance or link to the topic? Can the children then write any prior knowledge they may already know about the topic and write any questions they want to find out by the end of the topic.</p> <p>Independent activity: Can the children place the Tudors on a timeline amongst other historical periods of time that have been learnt during their time at school. – Stone age, WW2, Monarchs, Great Explorers.</p> <p>Extension: Children can research about the Tudor Monarchs for next lesson.</p>	<p>If possible, contact the local library service/museum to try to arrange to have some real-life historical objects for children to handle.</p> <p>Artefacts: Sword, Bible, Crown, Pearl Necklace, Letter from Catherine of Aragon</p> <p>Timeline</p> <p>Pictures of different time periods.</p>
Lesson 2	<p>Who were the Tudor Monarchs?</p>	<p>Introduction:</p> <p>Children today are going to research about each Monarch. Explain the stories and lives of Henry V11, Henry VIII, Edward VI, Lady Jane Grey, Mary 1, Elizabeth 1. What would it be like to be the monarch? What was Britain like under Mary and Edward? What changes</p>	<p>Pictures of the Monarchs</p> <p>iPads</p>

	<p><b>Key Vocabulary:</b> Monarch, Reign, Catholic, Protestant, Church of England</p>	<p>happened? Why was Edward in line before Mary? Why is Mary known as 'bloody Mary'? Who was Philip of Spain? - We will later look at Henry VIII in more detail.</p> <p>Independent activity: Children to write a double page spread with pictures of the monarchs.</p>	
Lesson 3	<p><b>The War of Roses</b></p> <p><b>Key Vocabulary:</b> Battle, Tapestry, Reliability, Sources, Bosworth, Lancaster, York, House</p>	<p>Introduction: Children find out about the two houses. Lancaster and York. Henry Tudor came to the throne after beating Richard III. Look at first and 2<sup>nd</sup> hand accounts of the event. Look at some of the different battles that has happened between the two houses. - Most importantly - Battle of Bosworth. – Look at the tapestry and what it represents. Is this reliable? Were there any other recounts of the battle? Learn about the key events of the battle. Can they explain how the Tudor Rose was created?</p> <p>Independent activity: Children to create a family tree of both houses – Drawing the 2 roses of each house and the combined Tudor rose. Children to write about the event. Print a picture of the tapestry of the battle.</p>	<p>Family Tree of both houses.</p> <p>Pictures of Tudor Rose</p> <p>Picture of the Battle.</p>
Lesson 4	<p><b>Who was Henry VIII?</b></p> <p><b>Key Vocabulary:</b></p>	<p>Introduction:</p> <p>How did he become King? How old was he? Who was in line for the throne? What were his main achievements? Failures? What is he most well-known for? -The king's character -his family (wives, parents, children) -main achievements/failures -what he looked like - his hobbies</p>	<p>Horrible Histories video of 6 wives.</p>

	Domestic Policy, Foreign Policy, Success, Failures, Tudor, Wives	<p>Independent activity: Write a biography/non chronological report about Henry VIII. Write about his life and his achievements including his 6 wives.</p> <p>This lesson could take longer than 1 hour and could be spread over 2 lessons.</p>	
Lesson 5	<p><a href="#">Why did Henry VIII reform the church?</a></p> <p>Key Vocabulary: Catholic, Protestant, Church of England, Reformation, Religion</p>	<p>Introduction: Why did Henry VIII break with Rome? How religious was Henry VIII? What was the reformation? Why did this come about? What was Henry desperate for? Explore the problems he faced and the cause of the Reformation? Think about how we could solve his problems and the cause for the English Reformation. Was the break from Rome a good or bad thing? Children to debate this. Learn about what was able to happen when he reformed the church. Look at some of the difference between the Catholic and Protestant church at the time.</p> <p>Independent activity: Create a Venn diagram of the Henry VIII reasons. Table of similarities and differences between the two religions.</p>	<a href="#">BBC - History - An Overview of the Reformation</a>
Lesson 6	<p><a href="#">Who was the first Queen of England?</a></p> <p>Key Vocabulary:</p>	<p>Introduction: Investigate the reign of the first Queen of England – Mary Tudor. How was she received as Queen? How was she regarded by the people. What persecution did she carry out in England against the Protestant Church. What is she known as?</p> <p>Learn about her life, succession and reign on the throne. How did this compare with Henry VIII and Edward VI reign?</p>	<p><a href="#">Primary History KS2: The Tudors - 9. Martyrs - BBC Sounds</a></p> <p><a href="#">Classroom Activity on Mary Tudor and Heretics (spartacus-educational.com)</a></p>

	Monarch, Reign, Succession, Protestant, Queen	Independent activity:	Images of Queen Mary I
Lesson 7	<p><a href="#">Who was Elizabeth 1 and the Spanish Armada?</a></p> <p>Key Vocabulary: Armada, Monarch, Catholicism, Prince Phillip of Spain, Allies, Succession</p>	<p>Introduction:</p> <p>Find out who she was and whose daughter she was. Investigate how she has been portrayed from a range of sources. What does she look like? Why is she shown in so many ways? How did she want to be portrayed? Why did she not have her portrait drawn differently?</p> <p>What was she like as a person? Why is she considered one of the greatest Monarchs?</p> <p>Focus on her succession to the throne. How would her childhood have differed from others? What was the Spanish Armada? Why did Phillip decide to invade England?</p> <p>Independent activity: Draw a portrait of the Queen Elizabeth. <b>(Purple Mash could be used for children to have a self-portrait as the Queen)</b></p>	<p><a href="#">Primary History KS2: The Tudors - 2. Elizabeth I - BBC Sounds</a></p> <p><a href="#">Primary History KS2: The Tudors - 8. The Spanish Armada - BBC Sounds</a></p>
Lesson 8	<p><a href="#">How different were the rich and poor in Tudor times?</a></p> <p>Key Vocabulary:</p>	<p><b>Introduction:</b> Introduce children to some of the differences in lifestyle between the rich and poor in Tudor time with the Horrible Histories video clip. (Series three, disk one, 7:00min – 10:55mins). Encourage discussion about what were the biggest differences. Explain that they will be researching these in today's lesson.</p>	<p><a href="#">Primary History KS2: The Tudors - 3. Rich and poor - BBC Sounds</a></p>

	<p>Rich, Poor and Vagrant, Lifestyle, Working Class, Nobility, Farmers, Kings and Queens</p>	<p>Children to look at an area of Tudor life and what it was like if you were rich or poor. Explain that they will have the opportunity to share their research with the class to explain what they have found out. This could be done on A3 pieces of card.</p> <p>Children could use books from the library service to research and use the iPads. They must be able to explain what their focus is and how this was different for the rich and poor. They need to think about how they are going to present this information to the class. Use the audio clip to help them complete research.</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/rich-and-poor-in-tudor-times-audio/9526.html">http://www.bbc.co.uk/learningzone/clips/rich-and-poor-in-tudor-times-audio/9526.html</a></p> <p><u>Mini topics to research:</u></p> <p>Clothes, education, games, food, sports, health and hygiene, living conditions, work.</p> <p>Children will present their research to each other. By the end of the lesson each child should have an overview of each area of Tudor life, and how it was different for the rich and poor – Could be recorded in books with subheadings.</p>	
Lesson 9	<p><a href="#">How did the Tudor times</a></p>	<p>Introduction: Tell the children how long the Tudors reigned over England. Children will gather information about the Tudor Era and</p>	Venn Diagram

	<p>compare with today?</p> <p>Key Vocabulary: Rich, Lifestyle, Working Class, Middle class, Kings and Queen,</p>	<p>the modern day. Their job is to compare the two periods of time. Some facts will be given and a set of topics to be used to discuss and find differences. Children need to match facts to the period.</p> <p>Independent activity: Use the Venn Diagram to compare the two time periods. Children find key events and facts from each era and discuss the similarities and differences in the two periods of time.</p>	<p>Pictures of each period.</p>
--	--	---	---------------------------------