

ACET Junior Academies'

Scheme of Work for history

Unit 7: The Tudors



About this unit:

This is the first history unit of Year 5 and the first of a series of enquiries looking at key turning points in British history post 1066. The Tudors will continue to develop pupils' historical narrative of the British Isles by providing children with an example of life in early modern Britain and considering the impact of Henry VIII's decision to break with Rome. They will be given the opportunity to draw comparisons to their own lives as well as acquiring the foundations of understanding required to appreciate the impact of the Industrial Revolution and the changes in Victorian society which will form the next unit. Pupils will once again develop understanding of a range of concepts with enquiry questions focussed around the key second order concepts for history. Children will use a range of evidence including written sources and artefacts to develop an understanding of the past. They will also have the opportunity to assess the significance of individuals and conduct their own historical enquiry.

Unit structure

This unit is structured around five sequential history enquiries:

1. The Tudors: who, what, when?
2. Was Henry VII a murderer?
3. Why did Henry VIII have so many wives?
4. What can we learn about the Tudors from the Mary Rose?
5. How different was life in Tudor England to our own?
6. Was Henry VIII the most significant Tudor?

National Curriculum unit:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Links to previous and future National Curriculum units

- Britain's settlement by Anglo-Saxons and Scots. (Y4 HT2.1)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Y4 HT3.1)

- Key Stage 3: the development of Church, state and society in Britain, 1509-1745.

Enquiry 1: The Tudors: who, what, when?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children should have started to develop a chronological narrative of British history to 1066 in previous units. They will also previously have produced timelines.	<p>Substantive knowledge: (What the children should know.) The Tudors were a family that ruled England from 1485-1603 - this was a long time ago but not as long ago as other units they have studied. The first Tudor king was Henry VII and the last Tudor monarch was Elizabeth I. Some of the key events from the Tudor period - this could include Columbus sailing to America, Spanish Armada etc.</p> <p>Second order concepts: (What students should understand) Chronology</p>	<ul style="list-style-type: none"> - Enquiry - use source to build up a picture of the past. - Chronology - place current study on timeline in relation to other studies. - Communication - select and organise information. 	<p>Can your children:</p> <ul style="list-style-type: none"> - Identify information in a source? - Place the Tudors on the timeline in relation to other studies? - Produce their own timeline showing the key events in the Tudor period? 	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:		Useful links:
<p>You could start with a mystery activity - provide the children with a range of pictures of famous Tudors, Tudor buildings etc -can the children work out which period of history they are going to be studying?</p> <p>Next, children could place the Tudors on the class timeline - what came before/what came after? <i>NB. If children struggle with chronology and a sense of time, use toilet rolls as in previous schemes. Here it is important that children understand that although the Tudors were around 500 years ago this was much closer in time than other periods they have studied.</i></p> <p>Children could then produce their own timeline for the Tudor period with key events/people. This could be made more challenging by providing the children</p>		<p>Pictures of famous Tudors, buildings etc.</p> <p>Overview sheet outlining how Henry VII joined the House of York and the House of Lancaster and the formation of the Tudor rose.</p> <p>Toilet rolls for class timeline?</p> <p>Key date cards for timeline.</p>		<p>For information on the Tudors: https://www.history.org.uk/primary/module/3948/tudor-monarchy</p> <p>https://www.history.org.uk/primary/module/3954/tudor-society</p> <p>Tony D Triggs Collins Primary History Tudors (2012)</p> <p>For a timeline of key dates and events for the Tudors try: https://www.tudorsandstuart.com/timeline/tudor.html</p>

with the events and then they have to research the date. <i>NB. This is a skill that children have practised before but remind them of the importance of scale.</i>		
Finally, encourage the children to devise their own enquiry questions for the Enquiry Wall - what do they want to find out?		

Enquiry 2: Was Henry VII a murderer?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children will know that the Tudors were a family that ruled England from 1485-1603. They should also be able to name some Tudor monarchs.	<p>Substantive knowledge: <i>(What children should know)</i></p> <p>The War of the Roses was fought between the Houses of York and Lancashire. Henry VII killed Richard III at the Battle of Bosworth. The Battle of Bosworth had many consequences including Henry VII becoming king.</p> <p>Second order concepts: <i>(What students should understand)</i></p> <p>Cause and consequence</p>	<ul style="list-style-type: none"> - Range & depth - examine causes and consequences of events. 	<ul style="list-style-type: none"> - Describe how the Tudor rose was made up? - Describe the Wars of the Roses? - Identify some of the consequences of the Battle of Bosworth? - Explain why Henry VII became king? 	<p>Horizontal:</p> <p>Vertical:</p>
		<p>Key concepts:</p> <p>Civil War Conflict Battle</p>		
Suggested activities:		Resources:	Useful links:	

<p>You could start by showing the children a simple sum - Yorkshire Rose + Lancashire Rose = Tudor Rose. Can the children suggest why the two roses were combined? Explain that when Henry VII became king, he married Elizabeth of York, joining the two families together. Why was this important?</p> <p>You could then move onto looking at the War of the Roses - outline the family rivalry. The children could then complete a simple worksheet outlining the key battles and which side won each battle.</p> <p>Next, the children could consider the consequences of the Battle of Bosworth for example, Henry VII became king, Richard III killed, Henry married Elizabeth, end of the War of the Roses. The children could do this as a card sort - consider long and short term consequences. Was Henry VII a murderer?</p> <p>Finally explain to the children that in 2012, the body of Richard III was found underneath a car park - this could lead onto a literacy activity where children could produce a news report outlining the find, why he came to be killed and the consequences of this.</p>	<p>Slide showing the images of the Yorkshire, Lancashire and Tudor roses.</p> <p>Information about the battles - Horrible Histories report is good.</p> <p>Consequence cards.</p> <p>Clip and information outlining the discovery of Richard III's remains.</p>	<p>For information on the Wars of the Roses: https://www.history.com/topics/british-history/wars-of-the-roses</p> <p>For a very brief summary: http://www.primaryhomeworkhelp.co.uk/tudors/waroftheroses.htm</p> <p>For an outline of the battles - Horrible Histories, Series 3, Episode 6: Bob Hale's report.</p> <p>BBC Class clip - Henry VII wins at Bosworth: https://www.bbc.co.uk/bitesize/clips/zg4vr82</p> <p>For a clip and information about the discovery of Richard III's remains: https://www.bbc.co.uk/news/uk-england-leicestershire-21063882</p>
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Enquiry 3: Why was Henry VIII significant?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	C u r r i c u l a r l i n k

<p>Children will know that the Tudors ruled England from 1485. They should also know that Henry VIII was a Tudor and that his father had been Henry VII.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Henry VIII was a Tudor monarch who is famous for having had six wives. Henry was desperate for a male heir. Henry VIII had to change the religion of England in order to divorce Catherine of Aragon. Henry VIII's break with Rome had far reaching consequences for England.</p> <p>Second order concepts: <i>(What the children should understand)</i> Cause and consequence Significance</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Range & depth - consider the causes and results of great events and the impact of these. - Enquiry - use evidence to build up a picture of past event/person. <p>Key concepts:</p> <p>Tudor Monarch Religion Protestant Catholic</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Select information from a source and make inferences from it? - Describe what happened to Henry VIII's wives? - Retell the narrative of the Break with Rome? - Identify the cause and some of the consequences of the Break with Rome? - Start to evaluate how significant Henry VIII was? 	<p>S : H o r r i z o n t a l : V e r t i c a l :</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>You could start by giving children a description of Henry VIII - do not tell them who it is. They could draw a picture of what they think this person looked like and then make inferences about the type of person he was. You could then show them a picture of Henry VIII - are any of them surprised? Why? What do they know about Henry VIII?</p> <p>Next provide the children with some background information on Henry - this could lead into an investigation into his six wives- children could be shown the Horrible Histories song about Henry's six wives - what were they called and what happened to each? This could then lead onto some hot seating of each of his wives with students taking on the role of the wives and making notes about each one.</p>		<p>Written source description of Henry VIII.</p> <p>Background information on Henry VIII and his wives.</p> <p>Storyboard sheet with information cards if required.</p> <p>Diagram of a Catholic and Protestant church for children to label.</p>	<p>For information on the Tudors: https://www.history.org.uk/primary/module/3948/tudor-monarchy</p> <p>Tony D Triggs <i>Collins Primary History Tudors</i> (2012)</p> <p>For Horrible Histories song on Henry VIII:</p>	

<p>Children could then focus on Henry's divorce from Catherine of Aragon - show children the BBC Bitesize video - children could then create a storyboard outlining what happened. Consider the consequences of the Break with Rome - using props, you could get students to decorate a Protestant and a Catholic Church (or label a diagram). You could also investigate what happened to Catholics and Protestants during the reigns of Henry, Mary, Edward and Elizabeth.</p> <p>Finally, consider how significant Henry VIII was - students could consider what they have learnt and use set criteria to consider why/if he was important.</p>	<p>Tick sheet for children to complete with criteria for significance.</p>	<p>https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-wives-of-henry-viii-song</p> <p>For a short video outlining how and why Henry broke from Rome: https://www.bbc.co.uk/bitesize/topics/zkrkscw/article/zv2bmfr</p> <p>For Ian Dawson's criteria for significance: http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</p>
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Enquiry 4: What can we learn about the Tudors from the Mary Rose?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children will know that the Tudors were a family that ruled England from 1485-1603 and that this was a long time ago but not as long ago as previous units they have studied. They will also know that Henry VIII was a Tudor monarch.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> The Mary Rose was a ship in Henry VIII's navy which sank in 1545. The remains of the Mary Rose were discovered 50 years ago. Artefacts on the Mary Rose tell us a lot about Tudor life.</p> <p>Second order concepts: <i>(What the children should understand)</i> Similarity and difference</p>	<ul style="list-style-type: none"> - Enquiry - use evidence to build up a picture of the past. - Enquiry - make inferences from evidence about the time period in which it is from. <p>Key Concepts:</p> <p>Tudor Artefact</p>	<p>Can your children:</p> <ul style="list-style-type: none"> - Describe what the Mary Rose was and what happened to it? - Investigate a range of artefacts and make inferences from them about Tudor life? - Identify and describe ways in which Tudor and their own life are similar/different? 	<p>Horizontal:</p> <p>Vertical:</p>

		Evidence Inference		
Suggested activities:	Resources:	Useful links:		
<p>You could start by looking at an image of the Mary Rose as it is now - what is it made from? What does it remind you of? What do you think it is? Why do you think that it is in this condition?</p> <p>You could then show the children a modern reconstruction of the Mary Rose - explain when it was built and why it sank. Ask the children why it was possibly called the 'Mary Rose'? Compare the reconstruction to the original picture - what can they make out on the original picture? Using the diagram, you could 're-create' the Mary Rose using large pieces of paper on the floor to represent scale - it was between 34 and 45 metres long, and had a crew of around 500!</p> <p>Next introduce the children to some of the artefacts found on the Mary Rose - explain to children that they can tell us a lot about Tudor life. Children could then look at a range of artefacts in pairs/groups and consider what they were made of, used for and what inferences they can make about Tudor life. The children could also make a simple sketch of each artefact.</p> <p>Finally, the children could present their artefacts and ideas to the rest of the class. This could then lead to a whole class MindMap about what the artefacts tell us about Tudor life. In what ways was it similar/different to our?</p>	<p>Image/video clip of the wreck of the Mary Rose.</p> <p>Paper, cardboard etc to recreate the scale of the wreck</p> <p>Pictures of artefacts found on the Mary Rose.</p> <p>Artefact investigation worksheet with prompt questions.</p>	<p>For background information about the Mary Rose: https://maryrose.org/about-the-mary-rose/ For different theories on why the Mary Rose sank use: https://maryrose.org/why-did-the-mary-rose-sink/ For a cross-section diagram of the Mary Rose: https://www.bbc.co.uk/news/uk-england-hampshire-22639505 For information on dimensions: https://www.britannica.com/topic/Mary-Rose-English-warship For artefacts from the Mary Rose use: https://maryrose.org/the-artefacts/1/</p>		

Enquiry 5: How different was life in Tudor England to our own?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children will have investigated a range of artefacts found on the Mary Rose and used them to make inferences about life in Tudor times. They will also have identified similarities and differences between their own lives and life in Tudor England.</p>	<p>Substantive knowledge: <i>(What the children should know.)</i> Life in Tudor times was both similar and different to our own. The experience of people in Tudor times depended on where they lived, how rich they were and whether they were male or female. Historians use a variety of evidence in their research - some maybe more useful than others.</p>	<p>Historical skills:</p> <ul style="list-style-type: none"> - Range & depth - study different aspects of life in the past and compare it to our own. - Enquiry - use evidence to build up a picture of the past and select relevant sections of information in response to an enquiry question. 	<p>Can your children:</p> <ul style="list-style-type: none"> - Make a prediction based on what they already know? - Identify key facts in relation to an enquiry question? - Frame their own enquiry question and 	<p>Horizontal:</p> <p>Vertical:</p>

	<p>Second order concepts: (What the children should understand) Similarity and difference.</p>	<p>Key concepts: Tudor Town Countryside Diversity</p>	<p>use a range of evidence to answer it?</p> <ul style="list-style-type: none"> - Identify and describe similarities and differences between aspects of Tudor life and their own and review their initial predictions? 	
<p>Suggested activities:</p>		<p>Resources:</p>		<p>Useful links:</p>
<p>Children could start by making a prediction/hypothesis - how different do they think life would have been in Tudor England to their own. Children could write their name on a sticky note and stick on the board according to how different they think it would have been.</p> <p>Next the children could work in pairs - using a variety of books, they should come up with 5 facts about life in Tudor England and 3 questions that they would like to ask to find out more. The facts could then be shared with the rest of the class and similarities/differences discussed. From this, children could then decide which of their three question they are going to research. <i>NB. This will need some teacher guidance so that pupils use an appropriate enquiry question.</i></p> <p>Next, pupils could work in pairs researching their enquiry question using a variety of books, sources, artefacts and the Internet. Pupils could then present their findings to the rest of the class or in assembly.</p> <p>Finally, once pupils have heard all the different research, they could review where they put their sticky note originally - do they still agree or do they want to move it? Why?</p>		<p>Sticky notes!</p> <p>Variety of books and resources on the Tudors.</p> <p>Enquiry worksheet to help pupils to record their findings.</p>		<p>For an outline of this enquiry type: https://www.history.org.uk/primary/resource/3745 https://www.history.org.uk/primary/categories/313/resource/9016/ha-enquiry-toolkit</p> <p>For information on the Tudors: https://www.history.org.uk/primary/module/3948/tudor-monarchy https://www.history.org.uk/primary/module/3954/tudor-society</p> <p>Tony D Triggs <i>Collins Primary History Tudors</i> (2012) The BBC Teach website also has a variety of videos and information about the Tudors.</p> <p>Tudor street fly through: https://www.youtube.com/watch?v=DJROjSz3X7c</p>

Enquiry 6: Was Henry VIII the most significant Tudor?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
Children will know that Henry VIII was a Tudor monarch who had six	<p>Substantive knowledge: (What the children should know.)</p>	<p>Historical skills: - Range & depth - study different people.</p>	<p>Can your children: - Investigate a range of picture sources and</p>	<p>Horizontal:</p>

<p>wives and changed the religion of England. They should also be able to explain why Henry VIII is significant.</p>	<p>Knowledge will depend on the people who the teacher chooses to look at but they should be able to comment on: What that person did that was important or memorable. How they changed what was happening at the time. Different types of evidence that could be used to find out about them.</p> <p>Second order concepts: <i>(What the children should understand)</i> Significance</p>	<p>- Enquiry - use and select relevant evidence to build up a picture of an historical figure.</p> <p>Key concepts:</p> <p>Tudor King/Queen Monarchy Explorer</p>	<p>consider what they tell us? Conduct their own research and use criteria to consider whether a person is significant? Evaluate the evidence and decide who was the most significant person and why?</p>	<p>Vertical:</p>
<p>Suggested activities:</p>		<p>Resources:</p>	<p>Useful links:</p>	
<p>You could start by linking back to the work that they have done previously on Henry VIII - why was he significant? Next, children could be shown a range of images of 'famous Tudors' - link them to the ones they will later research. What do the pictures show? What can they infer from the portrait about the person? Why do they think that person was significant? - encourage them to look for clues in the portraits.</p> <p>Next, children could be split into groups and given time to research the key Tudors - you may want to focus simply on the monarchs but this could be extended to include Shakespeare, Raleigh, Drake, Wolsey, Cromwell, Cranmer, More etc. The research could be done with information packs on each Tudors, key books, Internet etc. Encourage the children to consider the significance of each of the people they research - use Ian Dawson's criteria for significance as guidance but students could come up with their own.</p> <p>Children could share their research with the rest of the class - why they think their person was/was not significant - children could produce a 'Who's who?' of significant Tudor individuals. They could then consider, overall, who they think was the most significant Tudor.</p>		<p>Portraits of some famous Tudors - see resources file.</p> <p>Question grid to surround each portrait to encourage children to investigate the sources fully.</p> <p>Information packs for each of the key people.</p> <p>Top Trumps card template.</p> <p>Tick list with significance criteria so children can judge who was the most significant.</p>	<p>For information on the Tudors: https://www.history.org.uk/primary/module/3948/tudor-monarchy https://www.history.org.uk/primary/module/3954/tudor-society</p> <p>Tony D Triggs <i>Collins Primary History Tudors</i> (2012)</p> <p>For information on famous Tudors try: https://primaryfacts.com/2163/thomas-more-facts-and-information/</p> <p>For a song outlining the Tudor monarchs: https://www.youtube.com/watch?v=6fhtAji_Z8</p> <p>For Ian Dawson's criteria for significance: http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</p>	

<p>END POINTS:</p>			
<p>Knowledge and second order concepts:</p>		<p>Key concepts developed:</p>	
<p>Substantive knowledge: <i>(What the children should know)</i></p>	<p>AD/CE</p>	<p>Diversity</p>	<p>Monarchy</p>

<p>This is not an exhaustive list but an outline of what might be expected:</p> <ul style="list-style-type: none"> • The Tudors were a family that ruled England from 1485-1603 - this was a long time ago but not as long ago as other units they have studied. • The first Tudor king was Henry VII and the last Tudor monarch was Elizabeth I. • The Battle of Bosworth had many consequences including Henry VII becoming king. • Henry VIII was a Tudor monarch who is famous for having had six wives. He had to change the religion of England in order to divorce Catherine of Aragon and this had far reaching consequences for England. • The Mary Rose was a ship in Henry VIII's navy which sank in 1545. Artefacts from the Mary Rose tell us a lot about Tudor life. • The experience of people in Tudor times depended on where they lived, how rich they were and whether they were male or female. • There were many significant Tudors of which Henry VIII was one. • <p>Second order concepts: Children should start to have an understanding of: cause and consequence similarity and difference significance chronology</p>	Artefact Battle Catholic Civil War Conflict Countryside	Evidence Explorer Inference King/Queen Monarch	Protestant Religion Town Tudor
Key historical skills developed:			
<p>By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> • place events on a timeline. • identify key features in a source and make inferences from it. • consider the causes and consequences of an event. • devise their own enquiry questions and conduct their own research increasingly independently. • use criteria when judging significance. • ask and pose questions about the enquiry. • present their findings in a variety of ways. <p>The children will also have started to investigate written sources, identifying key information and should start to have an understanding that the past has been interpreted in different ways.</p>			
The next step ...			
<p>This unit will have allowed children to build on their historical narrative of the British Isles post 1066 while continuing to develop their historical skills and understanding of key concepts. In the next history unit, children will continue their study of post 1066 Britain by studying the Victorians. Pupils will consider continuity and change across time and allow students to develop an understanding of how the Industrial Revolution dramatically changed the lives of many British people providing pupils with another turning point. Once again, pupils will use a timeline to acquire understanding of when the Victorian era was and use a variety of sources to develop their understanding of the period and develop their historical narrative.</p>			