

# History

## Tudor Britain Year 6

### Remember when

- Monarchy (Year 2 Queens Elizabeth I and II, Victoria )
- Comparing timelines
- The importance of religion in the past
- Roman invasion
- The end of the Viking reign
- How Britain has changed though history

### Sticky knowledge:

- The War of the Roses was a war between the House of York (King Richard III) and the House of Lancaster (Henry Tudor VII). Henry won and this began the Tudor period.
- Henry VIII had 6 wives and he reigned from 1509 to 1547
- The divide between the rich and poor people in Tudor times was large. Rich Tudors had land and wore fine clothes
- There were many forms of punishment in Tudor times including whipping, beheading, branding and stretching
- Shakespeare was a famous Tudor playwright. His plays were shown at The Globe theatre in London.
- Henry VIII broke away from the Catholic Church and started the Church of England so that he could divorce his wife.

### Key vocabulary

- |               |            |
|---------------|------------|
| Throne        | Barrell    |
| Elizabethan   | Branding   |
| Guillotine    | Banquet    |
| Punishment    | Divorce    |
| Execution     | Roman      |
| Flogging      | Catholic   |
| Pillory       | Protestant |
| Ducking stool | Portrait   |
|               | Adultery   |

### National curriculum:

To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  
 To study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (a local history study).

### Timeline specification

To be used as research tools and then to form opinions from information

- Use own research
- Compare periods of time
- Retrieve information from timelines
- Form opinions from factual information

### Enquiry questions

Who should we remember the most....?  
 Why do historians disagree about...?  
 Explain which you think is the most significant event/person and why.  
 Why are there different interpretations of...?  
 How can we find out about ...?

### Sources of information

visit	maps
visitors	oral testimonies
artefacts	diaries
museums	autobiographies
photographs	songs
documentation	tools
real life accounts	speeches
newspapers	paintings
letters	clothing

	Title/Focus	Lesson outline
<b>Lesson 1</b>	<p><b>LO:</b> To understand how the Tudor period started.</p> <p><b>Sticky Knowledge:</b> The War of the Roses was a war between the House of York (King Richard III) and the House of Lancaster (Henry Tudor VII). Henry won and this began the Tudor period.</p>	<p>The War of the Roses, the start of the Tudor period.                      What happened? Who was involved? Where did it happen?                      Look at the Yorkshire Rose, Lancashire Rose and Tudor Rose                      Look at timeline showing where the Tudor period fits in. Add to the timeline the Tudor monarchs and events.                      SEN- support with numbers                      GDS- research other significant events to add to the timeline</p>
<b>Lesson 2</b>	<p><b>LO:</b> To know who Henry VIII was.</p> <p><b>Sticky Knowledge:</b> Henry VIII had 6 wives and he reigned from 1509 to 1547.</p>	<p>Use a range of sources to find out about Henry VIII – accounts, portraits, family tree etc How did Henry VIII come into power? What was Henry VIII like? What was he most famous for?                      Who were Henry's wives?                      Discuss reliability of evidence                      Write down what information they have found out. Suggest questions to research.                      SEN: match the information to the pictures                      GDS: Who do you think was the best wife for Henry? Why?</p>

<p><b>Lesson 3</b></p>	<p><b>LO:</b> To understand what life was like in Tudor times.</p> <p><b>Sticky Knowledge:</b> The divide between the rich and poor people in Tudor times was large. Rich Tudors had land and wore fine clothes</p>	<p>Give children different sources of evidence from Hull in Tudor times. Sort into wealthy and poor Tudors. Include info and pictures of houses, clothing, work, school etc</p> <p>Complete table of differences rich/poor by using extracts/ information from the sources of evidence. SEN given key vocab GDS – write 2 paragraphs – Life of a rich Tudor, Life of a poor Tudor</p>	
<p><b>Lesson 4</b></p>	<p><b>LO:</b> To know about crime and punishment in the Tudor period.</p> <p><b>Sticky Knowledge:</b> There were many forms of punishment in Tudor times including whipping, beheading, branding and stretching.</p>	<p>Match the crimes to what they think the punishment might be Read information about Tudor crimes and punishments. How is this different to now? Look at their matches – were they correct? Write a short description about what the punishment entails. What was the worst punishment? GDS: think of some crimes that are committed these days, what punishments do they get now, what punishments would they have received in Tudor times?</p>	
<p><b>Lesson 5</b></p>	<p><b>LO:</b> To know about entertainment in the Tudor period.</p> <p><b>Sticky Knowledge:</b> Shakespeare was a famous Tudor playwright. His plays were shown at The Globe theatre in London.</p>	<p>Read information about Tudor cultures</p> <p>Read about the theatres built in Tudor times Task: write information about each theatre Use topic books to find out what else the Tudors did to entertain themselves. GDS: Find out if there were any famous plays performed in the Tudor times</p>	
<p><b>Lesson 6</b></p>	<p><b>LO:</b> To understand how the Church of England was established.</p> <p><b>Sticky Knowledge:</b> Henry VIII broke away from the Catholic Church and started the Church of England so that he could divorce his wife.</p>	<p>Read about Henry VIII's religious beliefs and how he broke with the Catholic Church Task: complete Venn diagram to show reasons why Henry III broke with Rome? GDS: What category was most significant for Henry and why?</p> <p>Research information about religion in Tudor times in Hull A History of Hull – Local Histories</p>	
<p>Working towards</p>		<p><b>End of unit assessment</b> Working at Age related expectations</p>	<p>Working at a greater depth</p>

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