

THE TUDORS

YEAR 3/4: Summer 1

Who were the Tudors and what impact did they have on Worcester?

COVERAGE: *Who were the Tudors and what impact did they have on Worcester?*

The children will:

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.
- Plot events on a timeline using centuries.
- Explain how an event from the past has shaped our life today.
- Develop a clear understanding of significant historical periods and make connections between Roman Britain, Anglo Saxons and The Tudors.
- Research two versions of an event and explain how they differ.

KEY LANGUAGE AND VOCABULARY:

Wars of the Roses

Lancaster

York

Battle of Bosworth

Richard III

Henry Tudor

Elizabeth of York

Henry VIII

Heir

Throne

Prince Arthur

Worcester Cathedral

Arthur's Chantry

Catherine of Aragon

Anne Boleyn

Jane Seymore

Anne of Cleves

Katherine Howard

Kathryn Parr

Elizabeth 1

Coat of Arms

Worcester Pears

Impact

Worcester Cathedral

The Chantry

KNOWLEDGE AND FACT SHEET

authority	A person or ruler's power to give orders and make decisions for the country.	secondary source	A document or a report that was not written at the time of the event studied.
historical	The information that historians extract from sources.	primary source	A person or ruler who uses their authority directly.
heir	A person who inherits money, property or a title after a family member dies.	 Henry VIII The second son of Henry VII and Elizabeth I, he became king in 1509. He was a powerful and ambitious ruler who wanted to be the most powerful monarch in Europe.	
monarchy	A form of government in which a single person, the monarch, is the head of state.		
portrait	A painting or drawing of a person's face and expression.	 Anne Boleyn The second wife of Henry VIII, she became queen in 1533. She was a powerful and ambitious woman who wanted to be the most powerful woman in Europe.	
primary source	An original document from the period being studied that has not been changed in any way.		
progress	A monarch's tour of the kingdom, accompanied by his or her court.	 Elizabeth I The daughter of Henry VIII and Anne Boleyn, she became queen in 1558. She was a powerful and ambitious ruler who wanted to be the most powerful monarch in Europe.	
propaganda	Information given out that may not be accurate but is intended to make people believe something or to hold a particular point of view.		

KEY QUESTIONS:

1. Who was the first Tudor king?
2. Name the battle he won.
3. Why did Henry VIII become king?
4. Name two of his hobbies.
5. Why did Henry want to divorce Catherine of Aragon? Give two reasons.
6. What happened when Henry VIII asked the Pope for a divorce?
7. What happened to each of Henry's wives?
8. Who was the last Tudor?
9. Give one reason why the Elizabethan era was known as 'The Golden Age.'
10. What evidence is there of the Tudors in Worcester? Give two examples.

KEY SKILLS AND KNOWLEDGE

Chronology

- place the time studied on a time line sequence events or artefacts use dates related to the passing of time
- place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD

Range and Depth of Historical Knowledge

- find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something

Interpretations of History

- communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations and drama
- identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness

Historical Enquiry

- use evidence to build up a picture of a past event
- use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions

Organisation and Communication

- identify key features and events
- offer a reasonable explanation for some events
- begin to evaluate the usefulness of different sources
- ask a variety of questions
- identify key features and events look for links and effects in time studied
- display findings in a variety of ways
- work independently and in groups

ENRICHMENT:

Visits: - The children will visit Selly Manor, a Tudor manor house in the heart of Birmingham and learn how people of the time would have lived and worked in the area.

Tudor Play for Parents

PREVIOUS LEARNING:

The children have explored the rise of the Roman Empire in Britain and the following period of history on the Anglo Saxons.

School Drivers to Examine

Children will look at:

- **Economy and Power** = children will examine how The Tudor dynasty captured power in the historical period, protected the power over many reigns and how this impacted on the wealth of the family and on the country.