

Year	5	History	What was life like in Tudor Britain?
Pupils should be taught to: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• Extract information from sources and explain and justify their interpretation of significant individuals and events using evidence.</li> <li>• Identify primary sources, select appropriate sources, highlighting evidence in a source and make historical deductions from evidence.</li> <li>• Select the relevant evidence required from sources and to explain significant individuals and events.</li> </ul>			

Prior Learning	Future Learning
<ul style="list-style-type: none"> <li>• What primary and secondary sources are and how they help historians to uncover things about the past.</li> <li>• How to read and explore a timeline.</li> <li>• What a monarch is (yr2)</li> <li>• Life in Tudor Britain (yr 4 – links to Tempest)</li> <li>• Items that represent a monarch (Yr2)</li> </ul>	<ul style="list-style-type: none"> <li>• How to interpret sources to tell us about the lives and events of the past. (Year 5 and 6)</li> <li>• How to assess the reliability of sources (Year 5 and 6)</li> </ul>

**What Pupils Need To Know Or Do To Be Secure**

Key Substantive Knowledge	Key Disciplinary Skills/ Knowledge
<ul style="list-style-type: none"> <li>• Henry VIII used portraits to portray a certain image of himself.</li> <li>• That sources contain bias – this needs to be carefully considered when looking at sources – who created it and why.</li> <li>• Henry had six wives – Catherine of Aragon – (Spanish/Catholic Princess/widowed – divorced).</li> <li>• Anne Boleyn – Didn’t give Henry VIII a son, was beheaded on charges of being unfaithful. Is considered instrumental in the reformation of England.</li> <li>• Jane Seymour – some believe was the love of Henry VIII, produced a son but died 12 days later.</li> <li>• Anne of Cleves – whom he divorced shortly after the wedding, she did not look like her portrait.</li> <li>• Katherine Howard – beheaded, because she didn’t agree with Henry’s opinions and questioned them.</li> <li>• Katherine Parr – encouraged Elizabeth and Mary into court, survived Henry VIII</li> <li>• Order of the Tudor Monarchs, Henry VII, Henry VIII, Edward VI, Mary I, Lady Jane Grey, Elizabeth I</li> <li>• The reliability of sources focusses on the following points: The audience for the source, the purpose of the source, the accuracy of the source, the creator of the source.</li> <li>• Inventories were made to show people’s belongings and their value after they died. Historians use these to determine the wealth and status of people living in Tudor Britain.</li> <li>• Evidence shows around 200 Black people living/working in England. John Blanke was a royal trumpeter in the courts of Henry VII and Henry VIII, and remains the only black Tudor for whom we have an identifiable image.</li> </ul>	Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, Analysing and making connections Evaluating and drawing conclusions Communicating findings

Lesson Sequence	Curriculum Drivers	Common Misconceptions
<ol style="list-style-type: none"> <li>1. How do primary sources portray Henry VIII?</li> <li>2. What was the Reformation?</li> <li>3. Why was Anne Boleyn executed?</li> <li>4. What was a Royal Progress?</li> <li>5. What was Queen Elizabeth's Royal Progress like?</li> <li>6. What can inventories tell us about life in Tudor times?</li> <li>7. What can inventories tell us about life in Tudor times?</li> <li>8. Assessment</li> </ol>	<p><b>Oracy</b>- Children can explore and use historical vocabulary which is linked to their unit of learning. Children will use their oral skills to enquiry, investigate and explore the unit and the choice they make using sources of evidence.</p> <p><b>Diversity</b> - Children will understand how people throughout History have lived and how culture and society has changed over time.</p> <p><b>Social Intelligence:</b> Children will have the opportunity to work in groups throughout this unit.</p>	<ul style="list-style-type: none"> <li>• That the Tudors are a stand alone unit in time and do not connect to prior or future events.</li> <li>• That Henry VIII had eight wives.</li> <li>• That Anne Boleyn had 6 fingers – her body has exhumed in the 19<sup>th</sup> century and this was disproved.</li> <li>• Children need to understand that primary sources do not necessarily tell the truth. Children will often think that, because a source comes from the time, it is reliable. It is essential to evaluate the reliability of primary sources by considering the purpose and audience of the source, its historical accuracy, and who created it. Portraits were produced by painters who were commissioned by the Tudor monarchs and, as such, projected the image that the monarch wanted.</li> <li>• Children need to be aware of the difference in the value of money to today. £30 may not sound like much to a modern day child, but in Tudor times would have been a significant sum. Today, this would be worth over £7,000.</li> <li>• That black people living in England were all slaves – They came to England because of trading from countries such as Morocco or Spain, although they originally lived in Africa.</li> </ul>

### Key Vocabulary

Anne Boleyn	Bias	Catholic	Henry VIII	Heir	Katherine of Aragon	Inventory	Merchant
Monarch	Propaganda	Reformation	Royal progress	Tournament	Tudor		