

*Inspiring and enabling our school community to live life to the full*



## YEAR 4 HISTORY

### The Tudors

*Our history curriculum aims to inspire pupils' curiosity about the past. It broadens their historical knowledge and equips them with key skills needed to become thoughtful and successful historians. Our intention is to provide pupils with an increased understanding of their own position in their community and the wider world.*

### Characteristics of an Effective Learner

Courage  
Commitment  
Collaboration  
Creativity  
Curiosity

#### **Prior Learning:**

- Children are aware that things were different in the past and events in the past can impact the present through studying other periods of history such as the Victorians in year 1 and The Great fire of London in year 2
- Children study the Iron Age, Romans and Anglo-Saxons in year 3
- Children study the Vikings in the autumn term of year 4

#### **Key Vocabulary taught in this unit:**

Reign, heir, divorced, beheaded, unfaithful, monarch/monarchy, advisor, jousting, lute, coif, ruff, house of Lancaster, house of York, Battle of Bosworth, banquet, jester/fool, Catholic, protestant, marriage, execution, centuries, vain, widow, portrait, sovereign, dignified, throne, pope, wealthy.

#### **Intent: What do we want the children to know, be able to do by the time they complete this unit?**

**Continue to develop a chronologically secure knowledge of British, local and world history.** Larger scale timeline of periods of history to fit Tudors into context. Children create a family tree/timeline of Tudor monarchs.

**Establish clear narratives within and across the periods studied.** Children find out about the rule and reign of King Henry VIII. They discover why he married six times and understand the influence he had on the Church and monarchy throughout his reign. The children write letters and diary entries in the role of Henry and some of his wives. They create a fact file about each wife including dates, children, where they were from and what happened to them.

**Note connections, contrasts and trends over time.** Children learn about the Tudor monarchy and the influence it had on the Roman Catholic and Protestant Church. They make comparisons between the daily life of a Tudor and that of a Viking as well as life in modern Britain; looking at how society has changed and developed over time.

**Develop the appropriate use of historical terms.** Children are encouraged to use the topic vocabulary taught in their written and spoken responses (see key vocabulary box above).

**Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.** Children are encouraged to give their own opinion about whether Henry was a good king and why; whether his decisions were fair and what they would do if they were in his position. Children are encouraged to question Henry's actions and motives as well as address the impact of his decisions (whether they agreed with them or not). Questions covered include: Was Henry VIII a good king? Why did Henry marry six times? How should Henry VIII be regarded as a ruler? What was life like during the Tudor era? How did the Church influence the monarchy?

**Construct informed responses that involve thoughtful selection and organisation of relevant historical information.** Children write a letter as Anne Boleyn from the Tower of London persuading Henry not to have her killed. Children write a diary entry as Henry VIII detailing the activities that he would have got up to in a typical day. Children use information sheets to write a fact file on each wife of Henry VIII. Children work in groups to research (using books and ICT) a specific Tudor topic such as 'Tudor food and drink' or 'Tudors at sea'. They then create a factual poster to display their work.

**Understand how our knowledge of the past is constructed from a range of sources.** Children are provided with non-fiction books and extracts that inform them about

life during the Tudor era. They learn about Tudor dance through a PE unit. Children are shown pictures of Tudor clothing and portraits. They learn a song about the Tudors that summarises the key events during the Tudor era. They visit a Tudor home and take part in workshops during a class trip to Hampton Court Palace.

**Impact / Outcome:**

**What will the final product / result be?**

The children will find out about Henry VIII's reign and influence on the country and monarchy. They will write a letter in role as a significant person from the Tudor times, demonstrating an understanding of their life, choices and impact from other people in their life.

**P4C Inquiry (where appropriate)**

Was Henry VIII a good king?