



Outcomes - Y3 - Divorced, Beheaded, Died...

History



Knowledge Outcomes	Skills Outcomes (as informed by history skills wheel)	Attainment Criteria	Attainment (circled)
<ul style="list-style-type: none"> Understand the significance of the Battle of Bosworth Identify who the Tudors were Identify when the Tudors lived Identify key members of the Tudor family Understand where the Tudor period fits within a historical timeline 	<ul style="list-style-type: none"> Link to map and atlas work (geography skills wheel) Develop chronological understanding 	<p>WTS - with guidance, children can re-enact the Battle of Bosworth</p> <p>EXS - with guidance, children can re-enact the Battle of Bosworth and with adult prompting, can identify some key members of the Tudor family</p> <p>GDS - children understand the origins of the Tudor Rose and the significance of the Battle of Bosworth; children can identify key members of the Tudor family; pupils can place the Tudor period on a broader historical timeline</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Understand who Henry VIII was Explain the importance of Henry VIII needing an heir to the throne Recall information about the wives of Henry VIII 	<ul style="list-style-type: none"> Develop chronological understanding Identify characteristic features and change Explain cause and consequence Ask and answer questions 	<p>WTS - children can work with adult support to identify Henry VIII's wives from a series of given images</p> <p>EXS - children can explain who Henry VIII was and list his wives</p> <p>GDS - children have a clear understanding of Henry VIII's character and reign; they can recall information about his wives and can explain why he needed an heir to the throne</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Describe features of Tudor clothing Recognise differences in clothing of the rich and the poor in Tudor times Use different sources to find out about Tudor clothing 	<ul style="list-style-type: none"> Identify characteristic features and change Interpret and use different sources of information Recognise different viewpoints 	<p>WTS - children can work with adult support to identify some key items of Tudor clothing</p> <p>EXS - children can label and sort key items of Tudor clothing</p> <p>GDS - pupils can demonstrate their understanding of Tudor clothing, and their features and associated class types, through designing outfits</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Describe main foods of Tudor diet Recognise differences in diets of the rich and the poor in Tudor times Understand differences in food types between Tudor period and the modern day 	<ul style="list-style-type: none"> Identify characteristic features and change Interpret and use different sources of information Recognise different viewpoints 	<p>WTS - children can work with adult support to identify some key items of food and drink from the Tudor period</p> <p>EXS - children can recall key food and drink items from the Tudor period</p> <p>GDS - children can explain similarities and differences between diets of the rich and the poor</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Understand some of the crimes committed in Tudor Britain Explain some of the ways in which criminals were punished in Tudor Britain Evaluate the fairness of Tudor punishments in relation to the crime 	<ul style="list-style-type: none"> Identify characteristic features and change Interpret and use different sources of information Recognise different viewpoints 	<p>WTS - children can work with adult support to identify some crimes and associated punishments from the Tudor period</p> <p>EXS - children can recall, or list, some crimes and associated punishments typical of this historical period</p> <p>GDS - children can explain some of the punishments that might be given, as a result of committing particular crimes, during this time period; they are beginning to reflect upon, and make judgements, about the fairness of these</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>
<ul style="list-style-type: none"> Understand that the Tudors had very little knowledge of the body and diseases 	<ul style="list-style-type: none"> Identify characteristic features and change Interpret and use different sources of information 	<p>WTS - children can work with adult support to identify some illnesses and associated treatments from the Tudor period</p> <p>EXS - children can recall, or list, some illnesses and associated treatments typical of this historical period</p>	<p>WTS</p> <p>EXS</p> <p>GDS</p>

<ul style="list-style-type: none"> Describe some of the most common diseases during the Tudor period Describe some of the ways that diseases were treated by doctors and folk cures 	<ul style="list-style-type: none"> Recognise different viewpoints 	<p>GDS - children can explain some of the treatments that might be given, for certain illnesses and diseases, during this time period; they are beginning to reflect upon, and make judgements, about the quality of these</p>	
<ul style="list-style-type: none"> Understand that life expectancy for Tudor times was much lower than today Explain differences between experiences of rich and poor Tudor children Describe some of the ways in which Tudor children would have spent their time 	<ul style="list-style-type: none"> Identify characteristic features and change Interpret and use different sources of information Recognise different viewpoints 	<p>WTS - children can work with adult support or prompting to identify some activities carried out by children during the Tudor period EXS - pupils can identify activities carried out by children during the Tudor period and activities completed during the modern day GDS - pupils can discuss similarities and differences between experiences of children, based on their class type, and during two different historical periods</p>	<p>WTS EXS GDS</p>
<ul style="list-style-type: none"> Understand who Elizabeth I was Explain some of the difficulties faced by Elizabeth I (marriage, religion, foreign policy and poverty) and consider possible solutions for these 	<ul style="list-style-type: none"> Develop chronological understanding Identify characteristic features and change Explain cause and consequence Ask and answer questions 	<p>WTS - children can explain who Elizabeth I was EXS - children can explain who Elizabeth I was and can talk about at least one of the problems that she faced during her reign GDS - pupils can explain who Elizabeth I was, discuss the problems faced during her reign, and rate these in terms of most/least important, while justifying their choices</p>	<p>WTS EXS GDS</p>
Overall attainment judgement:			



Recall Tasks - Y3 - Divorced, Beheaded, Died... History



Theme/focus	WTS	EXS	GDS
Battle of Bosworth; Tudor family tree	<i>Tell a partner, or write down, the outcome of the Battle of Bosworth</i>	<i>Sort given images into a Tudor family tree and add the names</i>	<i>Create own version of a Tudor family tree</i>
Henry VIII (including wives and need for an heir to the throne)	<i>Select Henry VIII's wives from the images provided</i>	<i>List Henry VIII's wives (in the correct order)</i>	<i>Explain why Henry VIII had so many wives</i>
Clothing	<i>Sort the clothing items into 'rich' and 'poor' categories</i>	<i>Label key items of Tudor clothing and sort these into 'rich' and 'poor' categories</i>	<i>Design a Tudor outfit for a monarch, and a Tudor outfit for a peasant</i>
Diet	<i>Select the foods that would have been eaten during the Tudor period from the images provided</i>	<i>Sort the foods into 'modern day' and 'Tudor period' categories</i>	<i>Create a menu for a Tudor banquet</i>
Crime and punishment	<i>Tell a partner, or write down, one punishment that might have been given during Tudor times</i>	<i>Match the crimes with their associated punishments</i>	<i>Explain what a suitable punishment might have been for each of the given crimes during Tudor times</i>
Illness and disease	<i>Tell a partner, or write down, one treatment that might have been given during Tudor times</i>	<i>Match the illnesses with their associated treatments</i>	<i>Explain what a suitable treatment might have been for each of the given illnesses during Tudor times</i>
Children	<i>Tell a partner, or write down, one activity that a rich child and one activity that a poor child might take part in during the Tudor period</i>	<i>Sort the activities and items into 'modern day' and 'Tudor period' categories</i>	<i>Write a paragraph to explain the similarities and differences for children during the Tudor period and the modern day</i>
Elizabeth I	<i>Tell a partner, or write down, who Elizabeth I was</i>	<i>Describe one problem that Elizabeth I faced during her reign</i>	<i>Rate Elizabeth's problems (marriage, religion, foreign policy and poverty) from most to least important and explain your choices</i>



End of Unit Assessment - Y3 - Divorced, Beheaded, Died... History



1) Who was the first Tudor monarch?

- a) Henry VII
- b) Elizabeth I
- c) Henry VIII
- d) Mary

2) Who succeeded Henry VIII?

- a) Edward VI
- b) Elizabeth I
- c) Mary I
- d) Henry IX

3) Who was Henry VIII's first wife?

- a) Catherine Parr
- b) Anne Boleyn
- c) Catherine of Aragon
- d) Anne of Cleves

4) How many wives did Henry VIII have beheaded?

- a) One
- b) Two
- c) Three
- d) Four

Optional depth response

Do you think that Henry VIII did the right thing to marry so many women? Why/why not?

5) What was the name of the collar worn by wealthy Tudor men and women?

- a) A frill
- b) A ruff
- c) A choker
- d) A flounce

6) What did rich people drink?

- a) Beer
- b) Wine
- c) Mead

d) Cider

Optional depth response

How was the food and drink different for the rich and the poor in Tudor times?

7) How were crimes punished during Tudor times?

- a) Whipping
- b) Branded (burned) with a hot iron
- c) Being sent to prison
- d) Being locked in stocks

Optional depth response

Do you think that these punishments were fair? Why/why not?

Optional depth response

8) Would you like to be a child during the Tudor period? Why/why not?



Knowledge Organiser - Y3 - Divorced, Beheaded, Died... History



Previous Learning

Have developed an understanding of what a monarch is and who our current monarchs are in the UK.
Have some understanding of that period after looking at the Fire of London in KS1.
Briefly looked at Elizabeth I.

Future Learning



Will continue to develop an understanding of history and how different part of time and history impact us today.
To piece together the history between the Tudors to now, looking at the Industrial Revolution to give them a greater understanding of different life was before it.



Key Questions

How did the Tudors come to power?
Where does the Tudor period fit in relation to other key historical periods?
Who was Henry VIII?
Who were Henry VIII's wives?
What was Tudor clothing, food, crime and punishment, leisure and entertainment, and life for children like?
Who was Elizabeth I?

Key Vocabulary



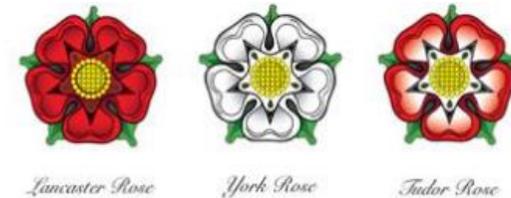
heir - a person who will inherit the throne when the current King or Queen dies
monarch - a person who rules over a place, usually a king or queen
reign - to rule over a country as a monarch
throne - the position of a king or queen
Tudor - founded when **Henry Tudor (VII - Lancaster)** married **Elizabeth of York**
War of the Roses - a series of wars (fought over the throne of England) between the **House of Lancaster** and the **House of York**



Key People

Henry VIII's Wives						
	Catherine of Aragon (divorced)	Anne Boleyn (beheaded)	Jane Seymour (died)	Anne of Cleves (divorced)	Catherine Howard (beheaded)	Katherine Parr (survived)

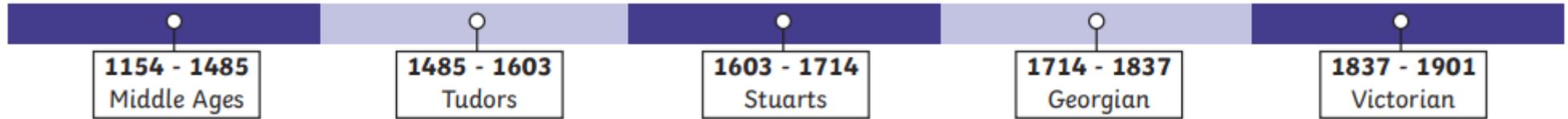
Key Information



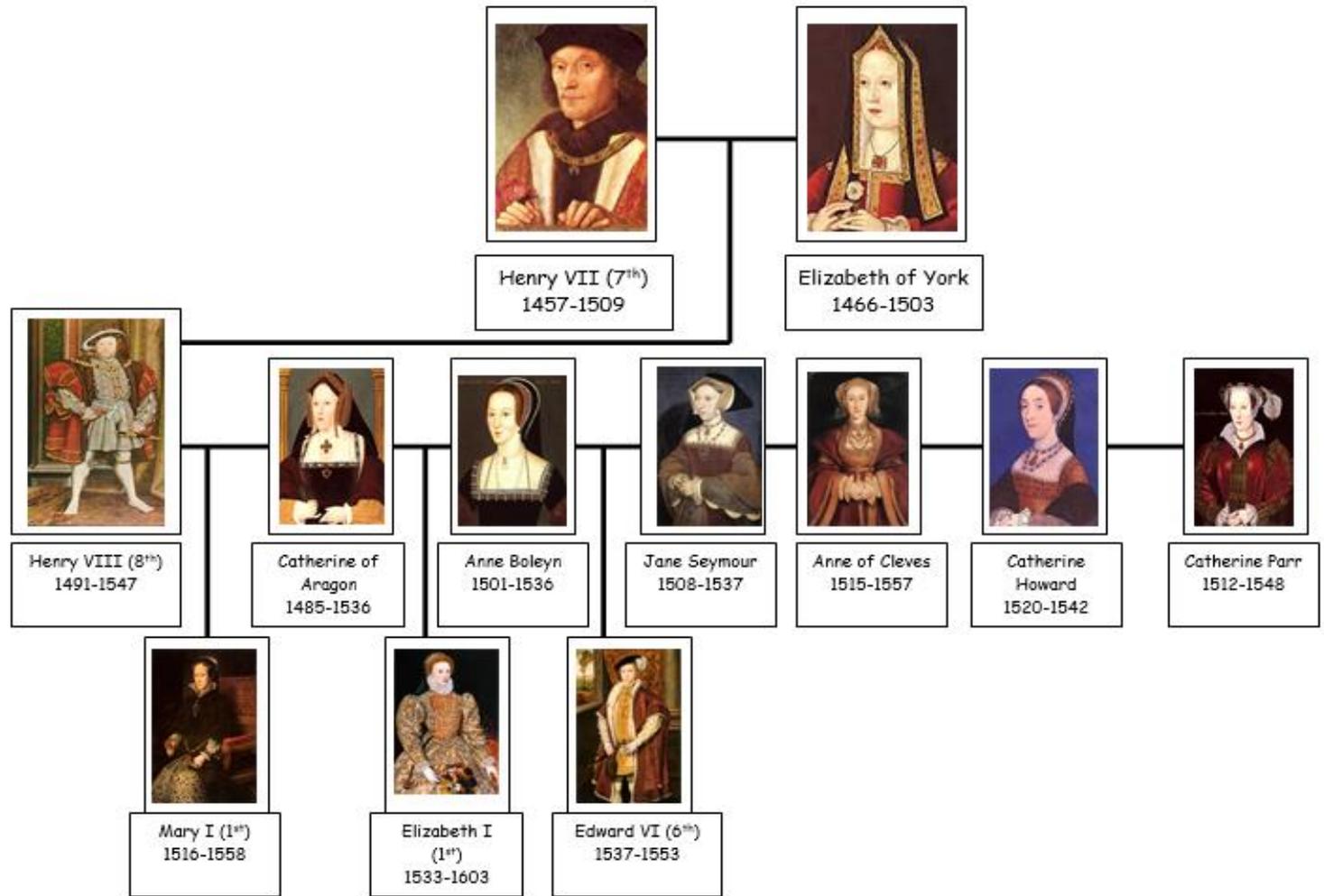
- Food was seen as a sign of wealth. **Bread, butter, cheese, eggs, fish and meat** were usually on the menu along with **potage** (a vegetable broth thickened with oats)
- Meat could include beef, pork, lamb, rabbit, pheasant, deer, goose, wild boar and pigeon
- Water was not used as a drink** as it was thought to be unsafe. People, including children, would drink **weak ale** instead



Timeline and Important Events



Key Events	
1485	Henry Tudor is crowned King Henry VII.
1509	Henry VII dies. His son, Henry VIII becomes King.
1534	Henry VIII forms the Church of England, separating it from the Roman Catholic Church.
1547	Henry VIII dies. His son, Edward VI becomes King aged 9 years old.
1553	Edward VI dies and the throne is given to Lady Jane Grey (Edward's cousin once removed) for just 9 days before Mary I takes the throne .
1558	Mary I dies. Her half-sister Elizabeth I is Queen of England.
1588	The Spanish Armada is defeated by the English.
1603	Queen Elizabeth I dies ending the Tudor reign .





Useful Sources



Please note that this document is for teacher reference only (not needed in pupil books)

<https://englishhistory.net/tudor/primary/>

(Primary sources of information)

www.keystagehistory.co.uk/ks2/teaching-primary-history-life-in-tudor-times-for-key-stage-2/

(Teaching and planning support)

www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk

(As above)

www.history.org.uk/primary/categories/798/resource/3753/investigating-henry-viii

(Resources linked to Henry VIII)

www.history.org.uk/primary/categories/798/resource/7038/teaching-the-tudors-in-the-new-curriculum

(Resources linked to Elizabeth I)

www.history.org.uk/primary/categories/lessons-tudors-stuarts

(Variety of resources and information linked to Tudors)