



Outcomes - Y4 - 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 and with adult prompting, can identify some key members of the Tudor family</p> <p>EXS - 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>GDS - pupils can clearly articulate the role of the Battle of Bosworth in ending the War of the Roses and how the Tudor Rose was formed; they can explain the relationship between members of the Tudor family and the links with other key periods in history</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 explain who Henry VIII was and list his wives</p> <p>EXS - 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>GDS - pupils can form a judgement on Henry VIII's reign and can provide an argument for/against Henry VIII needing so many wives to ensure an heir for 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 label and sort key items of Tudor clothing</p> <p>EXS - pupils can demonstrate their understanding of Tudor clothing, and their features and associated class types, through designing outfits</p> <p>GDS - children can argue and prove that there was a significant difference between clothes worn by the rich and clothes worn by the poor; they use historical sources to validate their ideas</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 recall key food and drink items from the Tudor period</p> <p>EXS - children can explain similarities and differences between diets of the rich and the poor</p> <p>GDS - pupils can articulate why there were such differences between diets of the rich and the poor, and can explain key differences in food types between the Tudor period and the modern day</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 recall, or list, some crimes and associated punishments typical of this historical period</p> <p>EXS - 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>GDS - children can make a judgement about the fairness of punishments, and confidently make comparisons between the historical period being studied and the modern day</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 	<p>WTS - children can recall, or list, some illnesses and associated treatments typical of this historical period</p>	<p>WTS</p> <p>EXS</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"> Interpret and use different sources of information Recognise different viewpoints 	<p>EXS - 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> <p>GDS - children can make a judgement about the quality of treatment, and confidently make comparisons between the historical period being studied and the modern day</p>	<p>GDS</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 - pupils can identify activities carried out by children during the Tudor period and activities completed during the modern day</p> <p>EXS - pupils can discuss similarities and differences between experiences of children, based on their class type, and during two different historical periods</p> <p>GDS - children can confidently explain the differences between experiences of rich and poor Tudor children, making connections with the modern day, and reaching a judgement about their own preferences</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 and can talk about at least one of the problems that she faced during her reign</p> <p>EXS - 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>GDS - pupils can show their comprehensive understanding of Elizabeth I through comparing her reign with that of other monarchs</p>	<p>WTS EXS GDS</p>
<p>Overall attainment judgement:</p>			



Recall Tasks - Y4 - Divorced, Beheaded, Died... History



Theme/focus	WTS	EXS	GDS
Battle of Bosworth; Tudor family tree	<i>Sort</i> given images into a Tudor family tree	<i>Create</i> own version of a Tudor family tree	<i>Convince</i> me that the Battle of Bosworth was a key event in history
Henry VIII (including wives and need for an heir to the throne)	<i>List</i> Henry VIII's wives	<i>Explain</i> why Henry VIII had so many wives	Henry VIII needed so many wives to ensure an heir for the throne. Argue
Clothing	<i>Label</i> key items of Tudor clothing and <i>sort</i> these into 'rich' and 'poor' categories	<i>Design</i> a Tudor outfit for a monarch, and a Tudor outfit for a peasant	<i>Prove</i> that there was a significant difference between clothes for the rich and clothes for the poor
Diet	<i>Sort</i> the foods into 'modern day' and 'Tudor period' categories	<i>Create</i> a menu for a Tudor banquet	There is a significant difference between the types of food and drink consumed in Tudor times, and the types consumed in the modern day. Argue
Crime and punishment	<i>Match</i> the crimes with their associated punishments	<i>Explain</i> what a suitable punishment might have been for each of the given crimes during Tudor times	Do you agree or disagree that Tudor punishments were too harsh? Argue
Illness and disease	<i>Match</i> the illness with their associated treatments	<i>Explain</i> what a suitable treatment might have been for each of the given illnesses during Tudor times	Tudor medicines and treatments were very different to medicines in the modern day. Convince me
Children	<i>Sort</i> the activities and items into 'modern day' and 'Tudor period' categories	<i>Write</i> a paragraph to explain the similarities and differences for children during the Tudor period and the modern day	Would you rather be a child during the Tudor period or the modern day? Convince me
Elizabeth I	<i>Describe</i> one problem that Elizabeth I faced during her reign	<i>Rate</i> Elizabeth's problems (marriage, religion, foreign policy and poverty) from most to least important and explain your choices	Compare Henry VIII and Elizabeth I as monarchs



End of Unit Assessment - Y4 - 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 - Y4 - Divorced, Beheaded, Died... History



Previous Learning

Have a good understanding of what a monarch is, who our current monarchs are in the UK as well as the impact they have.
Have some understanding of how long ago the Tudors were based on dates and use knowledge of the Industrial Revolution to know how much things have change more recently so understand how different Tudors lives would've been.

Future Learning



Will continue to develop an understanding of history and how different part of time and history impact us today.
Develop a further understanding of chronology and what causes things to change as time goes on.
To look further back at other monarchs and monarchs from other countries.



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 and why was he significant?
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?
How does the Tudor period compare with other historical periods?

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)

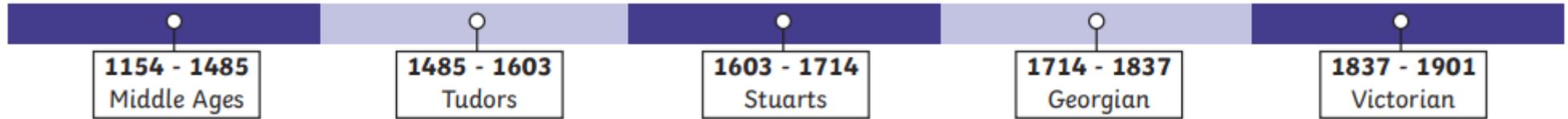
Key Information



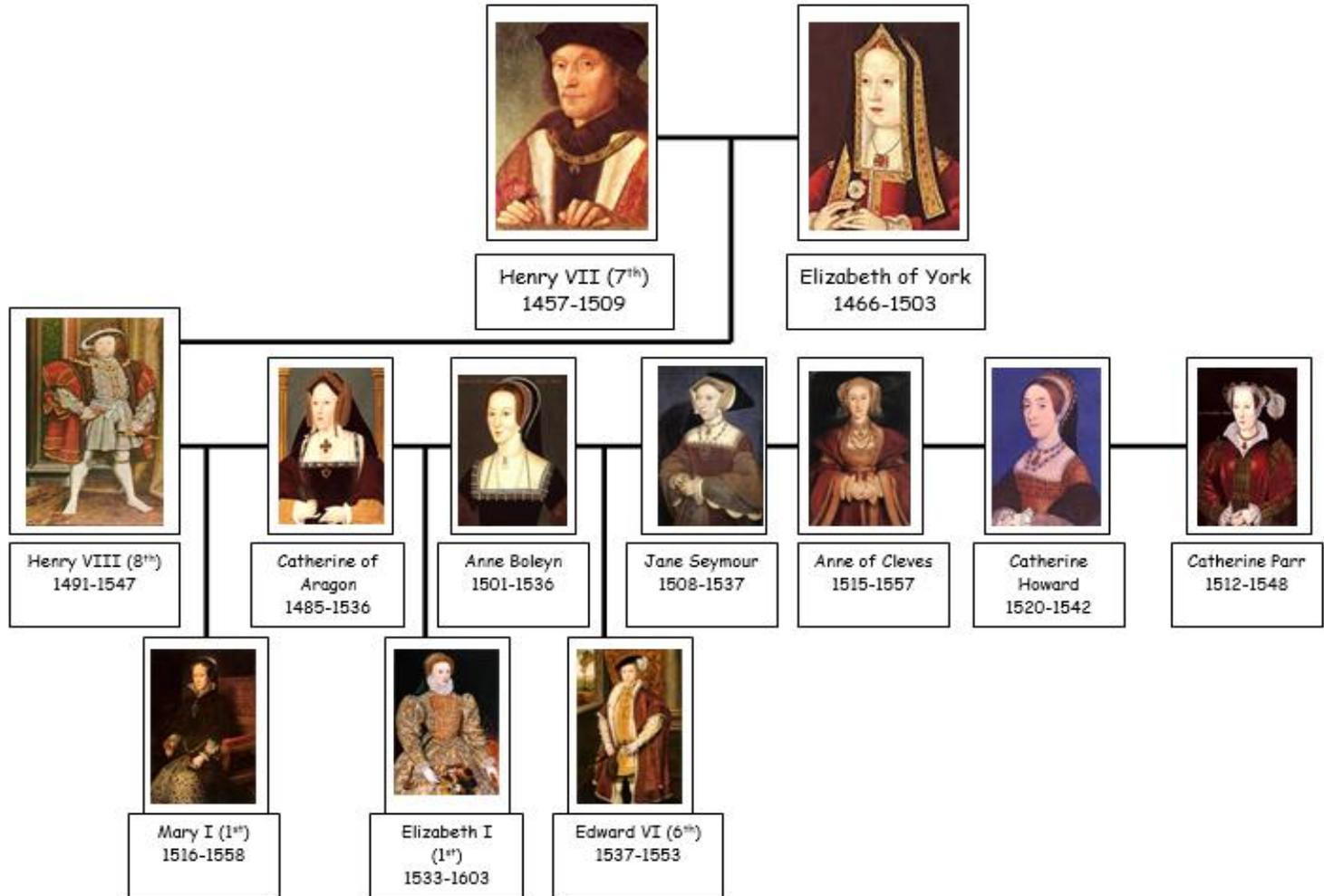
- Food was seen as a sign of wealth. **Bread, butter, cheese, eggs, fish and meat** were usually on the menu along with **potage** (a vegetable broth thickened with oats)
- Meat could include beef, pork, lamb, rabbit, pheasant, deer, goose, wild boar and pigeon
- **Water was not used as a drink** as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