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# The Terrible Tudors

*British History- knowledge of which expands knowledge beyond 1066*



Rationale –Divorced, be-headed, died, divorced, be-headed survived. We aim to answer some of the questions that the pupils have about Tudors for example: When was the Tudor period? Who was Henry Tudor? Why did he have so many wives? Why did the Tudors wear so many clothes? How are Tudor homes different to ours? What food did the Tudor’s eat?

Creativity	Independence	Aspiration
<ul style="list-style-type: none"> <li>- Create pastel portraits of the key figures from the Tudor era.</li> <li>- Create a collage using materials for Tudor clothing.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Independent research using the internet and books.</li> <li>- Deciding which member of the Tudor royal family to research.</li> <li>- Finding information about Tudor recipes.</li> </ul>	<p>-We aspire to increase our understanding of events inTudor times and be able to appreciate how these have shaped the country in which we now live.</p>

<p><u>Spark</u></p> <ul style="list-style-type: none"> <li>• Show a picture on Henry VIII – what do we already know about him? What would we like to learn about him and life in Tudor times?</li> <li>• Create a topic web as a class.</li> <li>• Work collaboratively to create a large scale picture of Henry VIII.</li> </ul>	<p><u>Learning Celebration</u></p> <p>Create a classroom display which shall then be transferred to the gallery for pupils and visitors to appreciate.</p> <p>Create a banquet using the information gathered during our visit to Gainsborough Old Hall.</p>
<p><u>Role Playing/Life Skills/Real Learning</u></p> <ul style="list-style-type: none"> <li>• Role play of a rich household hosting a banquet for Henry VIII (Visit to Gainsborough Old Hall)</li> <li>• Cookery (Preparing a banquet)</li> <li>• Dance and Music (Pavane)</li> <li>• Learn to play the recorder</li> </ul>	<p><u>Community Cohesion</u></p> <p><b>Celebration of learning event – Gallery opening</b></p>
<p><u>Out of Classroom Opportunities</u></p> <ul style="list-style-type: none"> <li>- Visit to Gainsborough Old Hall</li> <li>- Peterborough Cathedral to visit tomb of Catherine of Aragon.</li> <li>- Burghley house as a link to study of local history.</li> </ul>	<p><u>Home Learning Activity</u></p> <p>Tudor Homes – create a Tudor home using boxes.</p> <p>Visit Burghley House, Gainsborough Old Hall.</p> <p>Tudor Food – Find a recipe and make it together.</p> <p>Tudor Clothing – Make a collage using scraps of bright material.</p> <p>Tudor writing – Age some paper and write messages in Tudor script.</p>

## Computing and E-safety

Use search technologies effectively be and discerning in evaluating digital content.  
Use technology safely, respectfully and responsibly, recognise acceptable/ unacceptable behaviour.  
Identify a range of ways in which to report concerns about content and contact.

Possible websites to use:

<http://tudorhistory.org/files/galleryindex.html>

[http://www.bbc.co.uk/history/british/middle\\_ages/launch\\_gms\\_paint\\_wells.shtml](http://www.bbc.co.uk/history/british/middle_ages/launch_gms_paint_wells.shtml)

<http://resources.woodlands-junior.kent.sch.uk/homework/tudors/schools.htm>

<http://www.superbrainybeans.co.uk/history/tudors-for-kids.html>

Links to discrete subjects:

**English: Biographies :** The children will read a range of non-fiction reports and text books. They will learn to take notes to inform their writing of reports for the key historical figures of the Tudor era (Henry VII, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr, Mary I, Elizabeth I and Edward VI).

**Letter writing:** We will study informal and persuasive letters one example being from Anne Boleyn to Henry VIII trying to persuade him to call off her execution. A persuasive advert for a Tudor home describing its features may also be written.

**Recounts:** Write a recount of our visit to Gainsborough Old Hall.

**Science:** The Human Body – identify the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet exercise, drugs and lifestyle on the way their bodies function. (Link to Tudor Food)

Describe the ways in which nutrients and water are transported within animals. (Digestion and urination)

**History:** Make links with Anglo –Saxon heptarchic society and how Henry VII united England.

Study War of the Roses. Henry VIII and his six wives – explore the implications this had for religion.

Investigate Tudor food and prepare a banquet. Learn a dance and Tudor music using a recorder.

**Design/Food Technology-** Prepare a variety of Tudor dishes.

Plan and make a Tudor house.

**Art:** Portraits, collage.

**Computing:** search the internet safely reading the information carefully and cross referencing facts.  
Use technology safely, respectfully and responsibly, recognise acceptable/ unacceptable behaviour.  
Identify a range of ways in which to report concerns about content and contact.

Steps to success

- 1) Henry VII and the War of the Roses.
- 2) Henry VIII his wives and the impact on the religion.
- 3) Tudor life clothing, food, pastimes.

Ongoing skills – How evidence from the time informs us about the past.

How will the project be evaluated?

The children will produce art, written work and learn a dance and piece of music to perform at the gallery opening.



