



# History Curriculum at TEAM Multi Academy Trust

## *Tudor Tales*





# History

## Vision

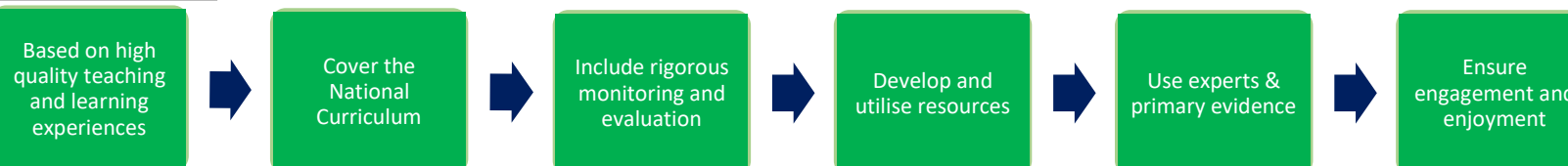
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

## Intent

Children will:

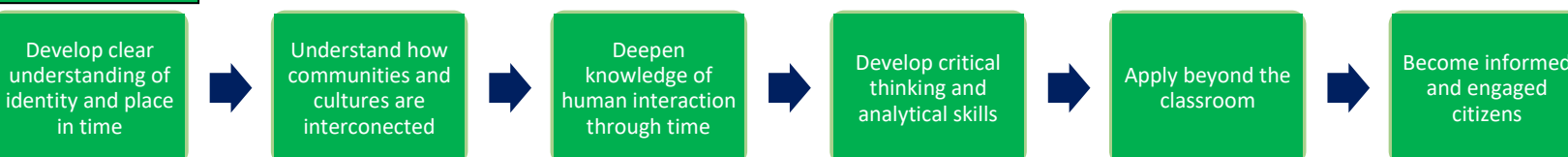


## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

**Reviewing Prior Learning: Speak Like an Expert**  
**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions** Dedicated sessions reviewing the week's learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge & concepts.

## Chronology Development Through the History Curriculum

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC -146 BC
Period	<b>Dinosaurs alive in pre-history</b>	<b>Stone, Bronze &amp; Iron Age</b>	<b>Ancient Egypt</b>	<b>Shang Dynasty</b>	<b>Ancient Greece</b>
Event	<b>230 million years ago</b> – Dinosaurs Appear (Triassic) <b>200 million years ago</b> Dominant Land Animals (Jurassic) 66 million years ago – Dinosaur Ext	<b>Stonehenge built</b> (2,500 BC) <b>Skara Brae</b> (c. 3100 BC)	Beginning of <b>First Dynasty</b> (3100 BC) <b>Great Pyramid</b> of Giza built (2,500 BC)	Beginning of the <b>Shang Dynasty</b> (1600 BC) Han Dynasty Expands the <b>Silk Road</b> (206 BC)	The First <b>Olympic Games</b> (776 BC) Birth of <b>Democracy</b> in Athens (507 BC) The Reign of Alexander the Great
Lives	Mary Anning Richard Owen Jack Horner	The Amesbury Archer Cheddar Man The Lindow Man	King Narmer (Menes)/Hatshepsut/ Akhenaten/ Tutankhamun/Ramses II Cleopatra VII,	Fu Hao Qin Shi Huang Confucius	Socrates (c. 470–399 BC) Cleisthenes (570–508 BC) Alexander the Great (356–323 BC)
Encountered in	<b>Y1/2</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	<b>Roman Republic &amp; Empire</b>	<b>Mayan Civilisation</b>	<b>Saxons</b>	<b>Vikings</b>	<b>Norman – Medieval Britain</b>
Event	Rome becomes an <b>empire</b> , (27BC) Romans <b>invade Britain</b> under <b>Emperor Claudius</b> . (43BC) Roman soldiers leave Britain (AD 401-410)	<b>Maya Writing System</b> is Developed (300 BC) The Maya <b>Civilization</b> Reaches Its Peak (250 AD) <b>Mysterious Decline</b> (900 AD)	Battle of Mount Badon(AD 500) Battle of Camlann( AD 537) Battle of Edington (AD 878)	Viking raid on <b>Lindisfarne</b> (AD 793) Vikings capture York (AD 866)	<b>Battle of Hastings</b> (1066)
Lives	Augustus Caesar/Julius Caesar/Emperor Claudius/Boudicca	K'inich Janaab' Pakal Lady Six Sky	King Arthur/ King Alfred/St Bede	Ragnar Lothbrok/ King Guthrum Ivar the Boneless/Leif Erikson	William the Conqueror
Encountered in	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y3/4</b>	<b>Y3/4</b>

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	<b>Medieval Britain</b>	<b>Tudors</b>	<b>Stuarts</b>	<b>Maafa - Atlantic Slave Trade</b>	<b>Industrial Revolution</b>
Event	<b>Black Death</b> (1348) The Peasants' Revolt (1381)	Establishment of CofE (1534) Execution of Anne Boleyn (1536) Death of Henry VIII (1547)	<b>Great Plague</b> (1665) Great Fire of London (1666)	Portugal Begins the <b>Enslavement</b> of Africans (1441) <b>Slavery ends</b> in British Emp(1883)	Crimean War (1853-1856)
Lives	Richard II Edward III	Henry VIII/Anne Boleyn/Thomas Cromwell/Thomas Cranmer	King Charles II Thomas Farriner	John Wesley/William Wilberforce/ Olaudah Equiano	George Stephenson/IK Brunel Florence Nightingale
Encountered in	<b>Y5/6</b>	<b>Y5/6</b>	<b>Y1/2</b>	<b>Y5/6</b>	<b>Y5/6</b>

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	Victorians	Heroic Age of Antarctic Exploration	World Wars	Modern Age
Event	Great Exhibition (1851)	Imperial Transantarctic Expedition (1914-1917)	<b>World War 1</b> (1914-1918)	The Space Race

	Education Act (1870)		<b>World War 2</b> (1939-1945)	Moon Landings (1969)
Lives	Samuel Wilderspin Queen Victoria	Sir Ernest Shackleton RF Scott	Amelia Earhart Queen Elizabeth II	Neil Armstrong
Encountered in	Y1/2	Y5/6	Y1/2	Y5/6

## Tudor Tales

**Subject: History**

**Years: 3 - 6**

**Term: Spring 2**

National  
Curriculum  
Aims

**Key Objectives:**

- Create a timeline of the Tudor period and a family tree to understand where the Tudors fit into British history.
- Retrieve facts about Henry VIII from different texts and consider how opinions about him may vary.
- Explore why Henry VIII married six times and explain how his beliefs, needs, and actions influenced his decisions.
- Explain why Henry VIII broke away from the Catholic Church and discuss the roles of Wolsey, Cromwell, and More through role play.
- Prepare and perform texts about Anne Boleyn's final days with appropriate tone, intonation, and actions to make the meaning clear.
- Locate Henry VIII's homes on a UK map, study their features, and explain which of his homes was the grandest.
- Analyse Tudor portraits, identify the use of symbols, and compare how artists and cultures portray power and character.
- Understand the impact of the English Reformation and compare Catholic and Protestant beliefs.
- Create character profiles for Henry VIII's children and explain their achievements, challenges, and impact on England.
- Discover the achievements of Tudor explorers like Sir Francis Drake and understand the importance of global trade routes.
- Compare maps of Tudor and modern London to identify changes and investigate which Tudor features remain today.
- Investigate crimes and punishments in Tudor times, compare them to modern justice, and present findings through creative role play.

Key Elements

**Key Elements:**

- Lesson 1: Tudor Timeline (British History)**
- Lesson 2: The Life of Henry VIII (Comprehension – Retrieval)**
- Lesson 3: Henry's Marriages (Significant People)**
- Lesson 4: Henry's 'Great Matter' (Significant Events)**
- Lesson 5: Anne's Last Days (Express – Performance)**
- Lesson 6: Henry's Homes (Geographical Change)**
- Lesson 7: Portraits! (Comparison)**
- Lesson 8: Religion and the Reformation (Change)**
- Lesson 9: Henry's Children (British History)**
- Lesson 10: Tudor Exploration and Expansion (Exploration and Trade)**
- Lesson 11: Remnants of Tudor London (Geographical Change)**
- Lesson 12: Crime and Punishment in Tudor Times (Justice and Ethics)**

Key  
Questions

**Key Questions:**

- How did the events and people of the Tudor period shape British history?
- How did Henry VIII's beliefs and actions influence his reign and legacy?
- Why did Henry VIII marry six times, and what impact did these marriages have on England?
- Why did Henry VIII break away from the Catholic Church, and how did this decision shape England?
- How does Anne Boleyn's final speech and execution reflect the political and religious struggles of her time?
- What do Henry VIII's palaces tell us about his wealth, power, and personality?
- How did Tudor artists use symbols in portraits to communicate power and status?
- How did the English Reformation change the way people in England practiced their faith?
- How did the children of Henry VIII influence England's future?
- How did Tudor exploration expand England's influence in the world?
- How has Tudor London changed over time, and which features remain today?
- How did Tudor crime and punishment reflect the values and beliefs of the time?

**Building Learning Power and Building Futures**

Over the course of the four-year rolling programme, the history curriculum is designed to progressively build children's **learning power** and **historical knowledge**, helping them develop key historical skills and a deeper understanding of the past. The curriculum integrates the key aims of the **History National Curriculum** by focusing on chronology, significant events, and historical enquiry while ensuring that children develop an appreciation of historical change and continuity.

In **Cycle A (2020-2021 and 2024-2025)**, children begin with an exploration of **historical chronology** and the connections between different periods of history. Starting with a focus on **local history** and **global connections**, such as studying **Tudor England** and **the Reformation**, children learn to place events on a timeline and understand how **one historical period leads to another**. They also study **primary sources** and **evidence**, helping them engage with historical facts and form interpretations. By the **Spring term**, children expand their learning to explore the **Tudor period**, building skills in **historical interpretation** and understanding how figures like **Henry VIII** and **Elizabeth I** are remembered and perceived differently over time. By the **Summer term**, their studies extend to **global connections**, such as the **development of cities** like **London** and **Bangalore**, enabling children to compare local, national, and international histories.

As children progress to **Cycle B (2021-2022 and 2025-2026)**, they continue to deepen their understanding of **historical change** by comparing and contrasting significant historical periods. The **Autumn term** focuses on **ancient civilisations**, including **Egypt**, and links to **Victorian history**, encouraging children to make comparisons and understand how different societies have evolved over time. The curriculum focuses on **historical causality** and **the role of key individuals** in shaping these changes. By the **Spring term**, children apply their knowledge to the study of **local geography** and **historical coastlines**, comparing the changes in coastlines and how **historical trade** with regions like **India** influenced both England and India. The **Summer term** builds on this knowledge, helping children understand **the interconnectedness of global histories** through the exploration of **Romans, Vikings, and Anglo-Saxons**, drawing connections between historical figures and events in **England and India**.

In **Cycle C (2022-2023 and 2026-2027)**, children focus on developing skills in **historical enquiry** and **significance**, evaluating the role of **significant individuals** from different historical periods, including **World War II** and **space exploration**. Through the study of **inventions** and **scientific progress**, children learn to evaluate the **long-term impact** of these developments on society, linking **historical events** to technological advancements and global changes. The **Summer term** study of **endangered species** and **environmental history** encourages children to reflect on **human impact on the environment** and understand the concept of **historical responsibility**, particularly through the study of **climate change** in both the UK and India. This term emphasizes **ethical reasoning** and the **global responsibility** we have towards our planet.

Finally, in **Cycle D (2023-2024 and 2027-2028)**, children refine their skills in **historical investigation**, particularly through the study of **Stone Age to Iron Age** transitions, and further develop their understanding of **change over time**. By studying **farming** and **agriculture**, they see the impact of **historical innovations** on society and compare agricultural developments in **the UK and India**. The **Summer term** culminates in the study of **significant individuals** like **athletes** and **sports history**, reinforcing the importance of **historical significance** and how key figures shape modern culture. This term challenges students to make **connections between local and global histories**, understanding how individuals and events influence both national and international communities.

Throughout the four cycles, the curriculum builds children's **critical thinking skills** by encouraging them to **ask historical questions**, **analyse sources**, and **evaluate historical significance**. By the end of the programme, children will have developed the skills to **interpret history** from multiple perspectives, **analyse historical evidence**, and understand the **global interconnections** that have shaped the modern world. The curriculum also provides a strong focus on **historical empathy**, helping children understand and reflect on **diverse historical experiences**, while developing the ability to think critically about **historical interpretations**.

The curriculum ensures that all aspects of the **History National Curriculum** are covered, including **chronological understanding**, **historical interpretation**, **cause and consequence**, **historical significance**, and the ability to **analyse and use historical evidence**. The integration of **local, national, and global histories**, including connections to **India**, ensures that children not only understand the past but are also equipped to reflect on its relevance to the present and future.

Vocabulary											
Key Texts	 <p>Will Montague is a page to Prince Edward, son of King Henry VIII. As the King's favourite, Will gains many enemies in Court. His enemies convince the King that Will's father has committed treason and he is thrown into Newgate Prison. Will flees Hampton Court and goes into hiding in the back streets of London. Lost and in mortal danger, he is rescued by a poor boy, Nick Drew. Together they must brave imprisonment and death as they embark on a great adventure to set Will's father free.</p>	 <p>THOMAS SNOOP is in training to become a SPY. Entrusted with a TOP SECRET mission by the mysterious Lord Severn, right-hand man to the Tudor king, Thomas must travel to the magnificent Goldenhilt Hall - in the guise of a servant - in order to uncover traitors plotting against the crown. It will take all Thomas's wits and cunning to uncover the traitors lurking at Goldenhilt Hall - and he must do so without being discovered himself...</p>	 <p>Cat Sparrow is on the road. She's following her sister, Meg, who was torn from their convent home and sent to London.</p> <p>But Cat isn't like other people – she thinks differently – and for a girl like her the world holds many perils.</p> <p>Luckily she befriends a young actor, Jacques, and together they follow Meg's trail to a wondrous place called the Field of Cloth of Gold. But here, they discover that the kingdoms of England and France are both in terrible danger.</p>								
Development of Knowledge	<table border="1"> <thead> <tr> <th data-bbox="232 788 360 815">Lesson</th> <th data-bbox="360 788 1451 815">Content</th> </tr> </thead> <tbody> <tr> <td data-bbox="232 815 360 1398">Lesson 1</td> <td data-bbox="360 815 1451 1398"> <p><b>NB: Stick A5 widgit vocabulary sheet in children's books prior to starting the lesson.</b></p> <p><b>Elicitation Task – Introduction to Off With Her Head!</b></p> <p><b>WALT:</b> Create a timeline of the Tudor period and a family tree to understand where the Tudors fit into British history.</p> <p><b>Step 1: Setting the Scene – Meet the Tudors! (10 Minutes)</b></p> <p>Introduce the Tudor period: Use <b>source materials</b> (portraits, maps, or an introductory video like BBC Teach) to set the context: <i>“The Tudors ruled England from 1485 to 1603. Their reign changed England in many ways, including religion, exploration, and politics.”</i></p> <p>Show the <b>Battle of Bosworth</b> as the event that began the Tudor period. Key Questions for Discussion: <i>“What do we already know about kings and queens?”</i> <i>“Why do you think the Tudor period might be important in British history?”</i></p> <p><b>Step 2: Tudor Timeline Activity (20 Minutes)</b></p> <p><b>Task:</b> Create a Tudor timeline to sequence the key events of the period. <b>Activity Instructions:</b> Provide <b>blank timelines</b> and <b>Tudor source materials</b> (dates of reign, portraits, and key events). Children will:</p> </td> </tr> </tbody> </table>	Lesson	Content	Lesson 1	<p><b>NB: Stick A5 widgit vocabulary sheet in children's books prior to starting the lesson.</b></p> <p><b>Elicitation Task – Introduction to Off With Her Head!</b></p> <p><b>WALT:</b> Create a timeline of the Tudor period and a family tree to understand where the Tudors fit into British history.</p> <p><b>Step 1: Setting the Scene – Meet the Tudors! (10 Minutes)</b></p> <p>Introduce the Tudor period: Use <b>source materials</b> (portraits, maps, or an introductory video like BBC Teach) to set the context: <i>“The Tudors ruled England from 1485 to 1603. Their reign changed England in many ways, including religion, exploration, and politics.”</i></p> <p>Show the <b>Battle of Bosworth</b> as the event that began the Tudor period. Key Questions for Discussion: <i>“What do we already know about kings and queens?”</i> <i>“Why do you think the Tudor period might be important in British history?”</i></p> <p><b>Step 2: Tudor Timeline Activity (20 Minutes)</b></p> <p><b>Task:</b> Create a Tudor timeline to sequence the key events of the period. <b>Activity Instructions:</b> Provide <b>blank timelines</b> and <b>Tudor source materials</b> (dates of reign, portraits, and key events). Children will:</p>	<table border="1"> <thead> <tr> <th data-bbox="1462 788 1830 815">Substantive knowledge</th> </tr> </thead> <tbody> <tr> <td data-bbox="1462 815 1830 1398"> <p>By the end of this lesson, children will know that:</p> <p>The Tudor period started with the <b>Battle of Bosworth</b> in 1485 and ended with the death of <b>Elizabeth I</b> in 1603.</p> <p>The Tudor monarchs included Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I.</p> <p>Key events in this period helped shape British history, such as Henry VIII's break with the Catholic Church and Elizabeth I's reign as a powerful monarch.</p> </td> </tr> </tbody> </table>	Substantive knowledge	<p>By the end of this lesson, children will know that:</p> <p>The Tudor period started with the <b>Battle of Bosworth</b> in 1485 and ended with the death of <b>Elizabeth I</b> in 1603.</p> <p>The Tudor monarchs included Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I.</p> <p>Key events in this period helped shape British history, such as Henry VIII's break with the Catholic Church and Elizabeth I's reign as a powerful monarch.</p>	<table border="1"> <thead> <tr> <th data-bbox="1841 788 2148 815">Disciplinary knowledge</th> </tr> </thead> <tbody> <tr> <td data-bbox="1841 815 2148 1398"> <p>By the end of this lesson, children will:</p> <p>Sequence events chronologically on a timeline using dates and source materials.</p> <p>Create a family tree to show the connections between Tudor monarchs.</p> <p>Analyse portraits as primary sources to gain insight into the Tudor dynasty.</p> </td> </tr> </tbody> </table>	Disciplinary knowledge	<p>By the end of this lesson, children will:</p> <p>Sequence events chronologically on a timeline using dates and source materials.</p> <p>Create a family tree to show the connections between Tudor monarchs.</p> <p>Analyse portraits as primary sources to gain insight into the Tudor dynasty.</p>
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Place the Tudor monarchs in the correct order on the timeline (Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I).  
 Add key dates for each monarch's reign and include 1–2 major events (e.g., Henry VIII's split from the Catholic Church, the Spanish Armada).  
 Include images of monarchs for visual support.

**Adaptations:**  
**Years 3–4:** Provide pre-written cards with dates and simplified descriptions of events to place on the timeline.  
**Years 5–6:** Challenge children to write brief explanations for each event and identify links between monarchs (e.g., father/son relationships).

**Step 3: Tudor Family Tree (20 Minutes)**  
**Task:** Create a Tudor family tree using portraits of the monarchs.

**Activity Instructions:**  
 In pairs or small groups, children will:  
 Use **portraits** and information cards to identify family connections between Tudor monarchs (e.g., Henry VII was Henry VIII's father).  
 Create a family tree on large paper or digital tools, labelling each monarch with their birth and death dates.  
 Write 1 key fact about each monarch to display alongside their portrait.

**Adaptations:**  
**Years 3–4:** Provide portraits and pre-written family connections (e.g., arrows to guide placement). Focus on identifying the names of monarchs and their relationships.  
**Years 5–6:** Encourage deeper exploration of each monarch's impact, including challenges during their reign.

**Link to India**

- Compare the Tudor dynasty with notable dynasties in Indian history, such as the **Mughal Empire**, which was established in the same period.
- Discussion Questions:
  - *“Did monarchs in India at this time have family trees like the Tudors?”*
  - *“How might Mughal emperors and Tudor monarchs have ruled their countries differently or similarly?”*

**Unicef Sustainable Development Goals (SDGs)**  
**Goal 4: Quality Education:** Explore how the Tudors promoted education and literacy, particularly under Henry VIII and Elizabeth I.  
**Goal 16: Peace, Justice, and Strong Institutions:** Reflect on how leadership and power influenced stability in Tudor England and compare it globally.

**Adapting for Mixed Ages and Abilities**  
**Years 3–4:**  
 Provide simplified source materials with pre-written facts.  
 Use scaffolded family tree templates and timelines.

	<p><b>Years 5–6:</b> Encourage independent research using source materials to write their own event descriptions. Include opportunities for discussion about the significance of the Tudor period.</p> <p><b>Practical Resources</b> Blank timelines and large sheets for family trees Portraits of Tudor monarchs (printed or digital) Source cards with key dates and events Scissors, glue, and coloured pencils BBC Teach video resources or similar for context</p> <p><b>Conclusion and Reflection (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Gather children to share their timelines and family trees.</li> <li>• Ask reflective questions: <ul style="list-style-type: none"> <li>○ “What surprised you about the Tudor monarchs?”</li> <li>○ “Why do you think family connections were so important for monarchs?”</li> </ul> </li> <li>• <b>Big Question:</b> <i>Where do the Tudors fit into our history, and why are they still important today?</i></li> </ul>		
	<p><b>Lesson 2</b></p> <p><b>WALT:</b> Retrieve and present key information about Henry VIII from multiple texts and consider how different sources can shape opinions about a historical figure.</p> <p><b>Review of Prior Learning</b> <b>Quick Quiz</b> (2 minutes): <i>Who was the first Tudor monarch?</i> <i>What battle began the Tudor period?</i> <i>Where does Henry VIII fit in the Tudor family tree?</i></p> <p><b>Family Tree Recap</b> (1 minute): Show Henry VIII’s parents: Henry VII and Elizabeth of York.</p> <p><b>Portrait Review</b> (2 minutes): <i>What does Henry VIII’s portrait tell us about him?</i> <i>What impression does he want to give?</i></p> <p><b>Transition:</b> “Today, we’ll find out if what we read about Henry VIII matches the image he wanted people to see.</p> <p><b>Big Mantle of the Expert Question</b> <i>“As historians and museum curators, how can we help visitors understand who Henry VIII really was?”</i></p> <p><b>Revised Structure and Timings</b> <b>Setting the Scene – Meet the Expert Team (10 Minutes)</b></p> <p><b>Task:</b> Introduce the Mantle of the Expert scenario: <i>“You are expert historians and museum curators working to create an exhibition about Henry VIII. Your mission is to gather evidence about his life and decide whether he was a great or controversial king.”</i></p>	<p><b>Substantive Knowledge</b></p> <p>By the end of the lesson, children will know:</p> <p>Henry VIII was a significant Tudor monarch who ruled from 1509 to 1547.</p> <p>He is known for his six marriages, the creation of the <b>Church of England</b>, and his role in shaping religion and politics in Britain.</p> <p>Non-fiction texts can provide factual information, but different texts may present events or individuals in different ways, reflecting the author’s perspective.</p> <p>Portraits were used to project power and importance, often presenting rulers in a positive light.</p>	<p><b>Disciplinary Knowledge</b></p> <p>By the end of the lesson, children will:</p> <p>Retrieve, record, and present information from multiple sources, identifying key facts.</p> <p>Compare information across sources to spot similarities, differences, and biases.</p> <p>Use portraits as <b>primary sources</b> to explore how historical figures, like Henry VIII, wanted to be portrayed.</p> <p>Critically consider the accuracy and reliability of texts, reflecting on how different accounts</p>

	<p>Share a portrait of Henry VIII. Ask children to <b>discuss in pairs</b>:  <i>“What does this portrait tell us about Henry VIII?”</i>  <i>“How do you think he wanted to be remembered?”</i></p> <p><b>Gathering the Evidence – Group Work (25 Minutes)</b>  <b>Task:</b> Working as <b>research teams</b>, children will explore <b>three or four short non-fiction texts</b> about Henry VIII.  Provide each group with <b>highlighting tools</b> and <b>Fact Collector Sheets</b> divided into headings:</p> <p><b>Who was Henry VIII?</b>  <b>What did he do?</b>  <b>Why is he significant?</b>  <b>What do the writers think about him?</b></p> <p><b>Scaffolding for Mixed Ages:</b>  <b>Years 3–4:</b> Use simplified or shortened texts and pre-highlighted key sentences to support retrieval. Provide word banks for recording facts.  <b>Years 5–6:</b> Encourage independent analysis of full texts and identification of similarities, differences, and bias.</p> <p><b>Guidance:</b> Walk between groups, prompting deeper thinking with questions like:  <i>“What facts have you found so far?”</i>  <i>“Do the texts agree or disagree? Why might that be?”</i></p> <p><b>Analysing Portraits – Linking Visual Sources to Texts (10 Minutes)</b>  <b>Task:</b> Groups revisit the portrait of Henry VIII and compare it to the evidence they gathered.  Ask:  <i>“Does the portrait match the facts you found in the texts?”</i>  <i>“How might Henry VIII have wanted people to see him?”</i></p> <p><b>Challenge:</b> Discuss how rulers like Henry VIII used art and stories to shape their legacy.</p> <p><b>Presenting as Experts – Group Presentations (10 Minutes)</b></p> <p><b>Task:</b> Each group shares their key findings with the class. Encourage the use of <b>historical vocabulary</b> (e.g., monarch, reign, significant, bias).  Groups must answer:  <i>“What did you learn about Henry VIII?”</i>  <i>“Do you think he was a great king or a controversial one? Why?”</i></p> <p><b>Diving Deeper Challenge – Write for the Exhibition (5 Minutes)</b>  <b>Task:</b> Individually or in pairs, children write a <b>museum label</b> for their exhibit about Henry VIII. The label should include:  2–3 key facts about Henry VIII.  A sentence explaining if they think he was a great or controversial king, with evidence from the texts.</p>		<p>can shape perceptions of a historical figure.</p>
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	<p><b>Extension for Years 5–6:</b> Compare Henry VIII to <b>Akbar the Great</b> (Mughal India) and consider how both rulers used power and image to influence their people.</p> <p><b>Reflections and Wrap-Up (5 Minutes)</b> Recap the <b>Big Mantle Question</b>: “How did we, as historians, gather evidence to understand who Henry VIII really was?” Allow for a class reflection: “Why is it important to look at different sources when studying someone from history?”</p>		
<p><b>Lesson 3</b></p>	<p><b>WALT:</b> Explore Henry VIII’s marriages and explain how his beliefs, needs, and actions influenced his decisions.</p> <p><b>Review of Prior Learning</b> <b>Quick Quiz</b> (2 minutes): <i>What type of information did we retrieve about Henry VIII last lesson?</i> <i>Why do we read different texts about the same person?</i> <i>What impression did Henry VIII’s portrait give us?</i> <b>Key Facts Recap</b> (2 minutes): Share 2–3 key facts about Henry VIII’s life (e.g., king from 1509, six marriages, broke with the Catholic Church). <b>Link to Today</b> (1 minute): “Last time, we learned about Henry VIII’s life. Today, we’ll focus on <i>why</i> he married six times and how each marriage shaped England</p> <p><b>Mantle of the Expert Scenario</b> <b>The Task:</b> <i>You are royal historians commissioned to create an illustrated timeline and report for the Tudor Court on King Henry VIII’s marriages.</i></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> To explain why Henry VIII married six times and the impact of each marriage on England.</li> <li>• <b>Outcome:</b> A <b>detailed, illustrated timeline</b> and a <b>court report</b> for presentation.</li> </ul> <p><b>Lesson Structure</b> <b>Step 1: Setting the Scene – A Commission from the Tudor Court (10 Minutes)</b> Introduce the Mantle scenario: “Today, you are royal historians in King Henry VIII’s court. The King’s advisors have asked you to research his six marriages and explain why he made the decisions he did.” <b>Hook:</b> Play <b>Tudor music</b> quietly in the background and display Henry’s portrait alongside images of his six wives. Ask: “What do we already know about Henry VIII and his wives? What questions do we have?” Record their initial thoughts and <b>questions</b> on a classroom <b>Research Wall</b> (e.g., “Why did he marry six times?”, “Which wife did he love most?”, “How did his marriages change England?”).</p> <p><b>Step 2: Research and Timeline Creation (30 Minutes)</b> <b>Group Activity – Research Teams</b> Divide the class into small groups (Years 3–4 mixed with Years 5–6) and assign each team <b>one or two of Henry VIII’s wives</b> to investigate.</p>	<p><b>Substantive Knowledge</b> By the end of the lesson, children will know:</p> <p>Henry VIII married six times between <b>1509</b> and <b>1547</b>.</p> <p>His marriages were driven by a combination of <b>personal desires, political ambitions, and religious beliefs</b>, particularly his need for a male heir.</p> <p>Key events in Henry’s marriages, including the break from the Catholic Church, had significant long-term effects on England.</p>	<p><b>Disciplinary Knowledge</b> By the end of the lesson, children will:</p> <p>Generate research questions to guide their inquiry.</p> <p>Use historical resources to gather information and evaluate Henry VIII’s motives.</p> <p>Sequence historical events on a timeline to understand chronological significance.</p> <p>Present findings visually and verbally, using historical vocabulary.</p>

	<p>Provide a <b>range of historical resources</b> (timeline cards, books, articles, websites) to gather key facts:</p> <ul style="list-style-type: none"> <li>• <b>Name</b></li> <li>• <b>Marriage dates</b></li> <li>• <b>Reason for marriage</b></li> <li>• <b>Outcome (e.g., divorce, death)</b></li> <li>• <b>Impact on England</b></li> </ul> <p><b>Adaptations for Mixed Ages:</b>  <b>Years 3–4:</b> Provide simplified texts with key facts pre-highlighted. Use sentence starters and a writing frame (e.g., “Henry VIII married _____ because...”).  <b>Years 5–6:</b> Challenge them to find evidence for <b>Henry’s motives</b> (e.g., religion, politics, heirs) and explain how these impacted England.</p> <p><b>Timeline Creation:</b>  Groups use <b>timeline software</b> (or large sheets of paper) to create an illustrated timeline of Henry VIII’s marriages.  Include:</p> <ul style="list-style-type: none"> <li>• <b>Portraits</b> or images of each wife</li> <li>• Key facts and dates</li> <li>• Short summaries explaining Henry’s motives and beliefs for each marriage</li> </ul> <p><b>Step 3: Presenting Findings to the Tudor Court (10 Minutes)</b>  Invite each group to present their timeline and share their research.  Encourage the use of <b>historical vocabulary</b> (e.g., heir, annulment, political alliance, reformation).  Pose questions to deepen understanding:  <i>“Why do you think Henry’s need for a son was so important?”</i>  <i>“How did religion influence Henry’s marriages?”</i></p> <p><b>Diving Deeper Challenge</b>  <b>Task:</b> Write a <b>letter to the King</b> as a royal adviser, explaining whether you think marrying six times was the right decision. Use evidence from your research to support your opinion.</p> <p><b>Extension for Years 5–6:</b> Compare Henry VIII’s marriages to <b>Indian Mughal emperors</b>, who also married for alliances and political power.</p> <p><b>SEND Adaptations</b>  Provide simplified research materials with key facts clearly highlighted.  Offer sentence starters and visual aids for timeline creation.  Allow oral explanations or group collaboration instead of individual writing.</p> <p><b>Link to India</b>  Discuss how leaders across the world have historically married to secure power and alliances.  Compare Henry VIII’s marriages to <b>Mughal rulers</b> in India, such as Emperor Akbar, who married for political reasons to unite his empire.  Discussion Question:</p>	
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	<p><i>“Why do you think marriage was important for kings and emperors in both Tudor England and Mughal India?”</i></p> <p><b>Unicef Sustainable Development Goals (SDGs)</b>  <b>Goal 5: Gender Equality:</b> Explore the role of women in Tudor England and how their lives were shaped by Henry VIII’s decisions.  <b>Goal 16: Peace, Justice, and Strong Institutions:</b> Reflect on how Henry VIII’s marriages influenced religion, laws, and politics in England.</p> <p><b>Practical Resources</b>  Portraits and timeline cards of Henry VIII and his wives  Range of historical resources (texts, websites, videos)  Computers or tablets with timeline software  Tudor music  Writing frames and sentence starters for support</p> <p><b>Conclusion (5 Minutes)</b>  Recap the <b>Big Question:</b> <i>“Why did Henry VIII marry six times, and how did his marriages shape England?”</i>  Reflect on how children worked as <b>expert historians</b> to uncover facts and create their timeline.  Bottom of Form</p>		
<p><b>Lesson 4</b></p>	<p><b>WALT:</b> Understand why Henry VIII broke away from the Catholic Church and act out key events linked to his ‘Great Matter’.</p> <p><b>Five-Minute Review of Prior Learning</b>  <b>Quick Quiz</b> (2 minutes):  <i>What was Henry VIII’s ‘great matter’?</i>  <i>Who were Henry VIII’s key advisers?</i></p> <p><b>Link to Today</b> (1 minute):  “Last lesson, we explored Henry’s marriages. Today, we’ll role play the conversations that led to one of his biggest decisions – breaking away from the Catholic Church.”</p> <p><b>Lesson Structure</b>  <b>Step 1: Setting the Scene (5 Minutes)</b>  Introduce the Mantle of the Expert scenario:  “You are royal historians and actors preparing for a performance in King Henry VIII’s court. Your task is to uncover what happened during Henry VIII’s ‘Great Matter’ and explain his decision to form the Church of England.”</p> <p>Play <b>Tudor music</b> and display Henry VIII’s portrait alongside a map of Europe and India to show the global context.</p> <p><b>Step 2: Research Task – The Key Figures (15 Minutes)</b>  Split the class into small groups, each focusing on one key figure:</p> <ul style="list-style-type: none"> <li>• <b>Cardinal Wolsey:</b> Negotiated but failed to secure the divorce.</li> </ul>	<p><b>Substantive Knowledge</b></p> <p><b>Years 3–4</b></p> <p><b>Children know that</b> Henry VIII wanted to divorce Catherine of Aragon because she could not give him a son.</p> <p><b>Children know that</b> Henry VIII created the Church of England so he could make his own decisions instead of following the Pope.</p> <p><b>Years 5–6</b></p> <p><b>Children know that</b> Henry VIII’s ‘Great Matter’ refers to his need for a male heir and the Pope’s refusal to allow a divorce from Catherine of Aragon.</p>	<p><b>Disciplinary Knowledge</b></p> <p><b>Years 3–4</b></p> <p><b>Children can</b> use simple facts to explain why Henry VIII wanted to change the church.</p> <p><b>Children can</b> show the different opinions of Henry’s advisors through role play.</p> <p><b>Years 5–6</b></p> <p><b>Children can</b> use evidence from texts and role play to explain why Henry VIII’s actions were significant.</p>

	<ul style="list-style-type: none"> <li>• <b>Thomas Cromwell:</b> Supported Henry in creating the Church of England.</li> <li>• <b>Thomas More:</b> Opposed the divorce and Henry's actions.</li> </ul> <p>Provide: Fact sheets, books, or web resources.</p> <p><b>Guided Questions:</b>  <i>"What advice did this person give Henry VIII?"</i>  <i>"How did their beliefs or actions shape Henry's decision?"</i></p> <p><b>SEND Support:</b>  Simplified fact sheets with bullet points and visuals.  Provide sentence starters for recording advice: "Wolsey told Henry... Cromwell suggested... More argued..."</p> <p><b>Step 3: Role Play – Henry VIII's Courtroom Drama (20 Minutes)</b>  Each group prepares a <b>short role play</b> conversation between Henry VIII and their key figure.</p> <p><b>Prompt Examples:</b>  <i>Henry VIII: "I cannot have a son with Catherine. What do you advise me to do?"</i>  <i>Wolsey: "We must negotiate with the Pope..."</i>  <i>Cromwell: "Form your own church, Your Majesty!"</i>  <i>More: "Your actions will divide England."</i></p> <p><b>Creative Fun:</b> Use simple props like a crown for Henry VIII and robes for his advisors. Set up a "courtroom" space for performances.</p> <p><b>Differentiation:</b>  Years 3–4: Provide a script framework for role play.  Years 5–6: Encourage groups to write and improvise their dialogue.</p> <p><b>Step 4: Linking to India (5 Minutes)</b>  <b>Global Context:</b> "At the same time Henry VIII broke from the Catholic Church, the Mughal Empire was rising in India under Emperor Babur (1526)."</p> <p><b>Discussion Questions:</b>  <i>"Why do you think powerful leaders like Henry VIII and Mughal emperors needed to make bold decisions to secure their rule?"</i>  <i>"While Henry VIII changed religion in England, Mughal emperors like Akbar later focused on religious tolerance. How are these approaches different?"</i></p> <p><b>Extension Challenge:</b> Compare Henry VIII's decision to break from the Pope with a leader like <b>Akbar</b>, who brought different religions together in India.</p> <p><b>Step 5: Personal Reflection and Opinion (10 Minutes)</b>  After performing, groups reflect on Henry VIII's decision:  <i>"Do you agree with Henry's actions? Why or why not?"</i>  <i>"What impact did his decision have on England?"</i></p>	<p><b>Children know that</b> Henry VIII broke away from the Catholic Church and created the Church of England, making himself its leader.</p>	<p><b>Children can</b> discuss and compare the different views of Wolsey, Cromwell, and More to understand how people influenced Henry's decisions.</p>
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	<p><b>Diving Deeper Challenge:</b> Write a short letter to Henry VIII, advising him on his 'Great Matter'.</p> <p><b>Plenary – Big Question (5 Minutes)</b></p> <p><b>Reflect:</b>  <i>“Why was Henry’s ‘Great Matter’ such a significant event in history?”</i>  <i>“How do bold decisions by rulers change countries and people?”</i></p> <p><b>Practical Resources</b>  Fact sheets, books, or tablets for research.  Simple props: crown, robes, courtroom sign.  Tudor music for atmosphere.  Map showing Europe and Mughal India for global links.</p>		
<p><b>Lesson 5</b></p>	<p><b>WALT:</b> Retell Anne Boleyn’s final days through performance, using tone, actions, and questioning to bring historical events to life.</p> <p><b>Five-Minute Review of Prior Learning</b></p> <p><b>Quick Recap</b> (2 minutes):  <i>“What was Henry VIII’s ‘Great Matter’?”</i>  <i>“What happened when Henry created the Church of England?”</i></p> <p><b>Link to Today</b> (1 minute):  “Today, we’ll explore what happened next by focusing on the dramatic and tragic final days of Anne Boleyn, Henry’s second wife.”</p> <p><b>Lesson Structure</b></p> <p><b>Step 1: Setting the Scene – Reading Anne’s Last Days (10 Minutes)</b>  Introduce the session:  “Anne Boleyn was one of the most significant people in Henry VIII’s life. Today, we’ll explore her final days, her last words, and what they reveal about her, Henry VIII, and the Tudor court.”  Read aloud (or share extracts) describing Anne Boleyn’s final days, including:  Her imprisonment in the Tower of London.  Her farewell speech before her execution.  Tudor accounts of her execution.  Ask:  <i>“What do these texts tell us about Anne Boleyn?”</i>  <i>“What do they not tell us?”</i></p> <p><b>Step 2: Annotating for Performance (10 Minutes)</b>  Provide printed copies of Anne’s farewell speech and selected descriptions of the execution.  Task: In pairs, children annotate their texts with notes on <b>tone, volume, and actions</b> to convey the emotion and meaning effectively.  <b>Tone:</b> Sad, reflective, defiant.  <b>Volume:</b> Loud to show confidence, soft for sadness.  <b>Actions:</b> Slow movements for solemnity, stillness to freeze scenes.</p> <p><b>Differentiation:</b>  <b>Years 3–4:</b> Highlight key phrases to perform. Provide prompts for tone and actions.</p>	<p><b>Substantive Knowledge</b></p> <p><b>Years 3–4</b></p> <p><b>Children know that</b> Anne Boleyn was Henry VIII’s second wife and was executed because she was accused of treason and other crimes.</p> <p><b>Children know that</b> Anne Boleyn’s execution was an important event in Tudor history that showed Henry VIII’s power as king.</p> <p><b>Years 5–6</b></p> <p><b>Children know that</b> Anne Boleyn was executed in 1536 after being accused of treason, adultery, and witchcraft, although many historians debate the fairness of these charges.</p> <p><b>Children know that</b> Anne Boleyn’s final days give insight into her life, Henry VIII’s power, and the Tudor court.</p> <p><b>Children know that</b> her execution marked a turning point in Henry</p>	<p><b>Disciplinary Knowledge</b></p> <p><b>Years 3–4</b></p> <p><b>Children can</b> annotate key parts of a text with simple notes about tone (e.g., happy, sad, serious) and actions (e.g., standing still, speaking softly).</p> <p><b>Children can</b> use simple performance skills like changing their voice or actions to show the meaning of a text.</p> <p><b>Children can</b> ask questions in role to explore how historical characters might have felt or what they thought.</p> <p><b>Years 5–6</b></p> <p><b>Children can</b> annotate texts with detailed performance notes, explaining how tone,</p>

	<p><b>Years 5–6:</b> Allow independent annotation and encourage exploration of multiple interpretations.</p> <p><b>Step 3: Recreating the Scene – Outdoor Role Play (20 Minutes)</b>  <b>Set Up:</b>  Select roles: Anne Boleyn, Henry VIII (if referenced), executioner, court spectators, and <b>Tudor Reporters</b>.  <b>Reporters.</b>  Props: Cloak for Anne, fake “execution block,” and paper microphones for reporters.</p> <p><b>Freezing Points:</b>  During the re-enactment, freeze the scene at key moments:  Anne walking to her execution.  Anne delivering her final speech.  The moment just before the execution.  At each freeze point, the <b>Tudor Reporters</b> ask probing questions:  <i>“What are you seeing?”</i>  <i>“How do you think Anne is feeling right now?”</i>  <i>“What do you think will happen next?”</i>  <i>“Why might Henry VIII have made this decision?”</i></p> <p><b>SEND Support:</b>  Allow participation as spectators or reporters if performing is too challenging.  Provide question cards with pre-written prompts.</p> <p><b>Step 4: Recording Perspectives – Reflections (10 Minutes)</b>  Task: Reporters record short interviews (audio or video) with key figures from the role play:  Anne Boleyn: “How do you feel about your final moments?”  Executioner: “What do you think about your role in history?”  Court Spectators: “What are your thoughts about Anne’s fate?”  Replay some recordings for the class to reflect on the different perspective</p> <p><b>Diving Deeper Challenge</b>  Write a <b>newspaper headline and opening paragraph</b> about Anne’s execution, as if reporting from Tudor England.  Example: <i>“Anne Boleyn Executed! Henry VIII’s Queen Faces the Final Blow.”</i>  Years 5–6: Include opinions on whether Anne’s trial and execution were fair.</p> <p><b>Link to India</b>  <b>Global Connections:</b> Compare Anne Boleyn’s fate to the Mughal Empire’s treatment of royal women at a similar time in history.  Discussion Questions:  <i>“How were women treated in positions of power in Tudor England versus Mughal India?”</i>  <i>“Did rulers in India make decisions similar to Henry VIII’s actions? Why or why not?”</i></p> <p><b>Plenary – Big Question (5 Minutes)</b>  Reflect on the day’s learning:  <i>“What does Anne Boleyn’s execution tell us about Henry VIII and the power of the monarchy?”</i></p>	<p>VIII’s reign and had a lasting impact on Tudor England.</p>	<p>volume, and body language convey meaning.</p> <p><b>Children can</b> prepare and perform historical texts with appropriate expression, demonstrating an understanding of the characters’ emotions and actions.</p> <p><b>Children can</b> ask and answer probing questions in role to reflect on multiple viewpoints, such as Anne Boleyn’s, Henry VIII’s, or the court’s.</p> <p>Children can evaluate how performing and retelling history helps deepen understanding of its significance</p>

	<p><i>"How does performing history help us understand what people might have felt or experienced?"</i></p> <p><b>Practical Resources</b>  Printed extracts of Anne Boleyn's final days and speech.  Props: Cloak, "execution block," paper microphones.  Audio recording devices or apps.</p> <p>Outdoor space for role play.</p>		
<p><b>Lesson 6</b></p>	<p><b>WALT:</b> Locate Henry VIII's homes on a UK map and explore one in detail, researching its features and grandeur.</p> <p><b>Five-Minute Review of Prior Learning</b>  <b>Quick Quiz</b> (2 minutes):  <i>"What happened to Anne Boleyn, Henry VIII's second wife?"</i>  <i>"Why was Anne's execution such a significant event in Henry VIII's reign?"</i>  <b>Link to Today</b> (1 minute):  "Today, we'll explore where Henry VIII lived during his reign and discover which of his homes was the grandest."</p> <p><b>Lesson Structure</b>  <b>Step 1: Setting the Scene (5 Minutes)</b>  Display a UK map with Henry VIII's homes listed:  Greenwich Palace, Tower of London, Windsor Castle, St James' Palace, Westminster Palace, Eltham Palace, and Hampton Court Palace.  Hook Question:  <i>"Why do you think Henry VIII had so many homes? What do these palaces tell us about him?"</i></p> <p><b>Step 2: Locating Henry VIII's Homes (10 Minutes)</b>  Task: Using computers, tablets, or historical maps, children work in pairs to locate Henry VIII's homes on a blank UK map.  Years 3–4: Provide the names and locations of the homes to cut and stick onto the map.  Years 5–6: Challenge children to independently find and plot the homes on their maps, adding labels for each one.</p> <p><b>Step 3: Research Task – Exploring Henry's Palaces (20 Minutes)</b>  Task: Children select one palace (e.g., Hampton Court or Windsor Castle) to research in detail.  <b>Focus Areas for Research:</b></p> <ul style="list-style-type: none"> <li>• <i>Where is the palace located?</i></li> <li>• <i>What are its key features (e.g., banqueting hall, great hall, chapel)?</i></li> <li>• <i>How was the palace decorated (e.g., tapestries, gold, wood carvings)?</i></li> <li>• <i>Why might Henry VIII have used this home?</i></li> </ul> Provide: Fact sheets, websites, and images of Tudor palaces. <p><b>Adaptations:</b>  <b>Years 3–4:</b> Simplified fact sheets with visuals and key features highlighted. Use scaffolded prompts like "This palace had..."</p>	<p><i>Years 3–4</i></p> <p><b>Children know that</b> Henry VIII lived in several grand homes, including Hampton Court Palace, Windsor Castle, and the Tower of London.</p> <p><b>Children know that</b> palaces in Tudor times were decorated with expensive materials like tapestries, wood carvings, and gold.</p> <p><i>Years 5–6</i></p> <p><b>Children know that</b> Henry VIII had numerous royal residences, such as Hampton Court Palace, Greenwich Palace, Windsor Castle, and Eltham Palace.</p> <p><b>Children know that</b> these homes reflected Henry's wealth, power, and desire to impress his court and visitors.</p> <p><b>Children know that</b> banqueting halls were key features of Tudor palaces, where Henry hosted feasts and entertained guests.</p>	<p><i>Years 3–4</i></p> <p><b>Children can</b> use maps to locate Henry VIII's homes across the UK.</p> <p><b>Children can</b> study one of Henry's homes to describe its rooms and features in simple detail.</p> <p>Children can <b>make a basic sketch or plan of a Tudor palace, showing its layout and key features</b></p> <p><i>Years 5–6</i></p> <p><b>Children can</b> use maps and historical sources to locate and compare Henry VIII's homes.</p> <p><b>Children can</b> research and create a detailed map or plan of one of Henry's homes, identifying key rooms and features.</p> <p><b>Children can</b> explain how the design and décor of Tudor palaces reflected wealth, power, and lifestyle in Henry VIII's time.</p>

	<p><b>Years 5–6:</b> Allow independent research, encouraging children to record more detail and explain the significance of the palace’s design.</p> <p><b>Step 4: Creating Maps, Plans, and Sketches (15 Minutes)</b>  Task: Children create a detailed plan or sketch of their chosen palace.  Label key rooms (e.g., banqueting hall, chapel, bedrooms).  Add notes about the palace’s features and décor.  Years 3–4: Provide a basic template of a Tudor palace for children to label and illustrate.  Years 5–6: Challenge children to draw their own plan and include written descriptions of key rooms.</p> <p><b>Step 5: The Grandest Palace Discussion (5 Minutes)</b>  Pose the question:  <i>“Which of Henry VIII’s homes do you think was the grandest? Why?”</i>  Allow groups to share their research and plans, explaining their reasoning.</p> <p><b>Diving Deeper Challenge:</b>  Write a letter to Henry VIII as a Tudor architect, explaining why your chosen palace is the best home for him and how it reflects his power.</p> <p><b>Link to India</b>  <b>Global Comparison:</b> Discuss how rulers in Mughal India, such as Emperor Akbar, built grand palaces during the same period.  <i>“Why do you think powerful leaders, like Henry VIII and Akbar, built impressive palaces? What were they trying to show to their people and visitors?”</i>  Show images of Mughal architecture, such as <b>Fatehpur Sikri</b>, and compare it to Hampton Court Palace.</p> <p><b>Plenary – Big Question (5 Minutes)</b>  Reflect:  <i>“What can Henry VIII’s homes tell us about his personality and the way he ruled?”</i>  <i>“Why are palaces and homes important for understanding history?”</i></p> <p><b>Practical Resources</b>  Blank maps of the UK  Tablets or computers for research  Historical sources and fact sheets about Tudor palaces  Images of Henry VIII’s homes and Mughal architecture</p>		
<p><b>Lesson 7</b></p>	<p><b>WALT:</b> Explore Tudor portraits, describe their features, and create questions to understand how art reveals character and status.</p> <p><b>Lesson Structure</b>  <b>Step 1: Setting the Scene – A Royal Portrait Gallery (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Set the classroom up like an art gallery. Display large images of Holbein’s portraits of Henry VIII, Anne Boleyn, and Thomas Cromwell around the room.</li> <li>Hook Question:</li> </ul>	<p><i>Years 3–4</i></p> <p><b>Children know that</b> Hans Holbein painted portraits of important Tudor figures, including Henry VIII, Anne Boleyn, and Thomas Cromwell.</p> <p><b>Children know that</b> colours, symbols, and posture in portraits</p>	<p><i>Years 3–4</i></p> <p><b>Children can</b> describe key visual elements in a portrait, such as colour, clothing, and pose.</p> <p><b>Children can</b> ask questions about a</p>

	<p><i>“If you were a powerful Tudor king or queen, what would you want people to think about you from your portrait?”</i></p> <p><b>Step 2: Investigating Tudor Portraits (15 Minutes)</b>  <b>Gallery Walk Activity:</b>  Children walk in pairs around the “portrait gallery,” pausing at each Holbein portrait. Provide <b>prompt cards</b> with questions for children to discuss and record on blank speech bubbles:  What do you notice about the colours used?  What symbols or objects do you see? Why might they be included?  How does the person’s pose make them look powerful, important, or serious?  Years 3–4: Provide simplified prompts (e.g., “What are they wearing?” or “Do they look kind or scary?”).  Years 5–6: Challenge them to speculate about the subject’s personality or status based on clues in the painting.</p> <p><b>Step 3: Bringing the Portraits to Life (15 Minutes)</b>  <b>Tudor Character Freeze Frames:</b>  In small groups, children select one portrait and recreate it as a living freeze frame. Include props like crowns, cloaks, books, or goblets to match the painting. Encourage groups to:  Copy the pose exactly.  Use facial expressions and body language to show character (e.g., powerful, stern, confident).  <b>Class Challenge:</b> Guess which painting the group is recreating!</p> <p><b>Step 4: Role Play – Sitting for a Portrait (15 Minutes)</b>  <b>Create Your Own Tudor Portrait:</b>  Children imagine they are important Tudor figures (kings, queens, advisors). In pairs, they take turns “sitting” for a portrait, using props and costumes to show their chosen character.  Task:  Decide on their pose and expression.  Choose objects and colours to include (e.g., a book for wisdom, gold for wealth, a sword for power).</p> <p>Extension for <b>Years 5–6:</b>  Write a short explanation: “This portrait shows me holding a [symbol] because it represents...”</p> <p><b>Step 5: Reflect and Compare (5 Minutes)</b>  Gather the class and reflect on the portraits and freeze frames:  <i>“What clues can a portrait give us about a person?”</i>  <i>“Why do you think artists like Hans Holbein included symbols and colours?”</i></p> <p><b>Diving Deeper Challenge</b>  Compare Holbein’s Tudor portraits with Mughal miniature paintings from the same period (e.g., portraits of Emperor Akbar).  Discussion Questions:  “How are these portraits similar or different?”  “<i>What symbols or colours did Mughal artists use to show power and importance?</i>”</p>	<p>give clues about a person’s character or status.</p> <p><i>Years 5–6</i></p> <p><b>Children know that</b> Hans Holbein’s portraits were created to display power, wealth, and personality, often using symbols and colours to tell a story.</p> <p><b>Children know that</b> Tudor portraits were carefully planned to influence how others viewed the subject.</p>	<p>portrait to explore what it reveals about the subject.</p> <p><i>Years 5–6</i></p> <p><b>Children can</b> analyse visual elements in a portrait, including symbols, posture, colour, and expression.</p> <p><b>Children can</b> compose and discuss questions to speculate about a subject’s character, status, and significance.</p>
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	<p><b>Practical Resources</b>          Large printed images of Holbein’s portraits (Henry VIII, Anne Boleyn, Thomas Cromwell)          Blank speech bubbles for annotating portraits          Prompt cards with discussion questions          Props: Cloaks, crowns, books, goblets (simple and creative)          Costumes (if available)          Images of Mughal miniature portraits (for extension)</p>												
<p><b>Lesson 8</b></p>	<p><b>WALT:</b> Understand the impact of the English Reformation by comparing Catholic and Protestant beliefs.</p> <p><b>Lesson Structure</b>  <b>Step 1: Five-Minute Review of Prior Learning (5 Minutes)</b>  <b>Quick Recap:</b>  <i>“What do you remember about Henry VIII’s ‘Great Matter’ and his creation of the Church of England?”</i>  <i>“What was Anne Boleyn’s fate and how did it affect Henry’s decisions?”</i>  <b>Link to Today:</b>  <i>“Today, we’ll explore how Henry VIII’s actions started the English Reformation and changed religion in England forever.”</i></p> <p><b>Step 2: Starter Quiz – Building Background Knowledge (5 Minutes)</b>          Use the provided <b>starter quiz</b> (Q1–Q5) as a quick retrieval task:          Example: <i>“Which branch of Christianity did Martin Luther form?” (Protestantism)</i>  <i>“Why did Henry VIII break away from the Catholic Church?”</i></p> <p><b>Step 3: Exploring Catholic and Protestant Beliefs (15 Minutes)</b>  <b>Comparison Task:</b>          Present children with a simple table or visual comparing key Catholic and Protestant beliefs:</p> <table border="1" data-bbox="376 959 1451 1106"> <thead> <tr> <th>Catholic</th> <th>Protestant</th> </tr> </thead> <tbody> <tr> <td>Led by the Pope in Rome</td> <td>Led by the King/Queen of England</td> </tr> <tr> <td>Services in Latin</td> <td>Services in English</td> </tr> <tr> <td>Churches highly decorated</td> <td>Churches plain and simple</td> </tr> <tr> <td>Priests must not marry</td> <td>Priests can marry</td> </tr> </tbody> </table> <p><b>Years 3–4:</b> Use a simplified table with images (e.g., plain church vs. decorated church) to identify differences.  <b>Years 5–6:</b> Ask children to annotate the table with reasons why Protestants preferred these changes.</p> <p><b>Step 4: Writing Task – Argumentative Essay (20 Minutes)</b>  <b>Task:</b> Write an argumentative paragraph or short essay answering:  <i>“How did Henry VIII’s Reformation change England, and do you think it was a good or bad thing?”</i></p>	Catholic	Protestant	Led by the Pope in Rome	Led by the King/Queen of England	Services in Latin	Services in English	Churches highly decorated	Churches plain and simple	Priests must not marry	Priests can marry	<p><i>Years 3–4</i></p> <p><b>Children know that</b> the Reformation was a significant change led by Henry VIII, when England moved from being a Catholic country to a Protestant country.</p> <p><b>Children know that</b> Catholic and Protestant beliefs had key differences, such as who led the church and how people worshipped.</p> <p><i>Years 5-6</i></p> <p><b>Children know that</b> the Reformation was a religious and political change that began with Henry VIII breaking away from the Catholic Church to form the Church of England.</p> <p><b>Children know that</b> this was influenced by his desire for a male heir and frustration with the Pope’s authority.</p> <p><b>Children know that</b> Catholic and Protestant beliefs differed on issues such as the role of the Pope, use of the Bible, and church services.</p>	<p><i>Years 3–4</i></p> <p><b>Children can</b> identify and compare basic differences between Catholic and Protestant beliefs.</p> <p><b>Children can</b> describe how Henry VIII’s decisions changed religion in England.</p> <p><i>Years 5-6</i></p> <p><b>Children can</b> compare Catholic and Protestant beliefs using historical evidence.</p> <p><b>Children can</b> explain how and why Henry VIII’s actions had a long-lasting impact on religion in England.</p> <p><b>Children can</b> form an argument based on historical evidence to evaluate the effects of the Reformation.</p>
Catholic	Protestant												
Led by the Pope in Rome	Led by the King/Queen of England												
Services in Latin	Services in English												
Churches highly decorated	Churches plain and simple												
Priests must not marry	Priests can marry												

	<ul style="list-style-type: none"> <li>• <b>Years 3–4:</b> Provide sentence starters: <ul style="list-style-type: none"> <li>○ “Henry VIII changed England’s religion because...”</li> <li>○ “One difference between Catholics and Protestants is...”</li> <li>○ “This change was important because...”</li> </ul> </li> <li>• <b>Years 5–6:</b> Encourage children to include evidence (e.g., differences in worship or Henry VIII’s reasons) and offer their own opinion.</li> </ul> <p><b>Step 5: Class Debate – Catholic vs. Protestant Views (10 Minutes)</b>  Split the class into two groups: “Defenders of Catholicism” and “Supporters of Protestantism.”  Each side presents 1–2 reasons why their approach to religion is better.  Encourage children to use phrases like:  “We believe our way is better because...”  “Henry VIII’s decision helped/damaged England because...”</p> <p><b>Step 6: Exit Quiz – Quick Assessment (5 Minutes)</b>  Use the <b>exit quiz</b> to check understanding:  What three things is Henry VIII most famous for?  Why did Henry VIII leave the Catholic Church?  What is the main difference between Catholic and Protestant churches?</p> <p><b>Diving Deeper Challenge</b>  Write a letter as Henry VIII explaining to the people of England why the Reformation was necessary.  Include reasons and evidence about Catholic and Protestant differences.</p> <p><b>Link to India</b>  <b>Global Connections:</b> Compare Henry VIII’s Reformation with religious tolerance in Mughal India under Emperor Akbar.  <i>“How did Akbar encourage different religions to live peacefully compared to Henry VIII’s break from Catholicism?”</i>  Show images of Mughal religious buildings and compare them to plain Protestant churches.</p> <p><b>Practical Resources</b>  Starter and exit quizzes  Comparison table of Catholic and Protestant beliefs (visual and text-based)  Writing frames or sentence starters for Years 3–4  Debate prompt cards for Years 5–6</p>		
<b>Lesson 9</b>	<p><b>WALT:</b> Research and create character profiles for Henry VIII’s children to explore their lives and their impact on Tudor history.</p> <p><b>Lesson Structure</b></p> <p><b>1. Five-Minute Review of Prior Learning (5 Minutes)</b>  <b>Quick Recap Questions:</b>  <i>“Why did Henry VIII break away from the Catholic Church?”</i>  <i>“What was the main difference between Catholics and Protestants?”</i>  <i>“How did the Reformation shape religion in England?”</i></p>	<p><i>Years 3–4</i></p> <p><b>Children know that</b> Henry VIII had three children who became monarchs: Edward VI, Mary I, and Elizabeth I.</p> <p><b>Children know that</b> Edward VI became king at age nine but died young, Mary I was known for trying</p>	<p><i>Years 3–4</i></p> <p><b>Children can use</b> historical sources to gather key facts about Henry VIII’s children.</p> <p><b>Children can</b> create simple character profiles with details</p>

	<p><b>Link to Today:</b>  “Henry VIII’s decisions about religion and power affected his children’s reigns. Today, we’ll discover who they were and what they did as monarchs.”</p> <p><b>2. Exploring Henry VIII’s Children – Introduction (5 Minutes)</b>  Introduce Edward VI, Mary I, and Elizabeth I using:  A <b>visual timeline</b> showing the order of their reigns.  Portraits or images of each monarch.  Key facts for each child (brief and engaging):  <b>Edward VI:</b> Protestant king, ruled from age 9, died at 16.  <b>Mary I:</b> Catholic queen, known as ‘Bloody Mary’ for persecuting Protestants.  <b>Elizabeth I:</b> Protestant queen, ruled for 45 years and led England into a Golden Age.</p> <p><b>3. Character Profile Creation (25 Minutes)</b>  <b>Task:</b> Children create character profiles for Edward VI, Mary I, and Elizabeth I.  <b>Steps:</b>  Provide a blank outline for each monarch.  Use fact sheets, books, or tablets to research key details:</p> <ul style="list-style-type: none"> <li>▪ Name</li> <li>▪ Dates of reign</li> <li>▪ Religion (Catholic or Protestant)</li> <li>▪ Key actions or achievements</li> <li>▪ Interesting facts</li> </ul> <p><b>Adaptations:</b>  <b>Years 3–4:</b> Use simplified fact sheets with prompts like:  “Edward VI became king at age ____.”  “Mary I was called ____ because...”  <b>Years 5–6:</b> Encourage independent research and challenge children to identify how each monarch’s decisions affected England.</p> <p><b>4. Strictly Tudor! Present and Compare (15 Minutes)</b>  <b>Task:</b> Groups present their character profiles as judges on “<b>Strictly Tudor</b>,” scoring each monarch on:  <b>Achievements</b>  <b>Impact on religion</b>  <b>Leadership style</b>  <b>How it works:</b>  Each group shares <b>2–3 minutes</b> of key facts and achievements for their monarch.  Groups then “score” the monarchs and justify their scores (e.g., “Elizabeth gets 9/10 because she ruled for a long time and brought peace to England.”).  <b>Class Reflection:</b>  “Who do you think was the most successful Tudor monarch, and why?”</p> <p><b>5. Diving Deeper Challenge (5 Minutes)</b>  <b>Years 5–6:</b> Write a short comparison paragraph on Mary I and Elizabeth I:  “<i>How did their beliefs and actions change religion in England?</i>”</p>	<p>to restore Catholicism, and Elizabeth I ruled for a long time and ended the Tudor period.  <i>Years 5–6</i></p> <p><b>Children know that</b> Henry VIII’s three children – Edward VI, Mary I, and Elizabeth I – each ruled England and had significant impacts on religion and society.</p> <p><b>Children know that</b> Edward VI was a Protestant king, Mary I (nicknamed ‘Bloody Mary’) tried to restore Catholicism, and Elizabeth I strengthened Protestantism and led England into a ‘Golden Age’.</p>	<p>about their lives and actions.  <i>Years 5–6</i></p> <p><b>Children can</b> analyse historical sources to create detailed character profiles, considering their actions, beliefs, and impact on Tudor England.</p> <p><b>Children can</b> compare and contrast the reigns of Henry VIII’s children to understand change over time.</p>
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	<p><b>Years 3–4:</b> Draw a crown for each monarch and write one sentence explaining their biggest achievement.</p> <p><b>6. Plenary – Big Question (5 Minutes)</b>  Reflect:  <i>“How did Henry VIII’s children continue or change what he started?”</i>  <i>“What does their story tell us about power and religion in Tudor England?”</i></p> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• Visual timeline of Henry VIII’s children’s reigns</li> <li>• Portraits or images of Edward VI, Mary I, and Elizabeth I</li> <li>• Blank outlines for creating character profiles</li> <li>• Historical source materials, simplified fact sheets, or tablets for research</li> </ul>		
<p><b>Lesson 10</b></p>	<p><b>WALT:</b> Discover the Tudor Age of Exploration by mapping routes of key explorers and understanding their impact on global trade.</p> <p><b>Lesson Structure</b></p> <p><b>1. Five-Minute Review of Prior Learning (5 Minutes)</b>  <b>Quick Recap Questions:</b>  <i>“Who were Henry VIII’s children, and how did they impact Tudor England?”</i>  <i>“Why do you think the Tudors might have wanted to explore the world?”</i>  <b>Link to Today:</b>  “Today, we’re becoming Tudor explorers! We’ll learn about brave adventurers like Sir Francis Drake and how their voyages helped expand trade and knowledge of the world.”</p> <p><b>2. Exploring Tudor Exploration (10 Minutes)</b>  <b>Task:</b> Introduce the Tudor Age of Exploration using a short video or presentation. Include:  Key explorers: <b>Sir Francis Drake</b> (circumnavigating the globe) and <b>Sir Walter Raleigh</b> (exploring the Americas).  Goods they brought back: Spices, gold, silks, tobacco, and potatoes.  Reasons for exploration: Trade, power, wealth, and curiosity.  <b>Prompt Questions:</b>  <i>“Why do you think spices and gold were so important to the Tudors?”</i>  <i>“How would exploring the world make England more powerful?”</i></p> <p><b>3. Mapping the Explorers’ Routes (20 Minutes)</b>  <b>Task:</b> Children use world maps to plot the routes of key Tudor explorers, focusing on:  <b>Sir Francis Drake’s voyage</b> around the world (1577–1580).  Other key routes, e.g., Sir Walter Raleigh’s exploration of the Americas.  <b>Instructions:</b>  Provide printed world maps with oceans and continents labelled.  Use coloured pencils to mark routes and key stops along the way (e.g., South America, the Pacific Ocean, Africa).  Add symbols for goods like <b>spices</b> (cinnamon, pepper), <b>gold</b>, or <b>tobacco</b> at important locations.</p> <p><b>Adaptations:</b></p>	<p><i>Years 3–4</i>  <b>Children know that</b> during the Tudor period, explorers like Sir Francis Drake travelled across the world to discover new lands and trade routes.</p> <p><b>Children know that</b> these voyages helped bring back goods like spices, gold, and silks to England.</p> <p><i>Years 5–6</i>  <b>Children know that</b> Tudor explorers, like Sir Francis Drake and Sir Walter Raleigh, played a key role in the Age of Exploration, discovering new lands and trade routes.</p> <p><b>Children know that</b> exploration was driven by a desire for trade, power, and wealth, and it led to global expansion and the start of England’s influence overseas.</p>	<p><i>Years 3–4</i>  <b>Children can</b> use maps to plot the routes of explorers.</p> <p><b>Children can</b> describe how trade routes connected England to other parts of the world.</p> <p><i>Years 5–6</i>  <b>Children can</b> use maps to identify and plot the routes of Tudor explorers and key voyages.</p> <p><b>Children can</b> explain the role of trade and how exploration shaped England’s global connections.</p>

		<ul style="list-style-type: none"> <li>• <b>Years 3–4:</b> Provide simplified maps with key stops already labelled. Support route plotting with dotted lines.</li> <li>• <b>Years 5–6:</b> Encourage more independent work, asking them to identify challenges faced by explorers (e.g., storms, scurvy).</li> </ul> <p><b>4. Creative Task – Designing an Explorer’s Journal Cover (15 Minutes)</b>  <b>Task:</b> Children design a journal cover for a Tudor explorer’s travel log. Their design should include: A <b>Tudor ship</b> (e.g., galleon) as the main image. Decorative features like maps, compass roses, and symbols for goods brought back (spices, gold, etc.). The explorer’s name (e.g., “The Voyages of Sir Francis Drake”).  Provide: Templates, examples of Tudor ships, and images of trade goods for inspiration.</p> <p><b>Extension for Years 5–6:</b> Write a short blurb for the journal cover:</p> <ul style="list-style-type: none"> <li>• “This journal tells the story of my daring voyage across the seas, where I encountered...”</li> </ul> <p><b>5. Sharing and Reflection (5 Minutes)</b>  Gather the children and ask groups to share their maps and journal covers.  <b>Discussion Questions:</b>  <i>“What challenges do you think Tudor explorers faced on their voyages?”</i>  <i>“How do you think people back in Tudor England reacted to the goods and stories the explorers brought back?”</i></p> <p><b>6. Plenary – Big Question (5 Minutes)</b>  Reflect on the significance of Tudor exploration:  <i>“Why was the Tudor Age of Exploration so important for England?”</i>  <i>“How did these voyages help England connect with the rest of the world?”</i></p> <p><b>Diving Deeper Challenge</b>  Compare the <b>Tudor explorers’ voyages</b> with similar explorations during the Mughal Empire in India, such as the Portuguese traders who arrived in the Indian Ocean.  <b>Discussion:</b> “How do you think trade routes connected England and India during this time?”  Show a simple map of Portuguese exploration around the Indian Ocean for comparison.</p> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• World maps (printed or digital)</li> <li>• Coloured pencils and templates for mapping routes</li> <li>• Images of Tudor explorers, ships, and goods (spices, gold, tobacco)</li> <li>• Templates for journal covers with inspiration examples</li> </ul>		
	<p><b>Lesson 11</b></p>	<p><b>WALT: Investigate Tudor justice, compare it to modern times, and present findings creatively using historical vocabulary.</b></p> <p><b>Mantle of the Expert Scenario</b>  <b>The Task:</b> Children are <b>Royal Historians</b> in the Tudor Court who have been tasked by King Henry VIII to:</p>	<p><i>Years 3–4</i></p> <p><b>Children know that</b> punishments in Tudor times were much harsher than today and included public</p>	<p><i>Years 3–4</i></p> <p><b>Children can use</b> topic-related vocabulary such as treason, penalty,</p>

	<ol style="list-style-type: none"> <li>1. Investigate crime and punishment in Tudor England.</li> <li>2. Compare it to modern punishments to decide if Tudor justice was fair.</li> <li>3. Prepare a <b>courtroom reenactment</b> to showcase a Tudor trial and punishment, arguing for or against its fairness.</li> </ol> <p><b>Lesson Structure and Timings</b></p> <p><b>1. Five-Minute Review of Prior Learning (5 Minutes)</b>  Quick quiz or questions:  <i>“What do we know about life in Tudor times so far?”</i>  <i>“How do you think punishments in the past might have been different from today?”</i>  <b>Link to Today:</b> “Today, we will investigate crimes and punishments in Tudor England and decide: Was Tudor justice fair or unfair?”</p> <p><b>2. Investigating Tudor Crime and Punishment (15 Minutes)</b>  <b>Task:</b> Work in teams as <b>Royal Historians</b> to research Tudor crimes and punishments using a range of information sources:  Non-fiction books, images, and diagrams.  Websites (pre-checked for age-appropriateness).  Provide each team with:  Glossary sheets to add new words (treason, execution, stocks, penalty, etc.).  Mind map templates to organise their findings into key areas:</p> <ul style="list-style-type: none"> <li>▪ <b>Crimes:</b> Theft, treason, begging.</li> <li>▪ <b>Punishments:</b> Stocks, whipping, hanging, beheading.</li> <li>▪ <b>Who decided punishments?</b> Judges, the monarchy.</li> </ul> <p><b>Adaptations:</b></p> <ul style="list-style-type: none"> <li>• <b>Years 3–4:</b> Provide pre-highlighted texts and simplified facts to focus on key crimes and punishments.</li> <li>• <b>Years 5–6:</b> Encourage deeper research and critical thinking: “Why were punishments so severe? Were they effective?”</li> </ul> <p><b>3. Illustrated Mind Map Creation (10 Minutes)</b>  Teams create <b>illustrated mind maps</b> with:  Key facts, diagrams, and short descriptions.  Drawings of punishments (stocks, gallows, etc.).  Vocabulary words from the glossary highlighted and used accurately.</p> <p><b>4. Courtroom Reenactment – Was Tudor Justice Fair? (20 Minutes)</b>  <b>Task:</b> Teams prepare a courtroom script reenactment of a Tudor trial. Each group will decide:  <b>The Crime:</b> Choose from common Tudor crimes (e.g., stealing bread, treason, or begging).  <b>The Punishment:</b> Stocks, whipping, execution, etc.  <b>Roles:</b>  Judge (Tudor official)  Accused (e.g., a poor beggar, a thief)  Witnesses  Royal Historian (modern voice to reflect on fairness).</p>	<p>executions and punishments like stocks, whipping, and branding.</p> <p><b>Children know that</b> crimes like theft, begging, and treason were treated very severely.</p> <p><i>Years 5–6</i></p> <p><b>Children know that</b> Tudor justice was harsh, with punishments designed to deter others. Public humiliation, torture, and execution were common.</p> <p><b>Children know that</b> crimes like treason were seen as serious because they threatened the power of the monarchy and the state.</p>	<p>execution, and crime to describe Tudor justice.</p> <p>Children can <b>compare simple differences between Tudor and modern punishments</b>  <i>Years 5–6</i></p> <p><b>Children can</b> analyse Tudor punishments and reflect on their fairness compared to modern justice systems.</p> <p><b>Children can</b> articulate findings using detailed vocabulary and explain how punishments reflect societal values and beliefs.</p>

	<p><b>Reenactment Activity:</b> Freeze frame the trial at key points. The “Royal Historians” (modern-day voices) step in and question the fairness of the punishment. Example Questions: “Does this punishment fit the crime?” “How would we punish this crime today?” “Why do you think punishments were so harsh in Tudor times?”</p> <p><b>Adaptations:</b> <b>Years 3–4:</b> Provide scripts with simple lines. Focus on basic roles (e.g., judge, accused). <b>Years 5–6:</b> Encourage improvisation and deeper ethical reasoning about fairness.</p> <p><b>5. Reflection and Plenary (5 Minutes)</b> Reflect as a class: “How was crime and punishment in Tudor times different from today?” “Do you think Tudor punishments were fair or unfair? Why?” “What do punishments tell us about Tudor society and values?”</p> <p><b>Diving Deeper Challenge</b> Compare Tudor punishments with those in Mughal India during the same time period. “Were punishments in Tudor England and Mughal India similar? How did rulers use punishments to show power?”</p> <p><b>Practical Resources</b> Range of information books, texts, and images about Tudor crimes and punishments Pre-checked websites (Tudor Times, BBC Bitesize) Glossary template for new vocabulary Mind map templates for organisation Script prompts for courtroom reenactment</p>		
Lesson 12	<p><b>WALT:</b> Compare Tudor and modern maps of London to identify how the city has changed and explore which Tudor features still remain today.</p> <p><b>Lesson Structure</b></p> <p><b>1. Five-Minute Review of Prior Learning (5 Minutes)</b> Quick questions to recap key Tudor knowledge: “What do we know about Henry VIII and the Tudor period?” “What were the most important buildings or places in Tudor times?”</p> <p><b>Link to Today:</b> “Today, we’ll compare Tudor London to modern London. What has changed, and what remains from the Tudor period?”</p> <p><b>2. Hook – Walking Through Tudor London (5 Minutes)</b> Show a short video or image slideshow of Tudor London (e.g., sketches of the River Thames, narrow streets, and key buildings like Hampton Court Palace). Ask children: “What does Tudor London look like? How is it different from the London we know today?”</p>	<p><i>Years 3–4</i></p> <p><b>Children know that</b> Tudor London was much smaller than modern London.</p> <p><b>Children know that</b> key buildings like Hampton Court Palace and the Tower of London still exist today.</p> <p><i>Years 5–6</i></p> <p><b>Children know that</b> Tudor London grew along the River Thames, with important buildings like Hampton Court Palace, the Tower of London,</p>	<p><i>Years 3–4</i></p> <p><b>Children can</b> use maps to identify similarities and differences between Tudor and modern London.</p> <p><b>Children can</b> describe how cities grow and change over time.</p> <p><i>Years 5–6</i></p> <p><b>Children can</b> analyse and compare historical</p>

	<p><b>3. Tudor vs. Modern London – Map Comparison Activity (20 Minutes)</b>  <b>Task:</b> In pairs or small groups, children compare maps of Tudor London and modern London.  Provide:  A3 maps of <b>Tudor London</b>.  A3 maps of <b>modern London</b>.  <b>Steps:</b>  <b>Locate Key Features:</b> Ask children to find the River Thames, key roads, and important buildings (e.g., Hampton Court, Tower of London, Globe Theatre).  <b>Compare Settlements:</b>  <i>Where did most Tudor people settle? (Near the River Thames.)</i>  <i>How has London grown? (More roads, bridges, and buildings.)</i></p> <p><b>Annotate the Maps:</b> Use coloured pencils to mark:</p> <p><b>Tudor features</b> that still exist today (e.g., Tower of London).</p> <p><b>Modern features</b> that have replaced Tudor structures.</p> <p><b>Guided Discussion:</b>  <i>“Why do you think Tudor London was so small compared to modern London?”</i>  <i>“How did the River Thames help Tudor London grow?”</i></p> <p><b>Adaptations:</b></p> <p><b>Years 3–4:</b> Highlight Tudor features on pre-annotated maps and focus on identifying similarities and differences.  <b>Years 5–6:</b> Encourage independent annotations and challenge children to explain why settlements grow over time (e.g., trade, population, transport).</p> <p><b>4. Exploring Remaining Tudor Features – Group Research (10 Minutes)</b></p> <p><b>Task:</b> Provide fact sheets or books about key Tudor buildings that still exist today, such as:  <b>Hampton Court Palace</b>  <b>The Tower of London</b>  <b>The Globe Theatre (rebuilt)</b></p> <p>Children choose one building to research and answer:  <i>What was this building used for in Tudor times?</i>  <i>How is it used today?</i>  <i>Why is it important to preserve these buildings?</i></p> <p><b>Adaptations:</b>  <b>Years 3–4:</b> Provide simple fact sheets with visuals and key facts.  <b>Years 5–6:</b> Allow children to use books or trusted websites for research.</p> <p><b>5. Creative Task – Designing a Tudor Explorer’s Map (10 Minutes)</b></p>	<p>and the Globe Theatre playing key roles.</p> <p><b>Children know that</b> modern London has expanded significantly, with many Tudor buildings replaced or rebuilt.</p>	<p>and modern maps to identify changes in settlement size and features.</p> <p><b>Children can</b> explain how settlements change as populations grow and cities develop.</p>

	<p><b>Task:</b> Imagine you are a Tudor traveller visiting London for the first time. Create a <b>Tudor-style map</b> showing key places (Hampton Court Palace, Tower of London, River Thames). Include labels, compass directions, and simple drawings of the buildings. Add “travel notes” describing what you see in Tudor London (e.g., “The streets are narrow, and the River Thames is bustling with boats.”).</p> <p><b>Extension for Years 5–6:</b> Compare your Tudor map to modern London:  <i>“What would a Tudor explorer think if they saw modern London today?”</i></p> <p><b>6. Plenary – Big Question and Reflection (5 Minutes)</b>          Reflect on the lesson with these questions:  <i>“What surprised you about Tudor London?”</i>  <i>“Why do you think some buildings, like Hampton Court Palace, have lasted so long?”</i>  <i>“How has London changed as it has grown bigger?”</i></p> <p><b>Big Question:</b>  <i>“What can Tudor buildings teach us about life in the past, and why is it important to preserve them?”</i></p> <p><b>Diving Deeper Challenge</b>          Compare Tudor London to a city in Mughal India, such as Agra during the reign of Emperor Akbar.  <i>“How did cities grow in England and India at the same time?”</i>          Show images of Mughal architecture (e.g., the Agra Fort) alongside Tudor buildings like the Tower of London.</p> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• Tudor maps of London (A3 and A4)</li> <li>• Modern maps of London (A3 and A4)</li> <li>• Fact sheets and images of key Tudor buildings (Hampton Court Palace, Tower of London, Globe Theatre)</li> <li>• Annotated examples of Tudor-style maps</li> <li>• Coloured pencils, rulers, and writing frames</li> </ul>		
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### Glossary

<b>Chronology</b>	The arrangement of events in time order.
<b>Artefact</b>	An object made or used by people in the past.
<b>Monarch</b>	A King or Queen
<b>Heir</b>	A person who will become king or queen next
<b>Battle of Bosworth</b>	The battle where Henry VII became king
<b>Dynasty</b>	A family of rulers over a long period of time
<b>Reign</b>	The time a monarch rules.
<b>Divorce</b>	When two people end a marriage.
<b>Church of England</b>	The church Henry VIII created after leaving the Catholic Church.
<b>Palace</b>	A large, grand home where kings and queens live.
<b>Castle</b>	A strong building, often with walls and towers.

<b>Banqueting Hall</b>	A large room used for feasts and parties.
<b>Fortress</b>	A strong, protected building, often used in wars.
<b>Tudor Style</b>	A way of building and decorating homes during the Tudor period.
<b>Monastery</b>	A place where monks live and worship.

Lesson 1

Here are the **resources** you need for **Lesson 1: Tudor Timeline and Family Tree**. These include visual aids, activity templates, and key fact sheets to support learning for all age groups.

**1. Tudor Timeline Resource Pack**

*A. Key Tudor Events and Dates (Simplified Fact Sheet)*

Provide this for **Years 3–4** and use it as a reference for **Years 5–6**.

<b>Event</b>	<b>Year</b>	<b>Brief Description</b>
<b>Battle of Bosworth</b>	1485	Henry Tudor defeats Richard III, starting the Tudor period.
<b>Henry VII becomes King</b>	1485	Henry VII is crowned the first Tudor king.
<b>Henry VIII becomes King</b>	1509	Henry VIII takes the throne.
<b>Henry VIII breaks from the Church</b>	1534	Henry VIII creates the Church of England.
<b>Edward VI becomes King</b>	1547	Edward VI, Henry VIII's son, becomes king at age 9.
<b>Mary I becomes Queen</b>	1553	Mary I, Henry's daughter, tries to restore Catholicism.
<b>Elizabeth I becomes Queen</b>	1558	Elizabeth I strengthens Protestantism and rules for 45 years.
<b>End of the Tudor Period</b>	1603	Elizabeth I dies, ending the Tudor era.

*B. Blank Timeline Template*

A simple timeline for children to fill in key Tudor events:

**Year Event Image (Optional)**

- 1485
- 1509
- 1534
- 1547
- 1553
- 1558
- 1603

**2. Tudor Family Tree Resource Pack**

### A. Simplified Tudor Family Tree (Printable for Younger Children)

**Henry VII** (1485–1509)

↓

**Henry VIII** (1509–1547)

↓

**Edward VI** (1547–1553) | **Mary I** (1553–1558) | **Elizabeth I** (1558–1603)

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### B. Family Tree Template (For Years 5–6)

- Provide a blank **family tree diagram** with spaces for:
  - **Monarch's Name**
  - **Dates of Birth/Death**
  - **Key Fact** (e.g., "Elizabeth I ruled for 45 years.")

#### Example:

css

Copy code

Henry VII

↓

Henry VIII

↓

Edward VI    Mary I    Elizabeth I

---

### C. Portrait Cards of Tudor Monarchs

Use images of each monarch to help children visually identify them on the timeline and family tree. Include:

1. **Henry VII**
  2. **Henry VIII**
  3. **Edward VI**
  4. **Mary I**
  5. **Elizabeth I**
- 

## 3. Primary Source Analysis Cards

**Portrait Analysis Questions** (for Years 5–6):

- "What does this portrait tell us about the monarch's personality?"
- "What clues can you see about their wealth and power?"

#### Simplified Questions for Years 3–4:

- “What do you notice about their clothes or crowns?”
- “Do they look powerful or kind? Why?”

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#### 4. Key Vocabulary Cards

Create flashcards for key terms:

Word	Definition
Monarch	A King or Queen
Heir	A person who will become king or queen next
Battle of Bosworth	The battle where Henry VII became king
Dynasty	A family of rulers over a long period of time
Reign	The time a monarch rules.

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#### 5. Link to India Resource

##### *A. Mughal Dynasty Comparison Fact Sheet*

- Introduce the Mughal Empire, which existed during the same time as the Tudors:

##### **Tudor England**

##### **Mughal India**

Henry VII became king in 1485.

Babur founded the Mughal Empire in 1526.

Henry VIII ruled and created the Church of England. Akbar the Great ruled and promoted religious tolerance.

Elizabeth I led England into a ‘Golden Age.’

Shah Jahan built the Taj Mahal during the Mughal Golden Age.

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##### *B. Discussion Prompts*

- “What was happening in India during the Tudor period?”
- “How did rulers like Henry VIII and Akbar shape their countries?”
- “Why is it important to learn about different dynasties around the world?”

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#### 6. Practical Classroom Resources

1. Blank timelines and family tree templates (printable).
2. Portrait cards of Tudor monarchs.
3. Key vocabulary flashcards.
4. Simplified fact sheets for younger children.
5. Printable Mughal Empire comparison sheet.

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## Digital Tools

- Use BBC Teach Tudor resources: BBC Teach Tudors
- Online tools for creating interactive family trees (e.g., Canva or simple PowerPoint slides).

## Lesson 2

### 1. Fact Sheet: The Life of Henry VIII

Provide the following in **two versions**: simplified for Years 3–4 and detailed for Years 5–6.

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#### Simplified Fact Sheet (Years 3–4)

**Name:** Henry VIII

**Born:** 1491 | **Died:** 1547

**Key Facts:**

1. Henry became king in 1509 at age 17.
2. He had **six wives** because he wanted a son to become king after him.
3. Henry created the **Church of England** so he could divorce his first wife.
4. Henry loved **music, feasts**, and **sports** like jousting.
5. He built **Hampton Court Palace** and was very rich and powerful.

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#### Detailed Fact Sheet (Years 5–6)

##### Henry VIII: King of England (1509–1547)

- **Early Life:** Born in 1491, second son of Henry VII. Became king after his brother Arthur died.
- **Six Wives:** Married six times, hoping for a male heir.
  - Catherine of Aragon → Divorced
  - Anne Boleyn → Beheaded
  - Jane Seymour → Died after giving birth to Edward VI
  - Anne of Cleves → Divorced
  - Catherine Howard → Beheaded

- Catherine Parr → Survived
  - **Major Events:**
    - **1534:** Henry broke from the Catholic Church and created the Church of England.
    - **1536:** Closed down monasteries and took their wealth.
    - **1540s:** Grew ill and became very overweight.
  - **Interests:** Loved hunting, jousting, music, and feasts but was feared as a powerful king.
- 

## 2. Portrait Analysis Resource

Provide a **portrait of Henry VIII** (e.g., Hans Holbein's famous painting).

### Discussion Prompts:

- "What do you notice about Henry's clothing, pose, and expression?"
- "How does the artist show Henry's power and wealth?"
- "Do you think this is what Henry really looked like, or is the portrait designed to impress people?"

### Simplified Prompts for Years 3–4:

- "What clothes is Henry wearing? Do they look expensive?"
  - "Does he look like a kind or powerful king? Why?"
- 

## 3. Non-Fiction Text Comparison Activity

Provide **two short extracts** about Henry VIII that show different tones or opinions.

### Extract 1 – Positive Perspective (Example)

"Henry VIII was a powerful and strong leader who made England more independent by creating the Church of England. He loved music, building palaces, and protecting his kingdom."

### Extract 2 – Critical Perspective (Example)

"Henry VIII was a demanding and ruthless king who cared more about himself than others. He broke with the Catholic Church for his own gain and punished people who disagreed with him."

### Questions for Comparison:

- “What facts do both texts agree on?”
  - “What is different about how the texts describe Henry VIII?”
  - “Why do you think people might write about Henry in different ways?”
- 

#### 4. Henry VIII Fact Collector Sheet

Provide a blank organiser for children to record key facts as they read:

Who Was Henry VIII?	What Did He Do?	Why Was He Important?
Example: King of England	Created the Church of England	Changed religion in England

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#### 5. Writing Frames for Diving Deeper Challenge

##### Years 3–4 Writing Frame

Provide sentence starters for support:

- “Henry VIII was a king who...”
  - “He wanted to have a son because...”
  - “I think Henry VIII was a \_\_\_ king because...”
- 

##### Years 5–6 Writing Frame

Encourage a short paragraph with evidence:

- **Introduction:** “Henry VIII is remembered as a powerful and controversial king.”
  - **Evidence:** “One reason people think he was a good leader is...” or “However, others think he was...”
  - **Conclusion:** “In my opinion, Henry VIII was \_\_\_ because...”
- 

#### 6. Creative Task: Henry VIII Mini Biography Booklet

**Task:** Children create a small **foldable biography booklet** about Henry VIII.

**What to Include:**

1. Front Cover: A drawing of Henry VIII.
  2. Page 1: Basic facts (born, died, king from...).
  3. Page 2: His six wives and the reason he married them.
  4. Page 3: Achievements (e.g., Church of England, Hampton Court Palace).
  5. Back Cover: A short opinion – “Was Henry VIII a good or bad king?”
- 

## 7. Key Vocabulary Flashcards

Provide flashcards for key words introduced during the lesson:

<b>Word</b>	<b>Definition</b>
<b>Reign</b>	The time a king or queen rules.
<b>Heir</b>	Someone who will become king or queen next.
<b>Divorce</b>	When two people end a marriage.
<b>Church of England</b>	The church Henry VIII created after leaving the Catholic Church.
<b>Monastery</b>	A place where monks live and worship.

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## 8. Extension Link to India

### Comparison Fact Sheet: Mughal Emperor Akbar and Henry VIII

<b>Henry VIII (England)</b>	<b>Akbar the Great (Mughal India)</b>
Ruled 1509–1547	Ruled 1556–1605
Broke from the Catholic Church	Promoted religious tolerance in India
Focused on having a male heir	Expanded the Mughal Empire
Built Hampton Court Palace	Built grand structures like Fatehpur Sikri

### Discussion Questions:

- “How were Henry VIII and Akbar similar as leaders?”
  - “How did they both change religion in their countries?”
-

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions.
2. **Portrait Analysis:** Hans Holbein's painting with prompts.
3. **Non-Fiction Texts:** Two contrasting extracts for comparison.
4. **Fact Collector Sheet:** Organiser for note-taking.
5. **Writing Frames:** Sentence starters for Years 3–4 and structure for Years 5–6.
6. **Mini Biography Booklet Template.**
7. **Vocabulary Flashcards.**
8. **Mughal India Comparison Fact Sheet.**

### Lesson 3

#### 1. Fact Sheet: Henry VIII's Six Wives

##### Simplified Version (Years 3–4)

##### Henry VIII's Wives – Key Facts

1. **Catherine of Aragon** (1509–1533): Married for 24 years. She had a daughter, Mary. Henry divorced her because she didn't have a son.
2. **Anne Boleyn** (1533–1536): Mother of Elizabeth I. She was executed because Henry said she betrayed him.
3. **Jane Seymour** (1536–1537): She gave Henry a son, Edward VI, but died soon after.
4. **Anne of Cleves** (1540): Henry thought she didn't look like her portrait, so he divorced her.
5. **Catherine Howard** (1540–1542): A young wife who was executed for betrayal.
6. **Catherine Parr** (1543–1547): She looked after Henry until he died. She survived him.

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##### Detailed Version (Years 5–6)

##### Henry VIII's Six Wives – In Detail

Wife	Years Married	Key Information
<b>Catherine of Aragon</b>	1509–1533	Spanish princess. Had a daughter, Mary I. Divorced when no son was born.
<b>Anne Boleyn</b>	1533–1536	Mother of Elizabeth I. Executed for treason and unfaithfulness.
<b>Jane Seymour</b>	1536–1537	Gave birth to Edward VI. Died two weeks after childbirth.
<b>Anne of Cleves</b>	1540	A political marriage. Henry divorced her as he disliked her appearance.
<b>Catherine Howard</b>	1540–1542	Young cousin of Anne Boleyn. Executed for being unfaithful.
<b>Catherine Parr</b>	1543–1547	Survived Henry. Cared for him during his last years.

##### Discussion Question for Years 5–6:

- “What do Henry's marriages tell us about his priorities as king?”

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## 2. Tudor Family Tree Template (Simplified and Advanced)

Provide a **family tree template** that includes:

- Henry VIII in the centre with spaces for his six wives.
- Lines leading to **Mary I, Elizabeth I, and Edward VI**.

**Simplified (Years 3–4):** Pre-labelled names for Henry’s wives and children to cut and stick.

**Advanced (Years 5–6):** Blank spaces where children write in the names, dates, and facts themselves.

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## 3. Timeline of Henry’s Marriages

Provide a **blank timeline** for children to sequence Henry VIII’s marriages.

**Example template:**

Year	Wife	Event
1509	Catherine of Aragon	Henry marries Catherine.
1533	Anne Boleyn	Henry marries Anne.
1536	Jane Seymour	Jane marries Henry.
1540	Anne of Cleves	Henry marries and divorces Anne.
1540	Catherine Howard	Henry marries Catherine.
1543	Catherine Parr	Henry’s final marriage.

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## 4. Role Play Prompt Cards

Provide **role play cards** for groups to act out conversations between Henry VIII and his advisors (Wolsey, Cromwell, or More).

**Henry VIII Role Prompt:**

- “I need a son to carry on my dynasty. What should I do if my wife cannot give me one?”

**Advisor Prompts:**

- **Cardinal Wolsey:** “You could ask the Pope for a divorce, but it might not be allowed.”
- **Thomas Cromwell:** “You can break away from the Catholic Church and create your own church.”
- **Thomas More:** “You should follow the Pope’s rules. Your soul is more important than a son!”

**Years 3–4 Adaptation:** Provide simple lines for children to read aloud.

**Years 5–6 Extension:** Encourage children to improvise and explain each character’s advice.

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## 5. Writing Frames for the Diving Deeper Challenge

**Task:** Write a persuasive letter to Henry VIII advising him about his marriages.

**Years 3–4:** Provide sentence starters:

- “Dear King Henry VIII, I think you should...”
- “Your marriage to Catherine of Aragon is important because...”

**Years 5–6:** Use a structured frame:

- **Introduction:** “Dear King Henry, I am writing to advise you on your current marriage situation.”
  - **Main Point 1:** “Your desire for a son is important, but divorcing could anger the Pope.”
  - **Main Point 2:** “Creating your own church would give you power, but it might cause problems in England.”
  - **Conclusion:** “In my opinion, the best option for you is...”
- 

## 6. Creative Task: Tudor Marriage Shields

**Task:** Create a **Tudor-style coat of arms** for one of Henry VIII’s marriages.

- Include **symbols** to show the queen’s heritage or marriage outcome:
    - **Catherine of Aragon:** Spanish crown and a broken heart.
    - **Anne Boleyn:** Tudor rose and an axe (symbolising her execution).
    - **Jane Seymour:** A cradle (Edward VI) and a candle to show her death.
-

## 7. Vocabulary Flashcards

Word	Definition
<b>Divorce</b>	Ending a marriage legally.
<b>Heir</b>	Someone who inherits the throne.
<b>Dynasty</b>	A royal family ruling for many years.
<b>Execution</b>	Punishing someone by death.
<b>Reformation</b>	The changes to the Church led by Henry VIII.

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## 8. Discussion Prompts for the Class

- **Why did Henry VIII marry six times?**
  - **Do you think Henry's decisions were fair to his wives? Why or why not?**
  - **How did Henry's actions change religion and power in England?**
- 

## 9. Link to India

### Comparison: Mughal Emperor Akbar's Wives

#### Henry VIII (England)

Married six times for heirs and power.

Created the Church of England to divorce his first wife. Promoted religious tolerance and unity.

His marriages led to conflict with the Catholic Church.

#### Akbar the Great (Mughal India)

Married for alliances to unite his empire.

Promoted religious tolerance and unity.

His marriages helped strengthen the Mughal Empire.

### Discussion Questions:

- "How did Henry VIII and Akbar use marriages to gain power?"
  - "Why do you think rulers married for political reasons?"
- 

## 10. Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions of Henry's marriages.
2. **Family Tree Templates:** Pre-labelled for Years 3–4, blank for Years 5–6.
3. **Timeline Activity:** Fill-in template for sequencing events.

4. **Role Play Prompt Cards:** Scripted lines and character guidance.
5. **Writing Frames:** Persuasive letter templates for different abilities.
6. **Creative Task:** Design Tudor marriage shields with symbolic images.
7. **Vocabulary Flashcards.**
8. **India Link:** Mughal marriage comparison fact sheet.

## Lesson 4

### Fact Sheets for Henry VIII's 'Great Matter'

#### 1. Cardinal Thomas Wolsey

- **Who was he?**  
Thomas Wolsey was Henry VIII's chief advisor and a powerful churchman.
- **What did he do?**
  - Wolsey tried to negotiate with the Pope to grant Henry a divorce from Catherine of Aragon.
  - He failed to persuade the Pope, which made Henry furious.
- **Key Quote:**  
"We must not anger the Pope, Your Majesty. Let us continue negotiations."
- **Outcome:**  
Henry lost faith in Wolsey and dismissed him from power.

---

#### 2. Thomas Cromwell

- **Who was he?**  
Cromwell was Henry's lawyer and adviser after Wolsey fell from favour.
- **What did he do?**
  - Cromwell advised Henry to break away from the Catholic Church and make himself the head of a new Church of England.
  - He argued that this would allow Henry to grant his own divorce.
- **Key Quote:**  
"Why wait for the Pope, Your Majesty? Make yourself the head of the church!"
- **Outcome:**  
Henry followed Cromwell's advice, leading to the creation of the Church of England.

---

#### 3. Thomas More

- **Who was he?**  
More was a lawyer, writer, and a devout Catholic who advised Henry VIII.
- **What did he do?**
  - More disagreed with Henry's plan to divorce Catherine and break from the Catholic Church.
  - He refused to support Henry as the head of the Church of England.

- **Key Quote:**  
"Your Majesty, breaking from the Pope will divide England and anger God."
  - **Outcome:**  
Henry saw More as a traitor, and he was later executed for his refusal to support Henry's actions.
- 

### **Role Play Script Starters**

#### **Scene: Henry VIII's Court – The Great Matter**

- Set up a "throne" area for Henry VIII. Each group presents their advisor's conversation with Henry.
- 

#### **Group 1: Henry VIII and Cardinal Wolsey**

**Henry VIII:** "Wolsey! Catherine has failed me. I need a son, an heir to the throne. The Pope refuses my divorce. What do you propose?"

**Wolsey:** "Your Majesty, the Pope is powerful. If we anger him, it will cause great trouble with the Catholic Church. Let me keep negotiating."

**Henry VIII:** "How long must I wait, Wolsey? I need an answer now!"

**Wolsey:** "Patience, Your Majesty. The Church has always guided kings."

**Henry VIII:** "Enough! Your failure will cost you dearly."

---

#### **Group 2: Henry VIII and Thomas Cromwell**

**Henry VIII:** "Cromwell! Wolsey has failed me, and the Pope will not help. What can I do?"

**Cromwell:** "Your Majesty, you are England's king. Why let the Pope control you? Declare yourself the head of a new Church."

**Henry VIII:** "Me? Head of the Church? And then I can divorce Catherine?"

**Cromwell:** "Yes, Your Majesty. You will rule over England's church and its people."

**Henry VIII:** "Then so be it! Prepare the necessary steps, Cromwell."

---

#### **Group 3: Henry VIII and Thomas More**

**Henry VIII:** “More! I must divorce Catherine and take control of the church. What say you?”

**More:** “Your Majesty, I cannot support this. It goes against the teachings of God and the Pope.”

**Henry VIII:** “Do you dare defy your king?”

**More:** “I must follow my conscience, Your Majesty. To break with Rome will divide this country.”

**Henry VIII:** “You betray me, More. I will not tolerate disobedience.”

---

### Role Play Prompts for Discussion

- After each role play, ask the audience:
  - “Did the advisor support or oppose Henry? Why?”
  - “Who gave the best advice to Henry VIII?”
  - “What would you have done in their position?”

Lesson 5

### Lesson 5: Anne's Last Days – Resource Pack

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#### 1. Simplified Fact Sheet (Years 3–4)

#### Anne Boleyn – Henry VIII's Second Wife

- **Who was Anne Boleyn?**
  - Anne was Henry VIII's second wife.
  - She was the mother of **Elizabeth I**.
- **Why did she die?**
  - Henry accused Anne of **betraying him** and sent her to the Tower of London.
  - Anne was **executed** on 19th May 1536.
- **Her Legacy:**
  - Anne is remembered as brave and clever.
  - Her daughter, Elizabeth I, became one of England's greatest queens.

---

#### 2. Detailed Fact Sheet (Years 5–6)

#### Anne Boleyn: A Queen's Rise and Fall

- **Early Life:**

- Anne Boleyn was a clever and ambitious lady who married Henry VIII in **1533**.
- **The Trial:**
  - Henry accused Anne of **treason, adultery**, and plotting against him.
  - Historians believe the charges were false.
- **Her Final Speech:**

“Good Christian people, I come here to die... I pray God save the King, my lord.”

- **Execution:**
  - Anne was **beheaded** at the Tower of London on **19th May 1536**.
- **Legacy:**
  - Anne’s daughter, **Elizabeth I**, ruled England for 45 years.

---

### *3. Primary Source: Anne Boleyn’s Final Speech*

“Good Christian people, I come here to die according to the law... I pray God save the King, my lord, and send him long to reign over you.”

---

### *4. Trial and Execution Role Play Script*

#### **Roles:**

- **Judge:** Announces Anne’s sentence.
- **Anne Boleyn:** Reads her speech.
- **Tudor Reporters:** Ask questions and record responses.
- **Crowd:** Reacts to the scene (shock, sadness).

#### **Script Template:**

##### **Judge:**

“Anne Boleyn, you are found guilty of treason. Your sentence is death.”

##### **Anne Boleyn:**

(Reads calmly) “Good Christian people, I come here to die...”

##### **Reporter:**

(Freeze frame) “Anne, how do you feel knowing your fate?”

##### **Crowd Member:**

“Is this punishment fair?”

---

## 5. Newspaper Report Template

### Tudor Times

Headline: “Anne Boleyn Beheaded at the Tower of London!”

#### Introduction:

- Who was Anne Boleyn? Why was she executed?

#### Main Body:

- Describe the trial and Anne’s final speech.
- Include quotes and reactions from the crowd.

#### Conclusion:

- What does this mean for Henry VIII and England?

---

## 6. Annotated Performance Sheet

Section	Tone/Expression	Actions/Movement
Anne’s Speech	Calm and brave	Standing tall, looking at crowd
Judge’s Sentence	Serious and final	Sitting at a judge’s table
Crowd’s Freeze Frame	Shocked and sad	Hands on face, gasping

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## 7. Visual Resources

### Images for Classroom Display:

1. **The Tower of London** – Anne’s place of execution.
2. **Portrait of Anne Boleyn** – Show her dress and Tudor style.
3. **Tudor Execution Scene (Illustration)** – Simplified, age-appropriate.

---

## 8. Vocabulary Flashcards

Word	Definition
<b>Execution</b>	Killing someone as a punishment.
<b>Treason</b>	Acting against the king or queen.
<b>Trial</b>	A court meeting to decide if someone is guilty.

<b>Word</b>	<b>Definition</b>
<b>Verdict</b>	The final decision made in a trial.
<b>Legacy</b>	What someone is remembered for after they die.

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### 9. *Link to India: Mughal Comparison*

#### **Fact Sheet: Powerful Women of Mughal India**

- **Anne Boleyn** (England):
  - Queen married to Henry VIII.
  - Accused and executed unfairly.
  - Mother of Elizabeth I, a strong ruler.
- **Nur Jahan** (Mughal India):
  - Wife of Emperor Jahangir.
  - Ruled the empire while her husband was ill.
  - Remembered as a powerful and respected leader.

#### **Discussion Questions:**

- “How were Anne Boleyn and Nur Jahan similar?”
  - “Why do you think women in history had to fight for power?”
- 

### 10. *Exit Questions (Plenary)*

1. **Why was Anne Boleyn executed?**
  2. **What does her final speech tell us about her character?**
  3. **How did Anne’s death change Henry VIII’s life and England’s history?**
- 

#### **Practical Resources Summary**

1. **Simplified Fact Sheet** (Years 3–4).
2. **Detailed Fact Sheet** (Years 5–6).
3. **Primary Source:** Anne’s final speech.
4. **Role Play Script Template** with Freeze Frames.
5. **Newspaper Report Template.**
6. **Annotated Performance Sheet.**
7. **Visual Resources:** Tower of London, portraits.
8. **Vocabulary Flashcards.**
9. **India Link Fact Sheet** (Nur Jahan comparison).
10. **Exit Questions** for the plenary.

## 1. Fact Sheet: Henry VIII's Homes

### Simplified Fact Sheet (Years 3–4)

#### Henry VIII's Homes

Henry VIII lived in many large and beautiful palaces. Here are some of the most famous ones:

1. **Greenwich Palace** – Henry was born here in 1491.
2. **Tower of London** – A fortress where kings and queens lived and prisoners were kept.
3. **Hampton Court Palace** – Henry's favourite home. It had huge kitchens and a large banqueting hall.
4. **Windsor Castle** – A very old and grand castle where Henry often stayed.
5. **St James' Palace** – A smaller palace in London.

---

### Detailed Fact Sheet (Years 5–6)

#### The Homes of Henry VIII

Henry VIII owned over **60 houses** during his reign! These homes were built to show his power, wealth, and love of luxury.

1. **Greenwich Palace**
  - Henry VIII was born here in 1491.
  - It was close to the River Thames, making it easy to travel to.
2. **Hampton Court Palace**
  - Henry took Hampton Court from Cardinal Wolsey.
  - It had huge kitchens to prepare feasts for hundreds of people.
  - The palace had a magnificent banqueting hall and beautiful gardens.
3. **The Tower of London**
  - This fortress was used as both a royal home and a prison.
  - Anne Boleyn was imprisoned and executed here.
4. **Windsor Castle**
  - A royal residence where Henry often stayed.
  - It was originally built in the 11th century and is still a royal home today.
5. **St James' Palace**
  - A smaller palace built by Henry VIII.
  - It became the royal family's main London home after Henry's death.

---

## 2. Map Activity: Where Did Henry VIII Live?

### Resource 1: Blank Map of the UK

Provide a blank map of the UK with major cities and rivers marked.

**Task:**

- Plot the locations of Henry VIII's main homes:
  1. Greenwich Palace (London)
  2. Tower of London (London)
  3. Hampton Court Palace (London)
  4. Windsor Castle (near London)
  5. St James' Palace (London)

**Adaptations:**

- **Years 3–4:** Provide pre-labelled stickers or cut-out labels to place on the map.
  - **Years 5–6:** Encourage children to label and draw key features of the map independently.
- 

**3. Research Task: Henry's Favourite Home****Task:**

Choose one of Henry VIII's homes and research it in detail using books, online sources, or fact sheets.

**Questions to Answer:**

1. Where is this palace or castle located?
2. What makes this home special?
3. What did Henry VIII use this home for?
4. What features (e.g., kitchens, halls, gardens) did this home have?

**Creative Output:**

- **Years 3–4:** Create a fact poster with drawings of the home and key features.
  - **Years 5–6:** Write a short report and draw a detailed floor plan or map of the palace.
- 

**4. Creative Task: Sketch and Design**

**Task: Draw a floor plan and a detailed illustration of one of Henry VIII's homes.**

- Include key rooms like the **banqueting hall**, **gardens**, and **kitchens**.

## Adaptations:

- **Years 3–4:** Provide a basic outline of a Tudor palace for children to label and colour.
  - **Years 5–6:** Challenge children to draw their own floor plan, adding creative details and annotations.
- 

## 5. Vocabulary Flashcards

Word	Definition
<b>Palace</b>	A large, grand home where kings and queens live.
<b>Castle</b>	A strong building, often with walls and towers.
<b>Banqueting Hall</b>	A large room used for feasts and parties.
<b>Fortress</b>	A strong, protected building, often used in wars.
<b>Tudor Style</b>	A way of building and decorating homes during the Tudor period.

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## 6. Group Discussion Prompts

- “Why do you think Henry VIII had so many homes?”
  - “What do his palaces tell us about what life was like for a Tudor king?”
  - “Which of Henry’s homes do you think was the grandest and why?”
- 

## 7. Link to India: Mughal Palaces Comparison

**Task:** Compare Henry VIII’s homes to the **palaces of Mughal emperors** in India.

Henry VIII’s Palaces	Mughal Palaces
Built to show power and wealth	Built to show strength and luxury
Examples: Hampton Court, Windsor	Examples: Red Fort, Fatehpur Sikri
Included large halls and kitchens	Included beautiful gardens, domes

### Discussion Questions:

- “What similarities and differences do you notice between Tudor and Mughal palaces?”
- “How do palaces show a ruler’s power and importance?”

---

## 8. Exit Questions (Plenary)

1. Which of Henry VIII's homes do you think was his favourite and why?
  2. How do maps help us understand where Henry VIII lived and travelled?
  3. What features made Henry's palaces grand and important?
- 

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions of Henry VIII's homes.
2. **Blank UK Map:** For locating and plotting Henry's homes.
3. **Research Task Prompts:** Key questions to guide exploration.
4. **Sketch and Design Templates:** Floor plan and palace illustration sheets.
5. **Vocabulary Flashcards:** Key words with definitions.
6. **Group Discussion Prompts:** Questions to encourage historical thinking.
7. **India Link:** Comparison fact sheet for Mughal palaces.
8. **Exit Questions:** Plenary prompts to reflect on the lesson.

## Lesson 6

### 1. Fact Sheet: Henry VIII's Homes

#### Simplified Fact Sheet (Years 3–4)

#### Henry VIII's Homes

Henry VIII lived in many large and beautiful palaces. Here are some of the most famous ones:

1. **Greenwich Palace** – Henry was born here in 1491.
  2. **Tower of London** – A fortress where kings and queens lived and prisoners were kept.
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  4. **Windsor Castle** – A very old and grand castle where Henry often stayed.
  5. **St James' Palace** – A smaller palace in London.
- 

#### Detailed Fact Sheet (Years 5–6)

#### The Homes of Henry VIII

Henry VIII owned over **60 houses** during his reign! These homes were built to show his power, wealth, and love of luxury.

1. **Greenwich Palace**

- Henry VIII was born here in 1491.
  - It was close to the River Thames, making it easy to travel to.
  - 2. **Hampton Court Palace**
    - Henry took Hampton Court from Cardinal Wolsey.
    - It had huge kitchens to prepare feasts for hundreds of people.
    - The palace had a magnificent banqueting hall and beautiful gardens.
  - 3. **The Tower of London**
    - This fortress was used as both a royal home and a prison.
    - Anne Boleyn was imprisoned and executed here.
  - 4. **Windsor Castle**
    - A royal residence where Henry often stayed.
    - It was originally built in the 11th century and is still a royal home today.
  - 5. **St James' Palace**
    - A smaller palace built by Henry VIII.
    - It became the royal family's main London home after Henry's death.
- 

## 2. Map Activity: Where Did Henry VIII Live?

### Resource 1: Blank Map of the UK

Provide a blank map of the UK with major cities and rivers marked.

#### Task:

- Plot the locations of Henry VIII's main homes:
  1. Greenwich Palace (London)
  2. Tower of London (London)
  3. Hampton Court Palace (London)
  4. Windsor Castle (near London)
  5. St James' Palace (London)

#### Adaptations:

- **Years 3–4:** Provide pre-labelled stickers or cut-out labels to place on the map.
  - **Years 5–6:** Encourage children to label and draw key features of the map independently.
- 

## 3. Research Task: Henry's Favourite Home

#### Task:

Choose one of Henry VIII's homes and research it in detail using books, online sources, or fact sheets.

**Questions to Answer:**

1. Where is this palace or castle located?
2. What makes this home special?
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4. What features (e.g., kitchens, halls, gardens) did this home have?

**Creative Output:**

- **Years 3–4:** Create a fact poster with drawings of the home and key features.
  - **Years 5–6:** Write a short report and draw a detailed floor plan or map of the palace.
- 

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**Task: Draw a floor plan and a detailed illustration of one of Henry VIII's homes.**

- Include key rooms like the **banqueting hall, gardens, and kitchens.**

**Adaptations:**

- **Years 3–4:** Provide a basic outline of a Tudor palace for children to label and colour.
  - **Years 5–6:** Challenge children to draw their own floor plan, adding creative details and annotations.
- 

**5. Vocabulary Flashcards**

<b>Word</b>	<b>Definition</b>
<b>Palace</b>	A large, grand home where kings and queens live.
<b>Castle</b>	A strong building, often with walls and towers.
<b>Banqueting Hall</b>	A large room used for feasts and parties.
<b>Fortress</b>	A strong, protected building, often used in wars.
<b>Tudor Style</b>	A way of building and decorating homes during the Tudor period.

---

## 6. Group Discussion Prompts

- “Why do you think Henry VIII had so many homes?”
  - “What do his palaces tell us about what life was like for a Tudor king?”
  - “Which of Henry’s homes do you think was the grandest and why?”
- 

## 7. Link to India: Mughal Palaces Comparison

**Task:** Compare Henry VIII’s homes to the **palaces of Mughal emperors** in India.

### Henry VIII’s Palaces

Built to show power and wealth

Examples: Hampton Court, Windsor

Included large halls and kitchens

### Mughal Palaces

Built to show strength and luxury

Examples: Red Fort, Fatehpur Sikri

Included beautiful gardens, domes

### Discussion Questions:

- “What similarities and differences do you notice between Tudor and Mughal palaces?”
  - “How do palaces show a ruler’s power and importance?”
- 

## 8. Exit Questions (Plenary)

1. Which of Henry VIII’s homes do you think was his favourite and why?
  2. How do maps help us understand where Henry VIII lived and travelled?
  3. What features made Henry’s palaces grand and important?
- 

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions of Henry VIII’s homes.
2. **Blank UK Map:** For locating and plotting Henry’s homes.
3. **Research Task Prompts:** Key questions to guide exploration.
4. **Sketch and Design Templates:** Floor plan and palace illustration sheets.
5. **Vocabulary Flashcards:** Key words with definitions.
6. **Group Discussion Prompts:** Questions to encourage historical thinking.

7. **India Link:** Comparison fact sheet for Mughal palaces.
8. **Exit Questions:** Plenary prompts to reflect on the lesson.

## Lesson 7

### 1. Fact Sheet: Hans Holbein and Tudor Portraits Simplified Fact Sheet (Years 3–4)

#### Who was Hans Holbein?

- Hans Holbein was a famous **Tudor artist**.
- He painted portraits of important people, including **Henry VIII, Anne Boleyn, and Thomas Cromwell**.

#### What are Tudor Portraits?

- Tudor portraits showed kings, queens, and important people wearing **expensive clothes** and surrounded by **symbols**.
- The portraits were used to show power, wealth, and importance.

#### Symbols to Look For:

- **Jewels and crowns** = power and wealth.
- **Books** = learning and wisdom.
- **Swords** = strength and bravery.

---

### Detailed Fact Sheet (Years 5–6)

#### Hans Holbein the Younger (1497–1543)

- A German artist who became the official painter for **Henry VIII**.
- He painted realistic and detailed portraits of Henry VIII, Anne Boleyn, and Thomas Cromwell.
- His portraits often included **symbols** to show the power and character of his subjects.

#### Symbolism in Tudor Portraits:

1. **Clothing and Jewellery:** Rich fabrics, jewels, and gold showed status and wealth.
2. **Objects:**
  - **Books** = wisdom and learning.
  - **Globes** = exploration and power over the world.
  - **Flowers** = beauty or a connection to nature.
3. **Posture and Expression:** Subjects stood tall with serious faces to show confidence and importance.

### Example Portraits:

- **Henry VIII:** Painted wearing jewels and holding a sword to show his strength.
- **Anne Boleyn:** Portrait with her “B” necklace and Tudor-style dress to show her wealth.

---

## 2. Symbolism Guide: Spot the Symbols

Provide children with a **symbol guide** to help them analyse Holbein’s portraits.

Symbol	What it Represents
<b>Crown or jewels</b>	Power and wealth
<b>Swords</b>	Bravery and strength
<b>Books</b>	Learning and wisdom
<b>Globe</b>	Exploration and control of the world
<b>Flowers</b>	Beauty and nature
<b>Dark colours</b>	Seriousness and power

---

## 3. Activity: Speech Bubble Questions

**Task:** Provide blank **speech bubbles** for children to stick around the portraits.

- Ask children to write questions about the people in the portraits.

### Examples:

- “What does the sword tell us about Henry VIII?”
- “Why is Anne Boleyn wearing such fancy jewellery?”
- “What would this person want us to think about them?”

### Adaptations:

- **Years 3–4:** Provide prompts such as “What do you notice about their clothes?”
- **Years 5–6:** Challenge children to think about symbols and hidden meanings.

---

## 4. Role Play: Sit for a Portrait

**Task:** Children will imagine they are important Tudor figures and “sit” for their own portraits.

### Steps:

1. Choose a role: King, queen, explorer, or important noble.
2. Decide on:
  - **Outfits** (e.g., crowns, cloaks, fancy jewellery).
  - **Objects** (e.g., books, swords, flowers).
  - **Pose and facial expression.**
3. Draw their portrait or have another child sketch it.

### Adaptations:

- **Years 3–4:** Provide props and templates for their portraits.
- **Years 5–6:** Allow children to sketch their own portraits and write an explanation of the symbols they chose.

---

## 5. Creative Task: Compare Holbein to Indian Mughal Art

**Task:** Compare Hans Holbein's Tudor portraits to **Mughal miniatures** from the same time period.

### Examples:

- **Holbein Portraits:** Focus on realism, power, and wealth.
- **Mughal Miniatures:** Highly detailed, colourful paintings showing emperors and life at court.

### Discussion Questions:

- "How are Tudor portraits and Mughal miniatures similar?"
- "What do the symbols in each type of art tell us about the rulers?"

---

## 6. Vocabulary Flashcards

Word	Definition
<b>Portrait</b>	A picture of a person.
<b>Symbol</b>	An object that shows an idea or meaning.
<b>Realism</b>	Art that looks realistic and true to life.
<b>Posture</b>	The way someone sits or stands.
<b>Expression</b>	A look on someone's face showing emotion.

---

## 7. Group Discussion Prompts

- "Why do you think Henry VIII wanted to look powerful in his portraits?"

- “How can clothes and objects in a portrait tell us about someone’s personality?”
  - “If you were having a portrait painted, what symbols would you include and why?”
- 

## 8. Exit Questions (Plenary)

1. What does the sword in Henry VIII’s portrait tell us about him?
  2. Why did Tudor artists use symbols in their portraits?
  3. How are Holbein’s portraits similar to Mughal miniatures?
- 

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions about Hans Holbein and Tudor portraits.
2. **Symbolism Guide:** A quick reference for children to identify symbols.
3. **Speech Bubble Templates:** Blank speech bubbles for questions and ideas.
4. **Role Play Resources:** Prompts for children to “sit for a portrait” and decide on symbols.
5. **Comparison Guide:** Tudor portraits vs Mughal miniatures.
6. **Vocabulary Flashcards:** Key words and definitions.
7. **Discussion Prompts:** Questions for group work and reflection.
8. **Exit Questions:** Plenary prompts to summarise learning.

## Lesson 8

### 1. Fact Sheet: The English Reformation

#### Simplified Fact Sheet (Years 3–4)

#### What was the Reformation?

- Henry VIII wanted a **divorce** from his first wife, Catherine of Aragon, because she could not give him a son.
- The **Pope** refused to allow Henry to divorce her.
- Henry VIII broke away from the **Catholic Church** and created the **Church of England**.

#### What Changed?

- Churches in England changed from Catholic to **Protestant**.
  - People were no longer ruled by the Pope but by the King.
  - Churches had fewer decorations, and the Bible was translated into **English**.
-

## Detailed Fact Sheet (Years 5–6)

### The Reformation: Why Did Henry VIII Break from Rome?

- Henry VIII wanted a male heir and decided to divorce Catherine of Aragon.
- The Pope refused to let him divorce, so Henry broke away from the Catholic Church.
- Henry declared himself **Head of the Church of England** in 1534 through the **Act of Supremacy**.

### Catholic vs Protestant Churches

<b>Catholic Church</b>	<b>Protestant Church</b>
Led by the <b>Pope</b> in Rome.	Led by the <b>King</b> or ruler.
Services in <b>Latin</b> .	Services in <b>English</b> .
Churches were highly decorated.	Churches were plain and simple.
Priests wore <b>rich robes</b> .	Priests wore simple clothes.
The Bible was in <b>Latin</b> .	The Bible was translated into <b>English</b> .

### Impact of the Reformation

- Henry VIII closed many Catholic **monasteries**.
- This change caused **arguments and fighting** in England.
- Over time, Protestant ideas spread across Europe.

---

## 2. Compare and Contrast Activity: Catholic vs Protestant Churches

**Task:** Use the table of Catholic and Protestant beliefs to compare the two churches.

**Resource:** Provide children with **comparison cards** showing pictures of Catholic and Protestant churches and key beliefs.

### Activity Instructions:

- **Years 3–4:** Match pictures of Catholic and Protestant churches to their descriptions (decorations, language, etc.).
  - **Years 5–6:** Write two sentences comparing the differences and explain why Henry VIII preferred Protestant beliefs.
-

### 3. Role Play: Debate the Reformation

**Task:** Imagine you are living in Tudor England during the Reformation. You will take on a role and debate whether the changes were good or bad.

**Roles to Choose:**

1. A **Catholic priest** who is upset about Henry's changes.
2. A **Protestant supporter** who agrees with Henry VIII.
3. A **monk** whose monastery has been closed.
4. A **nobleman** who has gained land from closed monasteries.

**Debate Question:** "Was Henry VIII right to break away from the Catholic Church?"

---

### 4. Writing Task: Argumentative Essay

**Task:** Write an essay explaining whether you think the Reformation was good or bad for England. Use evidence from the fact sheets and your class debate.

**Structure for Writing:**

- **Introduction:** What was the Reformation, and why did Henry VIII break away from the Catholic Church?
- **Main Body:**
  - Explain changes to churches, religion, and society.
  - Include two reasons why the Reformation was good or bad.
- **Conclusion:** Give your own opinion about whether the Reformation was good for England.

**Adaptations:**

- **Years 3–4:** Provide sentence starters and key facts to support their writing.
  - **Years 5–6:** Encourage them to use historical vocabulary like **Pope, Protestant, monastery, Act of Supremacy.**
- 

### 5. Visual Resources

1. **Comparison Images:**
  - Catholic Church: Richly decorated with gold, statues, and stained glass.
  - Protestant Church: Plain with no statues or decorations.
2. **Portrait of Henry VIII:**
  - Use his portrait to discuss his power as Head of the Church.

### 3. Timeline Cards:

- Key events leading up to the Reformation:
    - 1509: Henry VIII becomes king.
    - 1533: Henry divorces Catherine of Aragon.
    - 1534: Henry declares himself Head of the Church.
    - 1536–1541: Monasteries are closed.
- 

### 6. Vocabulary Flashcards

Word	Definition
<b>Reformation</b>	A major change in religion during Henry VIII's reign.
<b>Catholic Church</b>	The original Christian church led by the Pope.
<b>Protestant</b>	Christians who broke away from the Catholic Church.
<b>Monastery</b>	A place where monks lived and worked.
<b>Act of Supremacy</b>	A law making Henry VIII the Head of the Church of England.

---

### 7. Link to India: Religion and Power

**Task:** Compare the Reformation in England to **religious changes during the Mughal Empire**.

Henry VIII (England)	Akbar the Great (Mughal India)
Broke away from the Catholic Church.	Introduced policies to promote religious tolerance.
Created the Church of England.	Allowed people of different religions to live in harmony.
Closed monasteries and took church wealth.	Supported debates between different religions.

#### Discussion Questions:

- “How did Henry VIII and Akbar use religion to gain power?”
  - “What were the benefits and problems of changing religion?”
- 

### 8. Group Discussion Prompts

- “Why did Henry VIII want to break away from the Catholic Church?”
- “How do you think ordinary people felt about the Reformation?”

- “What are the similarities and differences between Catholic and Protestant churches?”
- 

## 9. Exit Questions (Plenary)

1. What was the Reformation?
  2. Why did Henry VIII break away from the Catholic Church?
  3. What is one key difference between Catholic and Protestant churches?
  4. Do you think the Reformation was good or bad for England? Why?
- 

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed explanations of the Reformation.
2. **Comparison Cards:** Visuals and descriptions of Catholic and Protestant churches.
3. **Role Play Script:** Debate the Reformation from different viewpoints.
4. **Writing Task Prompts:** Argumentative essay template for Years 3–6.
5. **Visual Resources:** Henry VIII's portrait, timeline cards, and church comparison images.
6. **Vocabulary Flashcards:** Key terms with definitions.
7. **India Link:** Comparison to Akbar's religious tolerance in Mughal India.
8. **Group Prompts and Exit Questions:** For discussion and plenary reflection.

## Lesson 9

### 1. Fact Sheet: Henry VIII's Children

#### Simplified Fact Sheet (Years 3–4)

#### Henry VIII's Children:

Henry VIII had three children who became kings and queens:

1. **Edward VI** (1537–1553):
  - Henry's only son.
  - Became king at age **9** but died when he was **16**.
  - He was a Protestant and wanted churches to remain simple.
2. **Mary I** (1516–1558):
  - Henry's daughter with **Catherine of Aragon**.
  - Known as “**Bloody Mary**” because she punished Protestants.
  - She was Catholic and tried to bring back the Catholic Church.
3. **Elizabeth I** (1533–1603):
  - Henry's daughter with **Anne Boleyn**.

- Ruled for **45 years** and brought peace to England.
- Known as the “Golden Age” because of exploration and art.

## Detailed Fact Sheet (Years 5–6)

### Henry VIII’s Three Children: Their Reigns and Legacy

- Edward VI (1537–1553)**
  - Mother: **Jane Seymour**.
  - Edward became king at just **9 years old**.
  - He was a strong Protestant and made many changes to the church, such as removing decorations and Latin services.
  - Edward died of illness at age 16, ending his short reign.
- Mary I (1516–1558)**
  - Mother: **Catherine of Aragon**.
  - Mary was a **Catholic** and wanted England to return to Catholicism.
  - She burned hundreds of Protestants at the stake, earning her the nickname “**Bloody Mary**.”
  - Her reign lasted **5 years**, and she was unpopular with many people.
- Elizabeth I (1533–1603)**
  - Mother: **Anne Boleyn**.
  - Elizabeth became queen after Mary I and ruled for **45 years**.
  - Known for her intelligence, Elizabeth supported exploration (e.g., Sir Francis Drake) and encouraged the arts.
  - Her reign was called the “**Golden Age**” because England became rich, powerful, and peaceful.

## 2. Character Profile Templates

**Task:** Create a character profile for one of Henry VIII’s children.

**Template:**

<b>Name</b>	
<b>Full Name</b>	Edward VI / Mary I / Elizabeth I
<b>Mother</b>	
<b>Religion</b>	Catholic / Protestant
<b>What were they known for?</b>	
<b>Key Achievements</b>	
<b>Challenges</b>	

**Adaptations:**

- **Years 3–4:** Provide sentence starters (e.g., “Edward VI became king when he was...”). Use visual aids like portraits.
  - **Years 5–6:** Challenge children to include reasons for their beliefs and actions (e.g., “Mary I wanted to bring back Catholicism because...”).
- 

### 3. Visual Resources

Provide **portraits** and **key visuals** for analysis:

- **Edward VI:** A portrait of him as a young king.
- **Mary I:** Portrait showing her serious expression and Catholic symbols.
- **Elizabeth I:** Portrait of her in regal clothing with symbols of power (globe, jewels, and flowers).

#### Discussion Prompts:

1. “What do these portraits tell us about each monarch’s character?”
  2. “How do the clothes and objects in the portraits show their power or beliefs?”
- 

### 4. Creative Task: Draw and Annotate Tudor Monarch Outlines

**Task:** Children draw an outline of Edward, Mary, or Elizabeth and annotate it with key facts.

- **Years 3–4:** Use printed outlines for children to label with short facts.
  - **Years 5–6:** Encourage children to sketch their chosen monarch and write detailed notes about their character and reign.
- 

### 5. Group Research Activity

**Task:** Provide information books and tablets for group research. Assign each group one of Henry’s children.

#### Key Questions to Research:

1. Who was their mother?
2. What religion did they follow?
3. What was their biggest achievement?
4. What challenges did they face as rulers?

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## 6. Writing Task: Diary Entry

**Task:** Write a diary entry as Edward VI, Mary I, or Elizabeth I.

**Prompt:**

- “Imagine you are Edward VI, Mary I, or Elizabeth I. Write about a day during your reign. Include your thoughts about your religion, challenges, and achievements.”

**Adaptations:**

- **Years 3–4:** Provide sentence starters (e.g., “Today, I made a decision to...”).
  - **Years 5–6:** Encourage children to use historical vocabulary like **reign, Catholic, Protestant, monastery, Golden Age.**
- 

## 7. Vocabulary Flashcards

Word	Definition
<b>Heir</b>	The next person to become king or queen.
<b>Protestant</b>	A Christian who broke away from the Catholic Church.
<b>Catholic</b>	A Christian who follows the Pope’s church.
<b>Golden Age</b>	A time of peace, wealth, and achievement.
<b>Reign</b>	The period when a king or queen rules.

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## 8. Link to India: Mughal Dynasties

**Task:** Compare Henry VIII’s children to the children of Mughal emperors.

Tudor Monarchs	Mughal Princes and Rulers
Edward VI: Young king who died early.	Shah Jahan’s sons, who fought for power.
Mary I: Changed religion to Catholicism.	Aurangzeb: Promoted strict religious policies.
Elizabeth I: Strong queen who brought peace.	Akbar: A tolerant ruler who united his empire.

**Discussion Questions:**

- “How were the children of Henry VIII and Mughal emperors similar or different?”

- “What challenges did rulers’ children face in keeping power?”
- 

### 9. Group Discussion Prompts

1. Which of Henry VIII’s children do you think was the most successful ruler? Why?
  2. Why do you think Mary I was called “Bloody Mary”? Was this fair?
  3. How did Elizabeth I bring peace to England after her father’s reign?
- 

### 10. Exit Questions (Plenary)

1. What were Edward VI, Mary I, and Elizabeth I known for?
  2. How did their beliefs (Catholic or Protestant) affect their reigns?
  3. Who do you think was Henry VIII’s most successful child, and why?
- 

### Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed profiles of Henry VIII’s children.
2. **Character Profile Templates:** For children to complete with key facts.
3. **Visual Resources:** Portraits of Edward VI, Mary I, and Elizabeth I.
4. **Outline Templates:** Printable monarch outlines for annotation.
5. **Research Prompts:** Questions for group research.
6. **Diary Entry Task:** Creative writing activity.
7. **Vocabulary Flashcards:** Key terms and definitions.
8. **India Link:** Comparison to Mughal rulers’ children.
9. **Discussion Prompts:** Questions to encourage critical thinking.
10. **Exit Questions:** Plenary prompts for reflection.

### Lesson 10

#### . Fact Sheet: Tudor Exploration and Expansion

#### Simplified Fact Sheet (Years 3–4)

#### Who were Tudor Explorers?

- Tudor explorers, like **Sir Francis Drake**, travelled the world by ship.

- They wanted to find **new lands**, gold, and trade routes.

#### Key Facts About Sir Francis Drake:

- He sailed around the world (called **circumnavigation**) from **1577–1580**.
- He helped defeat the **Spanish Armada** in 1588.
- Drake brought back **spices, gold**, and other treasures to England.

#### Why was Tudor Exploration Important?

- It made England **richer**.
- It helped people learn about the **world**.
- Explorers traded **spices, silk**, and other goods with faraway lands.

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#### Detailed Fact Sheet (Years 5–6)

##### Tudor Exploration: The Age of Adventure

- During the Tudor period, explorers set out to discover **new lands, trade routes**, and riches.
- Voyages were dangerous, but the rewards included **gold, spices**, and power.

##### Key Tudor Explorer: Sir Francis Drake

- **Voyage Around the World:**
  - Drake's circumnavigation (1577–1580) made him a hero in England.
  - He returned with treasures and knowledge of new lands.
- **Defeating the Spanish Armada:**
  - Drake helped England win against Spain in **1588**, making England the most powerful country at sea.

##### Why was Exploration Significant?

- England became **wealthier** through trade.
  - Tudor explorers started the first **global trade routes**.
  - People learned about the **Americas, Asia**, and Africa.
-

## 2. Map Activity: Routes of Tudor Explorers

**Task:** Map the voyages of Sir Francis Drake using a **world map**.

**Resource:**

Provide a blank world map with continents and oceans labelled.

**Instructions:**

- Draw Drake's route around the world, marking key locations:
  1. **Plymouth, England** – Starting point.
  2. **South America** – Where Drake found treasure.
  3. **Pacific Ocean** – Drake crossed to reach Asia.
  4. **Indonesia and Africa** – Key trading stops.
  5. **Return to England**.

**Adaptations:**

- **Years 3–4:** Use coloured arrows and labels to show key points.
  - **Years 5–6:** Add annotations explaining what happened at each location.
- 

## 3. Creative Task: Design an Explorer's Journal Cover

**Task:** Imagine you are Sir Francis Drake or a Tudor sailor. Design a **journal cover** for your voyage.

**Instructions:**

Include:

- A drawing of a **Tudor ship**.
- Symbols like **compasses, treasure chests, or globes**.
- A title, e.g., "The Voyage of Adventure – 1577–1580."

**Adaptations:**

- **Years 3–4:** Provide templates with outlines for children to colour and label.
  - **Years 5–6:** Encourage independent designs with detailed annotations.
-

#### 4. Group Research: What Did Tudor Explorers Bring Back?

**Task:** Research the goods Tudor explorers brought back to England, such as **spices, silk**, gold, and new foods.

**Questions to Answer:**

1. What goods did explorers trade or bring back?
2. How did these goods change life in England?
3. Why were spices, gold, and silk so valuable?

**Visual Aid:** Provide pictures of items like **spices (pepper, cloves), silk**, and **gold coins**.

---

#### 5. Role Play: A Tudor Trading Market

**Task:** Set up a mock **Tudor trading market** in the classroom.

**Roles:**

1. **Tudor Explorers:** Sell goods like spices, gold, and silk.
2. **Nobles and Merchants:** Decide which goods to buy and why they are important.

**Instructions:**

- Create simple stalls with labelled “goods” for children to trade.
- Encourage explorers to explain where their goods came from and why they are valuable.

**Adaptations:**

- **Years 3–4:** Use props like fake spices and treasure chests for trading.
  - **Years 5–6:** Include price tags and challenge children to “haggle” for better prices.
- 

#### 6. Vocabulary Flashcards

Word	Definition
Exploration	Travelling to discover new lands and routes.
Circumnavigation	Sailing all the way around the world.

Word	Definition
Spices	Foods like pepper and cloves used for flavour.
Trade	Buying and selling goods.
Armada	A large fleet of warships.

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## 7. Link to India: Global Trade Connections

**Task:** Explore how the Tudor Age of Exploration connected England with **India**.

### Tudor England

English explorers brought back **spices** like pepper and cloves. India was a major producer of spices.

English sailors explored **sea routes** to trade.

### India

Indian merchants traded silk, cotton, and jewels.

### Discussion Questions:

- “Why were spices and silk so valuable during Tudor times?”
  - “How did trade with India make both countries richer and more connected?”
- 

## 8. Group Discussion Prompts

1. Why did Tudor explorers like Sir Francis Drake want to explore the world?
  2. How did exploration change life in Tudor England?
  3. Why were spices, gold, and silk seen as treasures?
- 

## 9. Exit Questions (Plenary)

1. Who was Sir Francis Drake, and what did he achieve?
  2. What is circumnavigation?
  3. How did Tudor exploration connect England with other countries?
  4. Why were goods like spices and silk so important?
-

## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed explanations about Tudor exploration.
2. **Blank World Map:** For mapping Sir Francis Drake's voyage.
3. **Creative Task Template:** Explorer's journal cover design prompts.
4. **Research Prompts:** Questions and visuals for exploring Tudor trade goods.
5. **Role Play Props:** Labels, goods, and role cards for a Tudor trading market.
6. **Vocabulary Flashcards:** Key terms with definitions.
7. **India Link:** Comparison of Tudor trade with India's global connections.
8. **Discussion Prompts and Exit Questions:** For group work and plenary reflection.

## Lesson 11

### 1. Simplified Crime and Punishment Fact Sheet

Provide these easy-to-read facts for Years 3–4.

#### *Common Tudor Crimes*

1. **Theft:** Stealing food, money, or clothes.
2. **Begging:** Asking for food or money without work.
3. **Treason:** Speaking badly about the king or plotting against him.
4. **Witchcraft:** People (especially women) accused of using magic.

#### *Tudor Punishments*

1. **Stocks and Pillories:** People's hands, feet, or heads were locked into wooden frames in public to humiliate them.
2. **Whipping:** People were hit with sticks or ropes in front of a crowd.
3. **Execution:** Hanging, beheading, or burning at the stake for serious crimes like treason.
4. **Branding:** A hot iron marked a person's skin to show they had committed a crime.

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### 2. Glossary of Vocabulary

Introduce these terms gradually during the lesson.

Word	Definition
Treason	Acting or speaking against the king or queen.
Execution	Killing someone as a punishment for serious crimes.
Capital Punishment	The death penalty for a serious crime.
Stocks	A wooden frame where a person's hands and feet were locked.
Sentence	A punishment decided by a judge.

Word	Definition
Humiliation	Embarrassing someone in front of others.

---

### 3. Courtroom Script Template

**Scenario:** You are Royal Historians presenting a trial for a common Tudor crime. Use this script to guide your reenactment.

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#### *Roles*

- **Judge:** Decides the punishment.
  - **Accused:** The person on trial.
  - **Witnesses:** People who explain what they saw.
  - **Royal Historian:** Steps in to question if the punishment is fair.
- 

#### *Script Example*

**Judge:** “This court is now in session! You are accused of **[insert crime: stealing bread, begging, etc.]**. What do you have to say for yourself?”

**Accused:** “I am guilty, Your Honour, but I had no food, and my family was hungry!”

**Witness:** “I saw this person take bread from the market. It was wrong!”

**Judge:** “The law says stealing is a crime, and the punishment is **[stocks, whipping, or execution]**. You shall be punished!”

#### **[Freeze Frame]**

**Royal Historian:** “Wait! Is this punishment fair? Would we punish someone like this today? Should stealing because of hunger lead to public humiliation or death?”

**Judge:** (Responds as the strict Tudor law enforcer).

**Witness:** (Adds their opinion).

**Accused:** (Defends themselves).

---

#### **Adaptations for Years 3–4**

- Use **simplified lines** with prompts:
  - **Judge:** “You stole bread! The law says this is wrong. You must go to the stocks!”
  - **Royal Historian:** “Is this fair for stealing food?”
- Allow for **guided freeze frame moments** where children can ask:

- “Why do you think the punishment is so harsh?”
- “How would we punish this crime today?”

---

#### 4. Mind Map Template

Provide blank templates with the following branches to guide their research:

##### *Tudor Crime and Punishment Mind Map*

- **Crimes** (e.g., theft, begging, treason, witchcraft).
- **Punishments** (e.g., stocks, whipping, execution).
- **Who decided punishments?** (e.g., the king, judges).
- **Was it fair?** (Discuss how people might have felt).
- **Modern Comparison** (How would this crime be punished today?).

Encourage the use of diagrams and small illustrations:

- **Stocks:** Draw a simple wooden frame.
- **Whipping:** Draw someone holding a stick.
- **Court:** Draw a judge sitting with the accused.

---

#### 5. Example Adaptation for Tudor Trial Reenactment

##### **Simplified Script for Year 3–4:**

- **Judge:** “You stole bread. The law says you must be whipped!”
- **Accused:** “But I was starving!”
- **Royal Historian:** “Should someone go to jail for stealing food? Would we punish this today?”

##### **Simplified Reflection Questions:**

- “Is this punishment fair?”
- “How would someone be punished for stealing today?”

---

#### **Practical Resources to Prepare**

1. **Fact Sheets** for Tudor crimes and punishments.
2. **Glossary Cards** with key words and definitions.

3. **Mind Map Templates** to organise findings.
4. **Script Templates** for courtroom reenactments.
5. Simple **props**: Judge's gavel, paper stocks (cut out), and hats for characters (judge, accused, historian).

## Lesson 12

### 1. Fact Sheet: Mughal Cities and Tudor London

This resource compares **Tudor London** (1500s) with **Mughal cities** like Agra during **Akbar's reign** (1556–1605).

#### *Tudor London*

- **Size:** Small city along the River Thames.
- **Key Buildings:**
  - **Hampton Court Palace:** A royal palace built by Henry VIII.
  - **The Tower of London:** A fortress and prison.
  - **The Globe Theatre:** Where Shakespeare's plays were performed.
- **Characteristics:** Narrow streets, timber-framed buildings, and busy markets.
- **Transport:** Boats on the River Thames were the main way to travel.

#### *Agra in Mughal India*

- **Size:** Grew into a major city under Akbar, near the Yamuna River.
- **Key Buildings:**
  - **Agra Fort:** A huge red sandstone fortress where the Mughal emperor lived.
  - **Fatehpur Sikri:** A planned city built by Akbar to showcase Mughal power.
  - **Markets and Gardens:** Beautiful gardens and markets lined the city streets.
- **Characteristics:** Wide streets, grand palaces, and domed architecture with intricate carvings.
- **Transport:** Elephants, horses, and boats along the Yamuna River.

---

### 2. Image Resources

Provide visual resources to help children compare Tudor London and Mughal Agra:

## Tudor London

## Mughal Agra

Tudor houses (timber-framed) Mughal gardens and domed palaces

### Discussion Questions:

- “What similarities can you see in these buildings?”
- “How do Tudor and Mughal buildings show power and wealth?”
- “Why do you think rivers (like the Thames and Yamuna) were important for both cities?”

---

### 3. Comparison Table Template

Provide children with this **blank table** to fill in while comparing Tudor London and Mughal Agra:

Feature	Tudor London	Mughal Agra
Location	River Thames	Yamuna River
Key Buildings	Hampton Court, Tower of London	Agra Fort, Fatehpur Sikri
Streets	Narrow and crowded	Wide and planned
Markets	Busy with traders	Markets with goods from Persia, India
Transport	Boats on the river	Elephants, boats, and horses
Architecture Style	Timber-framed houses	Red sandstone, domes, carvings

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### 4. Discussion Prompts

Use these prompts to encourage critical thinking:

1. **Why do rivers play such an important role in both Tudor and Mughal cities?**
  - “How did rivers help people with trade and travel?”
2. **How do buildings show power in both London and Agra?**
  - “Why do you think kings built large palaces and forts?”
3. **How do you think life in Tudor London and Mughal Agra was similar and different?**
  - “Where would people get their food and goods?”
  - “How would people travel around the city?”
4. **Why do you think Mughal cities had planned layouts while Tudor London grew more naturally?**
  - Encourage children to consider population, wealth, and geography.

---

## 5. Creative Task: “Tudor Explorer in Agra”

**Task:** Imagine you are a Tudor traveller visiting Agra in Mughal India. Write a diary entry describing what you see.

### Writing Prompts:

- “The streets of Agra are wide, and I see... (describe the buildings and markets).”
- “The Agra Fort is so different from the Tower of London because....”
- “People here travel by... and trade goods like....”

**Extension:** Sketch what you see as a Tudor explorer (e.g., the Agra Fort or Fatehpur Sikri).

---

## 6. Quick Quiz (Optional Plenary)

1. **What river is Tudor London built on?** (Thames)
2. **What was Agra Fort used for?** (A royal palace and fortress)
3. **Name one building in Tudor London that still exists today.** (Hampton Court Palace, Tower of London)
4. **What kind of materials were used in Mughal buildings?** (Red sandstone and marble)

---

## Practical Resources for the Lesson

1. Printed or digital **images** of Tudor and Mughal buildings.
2. **Comparison table template** for children to complete.
3. Simple **fact sheets** with information about Tudor London and Mughal Agra.
4. **Creative writing prompts** for Tudor explorers.
5. **Discussion cards** for group work with key questions.

## Lesson 12

### 1. Fact Sheet: Tudor Crime and Punishment

#### Simplified Fact Sheet (Years 3–4)

#### What were crimes and punishments in Tudor times?

- People were punished harshly for breaking the law.
- Common Tudor crimes:

1. **Stealing** – punished with whipping.
2. **Treason** (betraying the king or queen) – punished with execution.
3. **Begging** – punished with time in the **stocks**.

#### What were punishments like?

- **Stocks:** People were locked into wooden frames, and others threw rotten food at them.
- **Whipping:** People were hit with a whip as punishment.
- **Execution:** Very serious crimes like treason could lead to death.

---

#### Detailed Fact Sheet (Years 5–6)

##### Tudor Crime and Punishment: Justice in Henry VIII's Time

###### Common Tudor Crimes:

1. **Stealing:** Even small thefts could lead to harsh punishments.
2. **Treason:** Speaking against or plotting against the king or queen was the worst crime.
3. **Begging:** Poor people who begged without permission could be punished.

###### Harsh Tudor Punishments:

- **Stocks and Pillories:** Criminals were locked in wooden frames in the town square. People would throw things at them.
- **Whipping:** A common punishment for theft or minor crimes.
- **Execution:** Hanging or beheading was used for serious crimes, especially treason.
- **Branding:** Criminals had letters burned onto their skin to show they were guilty.

###### Why Were Punishments So Harsh?

- The Tudors believed harsh punishments would scare people into obeying the law.
- There were no police, so punishment happened in public to make an example of criminals.

---

## 2. Comparison Activity: Tudor vs Modern Punishments

**Task:** Compare crimes and punishments in Tudor times to today.

**Resource:** Provide children with comparison cards listing Tudor and modern punishments.

Crime	Tudor Punishment	Modern Punishment
Stealing	Whipping	Fines or community service
Treason	Execution (hanging/beheading)	Prison for life
Begging	Stocks or whipping	Support and help from charities

#### Instructions:

- **Years 3–4:** Match crimes to punishments in the Tudor and modern times using pre-labelled cards.
- **Years 5–6:** Write a paragraph comparing punishments in Tudor times and now. Discuss which system was fairer.

### 3. Creative Task: Illustrated Mind Map

**Task:** Work in groups to create an **illustrated mind map** showing Tudor crimes, punishments, and their reasons.

#### Instructions:

- Include key facts about crimes and punishments.
- Add drawings of punishments like the **stocks**, **pillories**, and **execution blocks**.
- Use thought bubbles to show how people might have felt about these punishments.

#### Adaptations:

- **Years 3–4:** Provide templates with headings and space for illustrations.
- **Years 5–6:** Encourage independent research and detailed explanations.

### 4. Role Play: Tudor Courtroom Reenactment

**Task:** Act out a Tudor court trial using the following roles:

- **Judge:** Decides the punishment.
- **Accused:** Someone accused of a crime (e.g., stealing or begging).
- **Witnesses:** People who saw the crime happen.
- **Crowd:** Reacts to the punishment given.

#### Script Example:

- **Judge:** “You are accused of stealing a loaf of bread. How do you plead?”
- **Accused:** “I only stole to feed my family!”
- **Witness:** “I saw them take it from the market!”
- **Judge:** “I sentence you to the stocks for three days!”

**Adaptations:**

- **Years 3–4:** Use simple scripts and props like paper “stocks” or wooden signs.
  - **Years 5–6:** Encourage children to improvise and debate whether the punishment is fair.
- 

**5. Vocabulary Flashcards**

<b>Word</b>	<b>Definition</b>
<b>Stocks</b>	Wooden frames that locked criminals’ hands and feet.
<b>Treason</b>	Betraying or plotting against the king/queen.
<b>Whipping</b>	Hitting someone with a whip as punishment.
<b>Execution</b>	Killing someone for a serious crime.
<b>Pillory</b>	A wooden frame that held a person’s head and hands.

---

**6. Ethical Discussion: Was Tudor Justice Fair?**

**Task:** Hold a class discussion on Tudor punishments.

**Discussion Questions:**

1. Why do you think Tudor punishments were so harsh?
2. Do you think the punishments were fair? Why or why not?
3. How are modern punishments better or worse than Tudor punishments?

**Adaptations:**

- **Years 3–4:** Use simpler questions like “Was it fair to whip someone for stealing?”
  - **Years 5–6:** Encourage children to argue both sides of the discussion.
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## 7. Link to India: Justice in the Mughal Empire

**Task:** Compare Tudor punishments to justice during the **Mughal Empire** in India.

### Tudor Justice

Harsh public punishments like whipping.

Used execution for treason and theft.

No police – punishments acted as deterrents.

### Mughal Justice

Public punishments were also common.

Execution for serious crimes.

Mughal rulers used military power to enforce laws.

### Discussion Prompt:

- “How were punishments similar in Tudor England and Mughal India?”
  - “Why do you think punishments were so public in both places?”
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## 8. Exit Questions (Plenary)

1. What were some common Tudor punishments?
  2. Why were punishments so harsh in Tudor times?
  3. How is modern justice different from Tudor justice?
  4. Do you think Tudor punishments were fair? Why or why not?
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## Practical Resources Summary

1. **Fact Sheets:** Simplified and detailed versions of Tudor crime and punishment.
2. **Comparison Cards:** Tudor punishments vs modern punishments.
3. **Illustrated Mind Map Templates:** Space to record crimes, punishments, and reasons.
4. **Courtroom Role Play Script:** Instructions and dialogue for a Tudor trial reenactment.
5. **Vocabulary Flashcards:** Key terms like **stocks**, **treason**, and **execution**.
6. **Discussion Prompts:** For ethical debates on fairness and justice.
7. **India Link:** Comparative fact sheet for Mughal justice systems.
8. **Exit Questions:** Plenary prompts to reflect on the lesson.

