

Curriculum enrichment (linked to Enquiry Question)	Trip to the Merchant Adventurers' Hall in York to support L3
Literacy Rich Curriculum	Disciplinary Reading and Writing

**Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge**

L	Enquiry questions	Connect knowledge (Super 6)	Key Teacher subject knowledge	Substantive knowledge	Disciplinary knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	Who were the Tudors?	<u>Last Lesson (DRI):</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Hierarchy and Power</u> Pupils will know that the Tudors came after the Romans, Anglo-Saxons, Vikings and Normans. Pupils will know the order of Tudor monarchs and develop their understanding of the concept of monarchy by knowing that a throne can be won in battle as well as inherited.	Year 3: CK.D Know how to use a simple timeline to sequence historical events.  Year 4: CK.D Know how to use and create timelines to begin to order and describe events within a specific time in history.	Disciplinary Reading: <a href="#">How did the Tudors come to power?</a>  Recap knowledge from disciplinary reading. Explain to pupils that they will be learning about the Tudor dynasty - a line of monarchs in the same family. Explain to pupils that we call the period of time that the Tudors reigned the Tudor period. Explain to pupils that they were significant due to the changes that happened to England during this period, and how their actions influenced later developments. The most effective way to deliver knowledge of the Tudor period to pupils is to share information about each monarch and their reign chronologically and annotate the timeline in stages as you learn about each monarch. This chunks the learning and reduces cognitive load. E.g: Provide short biography of Henry VII and annotate any significant events that occurred within his reign. Move onto Henry VIII and repeat. You may wish to model sequencing the timeline first, and then ask pupils to do so, before moving onto the detailed information and annotation, or you may wish to do so concurrently (i.e add Henry VII then annotate). N.B using a visualiser to model constructing the timeline at each stage will be crucial to achieving a high quality outcome.	monarchy monarch dynasty chronology period heir inherited	Pupils complete timeline on A3 sheet or double page spread in books. See exemplar for expected outcome. <b>This must be referred back to throughout the unit.</b> <a href="#">Resources here</a> , including model outcome on first slide (teacher use). N.B: Teachers can elect for pupils to draw timeline if preferred: it must be horizontal and show the same information as the model.  <b>Y4</b> Write the detail for the events on the timeline using knowledge gained in input and prompts, rather than sticking these on.
2	How did the different Tudors live?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Hierarchy and Power</u> Pupils will know that Tudor peasants had different houses and ate different food compared to their noble counterparts, due to the disparity in wealth and their place in the hierarchy.	Year 3: RD.D Know some simple similarities and differences within a historical period. HE.A Know how to analyse sources to find out facts about the time period being studied.  Year 4: RD.D Know how to recognise and show an understanding of similarities and differences within a historical period, suggesting reasons HE.A Know how to consider the utility and/or accuracy of sources when finding out facts about the time period being studied.	Disciplinary Reading: <a href="#">Who lived in Tudor England?</a> (hierarchy focus)  Recap knowledge of Tudor hierarchy from disciplinary reading. Show pupils the <a href="#">images and information</a> for houses, diet, jobs and life expectancy for the rich and poor respectively. Rather than leave the Venn diagrams to the end, chunk the learning by filling it in after each section. Best practice would be to model filling it in as you go on a larger version on the flipchart.	hierarchy peasant/ peasantry noble/ nobility similar different	<b>Y3</b> Venn diagrams to make comparisons between rich and poor.  <b>Y4</b> Written response, with clear reasons given for differences in each area of Tudor life.
3	Why were the Tudors explorers and adventurers?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Exploration and Invention</u> Pupils will know that the Elizabethan period in particular saw an increase in exploration due to Elizabeth's focus on naval power, empire, Spain and trade (NEST).	Year 3: RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied.  Year 4: RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied, making connections between periods studied.	Disciplinary Reading: <a href="#">What was the Age of Exploration?</a>  Recap the Age of Exploration - what was it, and why was it significant? Refer back to the timeline from the beginning, and draw pupils' attention to Cabot's voyage to North American and Drake's circumnavigation. Explain that Elizabeth's reign saw a significant increase in exploration due to four key drivers that we refer to as NEST: naval power, empire, Spain and trade. Discuss each of them in turn using the <a href="#">resources</a> provided to support instruction.	trade wealth empire exploration technology maritime power	Mind map with annotations for NEST supported by I Do/ We Do/ You Do.  <b>Y4</b> Written answer synthesising annotations from mind map.
4	What happened if you were ill in the Tudor times?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Community and Culture</u> Pupils will know about Tudor belief in the four humours, and the range of methods used to address illness: surgery, bloodletting and herbal remedies. Pupils will know that these methods were rarely effective due to inaccurate knowledge.	Year 3: CK.E Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.  Year 4: CK.E Know that the characteristics of the particular periods studied will determine their chronological place in history.	Disciplinary Reading: What did the Tudors believe about disease?  Recap knowledge from disciplinary reading by using the question from disciplinary reading and relevant images to stimulate discussion. Explain that whilst Tudor England saw progress in many areas (refer back to exploration and trade), medicine and treating illness was not one of them. Show pupils the recipe for a medicine written by Henry VIII to stimulate discussion about a) the ingredients used and b) the author of the recipe not being a trained medic. Talk through the images and information provided, and support pupils to annotate images. This will support pupils to fill in the Now/ Then sheet - this will need to be modelled using I Do/ We Do/ You Do.	four humours medicine treatment bloodletting surgery progress	Simple explanation of picture sources and what they represent (e.g leeches, four humours)  <b>Y4</b> Include a <a href="#">Now/ Then comparison</a> .  Resource: <a href="#">sources</a>
5	What was it like to be religious in Tudor England?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Community and Culture</u> Pupils will know that Henry VIII broke with Rome in order to remarry and secure an heir. They will know that Edward and Mary's reign saw significant religious persecution whereas Elizabeth's reign saw a return to greater religious tolerance.	Year 3: RD.B Know that some events and developments in the past are seen as significant because they resulted in change.  Year 4: RD.B Know that some events and developments in the past are seen as significant because they resulted in change, explaining the consequences for people in that era and/or over time.	Disciplinary Reading: What was the Reformation and why was it so significant?  Recap knowledge from previous lessons, and disciplinary reading. Explain that the Tudor period was a time of significant religious upheaval. As with the first lesson, talk pupils through key religious events, linking them with the reign of the relevant monarch. Use the narrative <a href="#">here</a> to support - a narrative structure supports the retention of historical knowledge. Annotate a simple timeline with icons as you go (like a simple story map). Keep on display and use I Do/ We Do/ You Do to support pupils to retell the 'religious rollercoaster' of the Tudor period.	religion tolerance discrimination persecution Protestant Catholic papal	<b>Y3</b> Simple timeline of key religious events and the changes that occurred.  <b>Y4</b> Written summary of the religious changes in Tudor England.  Resource: <a href="#">basic timeline</a> to annotate and good or bad to be Protestant/ Catholic barometer.
6	How did the Tudors have fun?	<u>Last Lesson:</u> <u>Last Term:</u> <a href="#">Anglo-Saxons</a> <a href="#">Vikings in Yorkshire</a> <u>Last Year:</u> (Y3): <a href="#">Childhood</a> <a href="#">School Days</a> <a href="#">Guy Fawkes</a> (Y4): <a href="#">Emperors and Empires</a> <a href="#">Through the Ages</a> <a href="#">Industrial Revolution</a>	<a href="#">The Tudors Teacher Subject Knowledge</a>	<u>Community and Culture</u> Pupils will know that the appetite for popular entertainment grew as peace and prosperity enabled greater leisure time for the wealthier citizens. Pupils should be able to give examples of popular pastimes (e.g tennis, the theatre).	Year 3: RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied.  Year 4: RD.A Know and describe specific details about the people, events, problems and developments of the historical periods studied, making connections between periods studied.	Disciplinary Reading: Why was leisure time a luxury in Tudor England?  Recap knowledge from disciplinary reading. Introduce pupils to Tudor entertainments such as feasts, dancing, music, and outdoor games. Explain that these activities were enjoyed by both rich and poor Tudors, although the types of entertainment varied depending on social class. Show <a href="#">images of Tudor entertainment</a> . Use I Do/ We Do/ You Do and inference frames to support pupils to identify key details and develop valid historical inferences as a class.	leisure entertainment wealth similarity difference	<b>Y3</b> Short descriptions to go with pictures of entertainment options  <b>Y4</b> Venn diagram comparing rich and poor  Resource: <a href="#">pictures and Venn</a>