





Number of weeks (between 6&8)	Content of the unit		Assumed prior learning (tested at the beginning of the unit)																																																																																																																																																																																																		
7 weeks	<p><b><u>Life in Tudor England</u></b></p> <p>In this unit pupils learn about the lives of different types of people living in Tudor times. Pupils will find out about the characteristic features of society at a time in the distant past by asking and answering questions from a range of different sources of information. Pupils will be introduced to the unit by comparing and contrasting life in 1500 with modern day world and thus supporting the ‘familiar to the strange’ pedagogy developed by Sam Wineburg. The transition therefore from modern day world to 1500 is made easier for Year 7 pupils to aid their understanding of the Tudor era. Pupils will then explore the different social groups in the 1500s and understand how the poor and rich lived in Tudor England. In order to assess their understanding of life in Tudor England, pupils will demonstrate their evidential thinking skills by using sources to investigate the past.</p>		<p>Pupils may be familiar with the Tudor period as they may have studied Henry VIII’s six wives in primary school. Teacher must put this into context and explain that the Tudor period spans across a period of time as opposed to being limited to Henry VIII and his wives.</p>																																																																																																																																																																																																		
Assessment points and tasks			Written feedback points					Learning Outcomes (tested at the end and related to subject competences)																																																																																																																																																																																													
<p>Lesson7: Source Skills - What can we learn from sources about life in Tudor England?</p> <p>Must: Know how to use sources to investigate life in the 1500s.</p> <p>Should: Understand that source analysis and that sources have limitations.</p> <p>Could: Be able to examine sources to form a historical opinion about life in the 1500s.</p>			<p>Lesson 7 - pupils will receive teacher feedback on their source analysis skills.</p>					<p>Evidential thinking is developed as pupils are using sources to investigate the past.</p> <p>Band Range 1-6 are covered as pupils can:</p> <p>Utility of sources is not covered in this unit hence Band Range 1-6.</p>					<table border="1"> <tbody> <tr><td>I can identify what a source says</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I understand that sources can be different</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify an opinion about an event or person from a source</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can identify different opinions about an event or person from more than one source</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe an event or person using evidence from sources</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can create unsupported inferences from 1 or more sources</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can compare sources to show similarities and/or differences with evidence</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe an opinion about an event or person from a source with supporting evidence</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can describe different opinions about an event or person from more than one source, offering supporting evidence</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can explain the reasons for the similarities and/or differences between sources</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can analyse how the author's opinion affects the source</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can analyse why the author's opinion affects the source</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can analyse a source by identifying the audience and purpose</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can analyse the impact of audience and purpose on a source, with an explanation</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>I can evaluate and explain the reliability of a source(s)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>					I can identify what a source says												I understand that sources can be different												I can identify an opinion about an event or person from a source												I can identify different opinions about an event or person from more than one source												I can describe an event or person using evidence from sources												I can create unsupported inferences from 1 or more sources												I can compare sources to show similarities and/or differences with evidence												I can describe an opinion about an event or person from a source with supporting evidence												I can describe different opinions about an event or person from more than one source, offering supporting evidence												I can explain the reasons for the similarities and/or differences between sources												I can analyse how the author's opinion affects the source												I can analyse why the author's opinion affects the source												I can analyse a source by identifying the audience and purpose												I can analyse the impact of audience and purpose on a source, with an explanation												I can evaluate and explain the reliability of a source(s)											
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	1. What was life like in the 1500s and how was it different from today?	<p>Must: Know basic information about life in the 1500s and how it was different from today</p> <p>Should: Understand the ways in which life in the 1500s was different to today</p> <p>Could: Be able to explain why life was different in the 1500s</p>	<p>Lets get thinking... What was life like in 1500?</p> <p>In pairs read the cards provided and sort into two piles: True or False</p> <p>Do you recognise this building?</p> <p>When do you think it was built?</p>	<p>Tudors True or False</p> <p>1500 Grid</p> <p>Blank Timeline</p> <p>YouTube links on PowerPoint</p>	<p>Activity 1: Make a mind map of everything you think you know about the Tudors or life in the 16<sup>th</sup> century.</p> <p>Activity 2: <b>Using the information from the video clip you are going to create a timeline of Tudor Monarchs. You have 2min to draw out a rough timeline leaving room for the name of the Kings or Queens and the dates they ruled.</b></p> <p>Activity 3: <b>Watch the video and complete your timeline using the information in the video clip</b></p> <p>Activity 4: Read pages 2/3 You are going to investigate the differences between England in the 1500s and today. Using the information provided fill in the table with as much detail as possible.</p>	<p>Using books and the internet research one significant event during one of the Tudor monarchs reign you have learnt about in this lesson.</p> <p>Produce an A4 poster / factsheet: can use PCs to do this.</p> <p>You must include factual information, dates, 3 - 5 bullet points explaining why you think the event was significant and visual sources.</p> <p>Examples- Significant Events :</p> <ol style="list-style-type: none"> <li>1. Spanish Armada</li> <li>2. The Mary Rose (sinking of)</li> <li>3. Shakespeare writes his first play</li> <li>4. Reformation- Henry VIII established the Church of England</li> </ol>	<p>Examine the sources on pages 6/7 Using what we have learnt in today's lesson what can these tell us about life in the 1500s? Was life in this period... Unpleasant and uncomfortable?</p>



2.	2. What were the different social groups in the 1500s?	<p><b>Must:</b> Know the social groups to which people in the 1500s belonged</p> <p><b>Should:</b> Understand the way in which people lived and that some people were rich and others were poor</p> <p><b>Could:</b> Be able to explain the social groups (hierarchy) of the 1500s and know 'who was who' in the 1500s</p>	<p><b>Imagine you are the person in the stagecoach in this Tudor scene. In pairs discuss and then write down:</b></p> <p><b>Who can you see? / What are they doing?</b></p> <p><b>How are the people different and how can you tell?</b></p>	<p>Social Group titles</p> <p>Thinking Grid</p> <p>Tudor Hierarchy</p>	<p><b>Activity 1: Questions:</b></p> <ol style="list-style-type: none"> <li><b>Who is at the top?</b></li> <li><b>Who is at the bottom?</b></li> <li><b>How do you think peoples lives would be different?</b></li> <li><b>How could the church help your position in society?</b></li> </ol> <p><b>Activity 2:</b> Arrange descriptions in order of importance</p> <p><b>Activity 3:</b> Using page 7 or the sheets provided you need to create your own version of Tudor society. You could draw out a spider diagram or create a tree of hierarchy Start with the King at the top. Make sure you included a descriptions and illustrations.</p> <p><b>Extension:</b> Examine the sources on pages 6/7 (S in C) Look closely at what is going on in each source. Write a description of what the source shows: Including: Are the people rich or poor or a mixture? Is it in a town or a village or in a city?</p>	None	<p>To summarise what we have learn today I want you to complete a thinking grid thinking about different aspects of Tudor society and life in the 1500s.</p>
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3.	3. How did people live in Tudor society?	<p><b>Must:</b> Know how different social groups lived and worked.</p> <p><b>Should:</b> Understand the way in which people lived by investigating inventories.</p> <p><b>Could:</b> Be able to describe how Tudor society is different from today.</p>	What can you remember from last lesson about Tudor society, social groups or social hierarchy?	<p>Estate Agent Sheet</p> <p>Inventories Sheet</p> <p>Tudor merchant questions</p>	<p>Activity 1: How do you think inventories can help us investigate the past?</p> <p>Activity 2: <b>Your task is to investigate three families from the 16<sup>th</sup> century.</b> In pairs you need to read the information provided and match the cards to the correct family. Each family has:</p> <ul style="list-style-type: none"> <li>- A family description</li> <li>- A picture of their house</li> <li>- An inventory</li> </ul> <p><b>Instructions:</b> Once you have matched the cards up you need to analyse the inventories using your inference skills and answer the following questions:</p> <ol style="list-style-type: none"> <li>1) <i>Pick one family and explain: Who were they? / What did they do? What were their houses like? (What was in them?) What did they eat?</i></li> <li>2) <i>Compare the three inventories. Which had the best standard of living- who is rich? Who is poor? Support your answer with specific details (quote from the sources)</i></li> <li>3) <i>EXT: What are the differences between the contents of a house then and the contents of your home today? Are these people better off than you, or less well off? Make sure you explain your answers fully.</i></li> </ol> <p>Activity 3: Watch video + answer questions</p>	Print from <a href="http://www.tudorbritain.org/life/index.asp">http://www.tudorbritain.org/life/index.asp</a>	What can you see in this source? What can it tell us about Tudor life? How useful / reliable do you think it is?
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<p>4.</p>	<p>4. What were the lives of the rich like and how did they live in Tudor England?</p>	<p>Must: Be able to describe the lives of the rich and how they lived (Level 3)</p> <p>Should: Be able to describe and explain how the rich lived including specific details about the houses they lived in. (Level 4)</p> <p>Could: Be able to describe and explain how the lives of different social groups differed, including their homes. (Level 5)</p>	<p>Who do you think this woman is? What social group do you think she belongs to? Do you think she is important and how can you tell?</p>	<p>Yeoman’s House, Merchant House, Gentry’s Manor House Slide 10 to be printed as pupils will label diagrams.</p> <p>YouTube video link on PowerPoint.</p>	<p>Activity 1: What is the difference between these two homes?</p> <p>Activity 2: Looking at the photograph of Hardwick Hall, what do you think Bess meant when she said “More glass than wall...” and what was she really trying to say?</p> <p>Activity 3: watch video clip and answer this question What was Hardwick Hall like inside? Make notes on the kinds of furniture and decoration that you can see.</p> <p>Activity 4: How had houses of the rich changed from medieval times? Read pages 18 - 19 (Making of the UK) for an overview. How is the picture on the page similar / different from Hardwick Hall?</p> <p>Activity 5: You must imagine you are Robert Smythson, a talented Elizabethan architect. You have just received a commission from the Earl of London to design him a “palace”. You must draw up a detailed proposal and a sketch design for the Earl to see before he agrees to have your design built. <b>What kind of home do you think the Earl is looking for?</b></p>	<p>You must complete your design for the Earl of London and prepare an A4 summary of your proposal.</p> <p>You may want to make a model of one of the rooms in your house.</p> <p><b>Remember you are trying to impress the Earl!</b></p>	<p>The Earl of London has arrived to hear your proposals: What kind of home will he choose?</p>
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<p>5.</p>	<p>5. How poor really were the poor in Tudor England?</p>	<p><b>Must:</b> Know that there were economic problems in the 1500s</p> <p><b>Should:</b> Understand reasons to be sympathetic and reasons to be suspicious of the poor</p> <p><b>Could:</b> Be able to make a judgement about how you would have treated the poor.</p>	<p><b>Starter:</b> What can you see? What do you think is happening and why do you think it is taking place?</p>	<p>Ext Source The Tudor - Poor Tudor Poor Source Cartoons</p>	<p><b>Activity 1: How do you think people in the past treated the poor?</b></p> <p><b>Activity 2:</b> Write down a few reasons for the following:</p> <ol style="list-style-type: none"> <li>1. Why do you think people would be suspicious of the poor?</li> <li>2. What reasons would there be to believe or not believe that people were really poor?</li> </ol> <p><b>Activity 3:</b> You are going to examine different types of vagrants and beggars in Tudor England.</p> <p><b>Instructions:</b> You must cut out and match the description of the beggars. Once finished you must stick these into your books.</p> <p><b>Activity 4: Discussion Questions</b></p> <ol style="list-style-type: none"> <li>1. What evidence is there that not all the people you have seen are poor and helpless?</li> <li>2. Why do you think so many people used tricks to beg?</li> <li>3. Which two tricksters do you think people should be worried about?</li> </ol> <p><b>Activity 5: PEE paragraph</b></p> <p><i>Why were rich people suspicious of the poor?</i> Writing Frame: Rich people were suspicious of beggars and vagrants because... For example:</p>	<p><u>Were the Poor really poor?</u></p> <p><b>TASK:</b> TO DESIGN A WEBSITE THAT WOULD ENABLE PEOPLE TO LEARN ABOUT THE PROBLEMS OF POVERTY DURING THE 1500s.</p>	<p>Thinking about what we have learnt today and the suspicions rich people had about the poor you must create a WANTED poster for Nicolas Jennings, a famous vagrant.</p> <p><b>You must:</b> Describe what he looks like Explain why is he wanted Explain why he is dangerous</p> <p>Warn people that there are some people pretending to be poor and provide advice about how to spot a trickster.</p>
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6.	6. What reasons were there to be sympathetic of the poor in Tudor England?	<p>Must: Know why some people were sympathetic towards the poor in Tudor England.</p> <p>Should: Understand the causes and consequences of poverty.</p> <p>Could: Be able to make a judgement about why people were poor and highlight the most significant reason in your opinion.</p>	<p>What can you see? How you would describe the people living here? What do you think caused them to live like this?</p>	Deserving Poor Card Sort	<p>Activity 1: Read each source: You must decide whether it is describing the deserving poor or a rogue. You must be able to explain why by choosing words or phrases in the source which gave you proof.</p> <p>Activity 2: You are going to examine the reasons why people were poor in the 1500s. You will be given some cause and consequence cards: In pairs sort your cards into two piles- causes and consequences. Read the cards carefully and then match each cause with the correct consequence. Once finished you need to rank your pairs in order of which you think are the most significant causes/consequences of poverty. (Most important at the top / least important at the bottom)</p>		<p><b>Using your cards and the order you have placed them in, answer the following question: <i>Why were people poor?</i></b> To answer this question properly you must: Explain your most significant reason and detail why you chose it. Explain some other reasons for people being poor Include your least significant reason and explain why you think it is less important. Have a concluding paragraph about life for the poor in Tudor England</p> <p>Extended plenary: Group discussion: (You must be able to explain why) <b>What was the most significant cause/consequence of poverty?</b> <b>What was the least significant cause/consequence of poverty?</b></p>
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7.	What can we learn from sources about life in Tudor England?	<p><b>Must:</b> Know how to use sources to investigate life in the 1500s.</p> <p><b>Should:</b> Understand that source analysis and that sources have limitations.</p> <p><b>Could:</b> Be able to examine sources to form a historical opinion about life in the 1500s.</p>	Can you match the head and tails?	<p>Social Groups sources</p> <p>Source Card Sort</p> <p>Source investigation table</p>	<p><b>Activity 1:</b></p> <p>A merchant's house: We are going to watch a video- you must make notes for the following questions</p> <ol style="list-style-type: none"> <li>1. What is the population of Shrewsbury today?</li> <li>2. What was the population of Shrewsbury during the reign of Henry VIII?</li> <li>3. What was the most populated city in Tudor England?</li> <li>4. How did merchants make their money?</li> <li>5. What features did the merchant's house have? Can you describe what it looks like inside and from the outside?</li> <li>6. How do you think a yeoman's house would be different?</li> </ol> <p><b>Activity 2:</b> You are going to investigate life in Tudor England by examining a number of different sources. Instructions: Drawing upon your inference skills and what we have already learnt about Tudor society you must examine the sources provided and complete the table provided.</p>	<p>Print from <a href="http://www.tudorbritain.org/life/index.asp">http://www.tudorbritain.org/life/index.asp</a></p>	<p>Using the information in your complete table to consider which statement you agree with: Do you think life in Tudor England...</p> <ol style="list-style-type: none"> <li>1. was unpleasant and hard.</li> <li>2. was comfortable and pleasant.</li> <li>3. depended on who you were and where you were living.</li> </ol> <p>Make sure you say WHY you think that and explain your answer using specific examples from the sources.</p>
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