Year	6	Topic	The Tudors: Life in Tudor Britain – Its Conflicts and Legacy

Children will begin to look at how a version of history can be different depending on whose version you read or listen to. They will look at how a key ruler in history possibly changed history forever and changed the future of rule. They will explore what life was like in Tudor Britain both socially and economically. They will look at how reform during these times has led to the way we live today. They will study in depth key social and economic changes during these times.

Prior Learning

- Write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation (Year 5 – Vikings).
- Describe main changes in a period of history, including cultural, social, religious, political and technological changes (Year 5 – Children of the Revolution).
- Examine causes and results/consequences of significant events, situations and changes and the impact on people (Year 5 – Children of the Revolution).
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (Year 5 – WW1).

Future Learning (End of Key Stage)

- Sequence up to seven events on a timeline.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion (WW2).
- Recognise primary and secondary sources (WW2).
- Evaluate the usefulness and accuracy of different sources of evidence (WW2).
- Bring knowledge gathered from several sources together in a fluent account, using the most appropriate sources to investigate (WW2).

National Curriculum Links

Beyond 1066:

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.
- Know how to place historical events and people from past societies and periods in a chronological framework.
- Know how Britain has had a major influence on the world.

Historical Enquiry Skills:

- Know how to place features of historical events and people from past societies and periods in a chronological framework.
- Know about the main events from a period of history, explaining the order of events and what happened.

Key Vocabulary

Historical: societies, summarise, major influence, world history, persuade, viewpoint, propaganda, hindered relationships, mono-cultural / multi-cultural society, interpretation, significant, ideologies (political, religious and cultural), birthright, advocate, democracy, commemorate

Topic Specific: apprentices, aristocracy, Armada, armour, beggars, Bosworth, bows, cannons, Catholic, colonies, craftsmen, dissolution, East India Company, execution, exploration, hawking, jousting, manuscripts, merchants, middle class, monasteries, navigation, navy, night-watchmen, nobility, pickpockets, pirates, privateers, plagues, Pope, Protestant, Reformation, Renaissance, smallpox, torture, tournaments, trade, treason, warfare, Wars of the Roses, yeomen

Recommended Texts & Web Links

- Key text: DK Eyewitness Tudor
- Treason by Berlie Doherty
- The Queen's Fool by Ally Sherrick
- The Tudors: Kings, Queens, Scribes and Ferrets! by Marcia Williams
- Shakespeare's Globe (I Was There) by Valerie Wilding
- My Friend Walter by Michael Morpurgo
- What's So Special About Shakespeare? by Michael Rosen & Sarah Nayler
- https://www.dkfindout.com/uk/search/tudors/
- https://www.bbc.co.uk/programmes/b03g64r4
- https://www.bbc.com/bitesize/topics/zsgkwmn/resources/1

What pupils need to know or do to be secure

Lesson 1 – Who were the Tudors and why were they important?

Focus: Understanding the Tudor dynasty and setting the historical context.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Tudors ruled England from 1485 to 1603, beginning with Henry VII after the Battle of Bosworth. • Key monarchs: Henry VIII, Elizabeth I and Mary I. • The Tudor period was a time of great social, religious and political change.	Timeline analysis: Create a detailed Tudor timeline showing monarchs, key dates and major events.	*Understand continuity and change over time, representing this on a timeline.* *Use dates and terms accurately (century, era, legacy, continuity, change).*
	Evidence starter: Examine portraits and Tudor coins — what do they tell us about power and image?	*Use sources of evidence and artefacts to deduce information about the past.* *Select suitable sources of evidence, giving reasons for choices.*

	Mini-research task: What legacy did the Tudors leave behind (monarchy, navy, exploration)?	*Give a broad overview of life in Britain during the Tudor era.* *Use literacy and computing skills to communicate information about the past.*

Lesson 2 – What kind of king was Henry VIII?

Focus: Using evidence to form and test ideas about Henry VIII's character and rule.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Henry VIII reigned from 1509 to 1547. • He is remembered for his six wives, religious reforms and strong leadership. • Different sources show very different views of him — some positive, some negative. *DISCO (Oppose): 'Henry VIII was a successful king.' Build a persuasive argument for or against this statement. Support at least three points with evidence from sources, and explain why some of those sources might give a biased view of Henry.*	Source analysis carousel: Study portraits, letters and accounts from different times (e.g. Holbein's portrait vs. contemporary criticism).	*Use sources of evidence to deduce information about the past.* *Seek out and analyse a wide range of evidence to justify claims about the past.* *Understand that no single source of evidence gives the full answer to questions about the past.*
	Hypothesis task: 'Henry VIII was a strong and successful king.' Pupils agree/disagree and test their view using evidence.	*Use sources of information to form testable hypotheses about the past.* *Refine lines of enquiry as appropriate.*
	Discussion: How might propaganda have shaped the way we see Henry VIII?	*Show awareness of the concept of propaganda and how social context affects evidence.*

Lesson 3 – Why did Henry VIII break from the Catholic Church?

Focus: Causes and consequences of the English Reformation.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Henry wanted to divorce Catherine of Aragon, which the Pope refused. • This led to the Break with Rome and the creation of the Church of England.	Source study: Analyse royal letters, church documents and propaganda from both sides.	*Select suitable sources and justify why they help explain Henry's decision.* *Show awareness of propaganda and bias in religious texts.*

• The event changed religion and politics across England. *DISCO (Switch): How might a Catholic monk who lost his monastery and a Protestant reformer each have viewed Henry VIII's Break with Rome? Explain both points of view, then explain why the same event could be seen so differently.*	Causation map: Identify political, personal and religious causes of the break — and its social consequences.	*Describe main changes in a period of history using terms like social, religious, political, cultural.* *Suggest causes and consequences of historical change.*
	Comparison: Compare with a similar event elsewhere (e.g. Martin Luther's Reformation in Germany).	*Compare times studied with those of other areas of interest around the world.*

Lesson 4 – What was life like for ordinary people in Tudor England?

Focus: Exploring daily life, diversity and social structure.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Tudor society had clear divisions — rich vs poor, men vs women, town vs countryside. • Many people worked as farmers, servants, craftsmen or traders. • Religion and monarchs influenced everyday life heavily.	Evidence enquiry: Use a range of sources (inventories, letters, artefacts, maps) to build a picture of Tudor life.	*Seek out and analyse a wide range of evidence to justify claims about the past.* *Understand that no single source gives a full answer — use multiple sources for balance.*
	Comparative writing: Compare Tudor life for the rich and poor, or for men and women.	*Describe social, ethnic, cultural or religious diversity of past society.* *Describe characteristic features of the past — ideas, beliefs, attitudes, experiences.*
	Local history link: Investigate Tudor evidence in Derby / Derbyshire (old buildings, records).	*Identify continuity and change in the history of the locality of Derby.*

Lesson 5 – What was the impact of Elizabeth I's reign?

Focus: Elizabethan achievements, exploration and culture.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• Elizabeth I ruled from 1558 to 1603 and is known for the Elizabethan Golden Age. • Her reign saw exploration, the arts, the defeat of the Spanish Armada and relative peace. • England became a stronger and more confident nation.	Evidence analysis: Study excerpts about Drake, Raleigh and the Armada. Consider reliability and motives behind the accounts.	*Use sources to deduce information and test hypotheses about England's growth.* *Seek out and analyse a wide range of evidence to justify claims.*
	Propaganda task: Compare Elizabeth's portraits and speeches — how did she want to be seen?	*Show awareness of propaganda and how historians must understand social context.*
	Chronological mapping: Mark Elizabeth's reign on a timeline alongside global events (e.g. Mughal India under Akbar, Ming China).	*Compare British events with those in other areas of the world.* *Use dates and historical terms accurately.*

Lesson 6 – What was the legacy of the Tudor period?

Focus: Continuity, change and interpretation of the Tudor legacy.

Key Knowledge (Declarative Knowledge)	Activities (Disciplinary Knowledge)	Assessment / Skills
• The Tudor period changed religion, monarchy, exploration and daily life. • It led to the growth of Protestant England, global trade and early empire. • The legacy continues in culture, politics and beliefs today.	Continuity and change chart: Identify what changed rapidly (religion, monarchy) and what stayed similar (class, farming).	*Identify periods of rapid change and contrast them with times of little change.* *Understand and represent continuity and change on a timeline.*
	Legacy debate: What was the most important Tudor achievement? Pupils must justify opinions with evidence.	*Seek out and analyse evidence to justify claims.* *Refine lines of enquiry as appropriate.*
	Final presentation: Create a digital or creative display showing the Tudor legacy.	*Use literacy, numeracy and computing skills to communicate findings.* *Use original ways to clearly present information and ideas.*

Enrichment

- Visit to a Tudor house, museum or local historical site
- 'Tudor Courtroom' or 'Henry VIII's Council' role-play
- Tudor banquet experience
- Workshop or online session with a Tudor historian or living history actor
- Local history link: Tudor influence in the school's locality
- Tudor exploration and navigation project
- Portraits and propaganda: the power of image
- Link to English and drama: Shakespeare study
- STEM crossover – Tudor technology and innovation
- End-of-unit enrichment project – 'The Tudors' Legacy' exhibition