



Prior Learning	
Children will have looked at Henry VIII in LKS2	
Key vocabulary for this unit	
Chronology/chronological Sumptuary Laws	
Learning Sequence	
To find out who the Tudors were and place them in British history.	In the first lesson, children will be introduced to the Tudor royal family and learn to place the Tudors on a timeline. They will then either organise Tudor events chronologically or decide if events happened before, after or during the Tudor period.
To explore the differences between the rich and the poor in Tudor times.	Children will explore societal structure in this lesson and consider the concept of 'The Great Chain of Being'. They will find out the roles and restrictions of different people in the social hierarchy and consider how life was different for rich and poor Tudors.
To explore the foods eaten by rich and poor Tudors.	Children will start by speculating about what they think rich and poor Tudors might have eaten. They will then find out about some of the differences in the diets of the rich and the poor, and decide whose diet they think was healthier. They can then either answer true or false questions, or follow a recipe to make some Tudor food.
To explore the difference between rich and poor Tudor houses.	During the teaching input, children will study photos of Tudor houses, including reconstructions of interiors, and consider who might have lived in each one. They will think about the creature comforts we have today and which would have been available to rich and poor Tudors. There is also the chance to explore inventories from the Tudor period.
To explore the clothes of rich and poor Tudors.	Children will start by looking at some unfamiliar items of clothing from the Tudor period before exploring the Sumptuary Laws. They will look at some of the rules surrounding what people were and were not

	allowed to wear, based on their social class. They can then design Tudor outfits or do some further independent research.
To explore family life for rich and poor Tudors.	The focus of this lesson is considering how their family life might be different if they had lived in Tudor times. They will consider how their parents' jobs may have been different, what they might have done for leisure, whether or not they would have gone to schools, etc. The slides provide some helpful information to support their independent work.
To summarise what we have learnt about the lives of rich and poor Tudors.	The final lesson gives children the chance to consider everything they have learnt about the lives of rich and poor Tudors. They will think about what they think the biggest differences in their lives were, and come up with three words that they think best summarise life for the rich and poor. In their independent learning activity, they have the chance to bring all their learning together and present it in different ways.
Assessment milestones	
Thinking historically: <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Ask and formulate questions based on sources of evidence and information. 	Historical knowledge: <ul style="list-style-type: none"> • Do children know when the Tudor period was? • Do children know who the Tudor royal family were and how they came to power? • Can children place given events in chronological order? • Can children explain the basic social structure in the Tudor period? <ul style="list-style-type: none"> • Can children explain what the 'Great Chain of Being' was? • Can children identify some of the differences between the lives of rich and poor Tudor men and women? • Can children describe what rich and poor Tudors ate? • Do children understand why there were so many differences between the diets of the rich and the poor? • Do children know some features of Tudor houses? • Can children explain some differences between the homes of the rich and poor in Tudor times? • Can children use primary sources to establish what a Tudor home might have been like?

	<ul style="list-style-type: none">• Do children know what the Sumptuary Laws are?• Can children describe some of the restrictions placed on people during the Tudor period in terms of what they were allowed to wear?• Can children identify features of Tudor clothes? • Can children explain some of the features of family life for both rich and poor Tudors?• Can children compare the family life of rich and poor Tudors?• Can children speculate on what their own lives may have been like if they had lived in Tudor times? • Can children summarise what life was like for rich Tudors and poor Tudors?<ul style="list-style-type: none">• Can children compare the differences between the rich and poor in Tudor times?• Can children draw on their knowledge to present clear and factual information about life for rich and poor Tudors?
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