Terrible Tudors

A History based topic

What do you need to know before this topic?
- That England has been ruled by different monarchs and dynasties over time.
- Basic understanding of timelines (before/after, century, chronological order).
- That religion played an important role in people's lives in the past.
- Awareness that historical sources help us learn about events and people.
- Simple understanding of medieval life (kings, queens, battles, power).

Sticky Knowledge:
- The Tudor period began after the Wars of the Roses when Henry VII became king.
- Henry VIII is known for his six wives and for breaking away from the Catholic Church.
- The English Reformation changed religion in England for many years.
- Edward VI, Mary I and Elizabeth I each changed religion again during their reigns.
- Elizabeth I defeated the Spanish Armada in 1588, securing England's independence.
- Tudor monarchs had significant power and their decisions shaped the country.

Key Assessment Questions:
- How did the War of the Roses lead to the start of the Tudor dynasty?
- What kind of king was Henry VIII and why is he remembered today?
- Why did Henry VIII have six wives and how did this affect England?
- What was the Reformation and how did it change religion in England?
- How did Edward VI, Mary I and Elizabeth I each influence religion differently?
- Why was the Spanish Armada a significant event in Elizabeth's reign?
- How do historians know about Tudor life and monarchy?

Key Vocabulary: **Monarch** – a king or queen who rules a country.
- **Dynasty** – a family of rulers over several generations.
- **War of the Roses** – a civil war between the Houses of York and Lancaster.
- **Reformation** – the major religious change started by Henry VIII.
- **Catholic / Protestant** – two different branches of Christianity.
- **Heir** – the person next in line to the throne.
- **Succession** – the order in which monarchs take the throne.
- **Armada** – a large fleet of ships, especially the Spanish fleet sent in 1588.
- **Alliance** – an agreement between countries or people to support each other.

Key Skills:
Children will be able to place events in chronological order and explain how one event led to another.
Children will be able to use historical sources (portraits, letters, artefacts) to ask questions and make simple conclusions about Tudor life.
Children will be able to explain cause and consequence, especially around Henry VIII's decisions and the Reformation.
Children will be able to compare the reigns of Tudor monarchs and identify similarities and differences in their leadership and beliefs.
Children will be able to describe how religion changed over time under Henry VIII, Edward VI, Mary I and Elizabeth I.
Children will be able to use historical vocabulary accurately when discussing monarchy, religion, power and conflict.
Children will be able to form balanced historical opinions, using evidence.

Curriculum Drivers

Caring Community
I am the child who can recognise how Tudor beliefs, laws and daily life affected different groups of people, and I can consider how fairness and justice have changed over time.

Learning & Leading
I am the child who can explain key Tudor events and monarchs, and how their leadership shaped Britain.

British & Global Values
I am the child who can understand how Tudor exploration, trade and religion influenced Britain and the wider world.

Wellbeing & Being Well
I am the child who can compare Tudor living conditions with today and reflect on their impact on wellbeing.

Enterprise & Effort
I am the child who can recognise the effort and craftsmanship behind Tudor buildings, clothing, exploration and navigation, and understand how people worked to improve their lives and negative aspects of tourism.

Identity and Uniqueness
I am the child who can identify how Tudor people expressed their identity through status, religion and clothing.

Writing	Maths	Art/DT	RE	PE	Computing	Science	PSHE - Jigsaw	French	Music
Balanced Argument – Was Henry VIII a good king? Narrative – focussing on dialogue Non-Chronological report – Tudor Royalty	Angles Shape, position and direction Converting units	DT – Stuffed toys Art - 3D art installation DT – Structures and bridges	Thematic Unit – What can be done to reduce racism – can RE help?	Rounders – practicing our batting and fielding skills.	Crumbles – computer programming	Animals including humans - Parts of a flower - insects, amphibians, birds and mammals - Human timelines - Gestation periods	Puzzle 6 – Changing me - Self image and body image - Girls' puberty - Boys' puberty - Conception - Looking ahead	Places in towns and directions	Revising chords of C and F and learning chord of G and Am. Accompanying songs using different chord progressions.