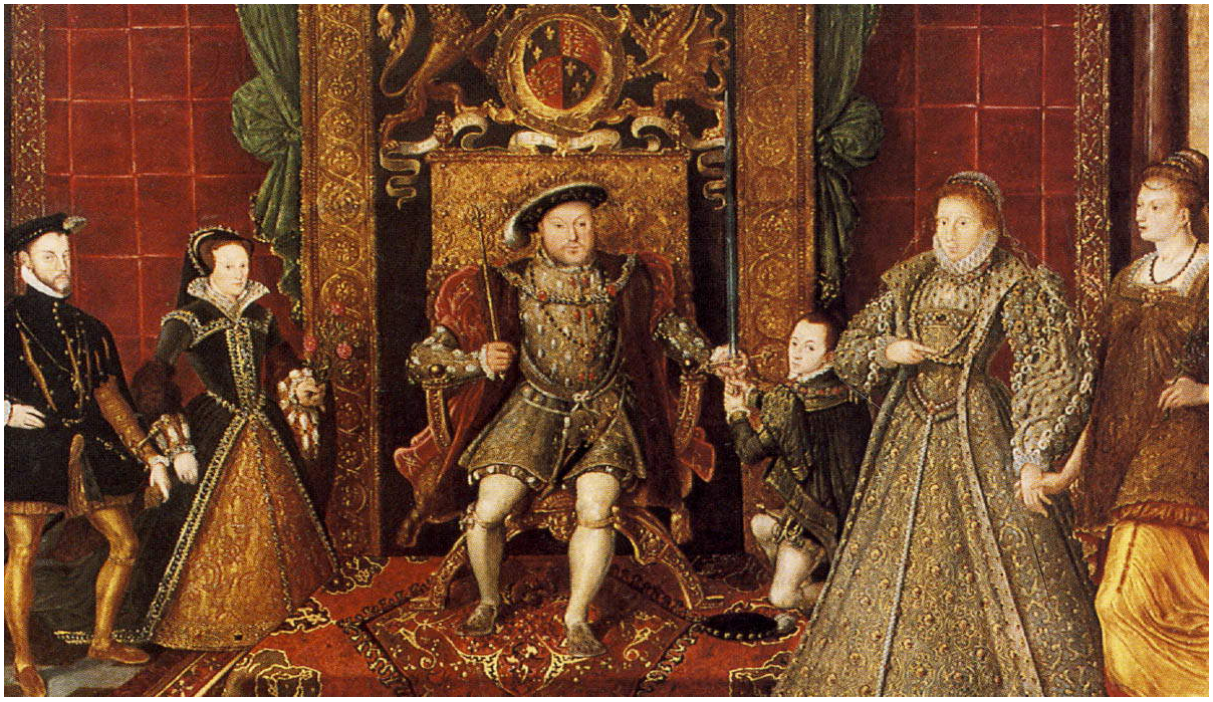
Pilgrim Federation
Key Stage 2



Learning Theme:
The Tudors

Links to Other Learning Themes:
This Learning Theme Links to: Invaders & Settlers The Maya The Americas Explorers World War II Europe

KEY STAGE 2

To master '**The Tudors'** at Key Stage 2, pupils need to move beyond just memorising the names of Henry VIII's wives. They should understand the massive shifts in power, religion, and daily life that defined this period (1485–1603). Here are the six essential questions that cover the **substantive** and **disciplinary knowledge** of the learning theme:

1. How did the Tudor dynasty begin and why was it significant?
Pupils should understand that the Tudors didn't just appear; they won the throne through conflict.

The Fact: Henry Tudor defeated Richard III at the **Battle of Bosworth** in 1485, ending the Wars of the Roses.
The Significance: He united the warring houses of Lancaster (red rose) and York (white rose) to create the **Tudor Rose**. This brought stability to England after decades of civil war.

2. Why did Henry VIII break away from the Roman Catholic Church?
This is the "big" religious question regarding the **English Reformation**.

The Cause: Henry wanted an annulment from Catherine of Aragon to marry Anne Boleyn, but the Pope refused.
The Consequence: Henry declared himself **Supreme Head of the Church of England** (The Act of Supremacy, 1534).
The Impact: This led to the **Dissolution of the Monasteries**, where Henry seized the wealth and land of the Catholic Church.

3. How did the "Religious Rollercoaster" affect ordinary people?
Pupils should be able to track the rapid changes in faith across the different monarchs.

Edward VI: Moved the country toward strict Protestantism.
Mary I ("Bloody Mary"): Violently returned England to Catholicism, burning heretics at the stake.
Elizabeth I: Found a "Middle Way" (The Elizabethan Settlement) to try and balance both faiths and bring peace.

4. What was life like for different groups of people in Tudor England?
This explores the social hierarchy and the "Great Chain of Being."

The Rich: Lived in grand "prodigy houses" (like Hampton Court) with chimneys, glass windows, and symmetrical gardens.
The Poor: Faced harsh laws; if you were a "sturdy beggar" (unemployed but fit), you could be whipped or branded.
Daily Life: Understanding the contrast in diet (meat/sugar for the rich vs. pottage/ale for the poor) and the constant threat of the **Black Death** and the "Sweating Sickness."

5. Why is the Elizabethan era considered a "Golden Age"?
This focuses on the cultural and global expansion under Elizabeth I.

Exploration: The voyages of Francis Drake (the first Englishman to circumnavigate the globe) and Walter Raleigh.
The Arts: The rise of the **Globe Theatre** and William Shakespeare.
Conflict: The defeat of the **Spanish Armada** in 1588, which established England as a major naval power.

6. How do we know what we know about the Tudors? (Evidence)
This is the "**Disciplinary**" question about how historians work.

Primary Sources: Using portraits (like Holbein's Henry VIII), letters, shipwrecks (the **Mary Rose**), and architecture to piece together the past.
Interpretation: Recognising that Tudor portraits were often "propaganda"—designed to make the monarch look powerful, young, and divinely chosen, even if they weren't.

Summary Checklist for Pupils

Question Type	What they are checking
Chronology	Can they place the 5 Tudor monarchs in order?
Causation	Can they explain *why* the Church changed?
Comparison	Can they see how Mary I and Elizabeth I were different?
Evidence	Can they spot "clues" in a Tudor portrait?

Vocabulary

To master the Tudor period, pupils need a mix of **Tier 2** (academic) and **Tier 3** (subject-specific) vocabulary. This allows them to move from simply "telling a story" to "analysing history."

1. The Monarchy and Power
These words describe the structure of government and how the Tudors maintained control.

Dynasty: A line of hereditary rulers of a country (e.g., the Tudor family).
Monarch: A sovereign head of state, especially a king, queen, or emperor.
Succession: The action or process of inheriting a title or office.
Heir: A person legally entitled to the property or rank of another on that person's death.
Treason: The crime of betraying one's country, especially by attempting to kill the sovereign or overthrow the government.
Propaganda: Information, especially of a biased or misleading nature, used to promote a political cause or point of view (crucial for analysing Tudor portraits).

2. Religion and the Reformation

This is the most complex vocabulary set for KS2, as it involves abstract concepts of faith and law.

Reformation: The 16th-century movement for the reform of abuses in the Roman Catholic Church ending in the establishment of the Reformed and Protestant Churches.
Annulment: A legal declaration that a marriage was never valid (Henry VIII sought this, not a modern "divorce").
Pope: The head of the Roman Catholic Church.
Catholic: A member of the Roman Catholic Church that looks to the Pope for leadership.
Protestant: A member of a Christian church separated from the Roman Catholic Church.
Dissolution: The formal closing down or dismissal of an assembly, partnership, or official body (specifically the **Dissolution of the Monasteries**).
Heretic: A person believing in or practicing religious heresy (opinions at odds with the "official" church).

3. Daily Life and Society
Words that describe the social "Golden Age" and the hardships of the era.

Gentry: People of good social position, specifically the class of people next below the nobility.
Vagabond: A person who wanders from place to place without a home or job (Tudors had strict laws against "sturdy beggars").
Pottage: A thick soup or stew made of vegetables and grains (the staple diet for the poor).
Architecture: The art or practice of designing and constructing buildings (e.g., **half-timbered** houses).
Physician: A person qualified to practice medicine (often using four "humours" to treat patients).

4. Exploration and Warfare
Vocabulary relating to the Elizabethan expansion and the conflict with Spain.

Circumnavigation: The action of sailing all the way around something, especially the world (Sir Francis Drake).
Armada: A fleet of warships (specifically the **Spanish Armada** of 1588).
Galleon: A large sailing ship with three or more masts used by Europe as a warship or for trade.
Privateer: An armed ship owned and officered by private individuals holding a government commission and authorised for use in war (essentially a "legal pirate").

The "Historian's Toolkit" (Disciplinary Vocabulary)
These words help pupils talk about *how* we study the Tudors.

Word	Definition
Primary Source	An artefact, document, or recording created at the time of study (e.g., the Mary Rose).

Secondary Source	A document or recording that relates or discusses information originally presented elsewhere (e.g., a history textbook).
Chronology	The arrangement of events or dates in the order of their occurrence.
Interpretation	The way in which someone explains or understands a historical event or person.

The "Tudor Expert" Vocab Challenge
Can you explain the difference between an **annulment** and a **divorce**?
Why would Henry VIII use **propaganda** in his portraits?
What is the difference between a **Catholic** and a **Protestant**?

Art & Design

Substantive Knowledge

In Art & Design, **substantive knowledge** refers to the concrete facts, methods, and "finished products" that pupils learn. For '**The Tudors'** learning theme, this revolves around the specific artists of the era, the distinctive style of royal portraiture, and the technical vocabulary used to describe 16th-century aesthetics.

1. Key Artists and Their Influence
The Fact: Knowing who the major creators were and their relationship to the Crown.
Hans Holbein the Younger: The most significant artist of the period. Pupils should know he was the King's Painter and responsible for the iconic, powerful image of Henry VIII.
Nicholas Hilliard: Famous for "portrait miniatures"—tiny, intricate paintings often worn as jewellery.
The Court Artist Role: Understanding that artists were hired to create a "brand" for the monarch, not just to paint for fun.

2. Portraiture and "Propaganda"
The Fact: Recognising the specific features that make a Tudor portrait recognisable.
Stance and Composition: Henry VIII's wide-legged, forward-facing stance was designed to show physical strength and authority.
Symbolism (Iconography): Knowing the specific meaning behind objects in paintings.
A Globe: Global power and exploration.
An Ermine (weasel): Purity and royalty.
The Tudor Rose: The unity of the two warring houses.
Realism vs. Idealism: Identifying that while Holbein was realistic with textures (fur, jewels), he "idealised" the monarchs to make them look healthy and majestic.

3. Techniques, Media, and Formal Elements
The Fact: The "how-to" of Tudor art.
Mediums: Understanding that they used **oil on wood panels** (not canvas) and **watercolour on vellum** for miniatures.
Line and Detail: The use of fine, precise lines to depict intricate lace, embroidery, and jewellery.

Colour Palette: Knowing that specific colours were expensive and reserved for the elite, such as **Ultramarine** (blue from lapis lazuli) and **Gold leaf**.
Pattern: Recognising the heavy use of geometric and floral patterns in Tudor clothing and tapestries.

4. Architecture and Design
The Fact: Beyond paintings, the physical look of the Tudor world.
Half-Timbered Houses: The "black and white" look created by oak beams and wattle-and-daub.
Knot Gardens: Symmetrical, intricate garden designs that mirrored the patterns in Tudor embroidery.

Why Substantive Knowledge Matters

Why it Matters	**The "Tudor" Impact**
Foundation for Making	Pupils cannot draw a "Tudor style" portrait if they don't know the specific rules of the stance and the clothing patterns.
Historical Accuracy	It prevents "anachronisms" (putting modern things in the wrong time) by teaching pupils exactly what materials were available.
Appreciation	Knowing that a miniature took months to paint with a single-hair brush helps pupils appreciate the skill and patience of the artist.
Visual Vocabulary	It gives pupils the "nouns" of art—*miniature, vellum, oil, symbolism*—allowing them to speak accurately about what they see.

The "Tudor Art" Knowledge Check
Can you name the artist who painted the most famous portrait of Henry VIII?
What does a globe symbolise in a portrait of Elizabeth I?
What is a "miniature" and how was it worn?
Why did Tudor houses have black wooden beams?

Disciplinary Knowledge

In Art & Design, **disciplinary knowledge** refers to the "expert" practices and thinking skills that allow a pupil to behave like a true artist or art historian. While ***substantive knowledge*** is the "what" (e.g., "Henry VIII was painted by Holbein"), ***disciplinary knowledge*** is the "how" (e.g., "How do I analyse this portrait to find hidden political messages?"). In the context of '**The Tudors'**, this knowledge is centred on **visual literacy, symbolic communication, and the evolution of techniques.**

1. Visual Literacy: The Art of "Decoding"
The Practice: Understanding that Tudor art was rarely just for decoration; it was a tool for power.
Interpretation: Learning to "read" a portrait like a text. For example, identifying that a closed book symbolises wisdom, or a globe represents global power.

Critiquing Intent: Asking why an artist chose to paint Elizabeth I with a "sieve" (symbolising virginity and purity) or why Henry VIII is always standing in a powerful, wide-legged stance.
Identifying Bias: Recognising that court painters were the "Photoshop" of their day—they were paid to make the monarch look divinely chosen and eternally youthful.

2. Mastery of Techniques and Materials
The Practice: Developing the technical proficiency to recreate the "Tudor Look."
Colour Theory: Understanding that in Tudor times, colours were expensive and meaningful. Pupils learn to mix "Royal" pigments (like gold and deep crimson) and understand that black was actually one of the most expensive dyes to produce.
Control of Line and Tone: Practicing the precise, linear style of **Hans Holbein the Younger**. This involves learning to use different pencil grades to achieve the "hyper-realistic" detail seen in Tudor sketches.
Media Exploration: Moving between media to see how they change the message—comparing a delicate **miniature** (painted on vellum) to a massive, imposing oil painting on wood.

3. The Role of the Artist in History
The Practice: Understanding the social and cultural context of the "Court Artist."
Contextual Knowledge: Knowing that the court artist was the "camera" of the time. They were sent abroad to paint potential wives (like Anne of Cleves) to see if they were suitable.
Continuity and Change: Comparing how monarchs are portrayed today (in photographs or on social media) versus how they were portrayed in 1550.
Ethical Reflection: Considering the "rewards and consequences" for artists—if you painted the King too honestly (and he looked ugly), you might lose your job or your head!

Why Disciplinary Knowledge Matters

Why it Matters	**The "Tudor" Impact**
Critical Thinking	It stops pupils from just "copying" and starts them **questioning** why an image was made.
Historical Inquiry	It turns an art lesson into a history lesson by treating the painting as a **Primary Source**.
Vocab Development	It gives pupils the language (*composition, symbolism, medium, tone*) to describe complex ideas.
Cultural Capital	It connects pupils to world-class art (like that in the National Portrait Gallery) and helps them appreciate its national significance.

The "Art Historian" Success Criteria
I can explain three symbols used in a royal portrait and what they tell us about the monarch.
I can use **shading and tone** to make a portrait look 3D, similar to the style of Hans Holbein.
I can explain how a Tudor portrait was used as **propaganda** to influence the public.

I can justify my choice of colours based on the status of the person I am drawing.

Learning Objectives

The **learning objectives** are designed to build both technical skill and critical thinking.

1. Mastering Portraiture and Proportion
Objective: *To create sketchbooks to record their observations and use them to review and revisit ideas.*
The Focus: Accuracy and the human form.
Key Skill: Learning the "rules" of facial proportion (e.g., eyes are halfway down the head).
Outcome: Pupils use sketches to plan a final portrait, experimenting with the iconic "three-quarter" or "full-frontal" view used by Tudor royals to show power.

2. Using Symbols to Convey Meaning (Iconography)
Objective: *To learn about great artists, architects, and designers in history.*
The Focus: The "Language" of Art.
Key Skill: Identifying and using symbols (e.g., a globe for power, a rose for unity, a dog for loyalty).
Outcome: Pupils can explain why Hans Holbein included specific objects in his paintings and then "design" their own symbols for a self-portrait.

3. Developing Technical Skill in Detail and Pattern
Objective: *To improve their mastery of art and design techniques, including drawing, painting, and sculpture with a range of materials.*
The Focus: Texture and Intricacy.
Key Skill: Using fine brushes or sharp pencils to replicate the elaborate patterns of Tudor lace, jewellery, and "blackwork" embroidery.
Outcome: Pupils demonstrate control over line and tone, showing the difference between "soft" velvet and "hard" jewels in their work.

4. Exploring Scale: From Murals to Miniatures
Objective: *To evaluate and analyse creative works using the language of art, craft, and design.*
The Focus: Perspective and Size.
Key Skill: Comparing the massive, life-sized palace portraits of Henry VIII with the tiny, intimate **portrait miniatures** of Nicholas Hilliard.
Outcome: Pupils experiment with scale, perhaps creating a "miniature" on a small card circle to understand the precision required for small-scale work.

5. Understanding Colour and Status
Objective: *To experiment with different mixing techniques and understand the historical context of pigments.*
The Focus: Colour Theory.
Key Skill: Understanding that certain colours (like gold, crimson, and deep blue) were expensive and indicated high social status.
Outcome: Pupils make deliberate choices about their colour palette to reflect the "wealth" of the subject they are painting.

Why These Learning Objectives Matter

Why it Matters	The "Tudor" Application
Critical Literacy	It teaches pupils that images are "built" to send a message (Propaganda).
History Integration	It provides a visual primary source for their history lessons.
Patience & Focus	Replicating Tudor detail requires a high level of "flow" and concentration.
Self-Expression	Using symbols allows pupils to tell their own story through art without just using words.

The "Tudor Artist" Success Criteria
I can use a pencil to create different tones for the fur on a Tudor collar.
I can explain why a Tudor rose was included in a painting.
I can mix colours to create a rich "Royal Red."
I can describe how Hans Holbein made Henry VIII look like a powerful leader.
Tudor Art and Design is centred on **power, status, and identity**. These **lesson ideas** move from the grand, "brand-building" portraits of the Royal Court to the intricate, personal accessories of the Elizabethan gentry.

Lesson Ideas

Here is a 6-week Medium-Term Plan for Key Stage 2 Art & Design themed around **'The Tudors'**.
This unit connects core National Curriculum Art & Design strands—**Drawing & Portraiture, Printmaking, Textiles/Pattern, and Visual Appraisal**—with historical Tudor concepts: royal portraiture as propaganda, Hans Holbein's line and shadow techniques, intricate Tudor textiles/blackwork embroidery, and timber-framed architecture. It balances **substantive knowledge** (facial proportions, tonal shading, printmaking techniques, pattern repetition, colour mixing, and historic craft processes) with **disciplinary knowledge** ("Thinking Like an Artist"—analysing artistic intent, evaluating symbolism, manipulating media for effect, critiquing compositions, and refining technical processes).

Unit Title: Tudor Vision: Portraiture, Propaganda, and Pattern
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: Royal Portraiture (Holbein), Tudor Blackwork Patterns, and Timber-Framed Architecture.
Art & Design Focus Areas:
Drawing & Portraiture: Proportions of the face, tonal shading, line weight, and symbolic iconography.
Printmaking & Pattern: Relief printing (polystyrene board/linocut), repeating geometric motifs inspired by Tudor textiles and architecture.
Textiles & Craft: Thread/line work, pattern symmetry, and tactile surface decoration.
Visual Analysis & Critical Thinking: Decoding symbolism in historic art, comparing Tudor art to modern portraiture/propaganda.
Key Art Pillars
Substantive Knowledge:
Formal Elements:

Line: Using graphite/charcoal to capture sharp outlines and delicate facial contours (Holbein style).
Tone: Applying cross-hatching and blended shading to create 3D form and dramatic lighting (*chiaroscuro*).
Pattern & Shape: Understanding radial and grid symmetry in Tudor architecture and blackwork embroidery.
Form & Texture: Translating 2D patterns into textured relief prints and textile samples.
Art History: Hans Holbein the Younger as King Henry VIII's court painter; the use of symbolism (pomegranates, Tudor roses, jewels, daggers) to project power and wealth.
Disciplinary Knowledge ("Thinking Like an Artist"):
Critical Decoding: Analysing how portraits function as curated public relations (propaganda) rather than neutral photographs.
Technical Intentionality: Choosing specific pencil grades (2B-6B) or ink density to evoke mood, weight, and status.
Iterative Refinement: Annotating sketchbooks with reflection notes, experimenting with print registration, and adjusting block carvings.

Weekly Progression Scheme
Week 1: Power, PR, and Propaganda – Decoding Holbein
Art Strand: Visual Appraisal, Art History & Sketchbook Studies.
Focus Artist: Hans Holbein the Younger (Portraits of Henry VIII & Anne of Cleves).
Substantive Knowledge:
LKS2: Identifying main shapes, colours, and textures in Tudor portraits; understanding that portraits tell stories about the sitter.
UKS2: Understanding artistic symbolism (e.g., fur = wealth, posture = dominance, jewellery = royal lineage); identifying how Holbein altered proportions to make Henry VIII look broader and more imposing.
Disciplinary Knowledge:
Visual Decoding: Questioning the truthfulness of historic artwork and identifying authorial/patron intent.
Practical Art Task:
LKS2 (Y3/4): *Symbolic Identity Map.* Pupils annotate a copy of a Holbein portrait in sketchbooks, drawing arrows to key items (crowns, roses, daggers) and sketching 3 personal symbols that represent their own identity.
UKS2 (Y5/6): *The Propaganda Analysis Page.* Pupils compare Holbein's portrait of Henry VIII with a modern official portrait/photograph, writing critical notes on composition, stance, lighting, and symbolic prop selection in their sketchbooks.

Week 2: Faces of the Court – Facial Proportions & Line
Art Strand: Drawing & Portraiture Mechanics.
Substantive Knowledge:
LKS2: Basic facial layout (eyes halfway down the head, nose halfway between eyes and chin, mouth halfway between nose and chin); using light guidelines.
UKS2: Precise measurement guidelines for facial features in 3/4 view and profile; using varied line weight (HB for guidelines, 2B-4B for contour definition).
Disciplinary Knowledge:
Observation over Symbol Drawing: Drawing facial features by observing actual shapes, angles, and negative space rather than relying on stylised mental icons.
Practical Art Task:
LKS2 (Y3/4): *Proportional Portrait Draft.* Pupils follow a step-by-step proportion guide to draw a front-facing portrait of a Tudor monarch using graphite pencils, focusing on correct feature placement.

UKS2 (Y5/6): *3/4 View Holbein Sketch.* Pupils study Holbein's preliminary portrait sketches (e.g., Thomas More), using graphite and chalk on toned sugar paper to map a 3/4 view head structure with precise feature placement.

Week 3: Shadow and Form – Tonal Shading & Chiaroscuro
Art Strand: Drawing, Tone & Surface Texture.
Substantive Knowledge:
LKS2: Tonal scales (light → dark); using pressure control with graphite; shading to make 2D shapes look 3D.
UKS2: Cross-hatching, stippling, and directional shading; creating dramatic contrast (*chiaroscuro*); rendering realistic textures (velvet, metal, skin).
Disciplinary Knowledge:
Tonal Judgement: Evaluating where light hits a form and applying smooth transitions between core shadows, mid-tones, and highlights.
Practical Art Task:
LKS2 (Y3/4): *Tudor Crown Shading Study.* Pupils draw a Tudor crown or goblet, applying a 5-step tonal value scale to show light reflection on metallic surfaces.
UKS2 (Y5/6): *Tonal Tudor Portrait Finalisation.* Pupils complete their Week 2 portrait drawing by adding deep tonal contrast, using blending stumps and rubbers to create sharp highlights on velvet collars, ruffs, and facial contours.
Week 4: Blackwork and Geometry – Tudor Pattern & Textiles
Art Strand: Pattern, Line & Textile Design.
Focus Craft: Catherine of Aragon's Spanish Blackwork (intricate black thread on white linen).
Substantive Knowledge:
LKS2: Repeating patterns; rotational symmetry; geometric vs. organic shapes (Tudor rose, leaves, vines).
UKS2: Grid-based tessellation; delicate fine-liner control; integrating historic motifs (pomegranates, fleur-de-lis) into complex lattice grids.
Disciplinary Knowledge:
Precision & Symmetry: Maintaining consistent line weight and spatial gaps across repeating geometric designs.
Practical Art Task:
LKS2 (Y3/4): *Blackwork Bookmark/Border.* Pupils create a repeating Tudor border pattern using black fine-liners on grid paper, focusing on clean 40-90° geometric turns.
UKS2 (Y5/6): *Complex Blackwork Textile Tile.* Pupils design an intricate 10cm x 10cm blackwork embroidery motif incorporating a Tudor Rose, using fine-liners and metallic gold gel pens to highlight royal details.

Week 5: Block Printing the Tudor Rose – Relief Printmaking
Art Strand: Printmaking & Technical Manipulation.
Substantive Knowledge:
LKS2: Relief printing concepts; incising designs into Quick-Print/ Polystyrene board tiles using sharp pencils; applying ink evenly with a brayer (roller).
UKS2: Lino/Polystyrene board reduction techniques; negative space carving; registration techniques for multi-coloured print overlays (red, white, gold).
Disciplinary Knowledge:
Mirror Image Reasoning: Understanding that carved designs and text will reverse when printed onto paper/fabric.
Practical Art Task:

LKS2 (Y3/4): *Polystyrene board Tudor Rose Print.* Pupils carve a Tudor Rose design into a foam plate, roll red or white block printing ink, and print a 2-by-2 repeating grid on paper.
UKS2 (Y5/6): *Two-Tone Relief Print.* Pupils carve a double-layered print tile (outer geometric frame + inner emblem), practicing precise registration to print alternating metallic gold and rich crimson motifs on dark background paper.

Week 6: The Tudor Gallery – Exhibition & Critical Appraisal (Synthesis)
Art Strand: Exhibition, Evaluation & Curatorial Synthesis.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Combining portraiture, tonal mastery, blackwork patterns, and relief prints into a finished composite display or Tudor portrait panel.
Disciplinary Knowledge:
Constructive Critique: Evaluating personal work and peer art using formal artistic vocabulary (*tone, line, form, proportion, pattern, contrast, composition*).
Practical Art Task:
LKS2 & UKS2: *The Court Gallery Exhibition.*
Task 1: Pupils mount their final Tudor Portrait within their printed blackwork border frame, writing an artistic statement explaining the choice of symbols and shading techniques used.
Task 2: Class hosts a gallery walk. Pupils complete "Art Critic" evaluation cards for three peers, assessing: (1) Use of tonal depth, (2) Precision of print registration, and (3) Effectiveness of historical symbolism.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Places facial features randomly on the head without using proportion guidelines. • Applies uniform pencil pressure without creating light/dark tonal variations. • Carves Polystyrene board prints unevenly, causing patchy ink transfer. • Identifies colours in historic portraits but misses symbolic meaning.	• Uses facial proportion rules accurately (eyes halfway, nose placement) in portrait drafts. • Demonstrates controlled tonal shading to create 3D form on objects and faces. • Produces a clear, repeating relief print with even ink coverage. • Explains the basic symbolic meaning behind items featured in Tudor royal portraits.	• Adjusts line weight fluidly to show form and texture without teacher prompts. • Blends smooth 5-step tonal value scales seamlessly across complex shapes. • Aligns print block registration precisely to create seamless grid patterns. • Evaluates how Holbein manipulated visual elements to project royal authority and power.
Upper Key Stage 2 *(Years 5 & 6)*	• Draws portraits in 3/4 view with distorted feature placement.	• Draws accurate 3/4 view portraits using guidelines, appropriate feature scales, and shading.	• Renders realistic textures (fur, velvet, metal, hair) using advanced pencil/charcoal techniques.

	• Struggles to create deep contrast using dark shadows (4B-6B). • Smudges fine-liner details in blackwork patterns due to inconsistent spacing. • Offers simple evaluative comments ("I like it because it looks good").	• Applies *chiaroscuro* (dramatic light and shadow) using cross-hatching and blending. • Designs intricate blackwork and multi-tone relief prints with sharp registration. • Critiques artistic techniques and historical propaganda using formal art vocabulary.	• Combines multiple artistic media (graphite, ink, print, gold leaf) with artistic finesse. • Innovates traditional blackwork geometries into complex, modern tessellated patterns. • Articulates deep critical analysis comparing Tudor visual persuasion to modern media imagery.

Other Information, Ideas and Resources
1. The "Power Pose" Self-Portrait (Drawing & Composition) **The Concept:** Understanding how body language conveys authority. **The Activity:** Pupils analyse Hans Holbein's portrait of Henry VIII. They identify his wide-legged stance, hands on hips, and direct gaze. **The Task:** Pupils take photos of each other in a "Power Pose." Using these as a reference, they draw a self-portrait. **The Twist:** They must add "Tudor-style" accessories, such as a heavy gold chain or a fur-lined cloak, using charcoal and chalk to show texture. **Learning Goal:** To understand how a subject's **stance** affects the viewer's perception of their power. **2. "Portrait Miniatures" (Fine Detail & Scale)** **The Concept:** Exploring the "private" side of Tudor art. **The Activity:** Introduce the work of Nicholas Hilliard. Explain that these were the "pocket photos" of the 1500s, often given as secret gifts. **The Task:** On a small card circle (roughly 5–8cm), pupils paint a portrait of a friend or family member using the finest brushes available. **The Material:** Use watercolours or gouache. Encourage pupils to use a "single-hair" approach for the eyelashes and lace collars. **Learning Goal:** To develop **fine motor control** and appreciate the precision required for small-scale work. **3. Designing a "Symbolic" Shield (Graphic Design & Iconography)** **The Concept:** Using images to tell a story without words. **The Activity:** Look at the **Tudor Rose** and the symbols in the *Armada Portrait* of Elizabeth I (the globe, the sieve, the pearls). **The Task:** Pupils design their own modern "Tudor Rose" or shield. They must choose three symbols that represent their own life or values (e.g., a book for wisdom, a football for teamwork, a leaf for nature). **The Material:** Use metallic pens, bold paints, and "illuminated" borders. **Learning Goal:** To understand **iconography** and how symbols communicate identity and history. **4. "Blackwork" Embroidery Patterns (Printmaking & Pattern)**

The Concept: Recreating the popular Tudor fashion trend.
The Activity: Study "Blackwork"—the geometric, black-thread embroidery made famous by Catherine of Aragon.
The Task: Instead of sewing, pupils create a **lino print** or a **polystyrene block print**. They design a repeating geometric or floral pattern.
The Execution: Using black ink on white paper or fabric, they print a border that looks like the "ruffs" or "cuffs" of a Tudor sleeve.
Learning Goal: To explore **repeating patterns** and the relationship between textile design and printmaking.

5. Architectural Model: The "Half-Timbered" House (3D Design)
The Concept: Understanding the "Black and White" aesthetic of Tudor streets.
The Activity: Look at photos of "Wattle and Daub" houses and the "Jettying" (where the top floor hangs over the bottom).
The Task: Using small cardboard boxes, pupils build a 3D model of a Tudor merchant's house.
The Detail: Paint the box white and use thin strips of black card or lolly sticks to recreate the timber frame.
Learning Goal: To develop **3D construction skills** and understand how materials dictated historical architecture.

Summary of Art Skills Used

Lesson	Focus Area	Technique
Power Pose	Line & Tone	Proportional drawing and shading.
Miniatures	Scale & Precision	Watercolour blending on a small surface.
Symbolic Shield	Composition	Graphic design and colour symbolism.
Blackwork	Printmaking	Carving and ink transfer.
3D House	Structure	Measuring, cutting, and joining 3D forms.

In the Tudor period, we begin to see what people in English history looked like. Images of kings and saints fill medieval churches: but these show ideal monarchs or holy men, not real likenesses. When the religious changes begun by Henry VIII banned holy pictures in churches, the artists who'd painted them had to look elsewhere for work, and the age of the portrait began.

Rulers like Henry VIII and Queen Elizabeth, of course, were first on the portrait scene. Nobles and courtiers were next, and you can see an amazing display of full-length portraits of them at Kenwood, dressed in the latest extravagant fashions.

Artists from the Tudor era
Lucas Horenbout, pioneer of the portrait miniature, King's Painter from 1531 until his death in 1544.
Anthony Toto
Bartolommeo Penni.
Hans Holbein the Younger, spent many years on two visits, painting the best portraits of the Tudor period.
Levina Teerlinc, miniaturist and lady-in-waiting.
Look at The National Portrait Gallery https://www.npg.org.uk/collections/explore/by-period/tudor.php
https://www.npg.org.uk/collections/pick-ups

What do Tudor portraits tell us about how they lived?
What information can we gather about Henry VII or Elizabeth I by looking at their portraits?
Portraits of the rich.
https://www.twinkl.co.uk/resource/t2-h-5588-ks2-tudor-portraits-activity-sheet

Did people really look as they appear in their portraits?
Obviously, they wore (or sometimes borrowed) fine clothes to be painted in, and it paid the artist to make them look as attractive as possible. Yet some portraits are undoubtedly genuine likenesses. Oliver Cromwell famously ordered himself portrayed 'warts and all'.

Link to Henry VIII being a good artist.

Drawing
Wad (graphite) discovered by shepherds in the mid-16th century was used as the first pencil leading to life drawing and realistic portraiture.

Interior design
Using the example of Hardwick Hall: the layout of separate rooms with dedicated functions – instead of one great hall, upholstered furniture, wallpaper, carpets, and windows.

What colours and tones did the Tudors use?
Tudors used dyes to colour cloth.
The dyes usually came from plants: walnut made a brown colour, a plant called madder made a red colour and woad made a blue colour.
Can we use parts of plants to make our own dyes?
We could try coloured plants like beetroot, blackberries or tomatoes.
How many different colours can we make?
Which parts of the plants make good dyes?
Which materials (e.g. paper, plastic, wool, cotton, metal) are good for dyeing?

Considerations for Implementation

Computing

Substantive Knowledge

In Computing, **substantive knowledge** refers to the specific facts, terminology, and "how-to" skills that pupils must acquire. When applied to the '**The Tudors'** learning theme, it is about using the 16th century as a context to learn 21st-century digital tools. It involves knowing the names of specific software functions, the rules of data organisation, and the technical requirements for digital content creation.

1. Computer Science: Programming and Logic
The Fact: Knowing how to use "If... Then..." (Selection) and "Loops" (Repetition) to build a historical simulation.
Commands: Knowing specific coding blocks in **Scratch** or **Python** to move a Tudor galleon or trigger a conversation between Henry VIII and a courtier.
Algorithms: Understanding that an algorithm is a precise set of instructions. For example, the "algorithm" for the **Spanish Armada's** retreat (If wind is from the South, Then sail North around Scotland).
Variables: Understanding that a "score" or "health bar" in a Tudor-themed game is a variable—a piece of information that can change.

2. Information Technology: Databases and Data Logging
The Fact: Knowing the components of a digital database and how to manipulate them.
Records and Fields: Knowing that a **Record** is all the information about one person (e.g., Anne Boleyn) and a **Field** is a specific category (e.g., "Date of Birth").
Data Entry: Knowing how to input information accurately into a table to ensure it can be searched later.
Graphing: Knowing how to use software (like Excel or Google Sheets) to turn a table of Tudor "life expectancy" into a bar chart or line graph.

3. Digital Literacy: Search and Safety
The Fact: Knowing the "mechanics" of how the internet works and how to stay safe while researching.
Search Operators: Knowing how to use "AND", "OR", and "NOT" to narrow down a search (e.g., "Tudor Food" NOT "Modern Recipes").
Keywords: Identifying the most effective words to type into a search engine to find primary sources rather than general blogs.
Copyright and Plagiarism: Knowing that images of the **Mary Rose** found online belong to someone else and understanding how to credit the source.

4. Media Creation: Digital Assets
The Fact: Knowing the technical properties of different file types and digital media.
File Types: Knowing the difference between a .jpg (image), a .mp3 (sound of a Tudor lute), and a .mp4 (video of a battle re-enactment).
Editing Skills: Knowing how to use "layers" in a photo editor to put a picture of a pupil into a Tudor palace, or how to "trim" an audio clip for a podcast about the Reformation.
Software Tools: Knowing the specific functions of a word processor (e.g., text wrapping, inserting captions) to create a "Tudor Times" newspaper.

Why Substantive Knowledge Matters

Why it Matters	The "Tudor" Application
Technical Precision	Pupils can't build a "Tudor Quiz" if they don't know the **syntax** of the code.
Efficiency	Knowing how to **Sort and Filter** a database saves hours of manual searching through Tudor records.
Communication	Knowing how to use **Hyperlinks** allows pupils to create a non-linear "Interactive Museum" about the Tower of London.
Safety	Knowing how to **Evaluate a URL** prevents pupils from being misled by inaccurate "History" sites.

The "Tudor Tech" Knowledge Check
Can you define what a "Field" is in a database of Tudor kings?
Which coding block would you use to make a Spanish ship disappear when hit by a cannonball?
What is the difference between a search for "Henry VIII wives" and "Henry VIII *six* wives"?
How do you add a "Green Screen" effect to a video of a pupil acting as a Tudor explorer?

Disciplinary Knowledge

In Computing, **disciplinary knowledge** is less about knowing "how to use a computer" and more about **thinking like a Computer Scientist**. When applied to '**The Tudors**', this means using digital tools to organise historical data, simulate the past, and understand how information is shared and protected. It is the practice of using **computational thinking** to solve historical problems and present findings effectively.

1. Information Technology: Data Handling and Databases
The Practice: Using digital systems to organise the complex lives of the Tudor monarchs and their subjects.
Structuring Data: Instead of just a list, pupils learn to create a **flat-file database** of the six wives of Henry VIII or the crew of the *Mary Rose*. They must decide on "fields" (e.g., *Name, Religion, Fate, Year of Marriage*).
Searching and Sorting: Learning how to "query" the data. (e.g., *"Show me all the wives who were executed"* or *"Sort the crew of the Mary Rose by their job title"*).
Why it matters: It teaches pupils that information is more powerful when it is structured and searchable—a foundational skill for all modern research.

2. Digital Literacy: Evaluating Online Sources
The Practice: Determining the reliability of "historical facts" found on the internet.
Fact-Checking: Comparing two different websites about the Spanish Armada to see if their "facts" align.
Identifying Bias: Just as Tudor portraits were propaganda, pupils learn that websites can have an "agenda." They look for clues like the URL (.edu vs .com), the author, and the date of the last update.
Why it matters: In an era of "fake news," the ability to critically evaluate digital content is a vital life skill. It turns pupils from passive consumers into active, sceptical researchers.

3. Computer Science: Modelling and Simulation

The Practice: Using algorithms and "If... Then..." logic to explore historical "What Ifs."
Simulation: Using a program like **Scratch** to create a simulation of the Battle of Bosworth or the Spanish Armada.
Logic Gates: Programming a choice-based narrative (like a digital "Choose Your Own Adventure"). *If* the player chooses to break with Rome, *then* the Pope excommunicates them; *if* they stay, *then* they have no heir.
Why it matters: It helps pupils understand that history is the result of specific decisions and causes. Coding these "logic paths" forces them to understand the **causality** of the Tudor period.

4. Digital Creation: Communicating the "Golden Age"
The Practice: Selecting the right digital tools to present historical knowledge to a specific audience.
Multimodal Presentation: Moving beyond a basic slideshow. Pupils might use green-screen technology to "report live" from the Globe Theatre or create a digital "vlog" from the perspective of a Tudor explorer.
Design for Audience: Understanding that a digital game for Year 1 pupils about the Great Fire of London needs different language and visuals than a documentary for Year 6.
Why it matters: It teaches pupils that technology is a creative medium and that they must adapt their digital "voice" for their listeners.

Why Disciplinary Knowledge Matters in Computing

Skill Area	The "Tudor" Application
Logic	Understanding the step-by-step process of the Reformation as an "algorithm" of change.
Decomposition	Breaking down the complex Spanish Armada battle into smaller, manageable digital scenes.
Patterns	Spotting the "repeating loops" in the lives of the Tudor monarchs (e.g., the repeated search for a male heir).
Evaluation	Judging whether a digital animation accurately represents Tudor life or is just a "myth."

The "Digital Historian" Success Criteria
I can create a database with at least four different fields to store information about Tudor explorers.
I can explain why a website ending in .gov might be more reliable than a random blog post about Henry VIII.
I can use a "broadcast" command in Scratch to trigger an animation of a Tudor galleon firing its cannons.
I can edit a digital photo of myself to look like a Tudor portrait using layers and filters.

Learning Objectives

In Computing, **'The Tudors'** learning theme acts as a brilliant vehicle for teaching **data handling, digital research, and logical simulation**. The **learning objectives** shift from simply "using" a computer to understanding how digital systems can organise, model, and present complex historical narratives.

1. Data Representation and Databases
Objective: *To select, use, and combine a variety of software on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*
The Focus: Organising the "Six Wives" or the "Mary Rose Crew."
Key Skill: Creating a **flat-file database**. Pupils learn to identify "Fields" (e.g., *Name, Religion, Fate*) and "Records" (the specific data for one person).
Outcome: Pupils can "query" their database to answer historical questions, such as *"How many of Henry VIII's wives were executed?"* or *"How many crew members on the Mary Rose were archers?"*

2. Digital Literacy and Research
Objective: *To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.*
The Focus: Separating Tudor "Fact" from "Propaganda."
Key Skill: Critical Evaluation. Comparing different websites to see how they portray Elizabeth I or Richard III.
Outcome: Pupils can identify why a .edu or .gov site might be more reliable than a random blog and can use advanced search operators (like AND or NOT) to narrow down their Tudor research.

3. Programming and Simulation
Objective: *To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.*
The Focus: Coding the Spanish Armada or the Battle of Bosworth.
Key Skill: Selection and Logic. Using "If... Then..." statements in Scratch to create a "Choose Your Own Adventure" game based on the Reformation.
Outcome: Pupils can program an algorithm that simulates a historical event. For example, *"If the player chooses to break from Rome, then the 'Excommunication' variable increases."*

4. Digital Media Creation
Objective: *To use technology purposefully to create, organise, store, manipulate and retrieve digital content.*
The Focus: Reporting from the "Golden Age."
Key Skill: Multi-modal presentation. Using green-screen technology or audio editing to create a "Tudor News Report" or a podcast.
Outcome: Pupils can manipulate digital assets (images of palaces, sounds of lutes) to create a convincing historical atmosphere for a specific audience.

Why These Learning Objectives Matter in Computing

Why it Matters	The "Tudor" Impact
Logic over Rote	Programming a battle forces pupils to understand the **causality** of history (Action A leads to Result B).
Data Mastery	Understanding databases is the foundation of the modern world; using Tudor records makes "dry" data sets interesting.
Scepticism	Teaching pupils to evaluate websites protects them from misinformation, just as they learn to spot Tudor propaganda.
Creative Agency	Using digital tools allows pupils to express their historical knowledge in ways that a standard essay cannot.

The "Digital Historian" Success Criteria
I can define a "Record" and a "Field" in a database.
I can explain how a search engine might rank a site about Henry VIII.
I can find and fix a "bug" in my Spanish Armada simulation code.
I can use layers in an image editor to place myself in a Tudor portrait.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 Computing themed around **'The Tudors'**. This unit integrates core National Curriculum Computing strands—**Computational Thinking & Programming, Information Technology & Digital Media, and Data & Information Systems**—with historical Tudor contexts: royal cipher decoding, automated Tudor Rose vector graphics, database logging of Tudor monarchs, and digital media production covering the Spanish Armada and Tudor life. It balances **substantive knowledge** (algorithms, variables, loops, vector graphics, database structure, fields, records, network search syntax, and digital media production) with **disciplinary knowledge** ("Thinking Like a Computer Scientist"—decomposition, abstraction, debugging, logical evaluation of system design, verifying online historical source reliability, and user-focused media design).

Unit Title: Tudor Codebreakers, Cryptography & Digital Media
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: Tudor Monarch Databases, Cryptographic Ciphers (Babington Plot), Turtle Geometry Tudor Roses, and Armada Digital Broadcasting.
Computing Focus Areas:
Computer Science (CS): Ciphers & Encryption (Cryptography Algorithms), Turtle Logo / Scratch Vector Geometry, Variables, and Conditional Loops.
Information Technology (IT): Flat-file Databases (Fields, Records, Queries), Digital Vector Graphics & Design, Audio/Video Production & Multi-track Editing.
Digital Literacy (DL): Online Research Skills, Evaluating Source Reliability, Copyright/Creative Commons Licensing, and Digital Ethics.
Key Computing Pillars

Substantive Knowledge:

Computer Science:

Algorithms & Logic: Understanding substitution ciphers (Caesar Cipher) as step-by-step algorithms; using mathematical rules to encrypt/decrypt text.

Programming Concepts: Using repetition loops (count-controlled and condition-controlled) and variables (angle, radius, pen size) in block-based/turtle coding to draw geometric shapes.

Information Technology:

Databases: Understanding structure: *Database → Table → Record → Field → Value*; executing precise search queries (>, <, =, AND/OR).

Digital Media: Working with vector graphics (nodes, layers, paths); manipulating multi-track audio/video editing timelines (trimming, crossfading, ducking).

Digital Literacy:

Applying search operator syntax ("", site:.gov.uk); evaluating domain credibility; selecting media under Creative Commons licenses.

Disciplinary Knowledge ("Thinking Like a Computer Scientist"):

Decomposition: Breaking complex geometric patterns (e.g., Tudor Rose) into small, repeatable algorithmic sub-routines.

Debugging & Logic: Systematic error tracking in broken code scripts or incorrect database search operators.

Information Evaluation: Cross-referencing search engine results to separate historical fact from popular myth (e.g., assessing source authority regarding Henry VIII's wives).

Weekly Progression Scheme

Week 1: Secret Messages of the Tower – Cryptography & Caesar Ciphers

Computing Strand: Computer Science (CS) & Digital Literacy (DL).

Historical Context: The Babington Plot & Mary, Queen of Scots' encrypted letters.

Substantive Knowledge:

LKS2: Understanding that information sent over networks can be locked (encrypted) using an algorithm; using a fixed shift number (e.g., Shift +3) to cipher text.

UKS2: Understanding public key vs. symmetric encryption concepts; calculating multi-step modular shifts; writing a simple Scratch/Python script to automate encryption.

Disciplinary Knowledge:

Algorithmic Thinking: Following a mechanical step-by-step procedure strictly without skipping steps to decode encrypted text.

Practical Computing Task:

LKS2 (Y3/4): *Cipher Wheel Decryption.* Pupils build physical cipher wheels (Shift +3, +5) to decode secret messages intercepting plotters' letters to Mary, Queen of Scots, then encode their own replies.

UKS2 (Y5/6): *Automated Cipher Script.* Pupils build a Scratch script using string manipulation (join, letter of) that takes an input string and automatically shifts each character by a variable shift Key to decrypt Tudor plot messages.

Week 2: Algorithmic Tudor Rose – Logo & Vector Geometry

Computing Strand: Computer Science (Programming) & IT (Vector Graphics).

Historical Context: The Tudor Rose heraldic emblem & Tudor timber-frame architecture geometry.

Substantive Knowledge:

LKS2: Using sequence, repeat loops, turn right X degrees, move X steps, and pen down commands in Logo/Scratch.
UKS2: Defining procedures (custom blocks / functions); using variables (petalSize, turnAngle) to scale geometric patterns; understanding interior/exterior angles of regular polygons ($\frac{360}{sides}$).
Disciplinary Knowledge:
Decomposition & Pattern Recognition: **Identifying** that a complex 5-petal Tudor Rose consists of repeating arcs, rotations, and layered circles.
Practical Computing Task:
LKS2 (Y3/4): *Turtle Geometry Emblems.* Pupils write turtle code in Logo/Scratch to draw regular polygons (squares, pentagons, octagons) used in Tudor timber buildings and combine them into a 4-petal emblem.
UKS2 (Y5/6): *Custom Block Tudor Rose.* Pupils create custom Scratch blocks (define DrawPetal, define TudorRose) using loops and variables to draw a dual-layered red-and-white Tudor Rose emblem with precise mathematical symmetry.

Week 3: Court Log & Monarchs – Flat-File Database Systems
Computing Strand: Information Technology (Data Systems).
Historical Context: Tudor Royal Court inventories, ship manifests, and monarch timelines.
Substantive Knowledge:
LKS2: Defining database key terms: *Record* (a row about one subject), *Field* (a column category), and *Value* (the specific data item); sorting data alphabetically and numerically.
UKS2: Constructing complex boolean search queries using comparison operators (=, >, <) and logical operators (AND, OR, NOT); understanding data types (Text, Number, Date, Boolean).
Disciplinary Knowledge:
Data Abstraction: Choosing appropriate field names and data types when designing a system to store historical facts efficiently without redundant text.
Practical Computing Task:
LKS2 (Y3/4): *Tudor Monarch Database Navigation.* Pupils use a pre-built flat-file database of Tudor figures to search, filter, and sort records (e.g., find all monarchs who reigned for >10 years or belonged to the House of Tudor).
UKS2 (Y5/6): *Designing the Mary Rose Inventory.* Pupils build their own database table structure for artefacts recovered from the Mary Rose, specifying fields (*ItemName*, *Material*, *LocationFound*, *MassInKg*, *WeaponFlag*), inputting 10 records, and executing multi-criteria queries.

Week 4: Royal Fact or Propaganda? – Advanced Search & Source Verification
Computing Strand: Digital Literacy (DL) & Information Technology (IT).
Historical Context: Henry VIII's public image, portraits, and legendary history vs. historical evidence.
Substantive Knowledge:
LKS2: Using key search phrases instead of full sentences; recognising search engine ranking factors; understanding basic copyright and Creative Commons images.
UKS2: Using advanced search operators (site:.edu, filetype:pdf, "" exact match, -exclude); cross-checking digital information across multiple reliable domains to identify historical inaccuracies.
Disciplinary Knowledge:
Critical Evaluation: Questioning digital sources, checking author credentials, and identifying biases or clickbait in online historical content.
Practical Computing Task:

LKS2 (Y3/4): *Tudor Fact-Checking Mission.* Pupils complete a digital scavenger hunt using target keywords, locating 3 reusable Creative Commons images of Tudor life and evaluating whether selected websites are reliable.
UKS2 (Y5/6): *Debunking Tudor Myths.* Pupils use search operators to investigate digital historical claims (e.g., "Did Henry VIII compose Greensleeves?"), documenting search syntaxes used, verifying domain authority (.gov.uk / .ac.uk vs unverified blogs), and logging evidence in a research report.

Week 5: The Spanish Armada – Green Screen & Video Production
Computing Strand: Information Technology (Digital Media).
Historical Context: The naval battle of the Spanish Armada (1588) & Queen Elizabeth I's Tilbury Speech.
Substantive Knowledge:
LKS2: Storyboarding a digital video scene; recording clear video clips; adding simple text overlays and background music tracks.
UKS2: Chroma keying (green screen application); multi-track video timeline management; applying audio ducking (lowering background music during voiceover) and video transitions.
Disciplinary Knowledge:
Audience-Focused Design: Selecting visual effects, pacing, and audio levels to create a dramatic, informative news broadcast for a specific audience.
Practical Computing Task:
LKS2 (Y3/4): *Armada News Report.* Pupils film a short tablet news report with a partner, importing digital background images of Tudor ships and adding titles and lower-third captions.
UKS2 (Y5/6): *Green Screen Armada Broadcast.* Pupils script, storyboard, film, and edit a green screen broadcast about the Spanish Armada, keying out green backgrounds for animated battle maps, layering voiceover audio, and ducking atmospheric sound effects.

Week 6: The Royal Tech Exhibition – System Evaluation & Showcase (Synthesis)
Computing Strand: Computer Science, IT & DL (Evaluation & Synthesis).
Historical Context: Presenting Tudor digital artefacts to the court of King Henry VIII / Queen Elizabeth I.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Reviewing project files; checking file formats (.png, .mp4, .sb3); organising assets in structured directory folders.
Disciplinary Knowledge:
System Evaluation & Peer Review: Testing digital products against user criteria, identifying bugs or media flaws, and giving structured, constructive feedback.
Practical Computing Task:
LKS2 & UKS2: *The Tudor Digital Showcase.*
Task 1: Pupils publish their Scratch Tudor Rose drawing programs and final Armada broadcasts to a shared, secure class learning portal, organising project files into labelled digital folders.
Task 2: Pupils execute a peer review matrix: testing a classmate's database queries for speed/accuracy, checking green screen keying quality, and evaluating Scratch code efficiency (identifying unneeded repeat loops).

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Decodes cipher messages with step-by-step assistance. • Writes linear Logo commands without using repeat loops. • Searches databases by scrolling rather than applying field filters. • Records video without considering camera stability or audio clarity.	• Decodes substitution ciphers independently using shift key algorithms. • Programs turtle sprites to draw regular geometric shapes using repeat loops. • Filters and sorts a flat-file database using specific field parameters. • Storyboards, records, and edits a basic digital video report with text overlays.	• Explains how encryption algorithms secure data across computer networks. • Combines multiple nested repeat loops to construct complex geometric emblems. • Identifies data entry errors and incorrect field types within pre-made databases. • Evaluates video composition critically and adjusts audio balance for clarity.
Upper Key Stage 2 *(Years 5 & 6)*	• Manually decodes text but struggles to construct a conditional Scratch cipher script. • Uses repeat loops but struggles to create custom block procedures with variables. • Performs single-field database searches but struggles with multi-criteria boolean queries (AND/OR). • Edits basic video clips but fails to key green screens cleanly or balance multi-track audio.	• Programs a Scratch script that automates text encryption using variables and string commands. • Writes modular code using custom blocks and variable inputs to draw symmetrical shapes. • Designs database structures, assigns correct data types, and runs multi-criteria search queries. • Edits multi-track video projects using green screen keying, audio ducking, and transitions. • Uses advanced search syntax ("", site:) to cross-reference and verify source credibility.	• Optimises cipher scripts to handle upper/lowercase letters and spaces dynamically. • Mathematical calculates exact turn angles ($\frac{360}{n}$) for dynamic variable-driven shape procedures. • Identifies structural flaws in database designs (e.g., data redundancy) and proposes normalisations. • Critiques the technical quality of digital media assets using precise technical vocabulary (*bitrate, compression, chroma key, ducking*).

Other Information, Ideas and Resources

Using '**The Tudors**' as a learning theme for Computing allows pupils to move beyond basic word processing and into the realms of **data science, game design, and digital forensic analysis**.

1. The "Six Wives" Database (Data Handling)
The Concept: Understanding how to structure and query complex historical information.
The Activity: Pupils are given a "jumbled" list of facts about Henry VIII's six wives.

The Task: Using a spreadsheet or a flat-file database tool, they must create a database with specific **Fields** (e.g., *Name, Religion, Year of Marriage, Fate, Pupils*).
The Challenge: Once the data is entered, pupils must perform "searches" and "sorts" to answer mission-control questions:
"Filter the list to show only wives who were executed."
"Sort the list by the year they were married."
Learning Goal: To understand the difference between **Records** and **Fields** and the power of structured data.

2. "Escape the Tower" (Programming & Logic)
The Concept: Using "If... Then..." (Selection) to create a historical narrative.
The Activity: Using **Scratch**, pupils design a "Choose Your Own Adventure" game where the player is a prisoner in the Tower of London trying to escape.
The Task: They must program specific choices.
If the player talks to the guard, *then* they lose a life.
If they find the hidden rope, *then* they move to the next "backdrop" (the Wharf).
The Challenge: Use **Variables** to track the player's "Fear Level" or "Gold Coins."
Learning Goal: To use **selection** and **variables** to control the flow of a program.

3. The "Spanish Armada" Simulation (Computer Science)
The Concept: Modelling a real-world event through code.
The Activity: Pupils create a simulation of the naval battle between the English and Spanish fleets.
The Task: They program "sprites" (ships) to move across the screen.
The Spanish ships move in a slow "Crescent" formation.
The English "Fire Ships" are programmed to move faster toward the Spanish.
The Challenge: Add a **Broadcast** command so that when a fire ship touches a galleon, the galleon "hides" (sinks) and a sound effect plays.
Learning Goal: To use **broadcasts** and **sensing** blocks to make different parts of a program interact.

4. "The Propaganda Filter" (Digital Literacy)
The Concept: Evaluating the reliability of digital sources and images.
The Activity: Pupils are shown a famous Tudor portrait (e.g., The Armada Portrait) and a modern "Photoshopped" celebrity image.
The Task: They use an image editor (like Pixlr or Canva) to "deconstruct" the portrait. They add digital "call-outs" or "sticky notes" pointing to symbols of power.
The Challenge: Pupils then search the web for three different facts about Elizabeth I. They must identify which websites are "Primary Sources" (museums/.gov) and which are "Opinions" (blogs/wikis).
Learning Goal: To be discerning when **evaluating digital content** and understanding visual "branding."

5. Augmented Reality (AR) "Talking Portraits"
The Concept: Using technology to breathe life into the past.
The Activity: Using an app like *ChatterPix* or *Green Screen by Do Ink*, pupils select a Tudor portrait.
The Task: They record themselves speaking as the person in the painting, explaining one key event in their life (e.g., Mary I explaining why she is called "Bloody Mary").
The Challenge: Pupils create a **QR code** that links to their video. These codes are then stuck next to the portraits on a physical wall display in the school corridor.
Learning Goal: To select and combine software to **accomplish a specific goal** for a real audience.

Summary of Computing Skills

Lesson	Focus Area	Computational Thinking
Tudor Database	Information Technology	Organising and filtering data.
Escape the Tower	Computer Science	Logic, Selection (If/Then), and Variables.
Armada Sim	Computer Science	Algorithms and Event Broadcasting.
Propaganda Filter	Digital Literacy	Critical evaluation and search ranking.
Talking Portraits	Information Technology	Content creation and multimedia.

Live Shows

Even in today's world of television, films and video streaming, people still love a live show. The Elizabethans invented a new way of enjoying one - the theatre. The first purpose-built London theatres opened in the 1570s. Like the recreation of Shakespeare's famous Globe theatre where you can still enjoy plays today, they were hollow circles focussed on a stage at one side, with an open space at the centre and galleries all round.

Unlike the 'masques' performed for the chosen aristocratic few at places like Bolsover Castle, theatres were for everyone, and were wildly popular. You could pay a few pennies to stand in the open space, or considerably more to join the courtiers and richer folk sitting in the galleries. And if you didn't live in London, you could still hope to catch a play performed in an inn or town hall by a travelling company of London actors.

Over 300 different Elizabethan plays survive, and you can still see many acted today. But if you could witness one as originally performed, you'd notice a big difference, because all the women's roles were performed by heavily made-up boys. Women didn't begin to appear in theatres until the later Stuart period.

Considerations for Implementation

Design & Technology

Substantive Knowledge

In DT, **substantive knowledge** refers to the "stuff" pupils need to know: the specific facts about materials, the technical vocabulary of mechanisms, and the established methods of construction.
When studying '**The Tudors'**, this knowledge focuses on how 16th-century people used the resources available to them to solve problems of shelter, transport, and nutrition.

1. Structures: The "Wattle and Daub" Method (Do not do if you have already done in Invaders & Settlers Learning Theme)
The Fact: Understanding the specific materials and joining techniques used in Tudor timber-framed buildings.

Materials: Identifying **oak** for the frame, **hazel or willow** for the "wattle" (the mesh), and a mixture of **clay, straw, and dung** for the "daub" (the plaster).
Techniques: Knowing what a **mortise and tenon joint** is—how two pieces of wood are carved to fit together perfectly without metal nails.
Terminology: Understanding "Jettying"—the architectural feature where the upper floor of a house overhanging the floor below.

2. Mechanisms: Pulleys and Levers
The Fact: Knowing how simple machines were used in Tudor industry and warfare.
Mechanical Systems: Understanding how a **windlass** or **pulley** worked on ships like the *Mary Rose* to lift heavy anchors or cannons.
Terminology: Learning words like *pivot, fulcrum, load,* and *effort* in the context of a Tudor catapult or a drawbridge.
Power Sources: Recognising that Tudor "technology" relied on human, animal, wind, or water power rather than electricity.

3. Textiles: Sewing and Strengthening
The Fact: Understanding the properties of fabrics and how they were joined and decorated.
Materials: Knowing the difference between **wool, linen, and silk**, and which social classes wore them.
Techniques: Learning specific stitches, such as the **running stitch** or **backstitch**, and the concept of "reinforcing" seams for durability in sailors' clothes.
Fastenings: Identifying how clothes were held together before zips (e.g., toggles, lacing, and the "hook and eye").

4. Cooking and Nutrition: The Tudor Diet
The Fact: Understanding food groups and preservation techniques in a world without fridges.
Preservation: Knowing how **salting, smoking, and drying** were used to keep meat and fish edible for long voyages.
Ingredients: Identifying "New World" foods that arrived during the Tudor period (e.g., potatoes, tomatoes, and cacao) and how they changed the European diet.
Healthy Eating: Comparing the "Great Chain of Being" diet (rich people eating meat and sugar) with modern nutritional requirements.

Why Substantive Knowledge Matters

Why it Matters	**The "Tudor" Application**
Technical Accuracy	Pupils can't build a stable model of a Tudor house if they don't understand the **structural strength** of a timber frame.
Historical Context	Understanding **food preservation** explains *why* Tudor explorers were able to sail across the Atlantic.

Vocabulary	It gives pupils the specific language (*tenon, daub, windlass*) to describe their designs accurately.
Material Literacy	Learning about **natural fibres** like wool and linen helps pupils make sustainable choices in modern design.

The "Tudor Designer" Knowledge Check
What are the three ingredients in "daub" and what is the purpose of each?
Why did Tudor builders use "mortise and tenon" joints instead of just using large metal screws?
How would you preserve a piece of fish for a six-month voyage to the Americas?
What is a "windlass" and where would you find one in Tudor England?

Disciplinary Knowledge

In DT, **disciplinary knowledge** is the understanding of how to work like a designer, engineer, or chef. It is the "thinking behind the making." When applied to '**The Tudors**', it involves analysing 16th-century solutions to problems and using modern iterative processes to improve or recreate them. It matters because it moves pupils away from "crafting" (just following instructions) and toward **engineering and innovation**.

1. User-Centred Design and Functional Analysis
The Practice: Understanding that every Tudor object was designed for a specific person or purpose.
The Inquiry: Analysing a Tudor artefact—like a **galleon** or a **pomander**—and asking: *Who was this for? What problem did it solve? How did the environment (e.g., the salty sea or a smelly street) affect the design?*
The Discipline: Pupils learn to write a "Design Brief" that considers the needs of a Tudor user (e.g., "An explorer needs a way to keep food dry on a long voyage").
Why it matters: It teaches empathy and the foundational engineering principle that **form follows function**.

2. Material Properties and Structural Integrity
The Practice: Testing and selecting materials based on their physical properties.
The Inquiry: Investigating why Tudors used **oak beams** and **wattle and daub** for houses. Pupils might test the strength of different "daub" recipes (mud, straw, hair) against modern materials.
The Discipline: Understanding "reinforcement." Why does adding straw to mud make a wall stronger? This is the discipline of **structural engineering**.
Why it matters: It bridges the gap between science and construction, helping pupils understand why certain materials "fail" or "succeed" in specific roles.

3. Iterative Design: The "Test and Tweak" Cycle
The Practice: Recognising that the first version of an invention is rarely the best.
The Inquiry: Looking at the evolution of Tudor technology, such as the transition from the **Great Harry** ship to the faster, sleeker **galleons** used to defeat the Armada.
The Discipline: Pupils follow the **Design-Make-Evaluate** cycle. If they build a model of a Tudor lifting bridge and it collapses, they must "debug" the physical structure and try again.
Why it matters: It builds **resilience**. It teaches that failure is a data point in the journey toward a working solution.

4. Mechanical Systems and Moving Parts

The Practice: Understanding how simple machines (levers, pulleys, gears) were used before electricity.
The Inquiry: How did the Tudors raise the anchor on the *Mary Rose*? How did they grind grain in a windmill?
The Discipline: Learning to use **pulleys and gears** to create mechanical advantage. Pupils apply this by building a working model of a Tudor crane or a "portcullis" gate.
Why it matters: It provides a concrete understanding of physics in action, showing how human power can be amplified through clever design.

Why Disciplinary Knowledge Matters in DT

Skill Area	The "Tudor" Application
Authenticity	It prevents pupils from making "cardboard junk" and encourages them to solve real historical problems.
Sustainability	Analysing Tudor resourcefulness (using every part of an animal or tree) encourages modern sustainable thinking.
Evaluation	It gives pupils the vocabulary (*aesthetic, functional, ergonomic, sustainable*) to critique their own work.
Safety and Precision	It teaches the "discipline" of using tools (saws, glue guns, needles) accurately to achieve a high-quality finish.

The "Tudor Engineer" Success Criteria
I can explain why a galleon was more effective than a carrack based on its design.
I can evaluate my Tudor house model and suggest two ways to make the "jettying" (overhang) more stable.
I can select the best adhesive or joining technique for a wooden frame based on my tests.
I can use a pulley system to lift a "weight" that is too heavy for me to lift with one hand.

Learning Objectives

In DT, **'The Tudors'** learning theme provides the opportunity for pupils to move from being "crafters" to being **engineers and problem-solvers**. The **learning objectives** focus on the **Design-Make-Evaluate** cycle, using 16th-century challenges to teach modern technical skills.

1. Research and Design Criteria
Objective: *To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.*
The Focus: Understanding the "Client."
Key Skill: Designing for a specific Tudor user (e.g., a sailor on the *Mary Rose* needs a way to keep their belongings dry).
Outcome: Pupils produce a "Design Brief" and annotated sketches that explain *why* they chose certain features for a Tudor artefact.

2. Structural Strength and Stability (Do not do if you have already done in Invaders & Settlers Learning Theme)
Objective: *To build structures, exploring how they can be made stronger, stiffer, and more stable.*
The Focus: The "Wattle and Daub" timber frame.
Key Skill: Replicating the "triangulation" and joining techniques (like mortise and tenon) used in Tudor architecture.
Outcome: Pupils construct a model of a Tudor house that can support a specific weight, demonstrating an understanding of how timber frames distribute load.

3. Mechanical Systems and Movement
Objective: *To understand and use mechanical systems in their products (e.g., gears, pulleys, cams, levers, and linkages).*
The Focus: Technology on a Tudor Galleon.
Key Skill: Using pulleys to create "mechanical advantage."
Outcome: Pupils build a working model of a Tudor crane or ship's windlass, explaining how the mechanism makes it easier to lift heavy loads (like an anchor or a cannon).

4. Textile Techniques and Joining
Objective: *To understand how to strengthen, stiffen, and reinforce complex structures; to use sewing techniques to join fabrics.*
The Focus: Tudor Fashion and Utility.
Key Skill: Learning functional stitches (backstitch, overcast) to create "Tudor Pouches" or "Sailor's Bags."
Outcome: Pupils demonstrate their ability to join fabrics securely and add "fastenings" (like toggles or lacing) that were common before zips and Velcro.

5. Food Preparation and Nutrition
Objective: *To understand and apply the principles of a healthy and varied diet; to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.*
The Focus: The Tudor Kitchen (Pottage vs. Banquet).
Key Skill: Understanding food preservation (salting/drying) and how to prepare seasonal vegetables.
Outcome: Pupils follow a recipe to make a "Tudor Pottage," discussing the nutritional value of the ingredients compared to modern diets.

Why These Learning Objectives Matter in DT

Why it Matters	**The "Tudor" Impact**
Problem Solving	It teaches pupils that design is about **solving a need** (e.g., How do we build high without steel?).
Material Science	Investigating "daub" (mud/straw/hair) helps pupils understand **composite materials**.

Resilience	The "Evaluate" stage teaches that if a bridge or model fails, you **re-design and try again**.
Technical Vocabulary	It moves pupils from using "thingy" to using words like *pivot, reinforcement, and tenon*.

The "Tudor Engineer" Success Criteria
I can explain why a Tudor house was built with an overhanging "jetty."
I can use a pulley to lift an object that is too heavy for me to lift normally.
I can select the best stitch to join two pieces of heavy fabric together.
I can evaluate my finished product against my original "Design Brief."

Lesson Ideas

Here is a 6-week Medium-Term Plan for Key Stage 2 DT themed around **'The Tudors'**. This unit connects core National Curriculum Design & Technology strands—**Structures & Mechanics, Food & Nutrition, Textiles, and Design Processes**—with historical Tudor contexts: timber-framed wattle and daub housing, mechanical pop-up heraldry, Tudor royal banquet food technology, and wearable embroidered pouches. It balances **substantive knowledge** (structural reinforcement, frame joints, mechanical linkages, levers, nutritional balance, food hygiene, seam allowances, and stitch types) with **disciplinary knowledge** ("Thinking Like a Designer"—iterative testing, user-focused functional analysis, material selection based on properties, evaluating structural integrity under load, and refining prototypes).

Unit Title: Tudor Craftsmanship: Structures, Mechanisms, and Royal Feasts
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: Timber-Framed Tudor Buildings, Mechanical Royal Heraldry, Tudor Banquet Food Tech, and Tudor Leather/Textile Pouches.
DT Focus Areas:
Structures: Timber-frame housing, triangulation, frame bracing, jointing techniques (lap joints), and wattle-and-daub composite materials.
Mechanisms: Levers, linkages, pivots, and mechanical pop-up systems for heraldic royal displays.
Food & Nutrition: Tudor banqueting food groups, modifying historical recipes (pottage/marzipan), seasonal local sourcing, and food hygiene.
Textiles: Template cutting, joining fabrics using functional stitches (running stitch, backstitch), and decorative surface embellishment.
Key DT Pillars
Substantive Knowledge:
Structures: Triangulation increases rigidity; diagonal bracing prevents racking in box frames; load-bearing walls vs. timber skeletons.
Mechanisms: Fixed vs. loose pivots; parallel motion linkages; converting rotary input to linear motion using mechanical linkages.
Food Tech: The 5 core food groups (Eatwell Guide); cross-contamination prevention; measuring ingredients accurately (g, ml); sensory evaluation vocabulary (texture, aroma, astringency).
Textiles: Seam allowance (1cm boundary); paper pattern pinning; functional properties of natural fibres (flax, wool, leather).
Disciplinary Knowledge ("Thinking Like a Designer"):

Iterative Design: Modelling structural joints or paper linkages in card *before* cutting final timber or fabric.
Functional Evaluation: Testing structural frame load-bearing capacity against clear success criteria.
User & Purpose Context: Evaluating product ergonomics and authentic historical aesthetics to meet a specific brief (e.g., a sturdy merchant pouch or a rich royal banquet dish).

Weekly Progression Scheme
Week 1: Wattle & Daub Timber Framing – Structural Rigidity
DT Strand: Structures & Materials Science.
Historical Context: Tudor timber-framed merchant houses & jettied storeys.
Substantive Knowledge:
LKS2: Understanding frame structures vs. solid structures; using corner braces and square frame joints; identifying natural materials (wood, clay, straw).
UKS2: Applying triangulation to prevent structural racking (collapse under shear force); creating lap joints and mortise/tenon concepts; evaluating load distribution in jettied (overhanging) upper floors.
Disciplinary Knowledge:
Material Testing: Investigating how adding diagonal braces transforms flexible 2D/3D frames into rigid load-bearing structures.
Practical DT Task:
LKS2 (Y3/4): *Cube Frame Challenge.* Pupils build a stable 3D cube frame using square wooden dowels and corner joiners, testing frame wobbliness before and after adding diagonal card braces.
UKS2 (Y5/6): *Jettied Tudor House Skeleton.* Pupils construct a multi-storey jettied Tudor house frame using balsa wood, cut lap joints using hand tools (mitre blocks/junior hacksaws under supervision or card gussets), and apply diagonal cross-bracing.

Week 2: Moving Royal Heraldry – Levers & Linkages
DT Strand: Mechanisms & Mechanical Systems.
Historical Context: Royal pageantry, moving Tudor coats of arms, and theatre stagecraft.
Substantive Knowledge:
LKS2: Identifying levers, fulcrums, and fixed/loose pivots; creating simple paper/card mechanisms that produce linear or rotational movement.
UKS2: Designing mechanical linkages (push/pull systems, parallel motion linkages); controlling direction of output motion (reverse motion linkages) using split pins and card strips.
Disciplinary Knowledge:
Prototyping & Mechanism Testing: Adjusting pivot point placement on card prototypes to alter the distance and speed of output movement.
Practical DT Task:
LKS2 (Y3/4): *Popping Tudor Rose.* Pupils design a simple lever-and-pivot mechanism that opens paper Tudor Rose petals when a central card tab is pulled.
UKS2 (Y5/6): *Automated Royal Lion & Dragon Crest.* Pupils build a complex card linkage mechanism with multiple moving components (e.g., a roaring Tudor Lion and waving flag) using fixed and loose pivots to achieve synchronised movement.

Week 3: The King's Banquet – Food Hygiene & Recipe Modification
DT Strand: Food & Nutrition / Product Development.
Historical Context: Royal feasts at Hampton Court Palace (spiced dishes, marzipan/marchpane, and pottage).
Substantive Knowledge:

LKS2: Identifying basic food groups; practicing food safety and hygiene (handwashing, clean surfaces, knife safety - claw/bridge grip); measuring dry and wet ingredients accurately (g, ml).
UKS2: Analysing historical nutritional balance (high meat/sugar, low fibre) vs. modern Eatwell standards; modifying recipes by substituting ingredients for modern nutritional health or dietary requirements.
Disciplinary Knowledge:
Recipe Adaptation: Modifying a historical recipe while maintaining authentic Tudor flavour profiles (spices, rosewater, honey).
Practical DT Task:
LKS2 (Y3/4): *Tudor Marchpane Sculptures.* Pupils follow hygiene rules to mix ground almonds, icing sugar, and rosewater, shaping marzipan into traditional heraldic Tudor shapes (roses, crowns, acorns).
UKS2 (Y5/6): *Spiced Tudor Vegetable Pottage.* Pupils adapt a heavy Tudor meat stew recipe into a balanced, fibre-rich vegetable pottage using bridge/claw cutting techniques to process root vegetables and seasoning with authentic spices (cinnamon, nutmeg, cloves).

Week 4: Banquet Quality Control – Sensory Evaluation & Packaging
DT Strand: Food & Nutrition / Packaging Design.
Historical Context: Tudor spice trades and royal banqueting presentation boxes.
Substantive Knowledge:
LKS2: Conducting sensory evaluations using descriptive vocabulary (texture, taste, aroma, appearance); creating star diagrams/charts to score food products.
UKS2: Designing hygienic, protective net packaging for food products; selecting packaging materials based on grease resistance and structural strength.
Disciplinary Knowledge:
Objective Product Testing: Using standardised sensory testing scales to evaluate food prototypes against design criteria rather than personal preference alone.
Practical DT Task:
LKS2 (Y3/4): *Sensory Tasting Panel.* Pupils taste test and score 3 varied spice profiles in Tudor treats, plotting texture, sweetness, and aroma ratings onto a star diagram.
UKS2 (Y5/6): *Royal Spice Box Net Design.* Pupils measure their prepared pottage mix/spice kits and draft a fold-out 3D cardboard packaging net featuring a secure latch and grease-proof lining.

Week 5: Merchant Belt Pouches – Pattern Cutting & Stitching
DT Strand: Textiles & Manufacturing.
Historical Context: Tudor everyday attire, leather/linen drawstring pouches, and blackwork decoration.
Substantive Knowledge:
LKS2: Creating paper pattern templates; pinning patterns to fabric; cutting clean edges; executing functional running stitch and decorative cross-stitch.
UKS2: Calculating 1cm seam allowances; executing durable backstitch for structural seams; threading drawstrings/cords through casing hems.
Disciplinary Knowledge:
Quality Control: Ensuring uniform stitch length and seam tightness so the finished pouch holds small items securely without bursting.
Practical DT Task:
LKS2 (Y3/4): *Felt Tudor Coin Pouch.* Pupils pin a 2-piece rectangular paper pattern onto felt, cut the panels, decorate the front panel with felt applique shapes, and join edges using a neat running stitch.

UKS2 (Y5/6): *Lined Tudor Merchant Drawstring Pouch.* Pupils design a curved 3D pouch with a folded top hem casing, assemble the main pouch using backstitch for strength, thread a cord drawstring, and embellish with thread work.

Week 6: The Royal Guild Fair – Product Testing & Evaluation (Synthesis)
DT Strand: Design Process, Evaluation & Synthesis.
Historical Context: Presenting completed products to the Royal Court Guildmasters.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Testing finished products against initial user briefs, safety criteria, and functional requirements.
Disciplinary Knowledge:
Critical Evaluation: Identifying design flaws, assessing material performance under stress, and proposing clear engineering refinements for future iterations.

Practical DT Task:
LKS2 & UKS2: *The Tudor Guild Trade Fair.*
Task 1: Pupils perform functional stress tests on all created products: (1) Applying load weights to timber house frames, (2) Cycling mechanical linkages 20 times to test pivot durability, and (3) Weight-testing fabric pouch seams.
Task 2: Pupils compile an Evaluation Report in their design booklets, comparing their final product against their initial design criteria, analysing user feedback, and detailing two structural or mechanical improvements.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Builds 3D frames that wobble due to lack of bracing. • Assembles levers with loose pivot placement, leading to jammed movement. • Forgets hygiene steps (handwashing) or handles knives unsafely. • Stitches fabrics unevenly, leaving gaps along seams.	• Constructs stable 3D frames using corner braces and basic diagonal support. • Assembles working lever-and-pivot mechanisms that move smoothly. • Demonstrates safe food preparation (claw/bridge grip) and hygiene routines. • Cuts fabric accurately from paper patterns and joins edges using a functional running stitch.	• Explains how triangulation distributes load weight across a frame. • Modifies pivot positions independently to increase mechanical advantage. • Evaluates food products objectively using sensory star diagrams. • Maintains consistent stitch size and tension to ensure strong, durable fabric seams.
Upper Key Stage 2 *(Years 5 & 6)*	• Assembles wood joint frames without using diagonal bracing for shear loads.	• Constructs jettied timber frame models using measured joints and diagonal bracing. • Builds mechanical linkage systems (push/pull,	• Analyses structural failure points scientifically and reinforces joints systematically. • Combines multiple linkage types to produce

	• Constructs mechanical linkages that bend or flex under tension. • Modifies recipes without considering nutritional balance or ingredient ratios. • Cuts fabric without allowing for a 1cm seam allowance, causing size errors.	parallel motion) with smooth input/output movement. • Adapts historical recipes safely to meet health/dietary needs while maintaining flavour profiles. • Designs paper pattern nets, allows for 1cm seam allowances, and sews strong backstitch seams.	complex, multi-directional mechanical motion. • Justifies recipe adaptations based on nutritional analysis and sensory profile data. • Evaluates fabric properties rigorously to select ideal natural materials and seam structures for specific end uses.

Other Information, Ideas and Resources

Tudor DT explores how 16th-century people solved problems with limited materials. These alternative lesson ideas move from structural engineering and mechanical systems to the science of food and textiles.

1. The "Wattle and Daub" Structural Challenge (Structures) (Do not do if you have already done in Invaders & Settlers Learning Theme)

The Concept: Understanding composite materials and timber framing.
The Activity: Pupils are "Master Builders" tasked with creating a wall section for a new Tudor house.
The Task: Using lolly sticks or twigs to create a "wattle" (mesh), pupils must mix their own "daub."
Experiment: Provide different mixtures (clay and water, clay and straw, clay and shredded paper).
The Challenge: Once dry, test the strength of the wall sections. Which mixture cracked? Which held its shape?
Learning Goal: To understand how **reinforcing** a material (adding straw to mud) makes it a stronger composite.

2. Raising the Mary Rose (Mechanical Systems)

The Concept: Using pulleys and levers to create "Mechanical Advantage."
The Activity: Pupils must design a lifting machine to raise a "sunken treasure" (a heavy weight) from the bottom of a water tank.
The Task: Provide string, wooden dowels, and various sized pulleys.
The Challenge: Pupils must first try to lift the weight with a single string. Then, they must design a **pulley system** to see if it feels "lighter."
Learning Goal: To understand that a **pulley** changes the direction of force and reduces the "effort" needed to move a "load."

3. The "Seaworthy" Biscuit (Food Technology)

The Concept: Food preservation and nutritional requirements for explorers.
The Activity: Designing "Ship's Biscuit" (Hardtack) for a voyage with Sir Francis Drake.
The Task: Pupils follow a basic recipe (flour, water, salt).
The Challenge: They must "design" a way to make the biscuit last longer (e.g., baking it twice to remove all moisture) and evaluate the taste versus its shelf-life.

Learning Goal: To understand the principles of **food preservation** and why specific ingredients were chosen for long-distance travel.

4. The "Tudor Purse" (Textiles)

The Concept: Functional joining and fastening without modern tech.
The Activity: Creating a "pouch" for a Tudor merchant to carry their groats (coins).
The Task: Using felt or heavy fabric, pupils learn two types of stitches: a **running stitch** for speed and a **backstitch** for strength.
The Challenge: The purse cannot use Velcro or zips. Pupils must design a **fastening system** using a "toggle" (a small stick) and a loop of thread or lacing.
Learning Goal: To develop **sewing skills** and understand how different stitches serve different functional purposes.

5. The "Jettying" Architecture Model (3D Design)

The Concept: Designing for a crowded urban environment.
The Activity: Building a 3D model of a "Jettied" street (where the top floors hang over the street).
The Task: Using cereal boxes and card, pupils must build a multi-story house where each floor is slightly wider than the one below.
The Challenge: How do you stop the house from toppling over? Pupils must use **triangulation** or internal "beams" to stabilise the overhang.
Learning Goal: To explore **stability and centre of gravity** in architectural design.

🛠️ **Summary of DT Skills**

Lesson	Focus Area	Technical Knowledge
Wattle & Daub	Structures	Composite materials and reinforcement.
Raising the Ship	Mechanisms	Pulleys, load, and effort.
Ship's Biscuit	Food	Preservation and baking techniques.
Tudor Purse	Textiles	Stitching, seams, and fastenings.
Jettying Model	3D Design	Stability and structural integrity.

Tudor inventions:
Thanks to developments during this era, you can visit a theatre and get your portrait painted.

The flushing toilet Sir John Harington

Well into the 20th century, many ordinary homes didn't possess flushing loos, making do with outside 'privies' set over holes in the garden or back yard. Yet the flushing toilet was invented back in Tudor times, by Queen Elizabeth I's favourite godson Sir John Harington in about 1596. A famous author and wit, Sir John apparently hit on the idea of flushing a lavatory from a tank of water above it during an aristocratic party at Old Wardour Castle. Under the pen-name 'Misacmos' ('hater of filth') he described his invention in a booklet called the 'Metamorphosis (transformation) of Ajax', 'a jakes' being Elizabethan slang for a toilet.

Flushed with pride, Sir John installed his ingenious new-style loo in his own mansion and also presented one each to Queen Elizabeth and her chief minister Robert Cecil. But the idea never caught on, perhaps because Harington's loo only did half a job: the waste dropped into a pit, which had to be cleaned out. It wasn't until late Victorian times, after Thomas Crapper won a royal appointment to install flushing toilets at Sandringham, that modern-style loos flushing into efficient drains became common.

Canon balls that could bounce off castles.
By Tudor times cannon-fire was a deadly threat to castles - particularly tall old-fashioned rectangular fortresses with corners. If an enemy cannon ball knocked out a corner-stone, the whole building might collapse. So, when Henry VIII built over thirty forts to defend the English coast in 1539-47, he tried an ingenious new design - most of his new forts were made without corners. Instead they were squat and rounded, often with a central round tower ringed by lower semi-circular towers, like the petals of a Tudor Rose. Among the most powerful was Deal Castle. Low to the ground, they presented a smaller target than a tall medieval castle, and if cannon balls did hit them it was hoped they would bounce off the rounded walls. Some even had curved instead of vertical battlements, to deflect incoming shots away from gunners on the wall tops. You can see these 'shot-deflecting battlements' at St Mawes, Pendennis, Walmer and Portland Castles.

Tudor Food and Drink
Henry VIII's food was prepared, in a private kitchen, under the direction of the Privy Master Cook, John Bricket.

The King ate in his private rooms, away from the crowds but on more formal occasions he sat alone at a high covered table in his Presence Chamber, under the canopy of state. He chose from a huge buffet, sampling whatever took his fancy. Dishes included game, roasted or served in pies, lamb, venison and swan.

With so many mouths to feed, the great kitchen featured six open fires with spits constantly roasting pig and venison. It was estimated they burned six to eight tons of oak in the fireplaces daily. For breakfast, he often ate pike, plaice, roach, butter and eggs.
For banquets, more unusual items, such as conger eel and porpoise could be on the menu. Sweet dishes were often served along with savoury.
Only the King was given a fork, with which he ate sweet preserves. Forks were used to serve, cook and carve, but eating with them didn’t become popular until the 17th century.

Bread was eaten at most meals. Three-quarters of the rich Tudor diet was made up of meat such as oxen, deer, calves, pigs, badger or wild boar. Birds were also eaten, such as chicken, pigeons, sparrows, heron, crane, pheasant, woodcock, partridge, blackbirds and peacocks.

Everyone drank ale during the Tudor period, as water was considered unhealthy. Ale at the time was brewed without hops, and was not particularly alcoholic. The rich also drank wine, which was mostly imported from Europe, though some wine was produced by vineyards in Southern England

What did poor Tudors eat for dinner?
Poor people ate plenty of vegetables because they had no choice! Vegetables were cheap but meat was a luxury. Tudor vegetables included cabbages, onions, cauliflower, cucumbers, leeks, lettuce, spinach and turnips. Early carrots were not orange.

Look at how scientists and engineers were able to raise the Mary Rose from the sea.

The first printing press was invented in Tudor times.

The first wristwatch was invented in Tudor times.

What did Tudors use for lighting?
Tudor light fittings would have been heavy dark metal chandeliers often with Gothic motifs and heraldic shields. Metal wall sconces and lanterns were also popular.

Considerations for Implementation

Geography

Substantive Knowledge

In Geography, **substantive knowledge** refers to the "concrete" facts and data about the world. When studying '**The Tudors'**, this involves knowing the names and locations of key countries, the physical features that influenced exploration, and the specific trade routes that connected England to the rest of the globe.

1. Locational Knowledge: The Tudor World Map
The Fact: Knowing the names and locations of the major powers and "newly discovered" lands of the 16th century.
The Key Players: Identifying the location of **Spain, France, and the Holy Roman Empire**, and understanding their proximity to England.
The "New World": Locating the **Americas** (the West Indies and the Spanish Main) and the **East Indies** (modern-day Indonesia/India) on a world map.
The Arctic: Understanding the search for the **Northwest Passage** and the **Northeast Passage** as shorter routes to Asia.

2. Physical Geography: Winds and Currents
The Fact: Understanding the natural forces that dictated where Tudor ships could go.
Prevailing Winds: Knowing about the **Trade Winds** and how they were used to push ships across the Atlantic.
Ocean Currents: Understanding the **Gulf Stream** and how it affected the speed and safety of the journey home from the Caribbean.
Coastal Features: Identifying **natural harbours** (like Plymouth or Portsmouth) and the importance of deep-water estuaries for launching large galleons.

3. Human Geography: Trade and Resources
The Fact: Identifying what was being moved around the world and why.

Global Trade: Knowing the origins of specific goods:
Spices: From the East Indies (cloves, nutmeg, pepper).
Potatoes, Tomatoes, Tobacco: From the Americas.
Wool: England's primary export to Europe.
Economic Activity: Understanding that the growth of the **Royal Navy** led to increased demand for timber, iron, and hemp (for rope).
Population and Settlement: Knowing that **London** was the largest city and the centre of trade due to the River Thames.

4. Geographical Vocabulary
The Fact: Using the correct terminology to describe the 16th-century world.
Archipelago: A group of islands (like the West Indies).
Continent: The large landmasses explorers were mapping.
Hemisphere: Understanding the difference between the Northern and Southern halves of the globe.
Navigation: The process of monitoring and controlling the movement of a craft from one place to another.

Why Substantive Knowledge Matters

Why it Matters	The "Tudor" Application
Spatial Awareness	It helps pupils understand that England is a small island in a massive, connected world.
Historical Context	You can't understand the **Spanish Armada** without knowing where Spain is in relation to the English Channel.
Economic Understanding	Knowing about **spices and gold** explains the "pull" factors that led to the age of exploration.
Environmental Awareness	It shows how the physical environment (weather/winds) used to have a much bigger impact on human life than it does today.

The "Tudor Geographer" Knowledge Check
Can you name three "New World" foods that arrived in England during the Tudor period?
Where on a map would you find the "East Indies," and why were they so valuable to the Tudors?
Why was a deep-water river like the Thames essential for a Tudor merchant?
Which direction would a ship travel from Plymouth to reach the Caribbean?

Disciplinary Knowledge
In Geography, **disciplinary knowledge** is the ability to "think like a geographer." It's not just about knowing where a place is **(substantive knowledge)**, but understanding **why** it is there, how it is connected to other

places, and how to use geographical tools like maps and data to investigate the world. When applied to **'The Tudors'**, this involves looking at the 16th century through a lens of **exploration, trade, and settlement.**

1. Cartography and Navigation (Map Skills)
The Practice: Understanding how the "world view" changed during the Tudor period.
The Inquiry: Comparing a map from 1485 with one from 1603. Pupils identify what was "missing" (e.g., much of the Americas or Australia) and how explorers like Francis Drake filled in the gaps.
The Discipline: Learning to use **8-point compass directions** and grid references to track Tudor voyages across the Atlantic.
Why it matters: It teaches pupils that maps are not just "facts"—they are records of human discovery and can be limited by the technology of the time.

2. Human Geography: Trade and Global Links
The Practice: Understanding the movement of goods and people.
The Inquiry: Investigating the "Columbian Exchange." Why did the Tudors want to go to the Americas? What physical geographical features (currents, winds) allowed them to get there?
The Discipline: Mapping the origin of "New World" goods (potatoes, tobacco, cacao) and understanding the economic "push and pull" factors that led to the start of the British Empire.
Why it matters: It helps pupils understand **globalisation**. It shows that England was not an isolated island but part of a massive, growing network of international trade.

3. Settlement and Site Selection
The Practice: Analysing why Tudor towns and ports grew where they did.
The Inquiry: Looking at the location of Tudor London or Portsmouth. Why was the River Thames so vital? Why was the *Mary Rose* kept in the Solent?
The Discipline: Identifying the **physical features** (deep water for ships, fertile land for farming, defensible hills) that made a site successful for a Tudor settlement.
Why it matters: It teaches the concept of **geographic advantage**—the idea that the physical landscape dictates where humans build their lives.

4. Environmental Change and Resource Management
The Practice: Observing how Tudor life impacted the landscape.
The Inquiry: The Tudors needed massive amounts of timber for their navy (the "Wooden Walls of England") and their half-timbered houses.
The Discipline: Investigating **deforestation** during the 16th century. Pupils use primary accounts or maps to see how forests in the UK shrank as the demand for ships grew.
Why it matters: It introduces the early concepts of **sustainability** and human impact on the environment, showing that "environmental issues" are not just a modern problem.

Why Disciplinary Knowledge Matters in Geography

Skill Area	The "Tudor" Application
Perspective	Understanding that the "East Indies" wasn't just a place, but a **resource-rich region** that changed European history.

Scale	Moving from a local study (the school's Tudor history) to a **global scale** (the Spanish Empire).
Cause & Effect	Realising that a physical feature (like the Gulf Stream) could determine the success or failure of a naval fleet.
Fieldwork	Using modern maps to find Tudor street names in a local town, proving that **human geography** leaves a permanent "footprint."

The "Tudor Geographer" Success Criteria
I can use a compass to describe the direction Sir Francis Drake sailed to reach the Americas.
I can explain two reasons why the River Thames was the "heart" of Tudor England.
I can identify three items that were brought to England via trade routes and locate their countries of origin on a modern map.
I can explain how the demand for Tudor ships changed the physical landscape of English forests.

Learning Objectives

In Key Stage 2 Geography, '**The Tudors'** learning theme is used to bridge the gap between **local history** and **global geography**. The **learning objectives** focus on how the world "expanded" during the 16th century through exploration, trade, and the changing use of the environment.

1. Map Skills and Navigation
Objective: *To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
The Focus: The "Expanding World."
Key Skill: Comparing Tudor maps (where much of the world was unknown or distorted) to modern satellite maps.
Outcome: Pupils can use **8-point compass directions** to describe the routes taken by explorers like Sir Francis Drake or John Cabot.

2. Human Geography: Trade and Global Links
Objective: *To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.*
The Focus: The "Columbian Exchange."
Key Skill: Identifying the origins of "New World" goods (potatoes, chocolate, tobacco) and mapping their journey to England.
Outcome: Pupils can explain how England's economy shifted from local wool production to international trade with the Americas and the East Indies.

3. Physical Geography: Site and Situation
Objective: *To describe and understand key aspects of physical geography, including: climate zones, biomes, rivers, mountains, and the water cycle.*

The Focus: Why London became the Tudor Capital.
Key Skill: Analysing why the **River Thames** was the perfect "site" for a city (deep water for ships, fertile floodplains, defensible location).
Outcome: Pupils can explain the physical geographical advantages of major Tudor ports like Bristol, Plymouth, and Portsmouth.

4. Environmental Impact and Sustainability
Objective: *To understand how human activity has influenced or changed a landscape over time.*
The Focus: The "Wooden Walls" of England.
Key Skill: Investigating how the demand for Tudor warships led to mass **deforestation** in areas like the Weald or the Forest of Dean.
Outcome: Pupils can discuss the long-term impact of Tudor resource management on the English countryside.

Why These Learning Objectives Matter in Geography

Why it Matters	The "Tudor" Application
Global Perspective	It moves pupils beyond "Island History" to see England as part of a global network.
Spatial Literacy	Learning to navigate using the stars and compasses builds a deep understanding of direction and scale.
Causality	It shows that human history (The Armada) is often dictated by physical geography (weather and currents).
Critical Thinking	Comparing maps teaches pupils that geographical "data" is always evolving and can be biased.

The "Tudor Geographer" Success Criteria
I can locate the "New World" on a globe and explain what explorers were looking for.
I can use **latitude and longitude** (basic) or grid references to plot a voyage.
I can name three physical features that made a location a good place for a Tudor settlement.
I can explain how a specific "import" (like the potato) changed the way land was used in Europe.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 Geography themed around **'The Tudors'**. This unit connects core National Curriculum Geography strands—**Locational Knowledge, Place Knowledge, Human & Physical Geography, and Geographical Skills & Fieldwork**—with historical Tudor contexts: the global voyage of Sir Francis Drake, early transatlantic trade networks, Tudor cartography vs. modern satellite GIS mapping, Tudor settlement patterns (Hampton Court, timber trade, rivers), and local Tudor fieldwork. It balances **substantive knowledge** (latitude, longitude, compass points, grid references, trade routes, settlement distribution, physical river features, and cartographic projections) with **disciplinary knowledge**

("Thinking Like a Geographer"—interpreting historic vs. modern maps, analysing human-environment interactions, evaluating trade connectivity, conducting field surveys, and questioning cartographic bias).

Unit Title: Mapping the Tudor World: Navigation, Settlement, and Global Trade
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: World Exploration (Drake's Circumnavigation), Tudor Maps vs. Modern GIS, River Settlements, Global Trade Networks, and Local Tudor Built Environment.
Geography Focus Areas:
Locational Knowledge: Equator, Tropics of Cancer/Capricorn, Hemispheres, Latitude/Longitude lines, and Tudor global maritime routes.
Place Knowledge: Comparing Tudor London (River Thames hub) with global trading ports (e.g., San Juan de Ulúa, Cadiz, the Spice Islands).
Human & Physical Geography: River geography in settlement selection (transport, water, defence); human trade networks (spices, silk, timber, silver, early colonial goods).
Geographical Skills & Fieldwork: 4 and 6-figure grid references, 8-point compass directions, map scale comparison, analysing 16th-century maps vs. satellite imagery, and local architectural land-use field mapping.
Key Geography Pillars
Substantive Knowledge:
Locational & Spatial Frameworks:
Lines of latitude (Equator, 0°; Tropics, 23.5°N/S) and longitude (Prime Meridian, 0°).
8-point compass directions (N, NE, E, SE, S, SW, W, NW) for navigation.
4-figure (LKS2) and 6-figure (UKS2) grid references on Ordnance Survey (OS) maps.
Human & Physical Processes:
Rivers as physical features that dictate human settlement patterns, trade hubs, and defensive positions (e.g., Thames at London/Hampton Court).
Resource distribution and global supply chains in the 16th century (spices, timber, wool, metal ores).
Cartography: Differences between historic hand-drawn Tudor maps (e.g., Saxton, Mercator) and modern GIS (Geographic Information Systems)/satellite maps.
Disciplinary Knowledge ("Thinking Like a Geographer"):
Spatial Analysis & Map Critique: Questioning historic map distortions, evaluating how 16th-century cartographers represented unexplored lands, and comparing spatial scale across eras.
Interconnection & Trade Analysis: Investigating how physical geographical factors (prevailing winds, ocean currents, river depth) constrained or enabled human trade and settlement.
Fieldwork Inquiry: Collecting, recording, and presenting observational data on local Tudor/early modern spatial remnants within the built environment.

Weekly Progression Scheme
Week 1: Charting the Tudor World – Maps, Latitude & Longitude
Geography Strand: Locational Knowledge & Cartographic Skills.
Historical Context: 16th-century cartography boom (Christopher Saxton, Gerardus Mercator) & Tudor world perception.
Substantive Knowledge:
LKS2: Identifying the Equator, Northern and Southern Hemispheres; using an atlas to locate continents and oceans known to Tudors.
UKS2: Understanding lines of latitude and longitude (including Tropics of Cancer/Capricorn and Prime Meridian); measuring distance using map scales.
Disciplinary Knowledge:

Cartographic Critique: Comparing historic maps (e.g., Mercator's 1569 map) with modern satellite maps to identify spatial distortions and missing landmasses.
Practical Geography Task:
LKS2 (Y3/4): *Tudor Atlas Hunt.* Pupils locate key continents and oceans on modern globes/atlases, comparing them to a 1570 Tudor world map to circle "unknown/unmapped" regions.
UKS2 (Y5/6): *Latitude & Longitude Navigation.* Pupils use coordinates of latitude and longitude (e.g., 51.5°N, 0.1°W) to plot key Tudor exploration ports across world maps, calculating distance scales.

Week 2: Drake's Voyage – Maritime Routes, Winds & Compass Bearings
Geography Strand: Locational Knowledge, Compass Directions & Physical Processes.
Historical Context: Sir Francis Drake's circumnavigation on the *Golden Hind* (1577–1580).
Substantive Knowledge:
LKS2: Using the 8-point compass (N, NE, E, SE, S, SW, W, NW) to trace movement between countries; identifying physical marine features (straits, capes, oceans).
UKS2: Understanding global wind belts (Trade Winds, Westerlies) and ocean currents; analysing how physical geography influenced sailing ship routes.
Disciplinary Knowledge:
Spatial Routing: Explaining why Tudor sailors could not sail in direct straight lines across oceans due to physical prevailing wind and current systems.
Practical Geography Task:
LKS2 (Y3/4): *Golden Hind Compass Log.* Pupils follow a series of 8-point compass directions (e.g., "Sail SW from Plymouth to Cape Verde, then W to South America") to plot Drake's voyage on a grid map.
UKS2 (Y5/6): *Wind & Current Route Analysis.* Pupils overlay global prevailing wind patterns onto Drake's route map, writing geographical justifications for why the *Golden Hind* navigated through the Strait of Magellan rather than around Cape Horn.

Week 3: Why Settle on the Thames? – River Geography & Tudor Settlements
Geography Strand: Physical & Human Geography (Rivers & Settlement).
Historical Context: Growth of Tudor London, Hampton Court Palace, and Greenwich Palace along the River Thames.
Substantive Knowledge:
LKS2: Features of a river system (source, meander, mouth, floodplain, estuary); why rivers were essential for early settlements (drinking water, waste disposal, transport).
UKS2: River erosion and deposition dynamics; analysing how tidal rivers (like the lower Thames) enabled international maritime shipping while offering natural defensive barriers.
Disciplinary Knowledge:
Human-Environment Interaction: Evaluating how physical river characteristics dictated where Tudor palaces, ports, and bridges (London Bridge) were constructed.
Practical Geography Task:
LKS2 (Y3/4): *Tudor River Thames Mapping.* Pupils map the physical journey of the River Thames, annotating why Henry VIII built Hampton Court Palace on a wide meander (water access, fertile land, privacy).
UKS2 (Y5/6): *Tidal Port Settlement Analysis.* Pupils analyse topological maps of 16th-century London, evaluating how tidal movements, river width, and bridge constraints affected shipping traffic and urban expansion.

Week 4: The Tudor Global Supply Chain – Trade, Resources & Colonies
Geography Strand: Human Geography (Trade Networks & Economic Activity).

Historical Context: Tudor luxury goods trade (spices from the East Indies, silk from China, tobacco/sugar from the Americas, timber/wool from England).
Substantive Knowledge:
LKS2: Identifying natural resources versus manufactured goods; tracing origin countries of everyday Tudor products.
UKS2: Global trade networks, imports/exports, and early triangular trade routes; evaluating how resource availability drove international Tudor expansion and early colonisation.
Disciplinary Knowledge:
Interconnection & Supply Chain Analysis: Mapping global commodity chains to evaluate how 16th-century trade connected distant physical environments.
Practical Geography Task:
LKS2 (Y3/4): *The Spice & Silk Trade Map.* Pupils match raw luxury trade goods (cinnamon, silk, cocoa, sugar) to their climate regions on a world map and trace trade paths back to Tudor ports.
UKS2 (Y5/6): *Tudor Economic Network Diagram.* Pupils construct a global import/export flow map, analysing how environmental conditions in specific biomes enabled the growth of targeted trade goods (e.g., tropical spices vs. temperate timber).

Week 5: Local Tudor Fieldwork – OS Maps, Grid References & Land Use
Geography Strand: Geographical Skills & Fieldwork.
Historical Context: Identifying local Tudor/early modern architectural remnants, street names, and land-use shifts.
Substantive Knowledge:
LKS2: Using 4-figure grid references and OS map symbols; identifying human vs. physical features on local maps.
UKS2: Using 6-figure grid references; conducting field sketches and land-use surveys; measuring distance and elevation using OS maps.
Disciplinary Knowledge:
Field Data Collection: Gathering primary geographical data through observation, land-use mapping, and field sketching.
Practical Geography Task:
LKS2 (Y3/4): *4-Figure OS Map Quest.* Pupils use local OS maps to locate historical sites using 4-figure grid references, identifying Tudor street names or building symbols.
UKS2 (Y5/6): *Local Built Environment Field Survey.* Pupils conduct a local outdoor walking field study (or virtual GIS survey if field access is limited), recording 6-figure grid references of old structures, completing a land-use survey, and producing annotated field sketches.

Week 6: GIS & The Geographical Report – Tudor vs. Modern Spatial Analysis (Synthesis)
Geography Strand: Geographical Skills, GIS & Synthesis.
Historical Context: Comparing Tudor spatial organisation with 21st-century geographical satellite data.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Understanding GIS (Geographic Information Systems) as layers of digital map data; presenting geographical data using graphs, maps, and written reports.
Disciplinary Knowledge:
Geographical Evaluation: Synthesising historical maps, physical land data, and modern satellite GIS to draw evidence-based geographical conclusions.
Practical Geography Task:
LKS2 & UKS2: *The Tudor GIS & Geography Symposium.*

Task 1: Pupils use digital mapping tools (e.g., Digimap for Schools / Google Earth) to overlay a historic Tudor map of London/local area onto modern satellite imagery, identifying geographical features that have remained unchanged versus urban developments.
Task 2: Pupils write a "Geographical Inquiry Report" summarising: (1) How rivers shaped Tudor trade, (2) How maritime wind systems dictated world navigation, and (3) How map accuracy evolved from Saxton to modern GIS.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Identifies continents on a globe but struggles with 8-point compass directions. • Identifies simple river features but misses why humans settle near water. • Locates places on maps using teacher assistance rather than 4-figure grid references. • Describes trade goods without identifying their global origin biomes.	• Uses 8-point compass directions fluently to trace navigation routes. • Explains key physical features of rivers and why they attracted Tudor settlements. • Reads and uses 4-figure grid references and OS symbols accurately. • Maps global trade routes and connects imported goods to their physical origins.	• Compares 16th-century map distortions to modern map projections critically. • Analyses how physical geography (currents/landforms) created strategic maritime choke points. • Applies 4-figure grid references independently to solve complex spatial puzzles. • Evaluates how human trade altered natural environments during early exploration.
Upper Key Stage 2 *(Years 5 & 6)*	• Locates latitude lines but struggles with precise coordinate reading. • Traces Drake's route without accounting for prevailing wind systems. • Uses 4-figure grid references comfortably but makes errors with 6-figure grid references. • Struggles to overlay historic maps onto modern digital GIS platforms.	• Reads and plots coordinates of latitude and longitude accurately across global maps. • Explains how global wind patterns and ocean currents dictated Tudor sailing routes. • Uses 6-figure grid references and OS scale bars with high accuracy during fieldwork. • Analyses spatial changes over time by layering historic maps over modern GIS satellite imagery.	• Demonstrates deep understanding of spatial projections, explaining why historic and modern flat maps distort landmass sizes. • Evaluates complex socio-economic impacts of Tudor trade networks across different climatic biomes. • Conducts independent fieldwork surveys, using 6-figure grid references and precise land-use classifications. • Synthesises physical and human geographical data

			to write analytical spatial reports.

Other Information, Ideas and Resources

Tudor Geography is the story of how a small island nation began to view itself as part of a much larger, global map. These alternative **lesson ideas** focus on **navigation, trade, and the physical impact** of the Tudor dynasty on the English landscape.

1. The "Expanding World" (Map Skills)
The Concept: Comparing historical perceptions of the world with modern reality.
The Activity: Provide pupils with a copy of a **Mappa Mundi** (medieval map) and a Tudor-era map (like those by Ortelius or Mercator).
The Task: In pairs, pupils must "spot the difference" between the Tudor map and a modern satellite map. What is missing? Why are the shapes of the continents "wonky"?
The Challenge: Use an **8-point compass** to describe the direction of travel from London to "The New World" (Americas) and the "East Indies" (Asia).
Learning Goal: To understand that maps are historical documents that change as human knowledge grows.
2. The "Columbian Exchange" (Human Geography)
The Concept: Understanding global trade links and the movement of resources.
The Activity: Create a "Trade Fair" in the classroom. Assign different regions to table groups (England, The Caribbean, The Spice Islands).
The Task: Pupils must map the journey of specific goods.
From England: Wool and cloth.
To England: Potatoes, tomatoes, cacao (chocolate), tobacco, and spices (nutmeg, cloves).
The Challenge: Discuss the "Push and Pull" factors. Why was the demand for spices so high in Tudor England? (Hint: To hide the taste of salted/spoiling meat!).
Learning Goal: To identify the origin of everyday items and understand the early stages of **globalisation**.

3. Why London? (Site and Situation)
The Concept: Analysing why the physical landscape dictates where humans settle.
The Activity: Look at a map of **Tudor London** and the River Thames.
The Task: Identify three physical reasons why London became the "Heart of the Tudors."
Bridging Point: Where the river was narrow enough to bridge.
Tidal River: Allowed large ships to be carried in and out by the tide.
Fertile Land: The surrounding floodplains provided food for the growing city.
The Challenge: Compare this to a "failed" or smaller settlement. Why did London grow while a landlocked village stayed small?
Learning Goal: To understand how **physical geography** (rivers and soil) influences **human geography** (towns and trade).

4. The "Wooden Walls" (Environmental Geography)
The Concept: Human impact on the environment and resource management.
The Activity: Investigate the building of the Tudor Navy (the "Wooden Walls").
The Task: One Tudor warship required around 2,000 oak trees. Pupils use maps of the UK from 1500 and 1650 to observe the shrinking of forests (like the Forest of Dean or the Weald).
The Challenge: Debate the "cost of progress." If you cut down all the trees to build ships for protection, what happens to the local ecosystem and the fuel for the poor?

Learning Goal: To understand the concept of **deforestation** and how national goals can change the physical landscape forever.

5. Investigating "Tudor" Place Names (Fieldwork)
The Concept: Using local maps to find evidence of past human activity.
The Activity: Using a digital map (like Google Maps or Digimap for Schools) of a local historic town (e.g., London, Bristol, or York).
The Task: Search for street names that reveal Tudor industry or geography (e.g., "Bread Street," "Fishergate," "Sheep Street," "The Shambles").
The Challenge: Use **4-figure grid references** to locate these streets and plot them on a blank map.
Learning Goal: To use **fieldwork techniques** to explain how the "human footprint" of the Tudors is still visible today.

🌍 **Summary of Geographical Skills**

Lesson	Skill Area	Geographic Technique
Expanding World	Locational Knowledge	Comparing historical and modern maps.
Columbian Exchange	Human Geography	Mapping trade routes and resource distribution.
Why London?	Physical Geography	Analysing site selection and river features.
Wooden Walls	Environmental	Investigating land use and deforestation.
Place Names	Fieldwork	Using grid references and digital mapping.

The Tudors in London https://tudors.lgfl.org.uk/geography_of_tudor_london.html
Although Tudor London was much smaller than today's capital, it was the largest city in England and one of the biggest in Europe. At the beginning of the 16th century about 50,000 people lived in London but by the end of the century that number had risen to around 200,000.

What did a Tudor village look like?
Tudor towns had narrow, dimly lit streets. Houses overhung and were packed tightly together which blocked out the sunlight. These jutting upper stories that overhung the lower stories were called jetties.

Counties – War of the Roses.

Tudor Explorers – map when and where they explored and what they discovered.
https://www.goldenhind.co.uk/navigation.html#:~:text=a%20cross%2Dstaff%3F-,Compass,the%20pilot%2C%20and%20one%20spare

The first British colony in America was founded by Sir Walter Raleigh at Roanoke opening the New World to the Tudors.

What did the Tudors use to navigate?
Compass. The compass was probably the most important tool for the pilot, as it enabled him to know which direction his ship was travelling in. A Tudor ship would probably have four compasses on board, one for the man steering the ship (helmsman), one on the deck for the officers to use, one for the pilot, and one spare.

Tudor Travels and The Mary Rose
https://www.bbc.co.uk/teach/class-clips-video/ks2-history-the-tudors-tudor-navigation-travel-and-the-mary-rose/zbqrdnb

Look at the Geography of Spain: name capital city, rivers, seas, significant landmarks. And locate these areas and features on a map.

Considerations for Implementation

History

Substantive Knowledge

In History, **substantive knowledge** refers to the established facts, events, people, and societal structures of a specific period. It is the "knowledge of the past" that provides the foundation for all historical inquiry. For Key Stage 2, this is broken down into the "Big Events," the "Power Players," and "Everyday Life."

1. The Tudor Dynasty and Succession
The Fact: Knowing how the Tudors came to power and how the throne was passed down.
The Battle of Bosworth (1485): The end of the Wars of the Roses and the start of the Tudor reign under Henry VII.
The Family Tree: Identifying the five monarchs: **Henry VII, Henry VIII, Edward VI, Mary I, and Elizabeth I.**
The Quest for an Heir: Understanding that many of Henry VIII's political and religious decisions were driven by the need for a male successor.

2. The English Reformation
The Fact: Understanding the religious "earthquake" that changed England from a Catholic country to a Protestant one.
The Break with Rome: Henry VIII naming himself "Supreme Head of the Church of England" to grant his own annulment.
The Dissolution of the Monasteries: The closing of Catholic monasteries and the seizure of their wealth and land.
The "Religious Rollercoaster": How the state religion shifted from Protestant (Edward VI) to Catholic (Mary I) and back to a "Middle Way" (Elizabeth I).

3. Exploration and Global Power

The Fact: Knowing how England began to look beyond its borders.
The Royal Navy: The expansion of the fleet under Henry VIII and Elizabeth I.
The Spanish Armada (1588): The attempted invasion by Spain and why the English victory was a turning point for national identity.
Explorers: Key figures like **Sir Francis Drake** (the first Englishman to circumnavigate the globe) and **Sir Walter Raleigh**.

4. Society and Daily Life
The Fact: Understanding the "Golden Age" for some and the "Hard Times" for others.
Crime and Punishment: The harsh laws for "Vagabonds" and the types of Tudor punishments (the stocks, ducking stools, and execution).
The Great Chain of Being: The rigid social hierarchy where everyone knew their place, from the Monarch down to the "Beggar."
Health: The impact of the **Plague** and the primitive medical understanding of the "Four Humours."

Why Substantive Knowledge Matters

Why it Matters	The "Tudor" Application
Chronological Framework	It helps pupils place the Tudors between the "Middle Ages" and the "Stuarts/English Civil War."
Cultural Literacy	It explains the roots of modern British institutions, such as the **Church of England** and the **Parliament**.
Vocabulary Building	It introduces essential tier-three terms like *monarch, reformation, treason, and heresy*.
Foundation for Inquiry	You cannot analyse *why* the Armada happened (**disciplinary knowledge**) without first knowing *what* the Armada was.

The "Tudor Expert" Knowledge Check
Who was the first Tudor King, and which battle did he win to get the crown?
Why did Henry VIII close down the monasteries?
What was the main reason the Spanish sent the Armada to England
Can you name the five Tudor monarchs in the correct order?

Disciplinary Knowledge

In History, **disciplinary knowledge** is the "know-how" of the historian. It isn't just about memorising the dates of Henry VIII's six marriages (which is ***substantive knowledge***); it is the ability to use evidence, analyse change, and understand why different people might tell the same story in different ways. For '**The Tudors'**, this means moving beyond the "Horrible Histories" facts to look at the mechanics of the 16th century.

1. Historical Enquiry: Using Primary Sources

The Practice: Learning that history is constructed from "clues" left behind.
The Inquiry: Analysing the **Mary Rose** (an underwater time capsule) or the **Holbein portraits**.
The Discipline: Pupils learn to ask: *Who created this? Why? Is it biased?* For example, recognising that a portrait of Elizabeth I was a piece of carefully managed "PR" rather than a realistic photograph.
Why it matters: It teaches pupils to be "detectives." In a world of social media and "fake news," the ability to question the motive behind an image or a text is a vital life skill.

2. Continuity and Change
The Practice: Identifying what stayed the same and what shifted dramatically.
The Inquiry: Looking at the **Reformation**. Before 1534, England was Catholic; after, the King was the Head of the Church.
The Discipline: Pupils look for "turning points." They compare life for a peasant in 1485 (Henry VII) to 1603 (Elizabeth I). Did their house change? Did their food change? Did their daily fears change?
Why it matters: It helps pupils understand **causality**—the idea that one event (a king wanting a son) can trigger a chain reaction that changes a whole nation's religion and laws.

3. Similarity and Difference
The Practice: Comparing different groups within the same time period.
The Inquiry: Comparing a "Progress" (a Royal tour) with the lives of the **"Sturdy Beggars"** (the homeless) during Elizabethan times.
The Discipline: Understanding that there is no single "Tudor experience." Life for a wealthy merchant in London was worlds apart from a farmer in Yorkshire.
Why it matters: It develops **empathy and perspective**. It prevents a "one-size-fits-all" view of history and acknowledges the diversity of human experience.

4. Historical Interpretations
The Practice: Understanding that history is an argument, not just a list of facts.
The Inquiry: Looking at **Richard III**. Was he a villain (as the Tudors portrayed him in their plays and books) or a victim of Tudor propaganda?
The Discipline: Pupils realise that the "winners" usually write the history books. They compare a Tudor account of the Spanish Armada with a Spanish account.
Why it matters: It encourages **critical thinking**. It teaches pupils that two people can see the same event and describe it in completely different ways based on their own beliefs.

Why Disciplinary Knowledge Matters in History

Skill Area	The "Tudor" Application
Evidence	It moves pupils from "I think" to "The evidence suggests..."
Chronology	It creates a "mental map" of time, helping them place the Tudors between the Middle Ages and the Stuarts.

Significance	It asks: *Why do we still talk about the Tudors?* (e.g., the creation of the Church of England or the Royal Navy).
Communication	It gives them the language to construct a logical argument based on facts.

The "Historian's Toolkit" Check
Can I identify if a document is a **Primary** or **Secondary** source?
Can I explain why Henry VIII might have wanted to look "bigger than life" in his paintings?
Can I describe one way life changed for a normal person because of the Reformation?
Can I spot "propaganda" in a Tudor map or coin?

Learning Objectives

In Key Stage 2 History, **'The Tudors'** learning theme is designed to move pupils from simple storytelling to **historical analysis**. The National Curriculum focuses on a few high-level goals that help pupils understand how a single family changed the course of British and world history.

1. Chronological Understanding
Objective: *To establish a clear narrative of British history, noting connections, contrasts, and trends over time.*
The Focus: Placing the Tudors between the Middle Ages and the Stuarts.
Key Skill: Using timelines to see how the "War of the Roses" ended and how the Tudor line eventually led to the "Union of the Crowns" under James I.
Outcome: Pupils can explain that the Tudor period (1485–1603) was a bridge between the medieval and modern worlds.

2. Investigating Change and Continuity
Objective: *To identify and describe the reasons for, and results of, historical events, situations, and changes.*
The Focus: The Reformation and the Break with Rome.
Key Skill: Analysing why Henry VIII changed the religion of an entire country. Was it just for a wife, or was it for power and money?
Outcome: Pupils can describe how life changed for an ordinary person (e.g., the closing of local monasteries) versus what stayed the same (e.g., farming and the social hierarchy).

3. Historical Enquiry and Evidence
Objective: *To understand how our knowledge of the past is constructed from a range of sources.*
The Focus: The "Mary Rose" and Royal Portraiture.
Key Skill: Differentiating between **Primary Sources** (artefacts from the ship, letters from the Queen) and **Secondary Sources** (textbooks, movies).
Outcome: Pupils can look at the "Armada Portrait" and explain that it isn't just a picture—it's a piece of **propaganda** designed to make Elizabeth I look invincible.

4. Similarity and Difference
Objective: *To describe social, cultural, religious, and political aspects of a period.*
The Focus: The "Golden Age" vs. "The Great Poverty."
Key Skill: Comparing the lives of the rich (banquets, palaces, education) with the lives of the "sturdy beggars" and the poor.

Outcome: Pupils recognise that **The Tudor era** wasn't one single experience, but a time of extreme inequality.

5. Historical Interpretation
Objective: *To understand that different versions of the same historical event may exist, giving some reasons for this.*
The Focus: The Reputation of Richard III or Mary I ("Bloody Mary").
Key Skill: Asking *why* Mary I is remembered as "bloody" while her father, Henry VIII (who executed thousands), often is not.
Outcome: Pupils understand that "the winners write the history" and that our view of a person can be shaped by who told the story first.

Why These Learning Objectives Matter

Why it Matters	**The "Tudor" Impact**
National Identity	It explains the origins of the **Church of England** and the power of the British Monarchy.
Critical Thinking	It teaches pupils to look for **bias** in what they read and see (essential for the digital age).
Causality	It shows how a personal decision (a King wanting a son) can change the laws and lives of millions.
Cultural Capital	It connects pupils to world-class sites (Tower of London, Hampton Court) and famous art (Holbein).

The "Tudor Historian" Success Criteria
I can name the five Tudor monarchs in order and explain how they were related.
I can give two reasons why the Spanish Armada was sent and why it failed.
I can identify a primary source and explain why it might be biased.
I can explain what the "Break with Rome" was and why it happened.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 History themed around **'The Tudors'**. This unit connects core National Curriculum History strands—**Monarchy & Power, Religious Change (The Reformation), Social Hierarchy & Daily Life, Exploration & Empire, and National Security (The Armada)**—into a coherent chronological progression from 1485 to 1603. It balances **substantive knowledge** (historical facts, key figures, dates, chronological frameworks, religious shifts, and political events) with **disciplinary knowledge** ("Thinking Like a Historian"—analysing primary sources, decoding visual propaganda, evaluating historical significance, investigating cause and consequence, and detecting bias).

Unit Title: The Tudor Age: Power, Propaganda, and Daily Life
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: The Battle of Bosworth to the Elizabethan Golden Age (1485–1603).
History Focus Areas:
Chronology & Change: The Tudor dynasty line, the transition from medieval to early modern Britain, and key religious shifts across four monarchs.
Monarchy, Power & Propaganda: Henry VIII, the Break with Rome, Holbein portraiture as political marketing, and royal authority.
Social History & Daily Life: Wealth vs. poverty, food, housing, crime and punishment, and child life in Tudor England.
International Relations & Conflict: The Spanish Armada, naval tactics, foreign policy, and Elizabethan global exploration.
Historical Enquiry & Evidence: Primary written accounts, portraiture, inventories, archaeological finds (the *Mary Rose*), and historical interpretations.
Key History Pillars
Substantive Knowledge:
Chronology & Monarchs: Line of succession (Henry VII → Henry VIII →Edward VI →Mary I → Elizabeth I).
The Reformation: The Break with Rome (1534), the Act of Supremacy, dissolution of the monasteries, and the shift from Catholicism to Protestantism.
Tudor Society: The feudal shift, social structure (Monarch → Nobility → Gentry → Merchants → Yeomen/Peasants → Vagrants), Tudor architecture, and trade.
Key Events: The Battle of Bosworth (1485), the sinking of the *Mary Rose* (1545), the Spanish Armada (1588).
Disciplinary Knowledge ("Thinking Like a Historian"):
Cause and Consequence: Explaining *why* Henry VIII broke from Rome (dynastic, financial, political) and the *consequences* for ordinary citizens.
Source Analysis & Reliability: Interrogating primary sources (portraits, letters, inventories) for perspective, purpose, and bias.
Historical Interpretations: Evaluating how different historians and contemporary figures viewed monarchs (e.g., "Bloody Mary" vs. Mary I; "Gloriana" vs. Elizabeth I).
Continuity and Change: Identifying what stayed the same and what transformed during the 118 years of Tudor rule.

Weekly Progression Scheme
Week 1: Dawn of the Tudors – Bosworth & Royal Authority
History Strand: Chronology, Monarchy & Political Power.
Substantive Knowledge:
LKS2: The War of the Roses ending at the Battle of Bosworth (1485); Henry VII uniting the Houses of Lancaster and York using the Tudor Rose symbol.
UKS2: How Henry VII consolidated power through strategic marriages, taxation, securing international treaties, and reducing the power of feudal barons.
Disciplinary Knowledge:
Symbolism & Propaganda: Analysing how heraldry (the Tudor Rose) was used to legitimise a new dynasty.
Practical History Task:
LKS2 (Y3/4): *Tudor Family Tree & Timeline.* Pupils construct a chronological timeline from 1485 to 1603, placing all 5 Tudor monarchs in order and designing the combined Tudor Rose symbol.
UKS2 (Y5/6): *Securing the Crown Inquiry.* Pupils analyse three primary challenges facing Henry VII in 1485 (rebellions, empty treasury, rival claimants) and evaluate his strategies for maintaining stability.

Week 2: Henry VIII & The Break with Rome – Religious Transformation
History Strand: Religious History, Cause & Consequence.
Substantive Knowledge:
LKS2: Henry VIII's six wives; basic reasons for multiple marriages (securing a male heir); the creation of the Church of England.
UKS2: The political, financial, and religious causes of the Reformation; the Act of Supremacy (1534); the Dissolution of the Monasteries and its social impact.
Disciplinary Knowledge:
Multi-Causal Reasoning: Categorising causes of the Break with Rome into Dynastic (heir), Financial (monastery wealth), and Religious/Power factors.
Practical History Task:
LKS2 (Y3/4): *The Six Wives Matrix.* Pupils create a structured record sheet detailing Henry VIII's wives, their fates, and the birth of his three royal heirs.
UKS2 (Y5/6): *The Reformation Diamond Nine.* Pupils rank the causes of the Break with Rome in order of historical significance, defending their top choice in a class debate.

Week 3: Rich Tudor, Poor Tudor – Social Structure & Daily Life
History Strand: Social History, Everyday Life & Evidence.
Substantive Knowledge:
LKS2: Tudor homes (timber frames vs. stone/halls); food differences (meat/feasts vs. pottage/bread); crime and punishments (stocks, pillory).
UKS2: The Tudor social hierarchy; the Poor Laws of 1601 (Deserving vs. Undeserving Poor); archaeological evidence from the *Mary Rose* (1545) revealing life aboard ship.
Disciplinary Knowledge:
Deduction from Artefacts: Inferring daily routines, health, and social status from physical items (e.g., nit combs, leather shoes, pewter plates vs. trenchers).
Practical History Task:
LKS2 (Y3/4): *Tudor Social Comparison.* Pupils construct a comparative table analysing a day in the life of a rich Tudor noble versus a poor peasant child (housing, diet, leisure, school).
UKS2 (Y5/6): *Mary Rose Artefact Investigation.* Pupils examine high-resolution images of artefacts recovered from the *Mary Rose*, logging deductions about sailor health, diet, rank, and work responsibilities.

Week 4: The Religious Rollercoaster – Edward VI to 'Bloody' Mary
History Strand: Religious Change, Historical Interpretations & Bias.
Substantive Knowledge:
LKS2: Edward VI making England strictly Protestant; Mary I returning England to Catholicism; key differences between Catholic and Protestant churches.
UKS2: The swing of the religious pendulum (1547–1558); the execution of Protestant martyrs; analysing how Mary I earned the epithet "Bloody Mary."
Disciplinary Knowledge:
Evaluating Historical Bias: Investigating how Protestant historians in the Elizabethan/Victorian eras shaped Mary I's negative historical reputation.

Practical History Task:
LKS2 (Y3/4): *Spot the Difference: Church Interiors.* Pupils compare drawings of a Catholic church (stained glass, altars, icons) with a Protestant church (plain walls, wooden table, English Bible).

UKS2 (Y5/6): *Trial of Mary I's Reputation.* Pupils weigh historical evidence for and against Mary I (comparing her execution numbers to Henry VIII's), writing a balanced historical assessment of her reign.

Week 5: The Spanish Armada – Foreign Policy, Warfare & Evidence
History Strand: International Conflict, Military History & Primary Sources.
Substantive Knowledge:
LKS2: King Philip II of Spain vs. Queen Elizabeth I; the key events of the Armada (1588); fire ships and the storm ("Protestant Wind").
UKS2: Geopolitical causes of the Armada (religion, privateering by Drake, execution of Mary Queen of Scots); naval tactics (crescent formation vs. English manoeuvrability); consequences for British naval power.
Disciplinary Knowledge:
Analysing Speeches & Sources: Cross-referencing Elizabeth I's Tilbury Speech with tactical reports to assess motivation vs. military reality.
Practical History Task:
LKS2 (Y3/4): *Armada Storyboard Map.* Pupils construct a chronological map-storyboard tracing the fleet's journey from Lisbon, through the English Channel, to the Scottish coast.
UKS2 (Y5/6): *Why Did the Armada Fail? Inquiry.* Pupils evaluate 4 key factors (English tactics, Spanish errors, fireships, weather), using primary quotes to construct an explanatory essay answering the inquiry question.

Week 6: The Elizabethan Golden Age – Culture, Exploration & Legacy (Synthesis)
History Strand: Cultural History, Legacy & Historical Synthesis.
Substantive Knowledge:
LKS2: Globe Theatre, William Shakespeare, Tudor entertainment, and global voyages of exploration (Sir Francis Drake, Walter Raleigh).
UKS2: The concept of a "Golden Age"; Elizabethan patronage of arts and theatre; early transatlantic expansion and its long-term imperial consequences.
Disciplinary Knowledge:
Historical Judgment: Evaluating whether the late Tudor period truly represented a "Golden Age" for all levels of society.
Practical History Task:
LKS2 & UKS2: *The Tudor Legacy Museum & Debate.*
Task 1: Pupils curate a 4-item mini-museum display representing the Tudor era (1 Political, 1 Religious, 1 Social, 1 Cultural artefact) with explanatory museum plaques.
Task 2: Class Debate & Long Writing Task: *"Was the Elizabethan Era truly a Golden Age?"* UKS2 pupils write an essay balancing cultural achievements against poverty, religious persecutions, and global colonisation.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage	• Places Tudor monarchs in approximate order with guidance.	• Places all 5 Tudor monarchs correctly on a timeline with key dates.	• Connects events across reigns (e.g., how Henry

2 *(Years 3 & 4)*	• Identifies simple differences between rich and poor Tudor life. • Recalls basic facts about Henry VIII's wives. • Identifies pictures of historical artefacts without making deductions.	• Explains clear differences in Tudor housing, diet, and social classes. • Describes the main causes for the creation of the Church of England. • Makes sensible historical deductions about daily life from primary artefacts.	VIII's decisions impacted Mary I). • Explains how propaganda (portraits/symbols) influenced public perception of monarchs. • Compares life across multiple social classes using specific historical evidence. • Formulates independent historical questions based on primary sources.
Upper Key Stage 2 *(Years 5 & 6)*	• Recalls key events (Armada, Reformation) but struggles to explain causes. • Summarises primary sources without questioning author perspective or bias. • Explains religious changes as simple choices rather than systemic shifts. • Writes narrative accounts of history rather than analytical explanations.	• Analyses multi-causal factors behind major events (Reformation, Spanish Armada). • Evaluates source reliability, identifying perspective, purpose, and propaganda. • Explains how religious changes affected different levels of Tudor society. • Synthesises evidence to write well-structured historical arguments evaluating interpretations (e.g., Mary I's legacy).	• Critiques historical terms like "Golden Age" by contrasting rich cultural output with poor living conditions. • Cross-references multiple primary sources to identify discrepancies and historical bias. • Evaluates long-term historical consequences of Tudor policies on modern Britain (Church, Parliament, Navy). • Sustains sophisticated, evidence-led historical arguments with precise terminology.

Other Information, Ideas and Resources

These alternative **lesson ideas** focus on **historical enquiry, interpretation, and understanding the massive shifts in power and religion** that defined the era.

1. Richard III: Villain or Victim? (Historical Interpretation)
The Concept: Understanding that "the winners write the history books."
The Activity: Present the traditional Tudor view of Richard III (hunchbacked, murderer of the Princes in the Tower) using excerpts from Shakespeare or Tudor chronicles.
The Task: Show "new" evidence, such as the discovery of his skeleton in a Leicester car park in 2012 (showing he had scoliosis, not a "hunchback") and the lack of a "smoking gun" for the murder of the princes.
The Challenge: Act as a jury. Was Richard a monster, or did the Tudors (Henry VII) make him look worse to justify taking his throne?
Learning Goal: To understand that historical accounts can be **biased** and used as propaganda.

2. The Mary Rose "Mystery Box" (Historical Enquiry)

The Concept: Using primary source artefacts to reconstruct the past.
The Activity: Provide "evidence bags" containing pictures or replicas of items found on the *Mary Rose* (e.g., a nit comb, a leather shoe, a longbow, a surgeon's bone saw).
The Task: Without being told what the ship was, pupils must deduce who lived on it, what their jobs were, and what their daily lives were like based *only* on the objects.
The Challenge: Why did the ship sink? Compare the "official" account (French cannons) with the archaeological evidence (overloading and open gun ports).
Learning Goal: To use **primary sources** to build a picture of the past.

3. The "Religious Rollercoaster" (Change and Continuity)
The Concept: Visualising the rapid shifts in power and belief during the Reformation.
The Activity: Create a giant timeline on the floor. Assign pupils to play the roles of the four monarchs (Henry VIII, Edward, Mary, Elizabeth).
The Task: As each "Monarch" takes the throne, the class must "redecorate" a cardboard church.
Edward VI: Strip the gold, hide the statues (Protestant).
Mary I: Bring back the candles, the Latin bibles, and the colourful paintings (Catholic).
The Challenge: Discuss how a normal villager would feel. Would they be confused? Scared? Rebellious?
Learning Goal: To describe the **causes and results** of the English Reformation.

4. The Armada Portrait Analysis (Symbolism)
The Concept: Decoding the "hidden messages" in Tudor art.
The Activity: Project a high-resolution image of the **Armada Portrait** of Elizabeth I.
The Task: Give pupils a "Secret Symbol Checklist." They must find the globe (representing empire), the pearls (representing purity), and the window scenes (showing the storm and the Spanish ships sinking).
The Challenge: If Elizabeth wanted to look like a "Strong Queen," why didn't she just have a photo taken? Why all the symbols?
Learning Goal: To understand how monarchs used **portraiture as a tool of power**.

5. Crime, Punishment, and the "Sturdy Beggar" (Social History)
The Concept: Exploring the huge gap between the rich and the poor.
The Activity: Roleplay a Tudor courtroom. One pupil is a "Vagabond" (homeless person), another is a "Justice of the Peace."
The Task: Investigate the "Poor Laws." Why were the Tudors so afraid of people without jobs?
The Challenge: Compare Tudor punishments (the stocks, whipping, branding) with modern ones. Was Tudor law "fair" or just "scary"?
Learning Goal: To identify **similarities and differences** between social groups and time periods.

📜 **Summary of Historical Skills**

Lesson	Disciplinary Skill	Substantive Knowledge
Richard III	Interpretation	The Battle of Bosworth / Henry VII.
Mary Rose	Evidence/Enquiry	Tudor Navy and daily life at sea.

Religious Rollercoaster	Change & Continuity	The Reformation and the "Break with Rome."
Armada Portrait	Significance/Bias	Elizabeth I and the Spanish Armada.
Crime & Punishment	Similarity/Difference	Social hierarchy and the Poor Laws.

The Tudors (1485-1603) - Place Tudors on a timeline.

Henry VIII
https://www.hrp.org.uk/hampton-court-palace/history-and-stories/henry-viii/#gs.516g1h
https://www.rmg.co.uk/stories/topics/facts-about-henry-viii
https://www.historic-uk.com/HistoryUK/HistoryofEngland/Henry-VIII/
https://www.rct.uk/collection/people/henry-viii-king-of-england-1491-1547#/type/subject
He died in the early hours of 28 January 1547 - aged 55.

Henry VIII and his 6 wives
(link to Blickling Hall – Anne Boleyn)
https://www.rmg.co.uk/stories/topics/who-were-henry-viiis-wives
https://www.natgeokids.com/uk/discover/history/monarchy/wives-of-henry-viii/



Tudor life:
Religion:
How did the Tudors change things?
The Tudor era witnessed the most sweeping religious changes in England since the arrival of Christianity, which affected every aspect of national life. The Reformation eventually transformed an entirely Catholic nation into a predominantly Protestant one.

Also, visit Walsingham Abby the ruins are part of Tudor history and Henry VIII's reformation.

Homes and Houses:
What type of houses did the Tudors live in?
The Tudor architecture contains castle-like elements, yet homes created for the wealthy differed from those occupied by the lower class. Lower-class British inhabitants built their Tudor-era dwellings using a timber frame, and, wattle and daub, a mixture of dirt, clay, straw, and other ingredients.

The walls were often whitewashed. Most Tudor houses had a thatched roof, although rich people could afford to use tiles. Very rich people in Tudor times liked to have a large garden, often containing a maze, fountains or hedges shaped like animals.

Poor people lived in small houses with only one room on each floor. The poorest had only one or two rooms or even lived in cellars. Most homes had a yard or garden with a well for water. Sometimes wells were shared with neighbours.

How can you tell if a house is Tudor?
Here are some features that make the exterior of a Tudor-style house stand out:
Steeply pitched roofs.
Front-facing gables.
Tall windows.
Neutral colour palette.
Decorative half-timbering.
Brick or stone chimneys.
Rich and poor
https://www.bbc.co.uk/teach/school-radio/history-tudors-rich-and-poor/z64gf4j

Clothing/ fashion
What is the Tudor style of fashion?
The bodice and skirt of a woman of the Tudor court would be made from exquisite fabric and embellished with precious jewels, ribbons and lace. Parts of the linen shift under garment would be visible - around the neck and on the cuffs.
https://www.rmg.co.uk/stories/topics/tudor-fashion

Tudor children incl. Games they would play.
https://localhistories.org/tudor-children/

What transport did Tudors have?
How did people travel? Of course, there were horses, boats, and your own two feet. But people also used four wheeled coaches more during this time. Four wheeled coaches had been in use since the 13th century, but they are becoming more popular for gentry to use now, as opposed to just the nobility and royalty.

What did Tudors do for fun?
Finding something to pass the time in the Tudor period would not be too different from our hobbies today. Sport, music and theatre were all accessible to both the court and the general public with Sundays and Saints days allowing time for entertainment.
Sport (link to PE)
https://www.historyhit.com/best-tudor-historical-sites-you-can-see-in-britain/

Tudor Battles
https://tudortimes.co.uk/military-warfare/battles

Including the famous armour that Henry VIII wore. This is on display in Windsor Castle

Everywhere he went, Henry surrounded himself with rich displays of gold and silver. 'He is the best-dressed sovereign in the world: his robes are the richest and most superb that can be imagined.' [Sebastian Giustinian, Venetian Ambassador, 1519]
Naturally, Henry's armour made a powerful statement, too. This Tonlet armour was put together in a very short space of time by the armourers at Greenwich for the King to wear at the Field of Cloth of Gold in 1520. The masterful armourers adapted a number of existing pieces and created this beautiful suit.
Etched decorations include figures of St George, the Virgin and Child, and Tudor roses. The armour also reflected Henry's fashion sense; the shape of the breastplate and tonlet (skirt) mimic the jerkin with flared skirt popular during his reign.

Battle of Bosworth

Tudor Explorers – link to Geography
https://www.primaryhomeworkhelp.co.uk/tudors/explorers.htm

Why did the Tudors want to explore?
Elizabeth I was a very competitive queen! She wanted Tudor explorers to sail around the world just like the Portuguese and Spanish explorers. She wanted to find new trade routes and discover new materials to import from other countries. These journeys of discovery started the period in history we refer to as empire.
Sir Walter Raleigh (1554-1618)
Sir Francis Drake (1540-1596)
John Cabot
John Hawkins

Considerations for Implementation

Modern Foreign Languages

Substantive Knowledge

In MFL, **substantive knowledge** consists of the "building blocks" of a language: the specific vocabulary, grammar rules, and phonics (letter-sound links) that a pupil must memorise and apply. Using '**The Tudors**' as a backdrop allows pupils to see language as a practical tool for exploration, diplomacy, and trade, rather than just a list of words to learn in a classroom.

1. Vocabulary: The Court, the Galley, and the Globe
The Fact: Learning the specific nouns and verbs needed to describe Tudor life in the target language (usually French or Spanish).
High-Frequency Nouns: Learning the names for royalty (*le roi/la reine, el rey/la reina*), family members (*le fils/la fille*), and common Tudor occupations (*le boulanger, le soldat*).
The "New World" Lexicon: Identifying foods and items that arrived in Europe during the Tudor period using their original Spanish or French names (e.g., *le chocolat, la pomme de terre, el tomate*).

Travel and Direction: Learning the vocabulary for basic navigation (North, South, East, West) and transport (*un bateau, un navire*).

2. Grammar: Formality and Possession
The Fact: Understanding how sentences are built and how people addressed each other in a rigid social hierarchy.
The "V" and "T" Distinction: Understanding the difference between formal and informal "you" (*tu/vous* in French, *tú/usted* in Spanish). This is perfect for Tudor roleplay—how would a peasant speak to Henry VIII versus a friend?
Possessive Adjectives: Learning how to say "The King's crown" or "His ship" (*sa couronne, son navire*), which is essential for describing historical figures and their belongings.
Gendered Nouns: Recognising that every object in French or Spanish has a gender (*le château* is masculine, *la tour* is feminine), a concept that doesn't exist in modern English.

3. Phonics: Decoding Names and Places
The Fact: Knowing the specific sounds that letters make in the target language.
Sound-Spelling Links: Learning how to pronounce the names of key European figures from the Tudor era. For example, understanding that the French "oi" in *François I* sounds like "wa," or the Spanish "ll" in *Castilla* sounds like "y."
Silent Letters: Identifying which letters at the ends of words are not pronounced (common in French), which helps pupils read Tudor-themed texts aloud with confidence.

4. Cultural Knowledge: The "European Mirror"
The Fact: Knowing the geography and basic cultural customs of the countries the Tudors interacted with.
Geographical Literacy: Knowing the names of France, Spain, and the "Low Countries" in the target language (*la France, l'Espagne*).
Historical Links: Knowing that Catherine of Aragon was Spanish and Anne Boleyn was educated in the French court, explaining why those languages were spoken at the heart of the English government.

Why Substantive Knowledge Matters

Why it Matters	The "Tudor" Application
Authentic Context	It's more exciting to learn the word for "Castle" (*le château*) when you are designing a defence for a Tudor invasion.
Linguistic Roots	Learning French and Spanish vocabulary shows pupils how much of our "English" language was borrowed during this era.
Communication Power	Understanding **formality** (*tu vs. vous*) helps pupils understand the social "rules" of the past and present.

Decoding Skills	Phonics allows a pupil to look at a 16th-century map and actually say the names of the cities correctly.

The "Tudor Linguist" Knowledge Check
Can you name three foods the Tudors discovered in the "New World" in French or Spanish?
What is the difference between addressing Henry VIII as *tu* or *vous*?
How do you say "The King" and "The Queen" in your target language?
Can you spot the "silent letters" in the French word for "The Forest" (*la forêt*)?

Disciplinary Knowledge

In MFL, **disciplinary knowledge** is the understanding of *how* to learn a language and how to function as a linguist. It involves the skills of decoding, pattern spotting, and cultural comparison. Linking MFL to '**The Tudors**' is particularly effective because the 16th century was an era of intense international diplomacy, where speaking French, Spanish, or Latin was a matter of political survival.

1. Phonology and Decoding: The Sounds of Diplomacy
The Practice: Learning how to pronounce and recognise foreign sounds through historical names and titles.
The Inquiry: Investigating the names of the monarchs' rivals and allies (e.g., *François I* of France or *Felipe II* of Spain).
The Discipline: Pupils learn that different languages have different "sound-spelling links." They practice the nasal "on" in French *garçon* or the Spanish "j" (the *jota*) in *hijo*.
Why it matters: It builds **phonological awareness**. By decoding foreign names from the Tudor court, pupils realise that letters don't always make the same sounds they do in English.

2. Grammatical Awareness: Spotting Patterns in "Old" and "New"
The Practice: Identifying how languages are structured and how they evolve.
The Inquiry: Comparing the formal "thou/thee" in Tudor English with the modern French *tu* vs. *vous* or Spanish *tú* vs. *usted*.
The Discipline: Pupils look for **cognates** (words that look and sound similar in two languages) related to the Tudor period, such as *le roi* (the king) and "royal," or *la guerre* (the war) and "guerrilla."
Why it matters: It develops **metalinguistic awareness**. Understanding that all languages have "rules" (like verb endings or gendered nouns) helps pupils become more efficient language learners in the long term.

3. Intercultural Understanding: The European Court
The Practice: Comparing the customs, etiquette, and daily lives of people in different countries.
The Inquiry: Looking at a Tudor banquet and comparing the "menu" with modern French or Spanish food. What did a "French Ambassador" think of English food?
The Discipline: Pupils learn to move beyond stereotypes. They investigate the **cultural "why"**—why did the Spanish explorers bring chocolate to Europe? Why was French the language of the English court for so long?
Why it matters: It fosters **empathy and global citizenship**. It shows that the "English" identity of the Tudors was actually deeply influenced by the languages and cultures of their European neighbours.

4. Language Strategies: The "Secret" Translator
The Practice: Using context clues and prior knowledge to understand a foreign text.
The Inquiry: Looking at a short "diplomatic letter" or a map labelled in French or Latin.

The Discipline: Instead of panicking when they see a word they don't know, pupils use **deduction**. They look for words that look like English words or use the surrounding "Tudor" context to guess the meaning.
Why it matters: It builds **resilience**. Learning how to "cope" with a language you don't fully understand is a core skill for any traveller or international businessperson.

Why Disciplinary Knowledge Matters in MFL

Skill Area	The "Tudor" Application
Communication	Realising that even Henry VIII had to be a "linguist" to talk to his wives (Catherine of Aragon spoke Spanish; Anne Boleyn lived in France).
Language Logic	Using the "Old English" roots of the Tudor era to find links to Germanic and Romance languages.
Cultural Curiosity	Understanding that learning a language is a "key" that unlocks the history and secrets of another country.
Confidence	Performing a simple "Tudor Greeting" in French or Spanish gives pupils the confidence to speak out loud.

The "Tudor Linguist" Success Criteria
I can identify three cognates (similar words) between English and French related to the monarchy.
I can explain the difference between a formal and informal "you" and why a Tudor courtier would need to know the difference.
I can pronounce the names of three Tudor explorers in their native language (e.g., *Cristóbal Colón*).
I can use a bilingual dictionary to find the Tudor "equivalent" for modern jobs (e.g., *le boulanger* for the baker).

Learning Objectives

In Key Stage 2 MFL, **'The Tudors'** learning theme provides a unique, real-world context for language learning. During the 16th century, the English court was a multilingual hub where French and Spanish were the languages of diplomacy, marriage, and power. The **learning objectives** move beyond just "learning words" to understanding how language functions in a global and historical society.

1. Intercultural Understanding
Objective: *To describe the similarities and differences between my own and another's culture and heritage.*
The Focus: The European Court.
Key Skill: Comparing the lives of Tudor pupils in England with those in the courts of **François I** (France) or **Carlos V** (Spain).
Outcome: Pupils can identify how "foreign" influences (like Spanish fashion or French etiquette) shaped the Tudor identity. They understand that the Tudors were part of a wider European community.

2. Listening and Speaking (Oracy)

Objective: *To listen attentively to spoken language and show understanding by joining in and responding; to explore the patterns and sounds of language through songs and rhymes.*
The Focus: Royal Greetings and Etiquette.
Key Skill: Learning how to address royalty using formal and informal structures (e.g., *Tu* vs. *Vous* in French or *Tú* vs. *Usted* in Spanish).
Outcome: Pupils can perform a short roleplay of a Tudor ambassador arriving at court, using correct pronunciation for titles like *Le Roi* (The King) or *La Reina* (The Queen).

3. Reading and Decoding (Literacy)
Objective: *To read carefully and show understanding of words, phrases and simple writing; to broaden their vocabulary and develop their ability to understand new words.*
The Focus: The "New World" Map.
Key Skill: Using a bilingual dictionary or context clues to identify "New World" goods on a French or Spanish map.
Outcome: Pupils can identify cognates (words that look similar in two languages) such as *le chocolat* (chocolate) or *le tomate* (tomato), recognising that many words we use today were "imported" along with the goods themselves.

4. Language Logic and Pattern Spotting
Objective: *To understand basic grammar including: feminine and masculine forms; key features and patterns of the language; how to apply these, for instance, to build sentences.*
The Focus: Describing the Monarchs.
Key Skill: Using adjectives to describe Tudor portraits (e.g., *grand, riche, forte*) and ensuring they "agree" with the gender of the person (masculine vs. feminine).
Outcome: Pupils can construct a simple sentence in the target language to describe a member of the Tudor family, such as *"Le roi Henri est très riche"* (King Henry is very rich).

Why These Learning Objectives Matter in MFL

Why it Matters	**The "Tudor" Application**
Global Perspective	It shows that learning a language isn't just a "school subject"—it was a **survival skill** for Tudor explorers and queens.
Metalinguistic Awareness	By comparing "Old English" (thou/thee) with modern French/Spanish, pupils understand how **all languages evolve**.
Motivation	Connecting French or Spanish to "cool" history (knights, ships, and palaces) makes language learning more engaging than just learning "colours and numbers."
Linguistic Roots	It helps pupils see the **Latin and French origins** of many English words used in law, government, and cooking.

The "Tudor Linguist" Success Criteria
I can greet a King or Queen using the correct formal "you" in French or Spanish.
I can name three items that were traded between the Tudors and Europe in a foreign language.
I can use my phonics knowledge to pronounce the names of European monarchs correctly (e.g., *Felipe* instead of "Philip").
I can spot three words in a Tudor text that are "cognates" (look similar to English).

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 MFL - French/Spanish/German options, detailed here with **French** as the primary language exemplar) themed around **'The Tudors'**. This unit connects core National Curriculum MFL strands—**Listening & Phonics, Speaking & Conversation, Reading & Grammar, and Writing & Translation**—with historical Tudor concepts: royal court titles, physical descriptions of monarchs, clothing/velvet/jewels, palace layout and rooms, royal feast food vocabulary, and historical timeline dates. It balances **substantive knowledge** (phonics patterns, vocabulary sets, noun gender/articles, adjective agreement, 1st/3rd person verb conjugations, and sentence structures) with **disciplinary knowledge** ("Thinking Like a Linguist"—spotting cognates/etymology, applying grammatical patterns to construct original sentences, decoding unfamiliar authentic text using contextual clues, and manipulating language across modalities).

Unit Title: Les Tudors: French for the Royal Court
Duration: 6 Weeks (Approx. 1 hour per week)
Theme: The Royal Family, Monarch Descriptions, Hampton Court Palace, Royal Feasts, and Historical Timelines.
MFL Focus Areas (French Exemplar):
Phonics & Pronunciation: Silent final consonants (-s, -t, -e), nasal vowels (an/en, on, in), and soft c/g sounds.
Vocabulary: Royalty & titles, colours & textiles, body parts & physical traits, palace rooms & prepositions, food & beverages, numbers (1–31) & months.
Grammar: Definite/indefinite articles (le/la/les, un/une/des), possessive adjectives (mon/ma/mes), high-frequency verbs (être, avoir, aimer, habiter), and adjective agreement (position & gender endings).
Cultural & Etymological Connections: Tudor-era Anglo-Norman French links (e.g., *Honi soit qui mal y pense*, legal French in court, culinary French).
Key MFL Pillars
Substantive Knowledge:
Phonemes & Graphemes: Mastering key sound-spelling patterns (ou, eau, ch, oi, qu) through Tudor-themed target words.
Vocabulary Sets: Royal family members (*le roi, la reine, le prince*), courtly apparel (*la couronne, le manteau, le velours*), physical traits (*les cheveux, les yeux*), numbers & dates.
Grammar Systems:
Determiners: Gender alignment (Masculine = un/le, Feminine = une/la).
Adjectival Agreement: Placing colour/size adjectives correctly and adding -e for feminine, -s for plural.
Verbs: Conjugating 3rd person singular (il/elle a, il/elle est, il/elle habite).
Disciplinary Knowledge ("Thinking Like a Linguist"):
Cognate & Etymology Analysis: Identifying historical links between French and Tudor English (e.g., *court, monarch, crown/couronne, sovereign/souverain*).
Grammatical Pattern Application: Using sentence structures as modular templates to construct new statements about historical figures.

Decoding & Gist Reading: Skimming historic-themed foreign language texts to extract key biographical data using known vocabulary and context clues.

Weekly Progression Scheme
Week 1: Meet the Royal Family – Court Titles & Family Vocabulary
MFL Strand: Listening, Speaking & Phonics.
Target Language Focus: *Le roi* (King), *la reine* (Queen), *le prince*, *la princesse*, *le père*, *la mère*, *le fils*, *la fille*. Phonics: roi (oi sound), prince (nasal in).
Substantive Knowledge:
LKS2: Identifying masculine/feminine nouns using *un/une*; introducing family members using *Voici...* (Here is...).
UKS2: Using possessive adjectives (*son/sa/ses*); building full family tree sentences (*Henry VIII est le père d'Edward*).
Disciplinary Knowledge:
Cognate Spotting: Identifying Anglo-Norman legal and royal terms shared between historical French and Tudor English.
Practical MFL Task:
LKS2 (Y3/4): *Tudor Royalty Flashcard Match.* Pupils listen to audio prompts and match spoken French titles (*la reine, le roi*) to portraits of Henry VIII, Catherine of Aragon, and Elizabeth I, speaking short introductions (*Voici le roi*).
UKS2 (Y5/6): *Tudor Family Tree Orator.* Pupils construct a spoken and written presentation of the Tudor family tree using *son/sa/ses* and relationship connectives (*Henry VII est le père de Henry VIII*).

Week 2: Royal Portraits & Apparel – Colours, Fabrics & Adjectives
MFL Strand: Reading, Grammar & Sentence Building.
Target Language Focus: Colours (*rouge, blanc, d'or, noir*), garments (*la couronne, le manteau, la robe*), materials (*le velours, la soie*).
Substantive Knowledge:
LKS2: Colour adjective position (after the noun); agreement for simple colours (*une couronne rouge, un manteau noir*).
UKS2: Dual-adjective position; full agreement rules for gender/plural (*une robe rouge et d'or*, *des manteaux noirs*).
Disciplinary Knowledge:
Grammatical Precision: Applying adjectival agreement rules systematically based on the gender of the Tudor garment.
Practical MFL Task:
LKS2 (Y3/4): *Holbein Portrait Labelling.* Pupils read short French phrases (*un chapeau noir, une robe rouge*) and label designated clothing items on Holbein portraits of Tudor royals.
UKS2 (Y5/6): *Court Designer Catalogue.* Pupils write a short descriptive catalogue page for a royal tailor in target language, describing clothing items with correct noun-adjective placement (*Le roi porte un grand manteau rouge en velours*).

Week 3: Describing the Monarch – Physical Features & Character
MFL Strand: Speaking, Writing & Verbs (*Avoir / Être*).

Target Language Focus: *Il/Elle a...* (He/She has...), *les cheveux* (hair), *les yeux* (eyes), *barbe* (beard), *grand/petite* (tall/short), *fort/puissant* (strong/powerful).
Substantive Knowledge:
LKS2: Using 3rd person singular verb forms (*Il a...*, *Elle a...*) with colours and body parts (*Il a les cheveux roux*).
UKS2: Combining *avoir* and *être* in multi-clause sentences (*Il est grand et puissant mais il a les yeux petits*).
Disciplinary Knowledge:
Pattern Substitution: Replacing vocabulary items within a core grammatical frame to generate accurate descriptions of different historic figures.
Practical MFL Task:
LKS2 (Y3/4): *Guess the Monarch (Devine le Monarque).* Pupils listen to physical descriptions (*Elle a les cheveux noirs et une couronne...*) and guess which Tudor queen or king is being described.
UKS2 (Y5/6): *Wanted Poster (Affiche Wanted).* Pupils create a French historical 'Wanted' poster for a Tudor figure (e.g., Guy Fawkes or a political exile), writing 4–5 sentences detailing physical traits and stature.

Week 4: Inside Hampton Court – Rooms, Palaces & Prepositions
MFL Strand: Listening, Reading & Spatial Grammar.
Target Language Focus: Palace rooms (*la grande salle, la cuisine, la chapelle, le jardin*), prepositions (*dans, sur, sous, à côté de, devant*). Phonics: ch sound in *chapelle/chambre*.
Substantive Knowledge:
LKS2: Room vocabulary; simple spatial statements (*Le roi est dans la grande salle*).
UKS2: Prepositions of place combined with definite/contracted articles (*à côté du jardin, près de la cuisine*); 3rd person plural verbs (*Les cuisiniers travaillent dans...*).
Disciplinary Knowledge:
Spatial Decoding: Using floor plans and target language directional cues to navigate a map of a historic building.
Practical MFL Task:
LKS2 (Y3/4): *Palace Room Map Matching.* Pupils listen to a audio guide describing where different Tudor court members are located inside Hampton Court and place tokens on the correct room of a floor plan.
UKS2 (Y5/6): *Hampton Court Tour Guide.* Pupils write a short French guided tour script for visitors entering Hampton Court Palace (*Bienvenue au palais! À côté de la grande salle, il y a...*).

Week 5: The Royal Banquet – Food, Drinks & Expressing Preferences
MFL Strand: Speaking, Listening & Cultural Culinary Terms.
Target Language Focus: Food items (*le pain, la viande, le poisson, les épices, le fruit, le vin, l'eau*), preferences (*J'aime, Je préfère, Le roi aime...*).
Substantive Knowledge:
LKS2: Expressing simple food preferences; partitive articles (*du, de la, des*).
UKS2: Using opinion verbs with justification (*Le roi aime le cygne parce que c'est délicieux*); polite requesting phrases (*Je voudrais...*).
Disciplinary Knowledge:
Cultural Comparison: Comparing modern dietary vocabulary with historical royal feast menus in the target language.
Practical MFL Task:
LKS2 (Y3/4): *Royal Feast Menu Creation.* Pupils design a Tudor Banquet menu in French, sorting food items under headings (*Viande, Poisson, Fruits*) with correct partitive articles (*du pain, de la viande*).
UKS2 (Y5/6): *Banquet Role-Play.* Pupils participate in a royal dining role-play at Hampton Court, ordering courses using *Je voudrais...* and expressing opinions on exotic Tudor dishes.

Week 6: Tudor Timeline & Court Gazette – Reading & Synthesis (Synthesis)
MFL Strand: Reading Comprehension, Translation & Writing Synthesis.
Target Language Focus: Numbers (1–31), months of the year, historical dates, timeline connectives (*D'abord, Puis, Enfin*).
Substantive Knowledge:
LKS2/UKS2 Synthesis: Synthesising all learned language structures (titles, dates, descriptions, food, locations) into a coherent written biographical article or historical timeline entry.
Disciplinary Knowledge:
Textual Decoding & Translation: Applying reading strategies (skimming, cognates, context, grammar knowledge) to translate authentic-style foreign language historical passages.
Practical MFL Task:
LKS2 & UKS2: *La Gazette Tudorie (The Tudor Gazette).*
Task 1: Pupils translate a short French newspaper article reporting on an event in Tudor history (e.g., the coronation of Queen Elizabeth I or a royal feast at Hampton Court).
Task 2: Pupils create a final mini-booklet or poster in French featuring: (1) A monarch profile with physical descriptions, (2) A palace room guide, and (3) A royal feast menu with date headings.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Recognises key royal nouns with visual prompts but mispronounces final consonants. • Matches colours to garments with support. • Uses single words rather than short *Il/Elle a...* phrases. • Identifies room nouns but struggles with basic prepositions.	• Pronounces key Tudor nouns accurately, respecting silent final letters. • Places colour adjectives after nouns with correct basic gender matching. • Writes and speaks 3rd person descriptions using *Il/Elle a...* and *Il/Elle est...* • Follows spatial instructions to locate items on a palace floor plan.	• Explains French phonics rules independently (oi = "wa", nasal in). • Applies adjectival agreement rules consistently across masculine and feminine nouns. • Adapts sentence frames to create original descriptions of non-standard figures. • Translates short target-language Tudor sentences into clear English without assistance.
Upper Key Stage 2 *(Years 5 & 6)*	• Recalls vocabulary but struggles to conjugate 3rd person verbs (*avoir/être*). • Forgets adjectival agreement endings when describing plural garments.	• Conjugates *avoir* and *être* accurately in 3rd person singular and plural contexts. • Applies adjectival position and agreement rules for colour, size, and material.	• Sustains extended spoken descriptions of historic figures using varied connectives. • Manipulates verb tenses or modal structures to express complex historical opinions.

	• Uses single prepositions but struggles with contracted articles (*du/de la*). • Translates simple words but gets lost in multi-clause sentences.	• Uses complex prepositions (*à côté de, près de*) with correct contracted articles. • Decodes multi-sentence historical passages in French, extracting key dates and details.	• Identifies etymological roots connecting Norman French to modern English and Tudor vocabulary. • Writes cohesive multi-paragraph passages in the target language with high grammatical accuracy.

Other Information, Ideas and Resources

Using the Tudors as a backdrop for MFL is brilliant because the 16th century was an age of high-stakes international diplomacy. Whether it was Henry VIII's French-educated wives or Elizabeth I's conflict with Spain, foreign languages were the "secret codes" of the royal courts.
These are some alternative **lesson ideas** for **French** or **Spanish** (the two most common KS2 languages) linked to the Tudors.

1. The Ambassador's Arrival (Oracy & Etiquette)
The Concept: Understanding the difference between formal and informal address.
The Activity: Pupils act as ambassadors from the court of **François I** (France) or **Felipe II** (Spain) arriving at the court of Henry VIII or Elizabeth I.
The Task: They must learn the correct formal greetings. In French, this is the perfect time to introduce **"Tu vs. Vous"**; in Spanish, **"Tú vs. Usted."**
The Challenge: Pupils must bow/curtsy and use the formal version to address the "Monarch" (the teacher) and the informal version to talk to their "Fellow Messenger" (a classmate).
Learning Goal: To understand that language changes depending on **social status** and power.

2. "New World" Market (Vocabulary & Cognates)
The Concept: Identifying the origins of everyday words.
The Activity: Set up a market stall featuring items brought to Europe by Tudor explorers (potatoes, tomatoes, chocolate, tobacco, turkeys).
The Task: Pupils must label the items using their target language names.
French: *le chocolat, la tomate, la pomme de terre, la dinde.*
Spanish: *el chocolate, el tomate, la patata, el pavo.*
The Challenge: Identify which words are **cognates** (words that look similar in English and the target language). Why do these words look so similar across Europe? (Because they were "imported" into the languages at the same time).
Learning Goal: To recognise and use **cognates** to build vocabulary quickly.
3. The Royal "ID" Card (Grammar & Gender)
The Concept: Using adjectives and gender agreement to describe people.
The Activity: Pupils are given a portrait of a Tudor figure (e.g., a powerful King or a wealthy Lady).
The Task: They must create a "Carte d'identité" or "Ficha de identidad" for them.
The Challenge: They must use adjectives that agree with the gender of the person.
*Henri est **grand** et **fort**.* (Henry is tall and strong).
*Elizabeth est **grande** et **forte**.* (Elizabeth is tall and strong).
Learning Goal: To apply rules of **gender and adjectival agreement** when describing people.

4. Deciphering the Map (Reading & Decoding)

The Concept: Using context and phonics to navigate a foreign map.
The Activity: Provide pupils with a 16th-century map of Europe labelled in the target language (e.g., *Londres, Douvres, l'Espagne, l'Angleterre*).
The Task: They must "decode" the names to find the modern English equivalent.
The Challenge: Use **phonics** to say the names out loud. If the French map says *Douvres*, how do we pronounce that "ou" sound to realise it's actually "Dover"?
Learning Goal: To use **phonological knowledge** to decode unfamiliar words in a historical context.

5. The "Petit Déjeuner" at the Palace (Culture & Food)
The Concept: Comparing historical and modern cultural habits.
The Activity: Compare a Tudor "breakfast" (ale and bread) with a modern French or Spanish breakfast.
The Task: Learn the vocabulary for Tudor-era foods in the target language (*le pain, le fromage, le poisson*).
The Challenge: Roleplay a scene where a French chef is trying to explain a "new" recipe to a confused Tudor servant.
Learning Goal: To understand the **cultural differences** in diet and lifestyle between the past and present.

🌍 **Summary of MFL Skills**

Lesson	Focus Area	Linguistic Skill
The Ambassador	Oracy	Formality (*Tu/Vous*) and social register.
New World Market	Vocabulary	Identifying cognates and loan-words.
Royal ID Card	Grammar	Gender agreement and sentence structure.
Deciphering Maps	Phonics	Decoding sound-spelling links in names.
Palace Breakfast	Culture	Comparing historical/modern lifestyle.

Considerations for Implementation

Music

See also Charanga Music Scheme

Substantive Knowledge

In Music, **substantive knowledge** refers to the "raw materials" of the subject: the specific vocabulary, the names of instruments, the rules of theory, and the repertoire of the era. For **'The Tudors'** learning theme, this knowledge focuses on a period of massive musical transition where England moved from medieval sounds into the rich, layered "Golden Age" of the Renaissance.

1. Instrumentation and Timbre
The Fact: Identifying the specific instruments used in the 16th century and the unique sounds they produce.

The "Consort": Knowing that a "consort" is a group of instruments playing together. A "whole consort" used instruments from the same family (e.g., all recorders), while a "broken consort" mixed them.
Specific Instruments: Recognising the look and sound of the **Lute** (a pear-shaped string instrument), the **Crumhorn** (a J-shaped woodwind with a buzzy sound), the **Sackbut** (an early trombone), and the **Virginals** (a small keyboard).
Terminology: Using the word **Timbre** to describe the "woody," "nasal," or "bright" quality of these period instruments.

2. Musical Structure: The Ground Bass
The Fact: Understanding how a piece of music is built from the bottom up.
The "Ground": Knowing that a **Ground Bass** is a short, melodic phrase in the bass part that repeats over and over again while the melodies above it change.
Application: Identifying this structure in famous Tudor pieces like *Greensleeves* or the works of William Byrd.
Comparison: Comparing a Tudor ground bass to a modern "loop" or "bass line" in pop and hip-hop.

3. Vocal Music: Madrigals and Rounds
The Fact: Knowing the different styles of singing that were popular in Tudor homes and courts.
The Round: Understanding a "catch" or a "round" (like *Hey Ho, Nobody Home*) where everyone sings the same melody but starts at different times.
The Madrigal: Knowing that a **Madrigal** is a secular (non-religious) song for several voices, often performed without instruments (**A Cappella**).
Word Painting: Learning how composers made the music "act out" the lyrics (e.g., the notes going higher when the lyrics mention "ascending" or "heaven").

4. Famous Composers and Their Patronage
The Fact: Knowing who created the music and who paid for it.
Key Figures: Identifying **Thomas Tallis, William Byrd,** and even **Henry VIII** himself (who was a talented composer of songs like *Pastime with Good Company*).
The Chapel Royal: Understanding that the finest music was written for the Monarch's own choir.
Sacred vs. Secular: Knowing the difference between music for the Church (Sacred) and music for dancing and parties (Secular).

Why Substantive Knowledge Matters

Why it Matters	The "Tudor" Application
Aural Discrimination	It trains the ear to hear the difference between a modern violin and a Tudor **Viol**.
Historical Context	Understanding that Henry VIII was a musician helps pupils see him as a "Renaissance Man," not just a king with six wives.

Technical Language	It gives pupils the words (*polyphony, consort, notation*) to describe music accurately rather than just saying it sounds "old."
Compositional Foundation	Learning about the **Ground Bass** gives pupils a clear structural "recipe" to follow when they compose their own music.

The "Tudor Musician" Knowledge Check
Can you name two woodwind and two string instruments from the Tudor period?
What is a "Ground Bass" and why is it useful for a composer?
What does "A Cappella" mean in the context of a Tudor Madrigal?
Who was the famous Tudor composer who served four different monarchs?

Disciplinary Knowledge

In Music, **disciplinary knowledge** is the understanding of how music is constructed, performed, and interpreted. It's about "thinking like a musician." When studying **'The Tudors'**, this moves beyond just listening to "old-sounding tunes" and dives into the technical shifts of the Renaissance. During the Tudor period, music underwent a massive revolution—moving from simple, single melodies to complex, layered harmonies.

1. Texture and Polyphony
The Practice: Understanding how multiple independent melodies can happen at the same time.
The Inquiry: Listening to a "round" (like *Hey Ho, Nobody Home*) or a Tudor Madrigal.
The Discipline: Pupils learn to identify **Polyphony**—where different voices sing different lines that weave together. They practice maintaining their own melody while others sing something different.
Why it matters: It develops **aural awareness** and independence. Learning to "hold your part" is a fundamental skill for any ensemble musician.

2. Notation and Compositional Structure
The Practice: Understanding how music was written down and organised.
The Inquiry: Looking at a piece of Tudor sheet music or a "Lute Tablature."
The Discipline: Pupils explore **Graphic Notation** or early formal notation. They learn about the **"Ground Bass"**—a repeating pattern in the low notes (like a 16th-century version of a bass loop in a pop song).
Why it matters: It teaches the concept of **structure**. Understanding that music is built on repeating patterns helps pupils when they come to compose their own modern pieces.

3. Performance Practice and Context
The Practice: Understanding that *where* and *why* music is played changes *how* it is played.
The Inquiry: Comparing music for the **Royal Court** (elegant, loud, ceremonial) with music for the **Peasants** (rhythmic, folk-based, dance-oriented).
The Discipline: Pupils learn about **"Consorts"** (groups of instruments). They understand that Tudor musicians had to be versatile, often switching between singing, dancing, and playing.
Why it matters: It fosters **expressive playing**. By understanding the "mood" of a Tudor dance (like a Galliard or a Pavan), pupils learn how to change their dynamics and tempo to match a specific purpose.

4. Instrumentation and Timbre

The Practice: Identifying the unique "voice" of different instruments.
The Inquiry: Listening to the difference between a **Sackbut** (early trombone), a **Crumhorn**, and a **Lute**.
The Discipline: Pupils learn about **Timbre** (the quality of a sound). They categorise instruments into families and discuss how the materials they were made from (wood, animal gut, brass) affected the sound.
Why it matters: It builds **analytical listening skills**. Being able to pick out individual instrument sounds in a complex piece of music is a core requirement for higher-level music appreciation.

Why Disciplinary Knowledge Matters in Music

Skill Area	The "Tudor" Application
Active Listening	Moving from "I like this" to "I can hear a **recurring ground bass** in this piece."
Social History	Realising that Henry VIII was a composer (e.g., *Pastime with Good Company*) shows that music was a **sign of status**.
Composition	Using Tudor "modes" or scales gives pupils a new "palette" of sounds to use in their own music.
Confidence	Performing a 4-part round gives pupils the confidence to contribute to a group sound.

The "Tudor Musician" Success Criteria
I can identify a "Ground Bass" and explain how it stays the same while the melody changes.
I can maintain my own singing part while the rest of the class sings a different melody.
I can describe the **timbre** of a Tudor instrument (e.g., "The crumhorn sounds buzzy and nasal").
I can explain why a "Pavan" is slow and a "Galliard" is fast based on their original purpose (dancing).

Learning Objectives

In Key Stage 2 Music, '**The Tudors'** learning theme allows pupils to explore the **Renaissance**, a period where music shifted from simple unison singing to complex, layered "polyphony." The **learning objectives** focus on developing an ear for these layers and understanding the social role of music in the 16th century.

1. Controlled Singing and Ensemble Skills
Objective: *To sing and play with increasing confidence and control. To maintain a separate part within a group.*
The Focus: The "Round" and the "Catch."
Key Skill: Singing a piece like *Hey Ho, Nobody Home* or *Ah, Poor Bird* where different groups start at different times.
Outcome: Pupils can hold their own melodic line while hearing others sing something different, developing **auditory independence**.

2. Structural Composition

Objective: *To improvise and compose music for a range of purposes using the inter-related dimensions of music.*
The Focus: The **Ground Bass**.
Key Skill: Creating a repeating 4 or 8-beat bass pattern (a "ground") and then layering a simple melody over the top.
Outcome: Pupils understand that music is built in layers. They can explain how a repeating pattern provides a foundation for "variations" in the melody.

3. Aural Discrimination and Analysis
Objective: *To listen with attention to detail and recall sounds with increasing aural memory.*
The Focus: Instruments and **Timbre**.
Key Skill: Identifying the unique "voice" of Tudor instruments—the nasal buzz of a **Crumhorn**, the bright pluck of a **Lute**, or the brassy slide of a **Sackbut**.
Outcome: Pupils can categorise instruments into families and describe their sounds using technical vocabulary (e.g., "The timbre of the recorder is breathy and light").

4. Understanding Musical Context
Objective: *To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.*
The Focus: Courtly Dance vs. Sacred Song.
Key Skill: Recognising the difference between a **Pavan** (slow, processional dance) and a **Galliard** (fast, jumping dance).
Outcome: Pupils can explain how the *purpose* of the music (dancing in a palace vs. praying in a cathedral) changes its **tempo**, **dynamics**, and **mood**.

Why These Learning Objectives Matter in Music

Why it Matters	The "Tudor" Impact
Aural Complexity	It moves pupils beyond "pop" structures to hear **polyphonic** textures (multiple melodies).
Historical Literacy	It shows that the "English" musical identity was shaped by European styles and royal patronage.
Foundational Theory	The **Ground Bass** is the direct ancestor of the "bass loop" in modern EDM, pop, and hip-hop.
Performance Confidence	Learning to sing in a "consort" or a round builds the focus needed for choir and orchestral work.

The "Tudor Musician" Success Criteria
I can identify a "Ground Bass" in a piece of music and describe its function.

I can name three Tudor instruments and describe their unique **timbre**.
I can keep time with my group while singing a 3-part round.
I can explain why a composer like William Byrd wrote different music for the Church than for a Royal banquet.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 Music themed around **'The Tudors'**. This unit connects core National Curriculum Music strands—**Listening & Appraising, Interrelated Dimensions of Music, Singing & Vocal Performance, and Composition & Notation**—with Tudor historical themes: royal court fanfares, Renaissance dance rhythms, sacred choral polyphony, sea shanties, and broadside ballads. It balances **substantive knowledge** (musical elements, staff/graphic notation, Tudor instrument families, modal harmony, call-and-response, and binary/ternary forms) with **disciplinary knowledge** ("Thinking Like a Musician"—critiquing historical performance practice, improvising within stylistic constraints, evaluating how musical choices convey royal power or sea-faring danger, and analysing how music evolved across the 16th century).

Unit Title: Soundtracks of the Tudor Court & High Seas
Duration: 6 Weeks (Approx. 1 hour per week)
Theme: Royal Fanfares, Renaissance Dances, Sacred Choral Music, Armada Sea Shanties, and Elizabethan Court Music.
Music Focus Areas:
Listening & Appraising: Tudor composers (Thomas Tallis, William Byrd, John Dowland, Henry VIII), period instruments (lute, sackbut, crumhorn, harpsichord, recorder, consort of viols).
Dimensions of Music: Pulse, rhythm (dotted rhythms, triple metre), pitch (pentatonic/modes), texture (monophonic, homophonic, polyphonic), timbre (brassy court vs. wooden folk/shipboard instruments), structure (Binary AB, Ground Bass).
Singing & Vocal Performance: Diction, pitch accuracy, 2-part rounds/canons, call-and-response shanties, dynamic control.
Composition & Performance: Brass-style fanfares, Courtly Pavanes and Galliards, graphic & simple staff notation, ground bass variations.
Key Music Pillars
Substantive Knowledge:
The Interrelated Dimensions: Timbre (distinguishing brass/woodwind/strings of the 16th century), Texture (understanding the shift from single-line chant to rich polyphony), Tempo & Metre (simple 4/4 vs. lively triple metre 3/4).
Notation & Structure: Reading rhythm grids and pitch notation (notes C-D-E-F-G); understanding structural forms (AB Binary, AABB, Ground Bass pattern).
Historical Composers & Works: Henry VIII (*"Pastyme with Good Companye"*), Thomas Tallis (*"Spem in Alium"*), William Byrd (*"Earl of Salisbury Pavane"*), John Dowland (*"Lachrimae"*).
Disciplinary Knowledge ("Thinking Like a Musician"):
Improvisation & Stylistic Composition: Creating musical motifs within set historical conventions (e.g., using triad steps for royal fanfares or repeating basslines for court dances).
Critical Listening & Appraisal: Analysing how composers manipulate musical dimensions to evoke specific moods (solemnity of a royal court vs. chaos of naval battle).
Performance Realisation: Adjusting ensemble balance, maintaining tempo stability during rhythmic changes, and reflecting historical style through dynamics and articulation.

Weekly Progression Scheme

Week 1: Royal Fanfares & Heraldry – Brass Timbre & Triads
Music Strand: Listening, Dimensions (Timbre/Pitch), and Brass-Style Composition.
Target Musical Concepts: Fanfare structure, arpeggio/triad pitches (C-E-G), staccato articulation, brass instrument family (trumpets, sackbuts, cornets).
Substantive Knowledge:
LKS2: Identifying brass timbre; building short 3-note pitch motifs using C, E, G.
UKS2: Understanding how fanfares use intervals (octaves, 4^{ths}, 5^{ths}) without harmony; notation on a 5-line staff.
Disciplinary Knowledge:
Compositional Intent: Evaluating how bright, dotted rhythms and triadic leaps project regal power and heraldic authority.
Practical Music Task:
LKS2 (Y3/4): *Royal Entry Fanfare.* In pairs, pupils compose and perform a 4-bar heraldic fanfare on glockenspiels/tuned percussion using only C, E, G and dotted rhythms (ta-te, ta-te, too).
UKS2 (Y5/6): *Coronation Processional Score.* Pupils write and perform a 2-part fanfare (Melody + Drone/Bass note) using staff notation or pitch grids, adjusting dynamics (f to ff) to match a royal arrival.

Week 2: "Pastyme with Good Companye" – Singing & Courtly Songs
Music Strand: Singing & Vocal Performance, Listening & Appraising.
Target Musical Concepts: Vocal unison, 2-part rounds/canons, tempo stability, history of King Henry VIII as a composer.
Substantive Knowledge:
LKS2: Singing a Tudor melody in unison with clear diction, accurate pitch, and steady pulse (4/4 metre).
UKS2: Singing *"Pastyme with Good Companye"* (or a adapted Tudor round) in 2-part harmony/canon; identifying modal melody structures.
Disciplinary Knowledge:
Vocal Control: Balancing dynamic levels so both parts of a polyphonic round remain audible.
Practical Music Task:
LKS2 (Y3/4): *Court Vocal Ensemble.* Pupils learn to sing the chorus of *"Pastyme with Good Companye"*, adding a simple body-percussion pulse (pat-clap-pat-clap) to maintain steady tempo.
UKS2 (Y5/6): *Tudor Canon Mastery.* Pupils divide into two groups to perform the song as a staggered 2-part canon, focusing on vocal projection, breath control, and evaluating performance accuracy via recording playback.

Week 3: Renaissance Court Dances – Pavanes & Galliards
Music Strand: Rhythm, Metre, Form (AB), and Ensemble Performance.
Target Musical Concepts: Metre contrast (Slow 2/4 or 4/4 Pavane vs. Fast 3/4 Triple-time Galliard), binary form (AABB), tempo change.
Substantive Knowledge:
LKS2: Distinguishing between duple (2-beat) and triple (3-beat) metres through movement and percussion.
UKS2: Understanding the historical pairing of Pavane and Galliard; performing syncopated or dotted accompaniment patterns in 3/4.
Disciplinary Knowledge:
Rhythmic Analysis: Analysing how a change in time signature alters the energy and purpose of a court dance.
Practical Music Task:

LKS2 (Y3/4): *The King's Step Dance.* Class performs a slow, stately Pavane rhythm on unpitched percussion (drums/tambourines: **Step-2-3-Pause**), switching immediately into a fast 3/4 Galliard rhythm (**1-2-Hop-3**) on a cue.
UKS2 (Y5/6): *Binary Dance Composition.* Groups compose a 2-part dance piece: Section A (Slow Pavane in 4/4) transitioning to Section B (Lively Galliard in 3/4) using tuned percussion and recorders/chime bars, recorded in AABB form.

Week 4: Sacred Voices & Polyphony – Tallis, Byrd & Musical Texture
Music Strand: Listening & Appraising, Texture, Graphic Notation.
Target Musical Concepts: Monophony (plainchant) vs. Polyphony (interweaving voices), dynamics, acoustics of Tudor cathedrals, Thomas Tallis (*"Spem in Alium"*).
Substantive Knowledge:
LKS2: Identifying thin (single voice/instrument) vs. thick (many layered voices) musical textures.
UKS2: Explaining how polyphony works (independent melodic lines sung simultaneously); understanding the impact of the Reformation on church music (Latin complex polyphony vs. clear English anthems).
Disciplinary Knowledge:
Textural Listening: Mapping complex polyphonic vocal layers onto a visual graphic score as sound enters and exits.
Practical Music Task:
LKS2 (Y3/4): *Texture Layering Experiment.* Pupils build a vocal/instrumental soundscape, starting with 1 solo drone, adding 2nd, 3rd, and 4th rhythmic layers sequentially to experience building from monophonic to polyphonic texture.
UKS2 (Y5/6): *Graphic Score of Tallis.* Pupils listen to excerpts of Thomas Tallis's 40-part motet *"Spem in Alium"*, creating a 4-stream graphic score that visually tracks how vocal groups enter, swell in volume (p → ff), and fade out.

Week 5: Soundscapes of the Armada – Descriptive Composition & Graphic Notation
Music Strand: Composition, Graphic Notation, Interrelated Dimensions (Dynamics, Tempo, Timbre).
Target Musical Concepts: Descriptive soundscapes, graphic scores, dynamic contrast (p, mf, f, ff), ostinato, programmatic music.
Substantive Knowledge:
LKS2: Using instrument timbres to represent dramatic elements (e.g., cabasa for ocean spray, thunder sheet for cannon fire, quiet flute for morning calm).
UKS2: Using layered ostinatos, sudden dynamic shifts (crescendo/decrescendo), and non-standard playing techniques to depict conflict and storm.
Disciplinary Knowledge:
Programmatic Symbolism: Justifying instrument choices based on their physical acoustic properties to represent real-world events (the Spanish Armada battle of 1588).
Practical Music Task:
LKS2 (Y3/4): *Storm on the Channel Score.* Groups construct a 3-part graphic score (Calm Sea → Spanish Fleet Appears → The Battle/Storm) using symbols, performing it live on percussion instruments.
UKS2 (Y5/6): *The Armada Graphic Suite.* Groups compose a detailed 2-minute graphic soundscape including: (1) Spanish crescent theme (slow steady beat), (2) English fire ships (fast chaotic tremolos), and (3) The storm (crescendo crash swells). Groups perform while a conductor follows their graphic score.

Week 6: The Elizabethan Ground Bass & Court Showcase (Synthesis)
Music Strand: Composition, Ground Bass, Performance & Appraisal Synthesis.

Target Musical Concepts: Ground Bass (repeating bassline pattern), variation form, ensemble cohesion, performance critique.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Understanding that a Ground Bass stays the same while top melody layers change; synthesising rhythm, pitch, texture, and performance skills into a final ensemble piece.
Disciplinary Knowledge:
Musical Appraisal & Synthesis: Evaluating performance quality using precise technical vocabulary (pitch, rhythm, balance, dynamics, historical authenticity).

Practical Music Task:
LKS2 & UKS2: *The Tudor Court Grand Showcase.*
Task 1 (Composition): Whole class/groups learn a 4-note Tudor Ground Bass (C - G - A - F). Bass line plays continuously while small groups improvise melody variations over the top using a matching pentatonic scale (C, D, E, G, A).
Task 2 (Performance & Critique): Class presents a mini-concert featuring: (1) Royal Fanfare, (2) Tudor Song/Round, and (3) Ground Bass Variations. Pupils complete a peer-appraisal sheet evaluating ensemble timing, dynamic contrast, and stylistic accuracy.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Plays percussion along with a beat but struggles to maintain steady pulse. • Identifies brass vs. string sounds with visual cues. • Sings unison songs but loses pitch accuracy on higher notes. • Draws simple shapes for sounds without clear timing direction.	• Maintains a steady pulse in duple (2/4, 4/4) and triple (3/4) metres. • Identifies and names key Tudor instrument timbres (brass, lute, recorder, drum). • Sings Tudor melodies in unison with clear diction and controlled dynamics. • Reads and performs from graphic scores and simple rhythm grids (C, E, G).	• Leads an ensemble group, maintaining tempo during metre transitions (4/4 → 3/4). • Explains how musical dimensions (tempo, dynamics) alter the mood of a piece. • Sings independent canon parts accurately while listening to a partner part. • Devises clear, innovative graphic scores that other pupils can perform unassisted.
Upper Key Stage 2 *(Years 5 & 6)*	• Follows basic pulse but struggles with syncopated or dotted fanfare rhythms. • Distinguishes loud/soft but omits specific musical terms (crescendo, decrescendo).	• Performs complex dotted and triadic rhythms accurately on staff/pitch notation. • Distinguishes between monophonic and polyphonic textures in listening tasks.	• Improvises stylish melodic variations fluently over a repeating Ground Bass pattern. • Analyses Tudor musical works using advanced terminology (polyphony, modal, timbre, intervals).

	• Sings in a group but drops out when singing in a 2-part canon. • Composes short patterns but lacks structural form (AB or Ground Bass).	• Maintains an independent vocal or instrumental line in a 2-part round or ostinato. • Composes structured pieces using Ground Bass or Binary form (AABB) with dynamic control.	• Evaluates ensemble balance in real-time, self-correcting dynamics and articulation. • Connects Tudor musical developments directly to historical events (e.g., Reformation impact on church music).

Other Information, Ideas and Resources

Tudor music was the "pop music" of its day, ranging from the rowdy dances of the peasants to the sophisticated, layered harmonies of the Royal Court. These alternative **lesson ideas** focus on **performance, composition, and aural analysis** using 16th-century techniques.

1. The "Human Loop" (Composition & Structure)
The Concept: Understanding the **Ground Bass**—a repeating pattern that provides the foundation for a song.
The Activity: Create a "Living Ground Bass."
The Task: Divide the class into three groups.
Group 1 (The Ground): Chant or play a simple, repeating 4-beat pattern (e.g., "Step, Step, Tudor Step" on a low C or D).
Group 2 (The Chord): Add a rhythmic "stab" on every first beat.
Group 3 (The Melody): Improvise a simple tune over the top using a pentatonic scale.
The Challenge: Can Group 1 keep their "loop" going without being distracted by the melody?
Learning Goal: To understand how **layers** (texture) are built in a musical composition.

2. "Hey Ho!" – The Tudor Round (Ensemble Singing)
The Concept: Developing auditory independence through polyphony.
The Activity: Learn a traditional Tudor "catch" or round, such as *"Hey Ho, Nobody Home"* or *"Ah, Poor Bird."*
The Task: Start by singing the melody in unison. Once confident, split into two, then three groups, starting at different intervals.
The Challenge: Maintain your own pitch and rhythm while the "clashing" harmonies of the other groups are ringing in your ears.
Learning Goal: To sing with **accuracy and control** while maintaining a separate part in an ensemble.

3. The "Crumhorn" vs. The "Sackbut" (Aural Analysis)
The Concept: Identifying instruments by their **Timbre** (sound quality).
The Activity: A "Blind Listening" test of Tudor instruments.
The Task: Play recordings of the **Lute (a pair shaped guitar-like instrument), Crumhorn (a woodwind instrument shaped like the letter 'j'), Sackbut (early form of the trombone), and Virginals (keyboard instrument which is in the harpsicord family).** * **The Challenge:** Ask pupils to describe the "texture" of the sound using non-musical words first (e.g., "buzzy," "plucked," "woody," "metallic"). Then, introduce the technical names and categorise them into families (Woodwind, Brass, Strings).
Learning Goal: To use **technical vocabulary** to describe the unique qualities of historical instruments.

4. Pavan vs. Galliard (Tempo and Dynamics)
The Concept: Understanding how the *purpose* of music changes its elements.

The Activity: Comparing the two most popular Tudor dances.
The Task:
1. **The Pavan:** Listen to a slow, processional Pavan. Walk in time with the beat (slow and stately).
2. **The Galliard:** Listen to a fast, energetic Galliard. Try a "five-step" jump (syncopation).
The Challenge: If you were the court composer, what instruments would you choose for a Pavan versus a Galliard? Why?
Learning Goal: To understand how **tempo and pulse** affect the mood and function of a piece.

5. Word Painting (Compositional Creative Writing)
The Concept: Making the music "act out" the lyrics.
The Activity: Exploring a "Madrigal" technique where the melody follows the meaning of the words.
The Task: Give pupils a short Tudor-style couplet (e.g., *"The bird flew high to the sky, then fell down low to die"*).
The Challenge: How would you compose the notes for the word "high"? (Going up the scale). How would you play the notes for "fell down low"? (A descending scale or a sudden quiet dynamic).
Learning Goal: To explore how **pitch and dynamics** can be used expressively to tell a story.

Summary of Musical Skills

Lesson	Focus Area	Musical Element
Human Loop	Composition	Structure and Texture.
Tudor Round	Performance	Pitch, Melody, and Ensemble.
Instrument Test	Listening	Timbre and Instrumentation.
Pavan vs. Galliard	Appreciation	Tempo, Pulse, and Rhythm.
Word Painting	Composition	Dynamics and Pitch.

Music was very important in Tudor times. Some people had jobs as musicians.

They would play instruments such as the lute, the harp, the recorder, the virginals and the harpsichord.

Listen to some Tudor music and look at pictures of Tudor musical instruments.
What sort of sounds can you hear? Which instruments do you think made them?
How do you think the sounds are made?

Tudor Musical instruments
http://www.primaryhomeworkhelp.co.uk/tudors/music.html

Green Sleeves
Considerations for Implementation

PE
Substantive Knowledge
In PE, **substantive knowledge** refers to the specific facts, rules, techniques, and safety procedures associated with different physical activities. Linking the Tudor era to PE provides a rich context for pupils to understand where modern sports come from and how physical movement was used for both social status and military preparation. **1. Aesthetic Movement: Tudor Dance** **The Fact:** Knowing the specific steps, rhythms, and social etiquette of 16th-century dance. **The Pavan:** A slow, processional dance in 2/4 or 4/4 time. It requires a tall posture, deliberate steps, and controlled balance. **The Galliard:** A faster, athletic dance in 3/4 time featuring "the five steps" (*cinque pas*) and a jump/hop on the fifth beat. **The Branle:** A "circle dance" where everyone joins hands, moving sideways in a pattern of large and small steps. **2. Target Skills: Archery and Precision** **The Fact:** Understanding the mechanics of traditional English longbow archery and lawn games. **Archery Technique:** Knowing the "stance, nock, draw, and loose" sequence. In the Tudor era, every man aged 7 to 60 was legally required to practice archery. **Tudor Bowls:** Understanding the "bias" of a bowl (how it is weighted to one side) and the rules for getting the bowl closest to the "jack." **Terminology:** Using words like *trajectory*, *tension*, and *bias* to describe the movement of the equipment. **3. Invasion Games: Mob Football and Real Tennis** **The Fact:** Knowing the rules (or lack thereof) and tactics of early ball games. **Mob Football:** Understanding that this was a village-wide game with very few rules, often played between two landmarks. It is the ancestor of modern **Rugby** and **Football**. **Real Tennis:** Knowing that this was a game for the wealthy (played by Henry VIII). It used a lopsided racket and was played in an indoor court with sloping roofs and galleries. **Tactics:** Identifying the difference between "defending a goal" and "invading a territory." **4. Health and Training: The Tudor "Physick"** **The Fact:** Understanding how the Tudors viewed the body and fitness. **Training for Battle:** Knowing that a Tudor knight's fitness was built through wrestling, riding, and wearing heavy armour to build **stamina and strength**. **The Four Humours:** Understanding the Tudor belief that exercise "balanced" the body's internal fluids (blood, phlegm, yellow bile, and black bile) to keep a person healthy. **Why Substantive Knowledge Matters in PE**

Why it Matters	The "Tudor" Application
Physical Literacy	Learning the **Galliard** jump develops the same explosive power used in modern long jumps or basketball.
Historical Origin	It shows that sports like Tennis or Rugby didn't just "appear"—they evolved from Tudor games.
Social Development	Understanding the **bow or curtsy** before a Tudor dance teaches the importance of sportsmanship and respect.
Coordination	The complex footwork of Tudor dances improves **agility and balance** in a way that modern sports often don't.

The "Tudor Athlete" Knowledge Check
Can you name the fast Tudor dance that involves a jump on the fifth beat?
Why was every Tudor man required by law to practice with a longbow?
What is the difference between a "Pavan" and a "Galliard" in terms of speed (tempo)?
How did Henry VIII's "Real Tennis" differ from the tennis we watch at Wimbledon today?

Disciplinary Knowledge

In PE, **disciplinary knowledge** refers to the understanding of how to move effectively, how to apply tactics, and how the body responds to physical activity. It is the "thinking behind the doing." Linking PE to **'The Tudors'** learning theme moves beyond "playing games" to understanding the **mechanics of movement, strategy, and social etiquette** that defined 16th-century physical culture.

1. Aesthetic Movement and Precision (Dance)
The Practice: Understanding that movement can communicate status, rhythm, and social "rules."
The Inquiry: Learning the **Pavan** (stately and slow) and the **Galliard** (energetic and athletic).
The Discipline: Pupils learn about **posture** and **spatial awareness**. In Tudor dance, the way you held your head and shoulders indicated your social rank.
Why it matters: it develops **fine motor control** and **performance discipline**. It teaches pupils that movement isn't just about speed; it's about grace, timing, and working in unison with a partner.

2. Tactical Intent and Accuracy (Target Games)
The Practice: Understanding how to use a tool (like a bow or a ball) to achieve a specific outcome.
The Inquiry: Practicing **Archery** or **Tudor Bowls**.
The Discipline: Pupils learn about **trajectory, force, and aim**. They analyse how the tension in a bow or the weight of a bowl affects the outcome.

Why it matters: It builds **hand-eye coordination** and **strategic thinking**. In the Tudor era, archery was a legal requirement for men; in PE, it teaches pupils to focus, breathe, and adjust their technique based on "near-miss" feedback.

3. Opposition and Territory (Invasion Games)
The Practice: Understanding how to out-manoeuvre an opponent in a shared space.
The Inquiry: Playing "Mob Football" (a safer, school-friendly version!) or "Real Tennis."
The Discipline: Pupils learn about **marking, intercepting, and finding space**. Tudor "Mob Football" was chaotic, but it required teamwork and physical resilience.
Why it matters: It develops **physical literacy and teamwork**. By studying the "rough and tumble" of Tudor sports, pupils learn how to manage physical contact safely and how to communicate with teammates under pressure.

4. Physiology and Preparation
The Practice: Understanding how the body works and how to prepare it for "battle" or "sport."
The Inquiry: Comparing the training of a Tudor Knight with the training of a modern athlete.
The Discipline: Pupils learn about **warm-ups, heart rate, and muscle fatigue**. They investigate the "Four Humours" (the Tudor medical theory) and compare it to our modern understanding of hydration and nutrition.
Why it matters: It fosters **self-regulation and health literacy**. It helps pupils understand that their physical performance is directly linked to how they treat their bodies.

Why Disciplinary Knowledge Matters in PE

Skill Area	The "Tudor" Application
Strategy	Moving from "just running" to "moving with a purpose" (e.g., flanking an opponent).
Social Literacy	Understanding that sports have "unwritten rules" and etiquette (like the bow before a dance).
Body Mastery	Learning that different activities require different types of fitness (stamina for football, balance for dance).
Critical Evaluation	Asking: *"Why did my arrow miss?"* or *"How can we change our dance to stay in time with the music?"*

The "Tudor Athlete" Success Criteria
I can explain how my posture changes the way a dance looks to an audience.
I can adjust the force of my throw/shot to hit a target more accurately.
I can describe one way a Tudor "sport" (like Mob Football) is similar to a modern game (like Rugby).
I can identify which muscles I am using when practicing Tudor-style movements.

Learning Objectives

In KS2 PE **'The Tudors'** learning theme provides a brilliant historical lens for **dance, invasion games, and athletic precision**. The **learning objectives** focus on how movement was used to display social status (at court) and physical prowess (for battle).

1. Aesthetic Movement and Performance (Dance)
Objective: *To identify and repeat patterns and movements; to perform dances using a range of movement patterns.*
The Focus: Courtly Etiquette vs. Folk Tradition.
Key Skill: Learning the contrast between the **Pavan** (stately, slow, 4/4 time) and the **Galliard** (energetic, jumping, 3/4 time).
Outcome: Pupils can perform a sequence of steps with "regal" posture, maintaining a steady pulse and working in synchronisation with a partner.

2. Strategic Thinking and Physical Literacy (Invasion Games)
Objective: *To play competitive games and apply basic principles suitable for attacking and defending.*
The Focus: The Origins of Modern Sport (**Mob Football**).
Key Skill: Navigating a "chaotic" field to move an object from one side to another using teamwork and spatial awareness.
Outcome: Pupils can explain how early Tudor games evolved into modern **Rugby** and **Football**, identifying how "marking" and "finding space" were essential even 500 years ago.

3. Accuracy, Control, and Coordination (Target Games)
Objective: *To develop flexibility, strength, technique, control and balance.*
The Focus: The Longbow and the Bowling Green.
Key Skill: Practicing the "stance, draw, and aim" required for archery or the "weighted release" of Tudor bowls.
Outcome: Pupils can demonstrate improved **hand-eye coordination** and understand the physics of **trajectory** (how an object moves through the air).

4. Evaluation and Improvement
Objective: *To compare their performances with previous ones and demonstrate improvement to achieve their personal best.*
The Focus: The Training of a Tudor Knight.
Key Skill: Analysing physical "readiness." Comparing the strength and stamina needed to wear armour with the fitness needed for modern athletics.
Outcome: Pupils can describe how their bodies feel after different "Tudor" activities (e.g., the heavy breathing after a Galliard vs. the steady heart rate of a Pavan).

Why These Learning Objectives Matter in PE

Why it Matters	The "Tudor" Application
Social Discipline	Learning to bow or curtsy before a dance teaches **respect and sportsmanship**.

Agility & Balance	The complex "five-step" jump of a Galliard builds **explosive power** and coordination.
Historical Context	It teaches pupils that physical activity has always been a core part of human health and national identity.
Precision	Archery-style games teach the "mental game" of PE—focus, breathing, and steadying the mind.

The "Tudor Athlete" Success Criteria
I can explain the difference in "mood" and "speed" between a Pavan and a Galliard.
I can work with a team to move a ball across a "territory" using Tudor-inspired tactics.
I can keep a tall, "noble" posture while moving in time to a 16th-century rhythm.
I can identify which parts of my body are working hardest during a "Knight's Training" circuit.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 PE themed around **'The Tudors'**. This unit bridges Physical Education (Dance, Games/Tactics, Outdoor Adventurous Activities, and Fitness) with historical Tudor concepts: royal court etiquette, courtly dances, naval battle manoeuvres, archers of the Tudor militia, and traditional Tudor games. It balances **substantive knowledge** (physical motor skills, movement patterns, spatial awareness, tactical positioning, rhythm/timing, and physiological response) with **disciplinary knowledge** ("Thinking Like an Athlete & Choreographer"—evaluating performance, adapting movement to communicate narrative/status, applying tactical logic to invasion and defence, and analysing mechanical efficiency).

Unit Title: Tudor Movement: Courtly Grace, Naval Battles & Royal Tournaments
Duration: 6 Weeks (Approx. 1 hour per week)
Theme: Renaissance Court Dances, Royal Jousting Tactics, Armada Formations, and Tudor Folk Games.
PE Focus Areas:
Dance & Choreography: Level, pathway, speed, timing, courtly posture, binary structure (AABB), and group motif composition.
Invasion & Games Tactics: Defensive formations, offensive spatial awareness, dodging, tagging, and target-based precision.
Physical Fitness & Mechanics: Core stability, balance, coordination, explosive power, agility, and cardiovascular endurance.
Teamwork & OAA (Outdoor Adventurous Activities): Strategic communication, naval fleet manoeuvring, and tactical problem-solving.
Key PE Pillars
Substantive Knowledge:
Motor Skills & Dynamics: Postural alignment (head high, core engaged for court dances), footwork precision (stately slow walks vs. quick triple-time hops), target throwing accuracy, and rapid directional changes.
Rules & Tactical Concepts: Maintaining defensive lines (Spanish Armada vs. English defence), spatial creation/denial in traditional games, and formation geometry.

Physiology: Understanding heart rate changes, muscle recruitment (quadriceps/calves in dance jumps, core in archery posture), and warm-up/cool-down principles.
Disciplinary Knowledge ("Thinking Like an Athlete & Choreographer"):
Choreographic Analysis: Evaluating how contrasting dynamics (stately slow vs. lively fast) convey social hierarchy and royal narrative.
Tactical Evaluation: Analysing why specific defensive patterns succeed or fail during simulated team scenarios (e.g., naval manoeuvres).
Performance Critique: Peer-assessing form, rhythm, and body tension to refine movement quality.

Weekly Progression Scheme
Week 1: The King's Court – Posture, Carriage & The Stately Pavane
PE Strand: Dance & Movement Mechanics.
Target Physical Focus: Postural control, core stability, synchronised slow-tempo movement, spatial pathways (2/4 or 4/4 metre).
Substantive Knowledge:
LKS2: Maintaining upright posture; walking to a slow 4-count beat in pairs; executing simple linear pathways (forward, backward, turn).
UKS2: Performing controlled balance transitions; incorporating level changes (bows/curtsies); maintaining spatial symmetry across an ensemble.
Disciplinary Knowledge:
Choreographic Intent: Understanding how body tension and slow, deliberate carriage project nobility and authority.
Practical PE Task:
LKS2 (Y3/4): *The Processional Entry.* Pairs create a 16-count Pavane entrance walk (4 steps forward, bow/curtsy, 4 steps side, turn) staying precisely in time with a Tudor drum beat.
UKS2 (Y5/6): *Royal Audience Ensemble.* Groups of four choreograph an entrance sequence incorporating dynamic level changes, head placement, and crisp mirror symmetry to demonstrate high status.

Week 2: Renaissance Revels – The High-Energy Galliard
PE Strand: Dance, Cardiorespiratory Fitness & Agility.
Target Physical Focus: Explosive power, jump landings (knee flexion), footwork agility in triple metre (3/4).
Substantive Knowledge:
LKS2: Executing 3-beat rhythmic foot patterns (step-step-hop); landing safely with bent knees; shifting between slow and fast movement.
UKS2: Complex footwork variations (kicks, side leaps); combining a slow Pavane (Section A) with a fast Galliard (Section B) into a Binary (AB) structure.
Disciplinary Knowledge:
Physiological Analysis: Comparing heart rate and breath control during the stately Pavane versus the explosive Galliard.
Practical PE Task:
LKS2 (Y3/4): *The Galliard Challenge.* Pupils learn the 5-step Tudor dance jump (*Cinque Pas*), performing repeating 6-count jump patterns with emphasis on soft, safe landings.
UKS2 (Y5/6): *Pavane to Galliard Performance.* Groups assemble a full AABB binary dance sequence: 8 counts of slow Pavane transitioning instantly into 8 counts of fast Galliard jumps, maintaining ensemble synchronisation.

Week 3: Tudor Archers – Balance, Core Stability & Target Precision
PE Strand: Athletics / Target Games & Mechanics.
Target Physical Focus: Stance balance, weight transfer, upper-body coordination, target release precision.
Substantive Knowledge:
LKS2: Adopting a stable side-on stance (archery base); aligning shoulders with targets; controlling beanbag/foam arrow release.
UKS2: Analysing kinetic chain (power from legs → core rotational control → smooth arm release); adjusting distance trajectories.
Disciplinary Knowledge:
Mechanical Analysis: Evaluating how base width and core engagement affect accuracy under timed physical conditions.
Practical PE Task:
LKS2 (Y3/4): *The Longbow Challenge.* Pupils move through an agility ladder, lock into a side-on archer's stance at a marker, and throw target beanbags through hoops at varying distances.
UKS2 (Y5/6): *The King's Tournament.* Teams complete a high-intensity cardio station (shuttle runs) before taking precision target throws, logging scoring accuracy to analyse performance under fatigue.

Week 4: Armada Fleet Manoeuvres – Invasion Tactics & Spatial Defence
PE Strand: Tactical Games, Evasion & Defence.
Target Physical Focus: Directional changes, evasion footwork, defensive wall coordination, non-verbal communication.
Substantive Knowledge:
LKS2: Understanding "Crescent" defensive lines; dodges and sidesteps to bypass defenders; tag-game evasion strategies.
UKS2: Dynamic spatial denial; counter-attack spacing; using light, fast-moving "fireship" players to break up dense defensive lines.
Disciplinary Knowledge:
Tactical Problem-Solving: Debriefing how defensive compactness vs. expansive attack patterns impact game outcomes.
Practical PE Task:
LKS2 (Y3/4): *Channel Defence Tag.* "Spanish Fleet" defenders form linked pairs (crescent line) trying to tag "English Ships" attempting to cross the hall floor using rapid lateral dodges.
UKS2 (Y5/6): *The Fireship Tactical Game.* A structured invasion game where a heavy defensive team guards a target zone. Attackers must use rapid passing and fast decoy runners ("fireships") to create open lanes and score.

Week 5: Royal Jousting & Tourney – Agility, Speed & Balance
PE Strand: Outdoor & Adventurous Activities / Agility & Balance.
Target Physical Focus: Linear sprint acceleration, controlled deceleration, balance beam stability, hand-eye coordination.
Substantive Knowledge:
LKS2: Sprinting in straight corridors; maintaining balance while carrying an object; eye-on-the-target focus.
UKS2: Deceleration technique (shortening stride, lowering centre of mass); combining speed with precision collection/tagging.
Disciplinary Knowledge:
Biomechanical Efficiency: Analysing how centre-of-mass adjustment prevents loss of balance during rapid stops.

Practical PE Task:
LKS2 (Y3/4): *Tilt-Yard Relay.* Pupils sprint down narrow lane tracks, use a soft foam lance to collect a suspended ring, and execute a controlled stop at a designated marker line.
UKS2 (Y5/6): *Jousting Duel & Balance Circuit.* Pupils perform sprint-and-target challenges followed by dynamic low-beam balance tasks, collecting points for speed, precision, and postural control.

Week 6: The Grand Royal Tournament – Festival & Appraisal (Synthesis)
PE Strand: Performance, Tactical Integration & Self-Appraisal.
Target Physical Focus: Performance recall, fluid transitions between skill sets, peer evaluation.
Substantive Knowledge:
LKS2/UKS2 Synthesis: Synthesising dance aesthetics (posture/rhythm), athletic target accuracy, and game tactics into a multi-stage Tudor Tournament.
Disciplinary Knowledge:
Analytical Critique: Using objective criteria (timing, alignment, movement efficiency, team communication) to evaluate self and peer performances.
Practical PE Task:
LKS2 & UKS2: *The Tudor Royal Games.*
Station 1 (Dance): Performing the courtly Pavane/Galliard sequence before royal judges.
Station 2 (Archery & Jousting): Target precision and tilt-yard agility course.
Station 3 (Armada Tactics): Final fleet defence game.
Appraisal: Pupils use peer-assessment rubrics to score movement quality, posture control, and tactical execution.

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Moves to music but struggles to keep a steady 4-count beat. • Throws targets with inconsistent stance. • Runs directly into defenders without dodging. • Requires prompting to maintain upright posture.	• Maintains steady footwork in time to duple (4/4) and triple (3/4) dance music. • Adopts a balanced side-on stance for target throws. • Executes clear dodges and directional shifts in tag games. • Demonstrates controlled posture and body tension during performances.	• Leads group dance timing, making smooth transitions between slow/fast sections. • Adjusts throw elevation and power based on target distance. • Anticipates defender movements to exploit open space systematically. • Critiques peer posture and rhythm using clear physical terminology.
Upper Key Stage 2 *(Years 5 & 6)*	• Performs dance steps but lacks fluid level transitions or dynamic contrast. • Rushes target throws under physical fatigue.	• Choreographs and performs binary (AABB) dance sequences with synchronised group balance. • Maintains target precision after high-intensity shuttle runs.	• Combines complex jumping footwork with expressive dynamic contrast and clear narrative focus. • Analyses and adapts throwing mechanics

	• Focuses only on individual movement rather than team fleet formations. • Struggles to explain physical cause-and-effect in tactics.	• Implements spatial denial and decoy tactics in team invasion scenarios. • Explains biomechanical principles (e.g., lowering centre of mass for quick stops).	independently to achieve optimal trajectory. • Devises and adapts team strategies mid-game to counter opponent defence. • Delivers detailed performance feedback focusing on kinetic efficiency, symmetry, and tactical success.

Other Information, Ideas and Resources

Tudor PE is a fantastic way to combine **high-energy invasion games** with **disciplined, aesthetic movement**. It allows pupils to see how physical activity in the 16th century was divided between the "grace" of the royal court and the "grit" of the battlefield and village green.

1. The Royal Court Dance (Aesthetic Movement)
The Concept: Developing posture, rhythm, and synchronisation.
The Activity: Teaching the contrast between the **Pavan** and the **Galliard**.
The Task:
Phase 1: Practice the Pavan (4/4 time). Pupils walk in pairs: "Step, Step, Step, Close." Focus on "noble" posture—shoulders back, chin up.
Phase 2: Introduce the Galliard (3/4 time). This is athletic! Practice the "cinque pas" (five steps), which ends with a "capriole" (a jump/hop) on the fifth beat.
The Challenge: Can the "courtiers" switch instantly from the slow Pavan to the energetic Galliard when the music changes?
Learning Goal: To perform a sequence of movements with **control and precision**.

2. "Mob Football" (Invasion Games)
The Concept: Understanding territory, teamwork, and the origins of modern sports.
The Activity: A controlled, safe version of the chaotic Tudor village game.
The Task: Divide the class into two large "villages." The goal is to get a large exercise ball to a "landmark" (a crash mat or a goal) at opposite ends of the field.
The Rules: No running with the ball (it must be passed or rolled) and no physical tackling.
The Strategic Twist: Give certain pupils "titles" (e.g., The Knight can move anywhere; the Peasant must stay in their half).
Learning Goal: To move into **space** and use **teamwork** to invade an opponent's territory.

3. The Archer's Stance (Target Skills)
The Concept: Developing focus, core stability, and hand-eye coordination.
The Activity: Using "soft" archery sets or "beanbag toss" to simulate the longbow training required by Tudor law.
The Task: Set up targets at varying distances. Pupils must master the "Archer's Routine":
Stance (Feet shoulder-width apart).
Nock (Prepare the beanbag/arrow).
Draw (Slow, controlled pull back to the cheek).
Loose (Release with a steady breath).

The Challenge: Introduce "The Wind"—have a partner gently wave a pool noodle nearby to test the archer's concentration.
Learning Goal: To apply **technique and control** to hit a target consistently.

4. Training for the Tilt (Agility and Balance)
The Concept: Preparing the body for the physical demands of a tournament.
The Activity: An "Agility Circuit" based on a Tudor Knight's training.
The Task:
Station 1 (The Quintain): Sprint to a point, rotate 360 degrees (simulating a hit), and sprint back.
Station 2 (The Armor Carry): Running while carrying weighted medicine balls to build **stamina**.
Station 3 (The Balance Beam): Walking across a low bench while keeping a "lance" (pool noodle) perfectly steady.
Learning Goal: To develop **flexibility, strength, and balance**.

Summary of PE Skills

Lesson	Activity Type	Physical Focus
Court Dance	Dance	Posture, Timing, and Grace.
Mob Football	Invasion Game	Strategy, Speed, and Space.
Archery	Target Game	Focus, Coordination, and Precision.
Knight Training	Athletics	Strength, Agility, and Balance.

https://www.sixwives.info/upper-class-tudor-dances.htm
Tudor Dance such as The Pavane, Volta, Gavotte

https://www.youtube.com/watch?v=8bnmqK_TAzk

Origin of sports such as Tennis, which was played indoors.

Considerations for Implementation

Science

Substantive Knowledge

In Key Stage 2 Science, **substantive knowledge** refers to the specific scientific facts, laws, and concepts that pupils must learn. Linking this to the Tudor era allows pupils to see science not as a modern invention, but as a series of discoveries that changed history—from the medicine used to treat Henry VIII to the physics that kept the *Mary Rose* afloat.

1. Living Things: "New World" Botany

The Fact: Identifying and classifying plants and understanding their life cycles.
The "New World" Discovery: Knowing that many common plants (potatoes, tomatoes, tobacco, cacao) were unknown in Europe until Tudor explorers brought them back.
Classification: Learning how to group these plants based on their characteristics (e.g., flowering plants, tubers, or "nightshades").
Nutritional Science: Understanding how the introduction of the potato changed the diet and health of the Tudor population.

2. Properties and Changes of Materials
The Fact: Knowing the properties of different materials and how they react to their environment.
The *Mary Rose* Case Study: Understanding why certain materials survived 400 years underwater while others rotted. Pupils learn about **solubility, transparency, and durability**.
Shipbuilding Materials: Knowing the properties of oak (strength and water resistance) vs. iron (strength but prone to rusting) and how the Tudors used "caulking" (tar and oakum) to create waterproof seals.
Tudor Metallurgy: Understanding how "Alchemists" (early chemists) tried to change base metals like lead into gold, and what they discovered about chemical reactions instead.

3. Forces: Cannons, Sails, and Arrows
The Fact: Understanding how gravity, air resistance, and water resistance affect moving objects.
Ballistics: Knowing that a cannonball is affected by **gravity** (pulling it down) and **air resistance** (slowing it down).
Wind Power: Understanding how the shape of a Tudor galleon's sails used wind force to move a heavy mass through water (**friction and water resistance**).
Elasticity: Understanding the physics of the English Longbow—how potential energy is stored in the wood and converted into kinetic energy.

4. Animals, Including Humans: Tudor Health
The Fact: Understanding the human body, its systems, and the impact of diet and disease.
The "Four Humours" vs. Reality: Knowing the Tudor belief in blood, phlegm, yellow bile, and black bile, and comparing it to our knowledge of the **circulatory system**.
Scurvy and Nutrition: Understanding that Tudor sailors suffered from scurvy due to a lack of Vitamin C (nutrition), long before they knew what a vitamin was.
Plague and Germs: Knowing that the Tudors blamed "miasma" (bad air) for the Black Death, while we now understand the role of bacteria and fleas.

Why Substantive Knowledge Matters in Science

Why it Matters	The "Tudor" Application
Contextual Learning	It's easier to remember the properties of "waterproof materials" when you're trying to save a King's ship.

Historical Progress	It shows that science is a "work in progress." Today's facts are based on yesterday's discoveries (and mistakes).
Environmental Literacy	Understanding how moving plants from the Americas to Europe changed the "global ecosystem" forever.
Cross-Curricular Depth	It bridges the gap between History (who did it?) and Science (how did it work?).

The "Tudor Scientist" Knowledge Check
Can you name three plants that arrived in England for the first time during the Tudor period?
Why did the wooden hull of the *Mary Rose* survive better than the iron cannons?
Which two forces act on a Tudor arrow once it has been fired from a longbow?
How did a lack of fresh fruit (Vitamin C) affect the bodies of Tudor explorers?

Disciplinary Knowledge

In Key Stage 2 Science, **disciplinary knowledge** refers to the "Working Scientifically" skills—how scientists ask questions, design experiments, and evaluate evidence. Linking Science to the Tudors shifts the focus from modern laboratories to the **Scientific Revolution** and the dawn of "Natural Philosophy." It's about how people in the 16th century began to move from superstition toward observation and testing.

1. Observation and Classification (Biology)
The Practice: Using close observation to categorise the natural world.
The Inquiry: Investigating the "New World" plants brought back by explorers (e.g., potatoes, tobacco, cacao).
The Discipline: Pupils act like Tudor botanists. They must observe, draw, and classify plants based on their physical characteristics. They learn that "grouping" is a human-made system that changes as we discover more.
Why it matters: It builds **precision and attention to detail**. It teaches pupils that science begins with looking closely at the world and recording exactly what you see, not what you *expect* to see.

2. Fair Testing and Material Properties (Chemistry)
The Practice: Testing how different materials behave under pressure or heat.
The Inquiry: Investigating Tudor ship-building (The *Mary Rose*) or alchemy.
The Discipline: Pupils set up "fair tests" to see which materials are most waterproof or which woods are the strongest for a hull. They learn to identify **variables** (e.g., the weight the wood can hold vs. the type of wood).
Why it matters: It develops **logical reasoning**. Understanding that you can only change one thing at a time to get a reliable result is the heartbeat of all modern scientific research.

3. Forces and Mechanics (Physics)
The Practice: Understanding how physical laws affect movement and weaponry.
The Inquiry: The ballistics of a Tudor cannon or the tension of a longbow.
The Discipline: Pupils investigate **gravity, air resistance, and friction**. They might predict how far a "cannonball" (ball) will travel based on the force applied or the angle of release.

Why it matters: It fosters **predictive thinking**. By testing Tudor-style technology, pupils learn to apply abstract physical laws to real-world mechanical problems.

4. Evidence and Evaluation (The History of Science)
The Practice: Understanding that scientific "facts" can be proven wrong.
The Inquiry: Comparing the Tudor "Four Humours" theory of medicine with the modern germ theory.
The Discipline: Pupils look at "evidence" for both. Why did Tudors think leeches worked? What "data" did they have? They learn that science is a process of **continuous improvement** based on new evidence.
Why it matters: It builds **critical thinking and humility**. It teaches pupils that being "wrong" in science is actually a step toward being "right," as long as you follow the evidence.

Why Disciplinary Knowledge Matters in Science

Skill Area	The "Tudor" Application
Questioning	Moving from "Magic" to "Mechanism"—asking *how* something happens rather than just *that* it happens.
Data Collection	Realising that Tudor sailors relied on accurate data (depth sounding, star charts) for their very lives.
Scientific Ethics	Discussing the impact of "New World" discoveries on local ecosystems (the start of global environmental science).
Communication	Learning to record findings clearly, just as Tudor explorers had to write detailed logs for the King.

The "Tudor Scientist" Success Criteria
I can identify the variables in a test to see which wood is best for a Tudor ship.
I can use a magnifying glass to record the specific features of a "New World" fruit.
I can explain why a Tudor doctor's "evidence" for the Four Humours was different from a modern doctor's evidence.
I can make a prediction about how the weight of a cannonball affects its trajectory.

Learning Objectives

In Key Stage 2 Science, '**The Tudors'** learning theme serves as a bridge between ancient superstition and the birth of modern scientific observation. The **learning objectives** focus on **Working Scientifically** (the **disciplinary skills**) and understanding the **properties of the natural world** (the **substantive facts**). By framing science through the eyes of a Tudor explorer, shipbuilder, or "physician," the subject becomes a practical tool for survival and discovery rather than an abstract set of rules.

1. Living Things and Their Habitats (Classification)
Objective: *To recognise that living things can be grouped in a variety of ways; to explore and use classification keys.*

The Focus: The "New World" Botany.
Key Skill: Categorising plants that were "new" to Tudor England (potatoes, tomatoes, tobacco, cacao).
Outcome: Pupils can use a classification key to identify these plants based on their leaves, flowers, and seeds. They understand that moving plants from the Americas to Europe changed global ecosystems forever.

2. Properties and Changes of Materials
Objective: *To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, and durability.*
The Focus: The Archaeology of the *Mary Rose*.
Key Skill: Investigating why wood survived for 400 years on the seabed while iron corroded and silk disintegrated.
Outcome: Pupils can explain the properties of materials used in Tudor shipbuilding (oak for strength, tar for waterproofing) and understand how the environment (saltwater and lack of oxygen) affects those materials over time.

3. Forces and Motion
Objective: *To identify the effects of air resistance, water resistance and friction, that act between moving surfaces; to recognise that some forces require contact between two objects.*
The Focus: Tudor Ballistics and Sailing.
Key Skill: Analysing the trajectory of a cannonball or the movement of a Tudor Galleon.
Outcome: Pupils can identify that **gravity** pulls a cannonball down while **air resistance** pushes against it. They can describe how the shape of a ship's hull affects **water resistance** and speed.

4. Animals, Including Humans (Health & Nutrition)
Objective: *To identify that animals, including humans, need the right types and amount of nutrition; to describe the simple functions of the basic parts of the digestive system.*
The Focus: Scurvy and Tudor "Physick."
Key Skill: Comparing the Tudor theory of the "Four Humours" with our modern understanding of nutrients and vitamins.
Outcome: Pupils can explain how a lack of Vitamin C affected the bodies of Tudor sailors (Scurvy) and identify which foods from a "Tudor Banquet" would actually provide a balanced diet.

Why These Learning Objectives Matter in Science

Why it Matters	**The "Tudor" Application**
Evidence-Based Thinking	It shows that "facts" change when we get better evidence (e.g., moving from "bad air" to germ theory).
Problem Solving	It teaches pupils that science was the "technology" used to solve real-world problems like keeping ships afloat.
Critical Evaluation	It encourages pupils to question *why* people believed what they did in the past and how we know what we know today.

Real-World Impact	Understanding how the "discovery" of new plants led to the birth of modern agriculture and medicine.

The "Tudor Scientist" Success Criteria
I can use a classification key to identify three "New World" plants.
I can name the forces acting on a Tudor ship moving through water.
I can explain why a Tudor sailor needed to eat citrus fruits to stay healthy.
I can describe how the properties of oak made it the best choice for a warship hull.

Lesson Ideas

Here is a complete, 6-week Medium-Term Plan for Key Stage 2 Science themed around **'The Tudors'**. This unit bridges core National Curriculum Science areas—**Materials & Properties, Human Health & Nutrition, Forces & Ship Design, Herbal Medicine & Plants, and Forensic Decay**—with real Tudor historical contexts: Henry VIII's diet and scurvy, Tudor alchemy and metallurgy, the sinking and raising of the *Mary Rose*, Elizabethan herbal medicine, and Tudor food preservation. It balances **substantive knowledge** (scientific concepts, biological systems, chemical properties, physical forces, and terminology) with **disciplinary knowledge** ("Working Scientifically"—planning fair tests, controlling variables, recording systematic observations, measuring accurately, and drawing evidence-based conclusions).

Unit Title: Tudor Science: Alchemy, Anatomy, Vessels & Remedies
Duration: 6 Weeks (Approx. 1–1.5 hours per week)
Theme: The Tudors (1485–1603) viewed through the lens of empirical science, materials, forces, and health.
Science Focus Areas:
Materials & Their Properties: Tudor metallurgy (coins/cannon metal), solubility, states of matter, and Tudor food preservation techniques.
Forces & Magnetism: Buoyancy, displacement, water resistance, gravity, and the physics behind the *Mary Rose*.
Animals Including Humans (Health & Nutrition): Tudor diets vs. modern balanced diets, scurvy (Vitamin C deficiency), digestion, and royal health problems (Henry VIII's leg ulcers and gout).
Plants & Living Things: Tudor apothecary gardens, medicinal plant properties, classification, **and** forensic decay/preservation.
Working Scientifically: Comparative testing, pattern seeking, fair testing, identifying variables, data logging, and systematic reporting.
Key Science Pillars
Substantive Knowledge:
Properties & Changes: Thermal conductivity of metals vs. wood in Tudor homes; solubility of salts and sugars used in Tudor food preservation; reversible vs. irreversible changes.
Forces: Upthrust vs. gravity in ship buoyancy; surface area and water resistance affecting ship speed.
Biology & Physiology: Nutrients required for human health (carbohydrates, proteins, lipids, vitamins, minerals, fibre, water); scurvy caused by lack of Vitamin C; plant anatomy and seed/flower reproduction used by Tudor apothecaries.
Disciplinary Knowledge ("Working Scientifically"):
Fair Testing: Controlling variables (e.g., mass, liquid volume, surface area) when investigating buoyancy or preservation.
Systematic Observation: Recording quantitative measurements over time (e.g., measuring decay rates or salt dissolution times).

Data Presentation: Structuring results into bar charts, line graphs, and comparative tables.
Evidence-Based Conclusions: Using empirical results to refute or support historical hypotheses (e.g., *Why did the Mary Rose really sink?*).

Weekly Progression Scheme
Week 1: Royal Diet vs. Peasant Pottage – Nutrition & Scurvy
Science Strand: Animals Including Humans (Nutrition, Health & Deficiencies).
Historical Context: Rich Tudor feasts (heavy meat, sugar, no fresh fruit) vs. poor peasant diets (vegetable pottage, coarse bread); Henry VIII's health decline; sailors getting scurvy.
Substantive Knowledge:
LKS2: The 5 key food groups and their functions (energy, growth, protection).
UKS2: Specific nutrient deficiencies—focusing on Vitamin C (ascorbic acid) and collagen production; comparing calorie intake and nutritional balance of rich vs. poor Tudors.
Disciplinary Knowledge:
Pattern Seeking & Classifying: Sorting historical menus into nutrient categories and identifying missing vitals.
Practical Science Task:
LKS2 (Y3/4): *The King's Plate Diagnostic.* Pupils categorise foods from a Tudor royal feast vs. a peasant bowl, identifying why the King lacked fibre and vitamins.
UKS2 (Y5/6): *Vitamin C Iodine Indicator Test.* Pupils conduct a fair test using a starch-iodine solution to measure Vitamin C content in various historical drinks/juices (lime, ale, wine, water, apple juice) to determine which prevents scurvy.

Week 2: The Sinking of the Mary Rose – Buoyancy & Water Resistance
Science Strand: Forces (Upthrust, Mass, Density & Water Resistance).
Historical Context: The sinking of Henry VIII's flagship, the *Mary Rose*, in 1545 (overloading with heavy cannon vs. sudden gust of wind).
Substantive Knowledge:
LKS2: Pushes and pulls in water; understanding upthrust and why heavy metal cannons sank while wooden hulls floated.
UKS2: Density, water displacement (Archimedes' Principle), surface area, and how water resistance is impacted by hull shape.
Disciplinary Knowledge:
Fair Testing & Variable Control: Systematically testing how cargo mass affects ship buoyancy line (freeboard).
Practical Science Task:
LKS2 (Y3/4): *Hull Shape & Resistance Test.* Pupils construct plasticine hull shapes (streamlined vs. flat-fronted) and measure the time taken to travel through a water trough using a pulled weight system.
UKS2 (Y5/6): *The Overloaded Mary Rose Experiment.* Pupils design foil/clay boat hulls, calculate displacement volume, and systematically add standardised weights (marbles = cannons) to identify the critical load point where gravity overcomes upthrust.

Week 3: Tudor Food Preservation – Salt, Smoke & Sugar (Reversible vs. Irreversible Changes)
Science Strand: States of Matter, Materials & Microorganisms.
Historical Context: Preserving meat and fish for long sea voyages (Armada) and winter months without refrigeration.
Substantive Knowledge:
LKS2: Evaporation and changing state; how salt draws out moisture (dehydration).

UKS2: Microbial growth conditions (moisture, temperature, oxygen); osmotic pressure created by high salt/sugar concentrations inhibiting bacterial decay; reversible vs. irreversible changes.
Disciplinary Knowledge:
Observing Over Time & Controlling Variables: Setting up a multi-week comparative test on organic decay under controlled preservation methods.
Practical Science Task:
LKS2 (Y3/4): *Dissolving & Evaporating Salt Solutions.* Pupils mix salt into warm water to create a Tudor brining solution, then evaporate the water over days to recover salt crystals (reversible change).
UKS2 (Y5/6): *The Preservation Investigation.* Pupils set up a fair test placing apple slices/meat pieces in different Tudor preservation environments (dry salt, vinegar/acid, sugar syrup, open air) and log decay, colour, and mass changes over 14 days.

Week 4: The Tudor Apothecary – Plant Anatomy & Medicinal Properties
Science Strand: Plants & Living Things in Their Habitats.
Historical Context: Elizabethan barbers, surgeons, and apothecaries using herbs (willow bark, mint, lavender, nightshade) to treat ailments like the plague.
Substantive Knowledge:
LKS2: Functions of plant parts (roots, stem, leaves, flower); requirements for plant growth.
UKS2: Plant reproduction, pollination, and how active chemical compounds in plants affect human physiology (e.g., active ingredients in willow bark forming aspirin precursor).
Disciplinary Knowledge:
Classification & Key Keys: Creating and using dichotomous keys to identify unknown herbal plants based on leaf/flower morphology.
Practical Science Task:
LKS2 (Y3/4): *Apothecary Dissection.* Pupils dissect a flower/herb (e.g., mint or lavender), label the male and female reproductive organs, and map which plant parts were harvested for Tudor remedies.
UKS2 (Y5/6): *Dichotomous Herbal Key.* Pupils create a multi-stage classification key to identify 6 traditional Tudor medicinal plants based on structural leaf characteristics and flower symmetry.

Week 5: Tudor Alchemy & Metallurgy – Coinage, Cannons & Materials
Science Strand: Properties & Changes of Materials (Thermal Conductivity, Hardness & Alloys).
Historical Context: Henry VIII's "Great Debasement" (mixing copper into silver coins); smelting bronze and iron for Tudor cannons; Tudor wattle and daub housing insulation.
Substantive Knowledge:
LKS2: Grouping materials based on physical properties (hardness, magnetic attraction, transparency, electrical/thermal conductivity).
UKS2: Pure metals vs. alloys (bronze = copper + tin; brass = copper + zinc); chemical reactions vs. physical mixing; oxidation and tarnish.
Disciplinary Knowledge:
Systematic Testing: Testing material properties using standardised physical tests (scratch tests, magnetic tests, thermal conduction speed).
Practical Science Task:
LKS2 (Y3/4): *Tudor Building Material Thermal Test.* Pupils build mini wall panels (wood/wattle vs. stone vs. glass) and measure thermal insulation using temperature probes over time.

UKS2 (Y5/6): *Detecting the Debased Coin.* Pupils act as Tudor mint inspectors, testing fake vs. real coin alloys (copper vs. silver/steel) using density calculations (Mass ÷ Volume), magnetic response, and acid/tarnish resistance tests.

Week 6: Forensic Science on the Mary Rose & Tudor Synthesis
Science Strand: Evolution, Inheritance & Forensic Environmental Archaeology.
Historical Context: How marine archaeologists at Portsmouth used scientific techniques to analyse skeletons and artefacts preserved in Solent silt for 400 years.
Substantive Knowledge:
LKS2/UKS2 Synthesis: How anaerobic (oxygen-free) silt prevents bacterial decay; analysing bone structure to infer occupation (e.g., deformed shoulder bones in Tudor longbowmen); synthesising material and biological knowledge.
Disciplinary Knowledge:
Evaluating Evidence & Drawing Conclusions: Synthesising multi-source scientific data to construct a scientific report explaining historic preservation and cause of death.
Practical Science Task:
LKS2 & UKS2: *The Tudor Solent Silt Experiment & Forensic Investigation.*
Task 1 (Anaerobic Decay): Pupils observe and analyse the results of an anaerobic silt simulation set up earlier (organic material submerged in oxygen-free mud vs. exposed air) to explain why the *Mary Rose* survived.
Task 2 (Forensic Bone Analysis): Pupils analyse replica bone density and joint wear data sheets from *Mary Rose* skeletons, matching physical skeletal adaptations (e.g., repetitive strain on vertebrae) to Tudor professions (archer, rower, cook, captain).

Assessment Matrix (Progression Indicators)

Phase	Working Towards	Expected Standard	Greater Depth
Lower Key Stage 2 *(Years 3 & 4)*	• Identifies food groups with support but struggles to explain function. • States whether objects float or sink without referencing forces. • Observes preservation changes but omits measurements. • Identifies basic plant parts but cannot explain their role.	• Explains why a Tudor royal diet led to health issues like scurvy. • Identifies upthrust and gravity forces acting on a ship hull. • Conducts a fair test on dissolving salt and records results in a table. • Classifies medicinal plants using visible physical characteristics.	• Predicts nutrient deficiencies based on historical menu profiles. • Explains how surface area affects water resistance and buoyancy stability. • Explains state changes in preservation using particle terminology. • Constructs independent branching keys for complex plant identification.
Upper Key Stage 2 *(Years 5 & 6)*	• Lists nutrients but fails to connect Vitamin C to scurvy mechanisms. • Measures ship payload mass but forgets to control hull volume variables.	• Uses chemical indicators to measure Vitamin C concentration across liquids. • Calculates density and displacement to explain ship payload limits.	• Evaluates test validity, identifying flaws in historical remedies using modern biochemistry. • Applies mathematical formulas (Density = Mass ÷

	• Observes food decay but cannot differentiate physical from chemical changes. • Reads classification keys but struggles to design an original key.	• Explains how salt/sugar creates osmotic pressure to prevent bacterial decay. • Creates a functional dichotomous key to classify unknown medicinal species.	Volume) to predict floating behaviours accurately. • Analyses anaerobic decay environments using oxidation and microbial principles. • Synthesises forensic skeletal data to construct comprehensive scientific arguments.

Other Information, Ideas and Resources

Tudor science is a bridge between ancient superstition and the "Scientific Revolution." These additional **lesson ideas** focus on **Working Scientifically** by using 16th-century problems—like shipbuilding, global exploration, and the plague—as the basis for modern experiments.

1. The *Mary Rose* Salvage (Materials & Chemistry)
The Concept: Investigating the properties of materials and why some survive underwater while others decay.
The Activity: A "Simulated Shipwreck" experiment.
The Task: Submerge different materials (oak wood, iron nails, silk cloth, leather, and bone) in containers of salty "seawater."
The Challenge: Predict which materials will be most "durable" and which will be "soluble" or rot. After a week, observe the changes. Discuss why the Tudor shipbuilders chose oak (density and strength) and how the silt on the seabed preserved the *Mary Rose*.
Learning Goal: To compare and group materials based on their **properties** and **durability**.

2. "New World" Classification (Biology)
The Concept: Grouping and identifying living things using classification keys.
The Activity: Acting as a Tudor Botanist for Sir Walter Raleigh.
The Task: Provide pupils with "specimens" (or photos) of plants brought to Europe in the 1500s: potatoes, tomatoes, cacao (chocolate), tobacco, and sunflowers.
The Challenge: Pupils must create a **classification key** to help King Henry VIII identify these "strange" new plants. They should focus on leaf shape, whether it has a "tuber" (root), and the type of seed/fruit.
Learning Goal: To use **classification keys** to identify and name living things.

3. The Ballistics of a Tudor Cannon (Physics & Forces)
The Concept: Understanding how gravity and air resistance affect a moving object.
The Activity: "Launch the Cannonball" (using catapults or ramps).
The Task: Use a ping-pong ball vs. a golf ball (representing different "cannonball" weights) and launch them from a steady ramp.
The Challenge: Measure the distance travelled. Investigate the **variables**: Does a heavier ball travel further? How does the angle of the "cannon" (the ramp) affect the **trajectory**?
Learning Goal: To identify the effects of **gravity and air resistance** on a projectile.

4. The Plague & The "Miasma" (Health & Evolution)
The Concept: Comparing historical theories of disease with modern Germ Theory.
The Activity: Designing a "Plague Doctor's Mask."

The Task: Tudors believed "Miasma" (bad-smelling air) caused the plague, so they filled masks with herbs (lavender, mint, rose).
The Challenge: Set up a "Smell Test." Can different materials (cloth, paper, sponge) filter out a strong scent (like vinegar)? Discuss how we now know that bacteria and fleas—not smells—spread the disease.
Learning Goal: To understand how **scientific ideas have changed** over time based on evidence.

5. Scurvy & The Sailor's Diet (Nutrition)
The Concept: Identifying the requirements for a healthy human body.
The Activity: A "Vitamins vs. Rations" sorting task.
The Task: Compare a Tudor sailor's daily diet (hard tack biscuit, salted beef, ale) with a modern balanced diet.
The Challenge: Identify what is missing (Vitamin C). Research the symptoms of Scurvy and explain how the **digestive system** and body react when they don't get the right **nutrients**.
Learning Goal: To identify that humans need the right types and amounts of **nutrition**.

🔬 **Summary of Scientific Skills**

Lesson	Topic	Scientific Skill
Shipwreck	Materials	Fair testing and observing changes over time.
New Plants	Living Things	Using and creating classification keys.
Cannons	Forces	Identifying gravity, friction, and air resistance.
Plague	Health	Evaluating historical evidence vs. modern theory.
Scurvy	Nutrition	Understanding the impact of diet on the body.

Healthy Living:
Henry VIII was born in 1491 and lived to be 55.
As a young man, he was fit and healthy but as he got older, he became very overweight and not very healthy.
He enjoyed great feasts. Can we plan a healthy Tudor feast?
Can we find out what Henry VIII might have eaten at a feast?
How could he have changed his diet to eat healthier?

Conditions on board Tudor explorer ships were harsh. Sailors couldn't carry much fresh food, so they ate salted fish and meat, and ship's biscuits. Lots of sailors developed scurvy and some even died from it. What can we find out about scurvy and about what causes it? Why did the Tudor sailors suffer from it? What advice would you give them?

Sugar was new to Britain in Tudor times but was so expensive only very rich people could afford it. Queen Elizabeth loved sugar and had very bad teeth but was frightened to see the dentist. Tudors had all sorts of

recipes for tooth cleaning powder. How do you think the Tudors cleaned their teeth if toothpaste hadn't been invented? What advice would you give to the Tudors to help them keep their teeth healthy? Can we make a poster to show them what to do?

When Europeans arrived in America they found that the people there smoked and chewed tobacco. They believed it was good for their health. Sir Walter Raleigh brought tobacco back from America. He became addicted to smoking a pipe and many people followed his example. What effects do tobacco and smoking have on our bodies? Write a letter to Sir Walter Raleigh to explain the dangers of smoking.

Tudor people didn't have fridges to keep food fresh. They knew that fresh food would soon go bad and found others ways to preserve it. What different ways can you find to preserve food and stop microorganisms growing? Do some methods work better than others? Can we create a poster to show the different ways to preserve food?

Growing plants:
Sir Walter Raleigh was one of the first explorers to go to America. When he returned from America, he brought potatoes to Britain for the first time.
What part of the plant is a potato?
Which other parts of plants do we eat?
Can we make a table to show what foods come from plants and which part of the plants we eat?

Tudor people grew many herbs that we know today, e.g. lavender, thyme, lemon balm, rosemary.
They were often grown in knot gardens, which were fashionable at the time.
The beds were laid out in complicated patterns that look a bit like a knot.
Can we grow some Tudor plants?
What helps them to grow well?
What happens to them as they grow?
We could keep a diary to show how they grow.

Habitats and Environment:
Sir Walter Raleigh and Sir Francis Drake travelled on long voyages of exploration.
Drake went all round the world and Raleigh had adventures in America.
On their travels, they saw many different types of plants and animals.
Can we find out where Raleigh and Drake sailed?
What kinds of animals might they have seen on their journeys?
What kinds of animals live around our school?
Will we see the animals that Raleigh and Drake saw?

Wolves were common in Britain during Tudor times. People would kill them because wolves eat some farm animals such as sheep. The last British wolf was supposedly killed in Scotland in 1680. What sort of habitat do wolves need? Can we annotate a picture of a wolf to show how they are adapted to living in that habitat? Some people would like to reintroduce wolves to the wild in Scotland. Can we create a storyboard to show what we think will happen next?

Materials and their properties:
There are many Tudor buildings still standing today, e.g. Hampton Court Palace, Little Moreton Hall, Wollaton Hall, and Speke Hall.

What materials can you identify in a Tudor house? Make a list!
Can you see any of these materials in our houses today?
We can make another list and compare it with the Tudor house.

In Britain, glass was first used to make windows in Tudor times. Glass was very expensive, so most people could not afford it. Instead, people used polished animal horn or cloth to cover their windows. Can we make a list of reasons why glass is good for making windows? Can you think of any other materials that are good to make windows?

Instead of envelopes, Tudors used sealing wax to close their letters.
They would melt wax, let it drip onto the paper and, while it was still soft, press a mark into it.
When the wax turned back to solid, it would hold the letter closed.
What can you think of that melts and turns back into a solid?
Can we make our own Tudor seals using modelling clay?

Tudor winters were often very cold. Sometimes the river Thames would freeze completely so that fairs could be held on the frozen water. What do we know about water freezing? Why is it a problem on the roads/in our houses when water freezes during the winter? Council workers put salt on the roads in winter. What can we investigate why they do this?

Ships were important during Tudor times; they were needed for the navy, for trading with other countries and for exploring the world. Can we find out what materials Tudors used to build their ships? What properties do these materials have that makes them good for building ships? We could make a table to show the materials, what they were used for and their useful properties. Can we find out what materials are used to build ships today? How are their properties useful?

Rich Tudors would wear fine wool, linen, silk, cotton, velvet and fur. Poor people would wear coarse wool, linen and leather.
Which Tudor people would have been warmest during the winter?
How can we find out which fabrics are best at keeping us warm in cold weather?

Tudors used salt to preserve food. Much of the salt came from evaporating salty water over coal fires.
Can we get solid salt from salty water?
What is the fastest way to evaporate the water?

The Tudors mined ores of copper, iron, tin and lead in Britain. They used gold and silver for jewellery, copper in ship building, for coins and water pipes, iron for armour and weapons, and pewter for plates, cups and knives.
Can we make a table to show the different metals that Tudors used, what they were used for, and what properties the metals have that made them useful?
Do metals have any properties that might cause problems?

Forces - Buoyancy

Ships were important during Tudor times. Ships were needed for the navy, for trading with other countries and for exploring the world. They carried sailors, heavy cannons and lots of cargo The Mary Rose was an important Tudor battle ship.
She was built in 1511 but sank in 1545 but no one is quite sure why she sank.
The wreck was discovered in 1971; now you can see it in a museum.

Can we make our own models of the Mary Rose that will float?
How much treasure (pennies) will our boats hold before they sink?
Whose boat will hold the most treasure?
What shape of boat will carry the most cargo?

Light:
There was no electricity in Tudor homes.
People did not have electric lights they could turn on when it was dark.
What light sources could the Tudors have used?
How could the Tudors make light so they could see at night?
Why are electric lights better than other light sources for use in homes?

Sound: pitch and volume
Music was very important to the Tudors. Tudor musicians would play instruments such as the lute, the harp, the recorder, the virginals and the harpsichord. What can we find out about these instruments?
What did they look like and how were the sounds made?
How are they similar to instruments we play today?
Can we make a table to compare how to make sounds louder or quieter in different instruments?
How would we change an instrument's pitch?

Earth & Space:
Tudors did have mechanical clocks but they were very expensive. Many people had pocket sundials. They also used sand timers.
How can we use shadows to tell the time?
Can we make a sundial or sand timer?
Who can make the most accurate time measurer?

By Tudor times, many people knew that the Earth was spherical. Some people, including Sir Francis Drake, had sailed around it.
What evidence can we collect to show that the Earth is spherical?
Because the Earth is spherical, when the Spanish Armada appeared, the English would have been able to see the top of the masts first, before they saw the rest of the ships.
Can we draw diagrams to show why this happens?

Considerations for Implementation

English

Book/Text Ideas

https://www.booksfortopics.com/booklists/topics/history/tudors/

Here is a curated booklist for Key Stage 2 pupils, categorised by fiction and non-fiction, to help them navigate the world of the Tudors.

Historical Fiction
These stories allow children to step into the shoes of someone living in the 16th century, from royal courts to the gritty streets of London.

"Treason" by Berlie Doherty
Focus: Henry VIII's court.
The Vibe: A gripping story about a boy named Will Montague who becomes a page to Prince Edward. It captures the tension and danger of being close to a volatile King.
"The Lady of the Barge" (The Flashbacks Series) by Anne Forsyth
Focus: Daily life and the Spanish Armada.
The Vibe: Suitable for LKS2 readers (Year 3/4), providing a relatable perspective on major historical events.

"My Story: Anne Boleyn and Me" by Alison Prince
Focus: The rise and fall of Anne Boleyn.
The Vibe: Written as a diary from the perspective of a fictional lady-in-waiting, this provides a "first-hand" look at the tragedy of Henry's second wife.
"Duffield's Depot" (from the *Voices* series) by Patrice Lawrence
Focus: Diverse Tudor history.
The Vibe: A fantastic look at the life of a young Black musician in London, highlighting the often-overlooked multicultural reality of Tudor England.

📚 **Non-Fiction & Reference**
For the facts, the figures, and the frequent executions, these books are essential for research and project work.

"Horrible Histories: Terrible Tudors" by Terry Deary
The Classic: No Tudor study is complete without it. It focuses on the "gory bits" that keep children engaged while sneaking in actual historical dates and facts.
"The Tudors: Kings, Queens, Scribes and Spies" by Marcia Williams
The Style: Comic-strip format.
The Value: Perfect for visual learners. It covers the entire dynasty from Henry VII to Elizabeth I with wit and detailed illustrations.
"The History Detective Investigates: The Tudors" by Peter Hepplewhite
Focus: Evidence-based learning.
The Value: Encourages children to look at primary sources, artefacts, and maps to "solve" the mystery of how the Tudors lived.

Fiction:
Treason by Berlie Doherty Chapter book
The Queen's Fool by Ally Sherrick Chapter book
Diver's Daughter by Patrice Lawrence Chapter book
My Friend Walter by Michael Morpurgo Chapter book
Honesty and Lies by Eloise Williams Chapter book
The Secret Diary of Thomas Snoop, Tudor Boy Spy by Philip Ardagh & Jamie Littler Chapter book
The Queen's Token by Pamela Oldfield & James de la Rue Chapter book
Tudor Tales: The Prince, the Cook and the Cunning King by Terry Deary & Helen Flook Chapter book

Non-Fiction:
The Tudors: Kings, Queens, Scribes and Ferrets! By Marcia Williams Graphic Novel
What's So Special About Shakespeare? By Michael Rosen & Sarah Nayler
Eyewitness: Tudor by DK

Shakespeare for Everyone: Discover the history, comedy and tragedy of the world's greatest playwright by Emma Roberts & Sarah Tanat Jones
British Museum: Find Tom in Time: Shakespeare's London by Fatti Burke Picture book

👑 **The Six Wives: At a Glance**
When studying the Tudors, pupils often struggle to keep the wives in order. This table is a handy reference for their classroom notebooks:

Name	Outcome	Why she is remembered
Catherine of Aragon	Divorced	Mother of Mary I; daughter of Spanish Royalty.
Anne Boleyn	Beheaded	Mother of Elizabeth I; the reason for the Break with Rome.
Jane Seymour	Died	Mother of Edward VI; Henry's "favourite" wife.
Anne of Cleves	Divorced	The "Flanders Mare"; she outlived them all.
Catherine Howard	Beheaded	The "rose without a thorn"; very young and accused of treason.
Catherine Parr	Survived	A scholar who looked after Henry in his old age.

Substantive Knowledge

In English, **substantive knowledge** refers to the factual content pupils must learn: the vocabulary, the rules of grammar and spelling, the structures of different text types, and the specific literary devices used to create meaning. The Tudor period is the "Golden Age" of the English language. It is the era of William Shakespeare and the invention of the printing press, making it the perfect backdrop for mastering complex language.

1. Vocabulary and Etymology (The Building Blocks)
The Fact: Learning how words are formed and how their meanings have shifted over 500 years.
Archaic Language: Understanding words that were common in Tudor times but are rare now (e.g., *hither, whence, thee, thou, nay*).
Neologisms: Knowing that Shakespeare and his contemporaries invented thousands of "new" words we still use today (e.g., *eyeball, majestic, gossip, uncomfortable*).
Tier 3 Vocabulary: Mastering domain-specific words related to the era, such as *monarch, succession, reformation, treason,* and *armada*.

2. Reading: Genre and Narrative Structure
The Fact: Identifying the features of different text types from the 16th century.
Historical Fiction: Reading modern stories set in Tudor times (e.g., *Treason* by Berlie Doherty) to understand how authors build "atmosphere" and "setting."
Primary Sources: Learning to read "non-standard" English in diaries, letters, and royal proclamations.

Poetic Form: Understanding the structure of a **Sonnet** (14 lines, specific rhyme scheme) or a **Ballad** (story-telling through rhythm).

3. Writing: Purpose and Audience
The Fact: Knowing how to adapt the "form" of writing to suit a specific Tudor scenario.
Persuasive Writing: Using "Rhetorical Devices" (the rule of three, hyperbole, emotive language) to write a speech for a general or a queen.
Formal Correspondence: Learning the specific etiquette of a Tudor letter, including formal openings ("Your Majesty") and humble closings ("Your obedient servant").
Journalistic Writing: Creating a broadsheet or "news-sheet" about the sinking of the *Mary Rose*, focusing on the **5 Ws** (Who, What, Where, When, Why).

4. Oracy: Register and Performance
The Fact: Knowing the rules for spoken interaction in different social settings.
Social Register: Understanding that a peasant would speak differently to a King than to a neighbour. This involves choosing the right "level" of formality.
Dramatic Performance: Knowing how to use **projection, intonation, and gesture** to perform a scene from a play or a royal decree.
Debate: Learning the rules of a "Formal Debate" (point, evidence, explanation) to discuss Tudor controversies, like the closing of the monasteries.

Why Substantive Knowledge Matters in English

Why it Matters	The "Tudor" Application
Cultural Capital	Understanding Shakespearean English unlocks centuries of Western literature and art.
Linguistic Precision	Learning how the Tudors used "Rhetoric" helps pupils become more persuasive in their own modern lives.
Reading Stamina	Tackling "older" texts builds the resilience needed to read complex documents in secondary school.
Etymological Roots	Knowing where words come from (the "history" of a word) makes pupils better at spelling and decoding new vocabulary.

The "Tudor Wordsmith" Knowledge Check
Can you name three words invented in the Tudor period that we still use today?
What is a "Rhetorical Question" and why might Queen Elizabeth I use one in a speech?
How does the spelling in a 16th-century diary differ from modern Standard English?
What are the "5 Ws" you would need to include in a news report about the Spanish Armada?

Disciplinary Knowledge

In English, **disciplinary knowledge** is the understanding of how to use language as a tool for communication, persuasion, and analysis. In the context of '**The Tudors'**, this means moving beyond just reading a story about Henry VIII and instead learning to **think like a writer, a critic, or a rhetorician** of the 16th century. Because the Tudor era was the age of the printing press, Shakespeare, and religious propaganda, it is the perfect period to study how language is used to wield power.

1. Reading: Analysis of Perspectives
The Practice: Understanding that every text has a "voice" and a purpose.
The Inquiry: Comparing a Catholic account of Mary I with a Protestant one.
The Discipline: Pupils learn to identify **bias and viewpoint**. They don't just ask "What happened?" but "Who wrote this and why do they want me to believe it?"
Why it matters: It builds **critical literacy**. In a world of "fake news" and social media, the ability to spot a biased source is a vital life skill.

2. Writing: Rhetoric and Persuasion
The Practice: Using stylistic devices to influence an audience.
The Inquiry: Writing a speech for Elizabeth I to give to her troops at Tilbury.
The Discipline: Pupils learn about **rhetorical devices** (the "rule of three," emotive language, and powerful metaphors). They learn how to structure an argument to inspire or intimidate.
Why it matters: it develops **structural intentionality**. It teaches pupils that writing isn't just "putting thoughts on paper"—it is a crafted process designed to achieve a specific goal.

3. Oracy: Performance and Register
The Practice: Adapting speech for different audiences and social hierarchies.
The Inquiry: Participating in a "Tudor Court Debate" regarding the King's Great Matter.
The Discipline: Pupils practice **formal register** and **active listening**. They learn how to use "thee/thou" correctly (understanding social proximity) and how to project their voice for a public audience.
Why it matters: It builds **communicative confidence**. By stepping into the shoes of a Tudor courtier, pupils learn to adapt their tone, body language, and vocabulary to suit a formal setting.

4. Etymology and Language Change
The Practice: Investigating how English has evolved over 500 years.
The Inquiry: Looking at original Tudor documents or Shakespearean sonnets.
The Discipline: Pupils explore **etymology** (the origins of words) and **archaic language**. They notice how spellings weren't standardised and how meanings have shifted (e.g., "awful" meaning "full of awe").
Why it matters: It fosters **metalinguistic awareness**. Understanding that language is fluid and "alive" helps pupils feel more comfortable experimenting with their own vocabulary.

Why Disciplinary Knowledge Matters in English

Skill Area	The "Tudor" Application
Critical Thinking	Learning to "read between the lines" of royal proclamations.
Vocabulary	Using "Tier 2 and 3" vocabulary found in Renaissance literature to elevate their own writing.
Adaptability	Realising that "Standard English" is just one version of a language that is constantly changing.
Empathy	Understanding the human emotions behind a 500-year-old letter or poem.

The "Tudor Wordsmith" Success Criteria
I can identify three words in a text that show the author's bias towards the King.
I can use a rhetorical question in a speech to make my audience think.
I can adapt my spoken language to show respect to a "Monarch" in a roleplay.
I can explain why a word might be spelled differently in a 16th-century diary than it is today.

Learning Objectives

In Key Stage 2 English, **'The Tudors'** learning theme acts as a gateway to the **Renaissance**, an explosion of literacy, theatre, and political debate. The **learning objectives** focus on mastering the "power of the pen" (and the voice) at a time when the English language was being rapidly reshaped.

1. Reading: Comprehension and Critical Analysis
Objective: *To identify how language, structure, and presentation contribute to meaning; to distinguish between statements of fact and opinion.*
The Focus: Tudor Propaganda and Perspective.
Key Skill: Comparing modern historical fiction with primary source documents (like a letter from Anne Boleyn or a decree from Henry VIII).
Outcome: Pupils can spot **bias** in a text. They understand that a "Primary Source" tells us what someone *felt* or *wanted others to believe*, which may not be the same as the objective truth.

2. Writing: Composition and Rhetoric
Objective: *To select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; to use further organisational and presentational devices.*
The Focus: Persuasion and Formality.
Key Skill: Writing for a specific Tudor audience—for example, a formal petition to the King or a call to arms for the English navy.
Outcome: Pupils can use **rhetorical devices** (the "rule of three," emotive adjectives, and powerful metaphors) to influence the reader. They learn to adapt their level of formality based on who they are "writing to" in the Tudor hierarchy.

3. Oracy: Spoken Language and Performance
Objective: *To speak audibly and fluently with an increasing command of Standard English; to gain, maintain and monitor the interest of the listener(s).*
The Focus: The Courtly Debate and Shakespearean Performance.
Key Skill: Participating in a "Council Debate" regarding a major Tudor event (e.g., Should the King marry Anne Boleyn?).
Outcome: Pupils can use **intonation, volume, and gesture** to convey a viewpoint. They learn to listen to an opponent's argument and provide a polite, evidence-based counter-point.

4. Vocabulary and Etymology
Objective: *To use dictionaries to check the meaning of words; to explore the morphology and etymology of words.*
The Focus: The Birth of Modern English.
Key Skill: Investigating "archaic" words (thou, hither, nay) and words invented by Tudor writers like Shakespeare.
Outcome: Pupils understand that the English language is **evolving**. They can explain how the invention of the printing press helped standardise spelling and spread new ideas.

Why These Learning Objectives Matter in English

Why it Matters	**The "Tudor" Impact**
Critical Literacy	Studying Tudor "spin" helps pupils navigate modern media and identify misinformation.
Linguistic Sophistication	Exposure to the rich, descriptive language of the 16th century elevates a child's own vocabulary choices.
Cultural Capital	Understanding the roots of English literature (Shakespeare/Marlowe) provides a foundation for secondary school.
Structural Logic	Writing a "Petition" or a "Chronicle" requires a logical flow that improves overall writing stamina.

The "Tudor Wordsmith" Success Criteria
I can identify three words in a royal proclamation that are intended to sound powerful or frightening.
I can write a persuasive letter using a "formal" opening and closing appropriate for the 16th century.
I can use my voice and body language to perform a short speech as if I were a Tudor monarch.
I can explain the meaning of two archaic words and use them correctly in a sentence.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 English weaves **Substantive Knowledge** (explicitly taught grammar, tier-2/3 vocabulary, genre conventions, and text structures) with **Disciplinary Knowledge** (how pupils act as writers, critical readers, analytical annotators, and oratorical performers). It is designed to run in

parallel with a wider Tudor history/science curriculum, providing authentic contexts for reading, writing, and spoken language.

Core Genre Targets: Historical Narrative, Persuasive Oratory/Formal Speech, Non-Chronological Report.

Knowledge & Progression Overview

Weeks 1–2: Narrative	**Weeks 3–4: Persuasive Oratory**	**Weeks 5–6: Non-Chronological**
Substantive: Expanded NP, Fronted Adverbials, Mood.	**Substantive**: Rhetorical Devices, Modal Verbs, Subordination.	**Substantive:** Formal Register, Parenthesis, Technical Vocabulary.
Disciplinary: Character Voice, Tension Building.	**Disciplinary:** Audience Impact, Debate & Vocal Modulation.	**Disciplinary:** Curating Data, Objective Synthesis.

Weekly Breakdown

Week 1: Historical Narrative – Setting the Scene (The Sinking of the *Mary Rose*)

Core Reading Text: Excerpts from *Tudor Chronicles* and ship log accounts from July 1545.

Reading Focus: Vocabulary in Context & Authorial Intent. Analysing how historical imagery creates mood and atmosphere during a naval disaster.

LKS2 Focus

Substantive: Fronted adverbials of time/place; expanded noun phrases using rich adjectives.

Disciplinary: Annotating texts for sensory details; selecting verbs that show character reaction.

UKS2 Focus

Substantive: Prepositional phrases; relative clauses to embed historical context seamlessly.

Disciplinary: Manipulating sentence length to alter narrative pace (short sentences for dynamic panic).

Oracy Task (Pair Work): *Tutor Court Reports* – Pupils perform live "eye-witness news broadcasts" from Portsmouth harbour, modulating volume and pace to convey emergency.

Writing Outcome: Setting description of the Solent on 19th July 1545, as the *Mary Rose* sets sail into battle.

Week 2: Historical Narrative – Character & Action (Escape from the Tower)

Core Reading Text: Extracts from *Treason* by Berlie Doherty or historical accounts of Tudor prisoners in the Tower of London.

Reading Focus: Inference & Deduction. Analysing character motives, fear, and resilience through dialogue and action.

LKS2 Focus

Substantive: Punctuating direct speech correctly (inverted commas, reporting clauses).

Disciplinary: Using dialogue to reveal character traits rather than just advance plot.

UKS2 Focus

Substantive: Integrating dialogue with action to maintain narrative momentum; adverbials of manner.

Disciplinary: Show, Don't Tell technique—conveying fear through physiological reactions.

Oracy Task (Hot-Seating): One pupil takes the role of an imprisoned Tudor accused of treason; peers question them using open historical inquiry prompts.

Writing Outcome: A high-stakes narrative scene depicting an escape from the Tower of London.

Week 3: Persuasive Oratory – The Royal Address (Speeches of Power)

Core Reading Text: Queen Elizabeth I's *Speech to the Troops at Tilbury* (1588).

Reading Focus: Rhetorical Devices & Structural Organisation. Examining how leaders use emotive language to unify an audience.
LKS2 Focus
Substantive: Imperative verbs, rhetorical questions, and the Rule of Three (tricolon).
Disciplinary: Identifying persuasive devices in historical texts and evaluating their impact on an audience.
UKS2 Focus
Substantive: Modal verbs (must, shall, will); subjunctive form for formal demands; ethos/pathos balance.
Disciplinary: Analysing how an orator addresses counter-arguments to strengthen their own position.
Oracy Task (Choral & Individual Performance): Performing Elizabeth I's speech with appropriate emphasis, posture, gesture, and projection.
Writing Outcome: A formal persuasive speech delivered to Tudor soldiers preparing to face the Spanish Armada.

Week 4: Persuasive Debate – The Great Tudor Trial (Execution or Mercy?)
Core Reading Text: Primary source transcripts and adapted arguments from the trial of Anne Boleyn or Mary, Queen of Scots.
Reading Focus: Distinction between Fact and Opinion; identifying bias in historical accounts.
LKS2 Focus
Substantive: Coordinating and subordinating conjunctions (because, although, if) to build reasoned points.
Disciplinary: Constructing a balanced argument using signposting phrases (On one hand... However...).
UKS2 Focus
Substantive: Cohesive devices across paragraphs (adverbials such as consequently, furthermore, conversely).
Disciplinary: Rebutting an opponent's point spontaneously during a formal debate using evidence.
Oracy Task (Formal Class Debate): *The King's Privy Council Debate* – Pupils hold a structured courtroom debate using formal register to decide the fate of a accused courtier.
Writing Outcome: A balanced persuasive argument/letter addressed to King Henry VIII advocating for justice or mercy.

Week 5: Non-Chronological Report – Tudor Life & Society (Structure & Tech Vocab)
Core Reading Text: Information texts on Tudor healthcare, the Great Debasement, and royal banquets.
Reading Focus: Text Structures & Structural Features. Analysing how subheadings, glossaries, sidebars, and diagrams organise complex historical information.
LKS2 Focus
Substantive: Subheadings, bullet points, paragraphing around a central idea, tier-3 technical vocabulary.
Disciplinary: Grouping related facts logically; writing clear topic sentences.
UKS2 Focus
Substantive: Parenthesis (brackets, dashes, commas) to add extra detail; passive voice for formal tone.
Disciplinary: Synthesising information from multiple sources while maintaining an objective, neutral register.
Oracy Task (Jigsaw Presentation): Small groups become "specialist historians" on specific topics (e.g., Tudor Medicine, Royal Navy, Diet) and present findings to teach another group.
Writing Outcome: Draft layout and research section of a comprehensive Non-Chronological Report on *Life in Tudor England*.

Week 6: Non-Chronological Report – Publication & Curated Exhibition
Core Reading Text: Exemplar museum guides, digital historical entries, and reference texts.
Reading Focus: Proofreading, Editing & Evaluating Information Accuracy.
LKS2 Focus
Substantive: Proofreading for spelling, punctuation (apostrophes for possession), and sentence boundary accuracy.
Disciplinary: Peer-assessing writing against success criteria; offering specific, constructive feedback.
UKS2 Focus
Substantive: Editing for vocabulary enhancement, passive structures, and formal tone consistency.
Disciplinary: Curating writing with visual artefacts (captions, diagrams, keys) for a public audience.
Oracy Task (Curator Gallery Walk): Pupils set up a "Tudor Museum Exhibition" in the classroom, acting as docents to explain their published reports and answer visitor queries using expert spoken language.
Writing Outcome: Final published double-page spread Non-Chronological Report for the class *Tudor Encyclopaedia*.

Assessment & Differentiation Framework

Dimension	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
Oracy Benchmark	Speaks audibly using standard English; uses conjunctions to explain reasoning in discussions; adapts tone between informal role-play and formal presentations.	Uses sophisticated rhetorical features; adapts vocal modulation, projection, and register intentionally; rebuts arguments with evidence in formal debates.
Reading Benchmark	Identifies main ideas across paragraphs; retrieves specific facts; explains how fronted adverbials and expanded noun phrases create mood.	Distinguishes fact from opinion; infers character motives from subtle cues; analyses how passive voice and sentence structures create formal distance or tension.
Writing Benchmark	Writes coherent multi-paragraph texts using inverted commas, fronted adverbials, and subheadings; uses tier-2/3 historical vocabulary accurately.	Uses passive voice, parenthesis, and varied sentence structures; maintains a consistent formal or narrative register; proofreads for subtle grammatical shifts.

Other Information, Ideas and Resources

The Tudor period is a "Golden Age" for English. It marks the transition from Middle English to Early Modern English, the birth of the printing press, and the rise of William Shakespeare. These alternative lesson ideas focus on using the high stakes of the Tudor court to develop **critical reading, persuasive writing, and formal Oracy.**

1. The Queen's Speech (Writing & Oracy)
The Concept: Mastering **Rhetoric**—the art of persuasion.
The Context: It is 1588. The Spanish Armada is approaching. Queen Elizabeth I must inspire her troops at Tilbury.
The Task: Pupils analyse Elizabeth's real speech, looking for "power words" and the **Rule of Three**. They then write their own version to "rally the troops."

The Oracy Twist: Pupils perform their speeches from a "battlefield" (the teacher's desk or a bench). They must focus on **projection, intonation, and posture** to show authority.
Learning Goal: To select appropriate grammar and vocabulary to suit a specific **audience and purpose**.

2. The King's Great Matter (Reading & Debate)
The Concept: Identifying **Bias** and distinguishing between fact and opinion.
The Context: Henry VIII wants to annul his marriage to Catherine of Aragon.
The Task: Provide pupils with two "leaked" letters: one from a supporter of the King and one from a supporter of the Queen.
The Challenge: Pupils must highlight words that show how the writer *feels* (e.g., "rightful King" vs. "tyrant"). They must identify which parts are facts (dates, names) and which are opinions.
Learning Goal: To identify how language and structure contribute to **meaning and viewpoint**.

3. The Tudor Printing Press (Writing & Design)
The Concept: Understanding how technology changed communication.
The Context: The invention of the printing press meant news could travel faster than ever.
The Task: Create a "Broadsheet" (a Tudor newspaper) reporting on a major event, like the sinking of the *Mary Rose* or the coronation of Anne Boleyn.
The Challenge: Pupils must use the **5 Ws** (Who, What, Where, When, Why) and include a "sensationalist" headline. They should experiment with "Tudor-style" fonts and woodcut-style illustrations.
Learning Goal: To use **organisational and presentational devices** to guide the reader.
4. "Thou Art a Villain!" (Etymology & Performance)
The Concept: Exploring how the English language has evolved.
The Context: Shakespeare added over 1,700 words to the English language.
The Task: Provide a "Tudor Word Bank" featuring archaic words (*thee, thou, hither, whence, zounds*) and Shakespearean insults.
The Challenge: In pairs, pupils write and perform a short script of a Tudor argument. They must use at least three archaic words correctly.
Learning Goal: To explore the **morphology and etymology** of words and how they have changed over time.

5. Anne Boleyn's Final Letter (Reading & Empathy)
The Concept: Inferring characters' feelings and motives from a text.
The Context: Anne Boleyn is in the Tower of London, writing her final letter to Henry VIII.
The Task: Read a (simplified) version of her letter.
The Challenge: Use "PEE" (Point, Evidence, Explanation) to answer questions: *How do we know Anne is still loyal to the King? What evidence is there that she is scared?*
Learning Goal: To draw **inferences** such as inferring characters' feelings, thoughts, and motives from their actions.

✍ **Summary of English Skills**

Lesson	Focus Area	Key Linguistic Device
Queen's Speech	Writing/Oracy	Rhetoric and the Rule of Three.

King's Debate	Reading/Oracy	Bias, Fact vs. Opinion.
Broadsheet	Writing	Journalistic structure (5 Ws).
Archaic Drama	Etymology	Archaic pronouns and neologisms.
Anne's Letter	Reading	Inference and Evidence.

Considerations for Implementation

Maths

We use the White Rose Maths Scheme. The information below is for enhanced provision purposes and do not replace the WRM lessons.

Substantive Knowledge

In Maths, **substantive knowledge** refers to the "building blocks" of the subject: the specific facts, rules, and concepts that pupils must commit to memory and apply. Using **'The Tudors'** as a context for Maths moves these concepts from the textbook into a "living" world of navigation, architecture, and trade. It shows pupils that the Maths they learn today was the cutting-edge technology of the 16th century.

1. Number: Roman Numerals and Currency
The Fact: Reading and writing numbers in different systems and understanding historical money.
Roman Numerals: Knowing how to read numerals up to 1,000 (M). In the Tudor era, dates on buildings and documents were often written this way (e.g., Henry VIII's reign started in **MDIX**).
Archaic Currency: Understanding the relationship between **pounds, shillings, and pence** (12d = 1s; 20s = £1).
The Groat: Knowing that a "Groat" was worth 4 pence (4d).
Why it matters: It builds **mental fluency** with non-decimal systems. Before the UK went decimal in 1971, this was how everyone did Maths; learning it now improves a child's ability to work with different "bases" (like time or angles).

2. Geometry: Symmetry and Shape in Architecture
The Fact: Identifying properties of 2D and 3D shapes and lines of symmetry.
Tudor Houses: Identifying the **rectangles, triangles, and parallelograms** in "half-timbered" black and white houses.
Symmetry: Recognising reflective and rotational symmetry in **Tudor Knot Gardens** and the grand facade of palaces like Hampton Court.
Tessellation: Understanding how bricks and floor tiles were laid in repeating patterns without gaps.
Why it matters: It develops **geometric reasoning**. Seeing these shapes in 500-year-old buildings helps pupils understand that geometry provides **structural strength** and aesthetic balance.

3. Measurement: Navigation and Exploration
The Fact: Converting between different units of measure and using coordinates/angles.
The Compass: Knowing the 8 points of the compass and that a full turn is **360°**.

Scale Drawing: Understanding that 1cm on a map might represent 10 miles at sea.
Archaic Measures: Knowing that the Tudors used **leagues** (approx. 3 miles) and **fathoms** (6 feet) to measure distance and depth.
Why it matters: It connects Maths to **geography and physics**. Pupils realise that accurate measurement was a matter of life and death for explorers like Sir Francis Drake.

4. Statistics: The "Great Ledger" (Data Handling)
The Fact: Interpreting and constructing tables, bar charts, and line graphs.
Trade Data: Using tables to compare the imports of "New World" goods (spices, gold, sugar) over time.
Comparison: Calculating the **difference** in the cost of a loaf of bread between a "good harvest" and a "poor harvest" year.
Probability: Discussing the "risk" of a merchant ship not returning from a voyage (early concepts of insurance and chance).
Why it matters: It builds **data literacy**. It teaches pupils how to extract information from a source and use it to draw conclusions about how a society functioned.

Why Substantive Knowledge Matters in Maths

Why it Matters	**The "Tudor" Application**
Number Sense	Working with **Groats and Shillings** forces pupils to think outside the "base 10" box.
Historical Context	Understanding **Roman Numerals** allows pupils to read the "hidden" dates on historical monuments.
Spatial Awareness	Designing a **Knot Garden** requires a high level of precision in drawing and measuring angles.
Real-World Application	It answers the age-old question: *"When will I ever use this?"* (Answer: To build a palace or navigate an ocean!)

The "Tudor Mathematician" Knowledge Check
Can you write the year the Spanish Armada was defeated (1588) in Roman Numerals?
How many pence are in three "Groats"?
If a Tudor ship travels 2 leagues an hour, how many miles has it travelled in 5 hours?
Look at a picture of a Tudor house—which 2D shapes can you find in the wooden beams?

Disciplinary Knowledge

In Maths, **disciplinary knowledge** refers to the ability to apply mathematical concepts to solve real-world problems, reason logically, and understand the "why" behind the numbers. When applied to **'The Tudors'**

learning theme, Maths stops being an abstract exercise and becomes the essential tool used by 16th-century architects, navigators, and merchants to build an empire.

1. Geometric Reasoning and Symmetry (Architecture)
The Practice: Understanding how shapes and angles are used to create structural stability and beauty.
The Inquiry: Studying the timber-framed "black and white" houses or the grand symmetry of Hampton Court Palace.
The Discipline: Pupils use **geometric properties** to explain why Tudor builders used triangles (trusses) for strength in roofs. They identify **lines of symmetry** and **tessellation** in Tudor brickwork and knot gardens.
Why it matters: It develops **spatial reasoning**. By seeing geometry in the physical world, pupils understand that shapes aren't just drawings on a page; they are the foundation of engineering.

2. Navigation and Measures (Exploration)
The Practice: Using coordinates, angles, and units of measure to find a way across the globe.
The Inquiry: Acting as a navigator for Sir Francis Drake.
The Discipline: Pupils learn about **position and direction**. They use **compass points** and **angles** (degrees) to plot a course on a map. They also investigate "Archaic Measures" (furlongs, crowns, groats) and practice **converting** them into modern metric or decimal units.
Why it matters: It builds **computational fluency** and an understanding of **scale**. Navigating a Tudor ship requires precise multiplication and division; a small error in the "Maths" meant a ship ending up in the wrong country.

3. Ratio, Proportion, and Scaling (Art & Shipbuilding)
The Practice: Understanding the relationship between different sizes and quantities.
The Inquiry: Designing a "Scale Model" of the *Mary Rose* or mixing paint pigments like a Tudor artist.
The Discipline: Pupils use **ratio and proportion**. If a real ship is 45 metres long and the model is 45 centimetres, what is the **scale factor**? If a Tudor recipe for "Ship's Biscuit" serves 10 sailors, how do we scale it up for a crew of 400?
Why it matters: It fosters **proportional reasoning**. This is a core "secondary-ready" skill that allows pupils to handle complex recipes, blueprints, and financial models later in life.

4. Statistics and Data Handling (Trade & Finance)
The Practice: Interpreting data to make decisions about money and resources.
The Inquiry: Analysing a "Tudor Market" ledger or the rising cost of bread during a poor harvest.
The Discipline: Pupils interpret and construct **tables and bar charts** showing Tudor imports (spices, silk, gold). They calculate the **mean** or **difference** in prices between the reign of Henry VII and Elizabeth I.
Why it matters: It builds **data literacy**. It teaches pupils that numbers tell a story about history—about who was rich, who was poor, and how the "economy" worked before computers existed.

Why Disciplinary Knowledge Matters in Maths

Skill Area	The "Tudor" Application
Problem Solving	Moving from "doing a sum" to "calculating the resources needed for an Armada."

Logic & Proof	Proving why a triangular roof truss is stronger than a square one using **angle properties**.
Accuracy	Realising that in navigation or trade, "close enough" isn't good enough—Maths has real consequences.
Financial Literacy	Understanding the value of money and the concept of "profit and loss" in the spice trade.

The "Tudor Mathematician" Success Criteria
I can identify and draw the lines of symmetry in a Tudor knot garden.
I can use a scale factor to draw a small version of a large Tudor galleon.
I can convert Tudor currency (groats and shillings) into a total value using multiplication.
I can use coordinates and compass directions to describe a voyage across a Tudor map.

Learning Objectives

In Key Stage 2 Mathematics, '**The Tudors**' learning theme provides a practical, real-world application for abstract concepts. By stepping into the roles of Tudor merchants, architects, and navigators, pupils move from "doing sums" to solving the actual problems that built the early modern world. The following **learning objectives** align with the National Curriculum but are framed through the 16th-century lens.

1. Number and the Number System
Objective: *To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.*
The Tudor Focus: Pupils identify dates on Tudor buildings and the "Reign Years" of monarchs (e.g., Henry VIII as **Henry VIII**).
The Outcome: Pupils can convert modern dates into Roman numerals and vice versa. They understand how the Hindu-Arabic numeral system (our modern 0–9) began to replace Roman numerals in Tudor merchant ledgers because it made complex multiplication easier.

2. Geometry: Properties of Shapes
Objective: *To identify horizontal and vertical lines and pairs of perpendicular and parallel lines; to identify lines of symmetry in 2D shapes.*
The Tudor Focus: Analysing the "Black and White" timber-framed houses and the intricate **Tudor Knot Gardens**.
The Outcome: Pupils can identify rectangles, triangles, and parallelograms within the wooden beams of a house. They can explain how **symmetry** and **tessellation** were used to create beautiful, balanced patterns in royal palace floors.

3. Measurement and Navigation
Objective: *To convert between different units of measure; to use as much as possible the four operations to solve problems involving measure.*
The Tudor Focus: Scaling up "Ship's Biscuit" recipes for a crew of 400 and plotting a course for the Spanish Armada.

The Outcome: Pupils can convert between archaic and modern measures (e.g., understanding that a "Groat" is 4 pence or a "Fathom" is 6 feet). They use **multiplication and division** to scale resources for a voyage.

4. Statistics and Data Handling
Objective: *To interpret and present data using bar charts, pictograms, and tables; to solve comparison, sum, and difference problems using information presented in a line graph.*
The Tudor Focus: Analysing the "Price of Bread" or "Trade Imports" from the New World.
The Outcome: Pupils can create a bar chart showing the amount of gold or spices brought back by explorers. They can calculate the **difference** in costs between a year of good harvest and a year of "The Great Famine" (1590s).

Why These Learning Objectives Matter in Maths

Why it Matters	The "Tudor" Application
Financial Literacy	Working with **pounds, shillings, and pence** (non-decimal) improves mental agility and number sense.
Spatial Awareness	Designing a **Knot Garden** requires a high level of precision in drawing and measuring angles.
Purposeful Maths	It answers the question: *"When will I ever use this?"* By showing that Maths was the technology used to navigate the globe.
Historical Fluency	Reading Roman numerals allows pupils to engage with the "hidden" history found on monuments and old books.

The "Tudor Mathematician" Success Criteria
I can write the year the Spanish Armada was defeated (1588) in Roman Numerals (**MDLXXXVIII**).
I can identify at least three different 2D shapes in a Tudor "wattle and daub" wall.
I can use a scale of 1:100 to draw a map of a Tudor ship.
I can interpret a table of Tudor market prices to find the most expensive item.

Lesson Ideas

This 6-week Medium-Term Plan for Key Stage 2 Mathematics integrates **Substantive Knowledge** (core mathematical facts, concepts, algorithms, and vocabulary) with **Disciplinary Knowledge** (how pupils reason mathematically, construct proofs, spot patterns, analyse efficiency, and solve contextual problems). The plan uses authentic Tudor history contexts (such as the *Mary Rose*, royal court finances, warship construction, and Tudor architecture) to ground abstract mathematical ideas in purposeful problem-solving.

Core Mathematical Strands: Number & Place Value, Four Operations, Fractions/Percentages, Measurement (Mass, Length, Volume), Geometry, and Data Handling.
Knowledge & Progression Overview

PROGRESSION OF MATHS KNOWLEDGE IN THIS UNIT		
Weeks 1–2: Number & Fleet	Weeks 3–4: Fractions & Trade	Weeks 5–6: Geometry & Time
Substantive: Place Value, Large Addition/Subtraction, Scale.	**Substantive**: Fractions of Amounts, Percentages, Ratio.	**Substantive**: Area/Perimeter, Angles, Timelines, Mass.
Disciplinary: Systemic Counting, Estimation.	**Disciplinary**: Model Equivalence, Proportional Reasoning.	**Disciplinary**: Spatial Proof, Metric-Imperial Conversion.

Weekly Breakdown

Week 1: Large Numbers & The Royal Fleet (Place Value & Scale)

Historical Context: Cataloguing King Henry VIII's expanding navy, counting timber stock, and calculating army sizes across Tudor England.

Mathematical Concept: Place Value, Powers of 10, Rounding, and Large Number Comparison.

LKS2 Focus

Substantive: Numbers up to 10,000; partitioning; rounding to the nearest 10, 100, and 1,000.

Disciplinary: Explaining place value changes using concrete counters; spotting patterns in 100-more/100-less.

UKS2 Focus

Substantive: Numbers up to 1,000,000 (and 10,000,000 in Year 6); rounding to any degree of accuracy.

Disciplinary: Reasoning about the boundary limits of rounded numbers; constructing place-value proofs.

Tudor Problem-Solving Task: *The Royal Navy Registry* – Pupils analyse real historical counts of arrows, iron shot, and soldiers for the 1545 French invasion fleet, identifying errors in medieval accounting ledgers through place-value analysis.

Week 2: Financing the Court (Four Operations & Money)

Historical Context: Royal banquets, taxation, building Hampton Court Palace, and managing Privy Purse accounts under Henry VIII and Elizabeth I.

Mathematical Concept: Multi-digit Addition/Subtraction, Efficient Multiplication strategies, Long/Short Division.

LKS2 Focus

Substantive: Column addition and subtraction (up to 4 digits); 2-digit × 1-digit formal multiplication.

Disciplinary: Choosing between mental methods and formal written algorithms based on number relationships.

UKS2 Focus

Substantive: Multi-digit multiplication (4-digit × 2-digit); long division with remainders expressed as fractions/decimals.

Disciplinary: Generalising rules for divisibility; evaluating alternative calculated strategies for efficiency.

Tudor Problem-Solving Task: *The Great Banquet Budget* – Calculate the total cost of food, entertainment, and decorations for a 3-day royal visit. Pupils must optimise spending under strict budgetary constraints while handling multi-step money problems.

Week 3: Cargo, Provisions & Rationing (Fractions & Decimals)

Historical Context: Distributing food rations aboard the *Mary Rose*, dividing land estates among heirs, and trading spices with merchants.

Mathematical Concept: Equivalent Fractions, Adding/Subtracting Fractions, Decimals, and Division as Fractions.

LKS2 Focus

Substantive: Unit and non-unit fractions; equivalent fractions; adding/subtracting fractions with the same denominator.
Disciplinary: Using bar models to represent fractional parts of a ship's total food storage.

UKS2 Focus
Substantive: Fractions with different denominators; multiplying/dividing fractions by integers; decimal equivalences.
Disciplinary: Proving equivalence using common multiples; analysing systemic errors in fractional division.
Tudor Problem-Solving Task: *The Sailor's Rations* – Given daily barrels of hardtack biscuit, salted beef, and small beer, pupils calculate the fractional share per sailor over a 30-day voyage and modify rations when supplies spoil.

Week 4: Trade, Exploration & Taxation (Percentages & Ratio)
Historical Context: Sir Francis Drake's circumnavigation, merchant import taxes (customs duties), and profit sharing among expedition investors.
Mathematical Concept: Percentages of Amounts, Simple/Complex Ratios, Scale Factors.
LKS2 Focus
Substantive: Recognising hundredths; connecting fractions (tenths/hundredths) to decimal equivalents.
Disciplinary: Spotting proportional relationships in visual grids and scaling simple recipe ingredients.
UKS2 Focus
Substantive: Calculating 1%, 5%, 10%, 25% of amounts; ratio notation (a:b); scaling recipes and map distances.
Disciplinary: Justifying why a percentage change does not reverse symmetrically; solving missing-value ratio problems.
Tudor Problem-Solving Task: *The Privateer's Treasure Split* – Divide captured Spanish silver between the Monarch (50%), Ship Captain (25%), Ship Officers (15%), and the Crew (10%). UKS2 pupils calculate precise ratio splits based on rank and investment shares.

Week 5: Architecture & Timber Framing (Geometry, Area & Perimeter)
Historical Context: Designing timber-framed Tudor houses (half-timbering), knot gardens, and fortresses using symmetry and geometric shapes.
Mathematical Concept: Perimeter, Area of Rectangles/Compound Shapes, Properties of 2D/3D Shapes, Angles.
LKS2 Focus
Substantive: Perimeter of 2D shapes; area by counting squares; identifying acute, obtuse, and right angles.
Disciplinary: Classifying quadrilaterals based on side lengths and parallel lines; estimating angle sizes.
UKS2 Focus
Substantive: Area of parallelograms/triangles; volume of cuboids; calculating missing interior angles on a straight line/point.
Disciplinary: Formulating general rules for perimeter vs. area relationships; deducing missing angles logically without a protractor.
Tudor Problem-Solving Task: *Designing a Tudor Knot Garden* – Pupils use grid paper to construct symmetrical gardens with exact area constraints for distinct herb beds (lavender, thyme, rosemary), calculating total fencing (perimeter) required.

Week 6: Navigation, Time & Weights (Measurement & Data Handling)
Historical Context: Maritime navigation, converting Tudor units of measurement (tuns, hundredweights, leagues) to modern metric units, and analysing historical mortality/tide charts.
Mathematical Concept: Time Intervals, Conversions (Metric & Imperial), Reading Line Graphs and Timetables.
LKS2 Focus
Substantive: 12-hour and 24-hour time conversions; calculating elapsed time; measuring mass (g/kg) and volume (ml/l).
Disciplinary: Interpreting time graphs of daily sea tides; solving multi-step time duration problems.
UKS2 Focus
Substantive: Converting between metric units and imperial units (inches, pounds, miles); reading complex timetables and line graphs.
Disciplinary: Critiquing data presentation for accuracy; converting non-standard historical units using conversion rates.
Tudor Problem-Solving Task: *Navigating the High Seas* – Using a simulated ship's logbook, pupils plot a course across the Atlantic using speed, time, and distance graphs while converting old Tudor measurements into modern metric units.

Assessment & Differentiation Framework

Dimension	Lower Key Stage 2 (Years 3 & 4)	Upper Key Stage 2 (Years 5 & 6)
Substantive Benchmark	Recalls 2–12 multiplication tables; uses formal written methods for 4-digit addition/subtraction; calculates area by grid-counting; adds unit-denominator fractions.	Applies long division and multi-digit multiplication; converts fluently between fractions, decimals, and percentages; calculates area of triangles/compound shapes; uses ratio notation.
Disciplinary Benchmark	Uses concrete and visual representations (bar models, base-10) to explain *why* an algorithm works; tests mathematical conjectures systematically.	Constructs multi-step logical proofs; identifies efficient vs. inefficient calculation pathways; evaluates data representation validity; solves abstract algebraic inverse problems.
Key Vocabulary	Place value, partition, expanded, perimeter, area, array, numerator, denominator, equivalent, acute, obtuse, right angle.	Algorithm, ratio, proportion, percentage, scale factor, volume, compound area, reflex angle, horizontal/vertical axis, metric/imperial conversion.

Other Information, Ideas and Resources

Tudor Maths is a way to show pupils that maths wasn't just "school work"—it was the technology used to build palaces, navigate oceans, and manage the wealth of a growing empire. These additional learning ideas turn abstract concepts into practical 16th-century challenges.

1. The Knot Garden Designer (Geometry & Symmetry)
The Concept: Identifying and creating reflective and rotational symmetry.
The Context: Cardinal Wolsey wants a new "Knot Garden" at Hampton Court Palace. It must be perfectly symmetrical to show his sophistication.

The Task: Using squared paper, pupils must design a garden using geometric shapes (rectangles, squares, and right-angled triangles).
The Challenge: The design must have at least **two lines of symmetry**. High-ability pupils can attempt **rotational symmetry** (where the pattern looks the same when turned 90°or 180°).
Learning Goal: To identify and draw **lines of symmetry** in 2D shapes and patterns.

2. The Merchant's Ledger (Money & Place Value)
The Concept: Working with non-decimal currency and Roman Numerals.
The Context: You are a merchant in a busy London market. You need to record your sales for the King's tax collector.
The Task: Provide a list of items with prices in "Tudor money" (Pounds, Shillings, and Pence).
Ref: 12d (pence) = 1s (shilling); 20s = £1.
The Challenge: Pupils must calculate the total cost of an order (e.g., 3 chickens at 4d each and a sack of grain for 2s). For an extra challenge, they must write the final total in **Roman Numerals**.
Learning Goal: To solve addition and multiplication problems involving **money** and read **Roman Numerals**.

3. Provisions for the *Mary Rose* (Ratio & Proportion)
The Concept: Scaling quantities up or down based on a ratio.
The Context: The *Mary Rose* is preparing for battle. You have a recipe for "Ship's Biscuit" that feeds 10 sailors, but there are 400 men on board.
The Task: Pupils are given the base recipe (e.g., 1kg flour, 500ml water, 10g salt).
The Challenge: They must use a **scale factor** (in this case, x 40) to calculate the massive quantities of ingredients needed for the whole crew.
Learning Goal: To solve problems involving **ratio and proportion** using multiplication and division facts.

4. Navigating the "New World" (Position & Direction)
The Concept: Using coordinates and compass directions to plot a course.
The Context: Sir Francis Drake is sailing the *Golden Hind* around the world. He needs a navigator.
The Task: Provide a map of the Atlantic Ocean with a coordinate grid (X and Y axes).
The Challenge: Give a series of instructions: *"Start at (2, 3). Move 4 squares North-East. Rotate 90° clockwise. Move 2 squares East."* Pupils must mark their final destination and give the new **coordinates**.
Learning Goal: To describe positions on a 2-D grid as **coordinates** and follow directions involving **angles and compass points**.

5. The "Great Plague" Statistics (Data Handling)
The Concept: Interpreting and constructing bar charts and line graphs.
The Context: The plague has hit London. The Mayor needs to see if the "Bills of Mortality" (death records) are going up or down.
The Task: Provide a table of data showing "Plague Deaths" over six months.
The Challenge: Pupils must construct a **line graph** to show the trend. They then answer comparison questions: *"In which month did deaths increase the most?"* or *"What is the difference between the highest and lowest month?"*
Learning Goal: To interpret and present data using **bar charts and line graphs**.

📐 **Summary of Mathematical Skills**

Lesson	Topic	Key Maths Skill
Knot Garden	Geometry	Symmetry and Shape Properties.
Market Ledger	Number	Roman Numerals and Money.
Ship's Biscuit	Ratio	Scaling and Proportion.
Navigation	Statistics	Coordinates and Compass Directions.
Plague Data	Statistics	Graphing and Data Interpretation.

Direction:
What did the Tudors use to navigate?
Compass. The compass was probably the most important tool for the pilot, as it enabled him to know which direction his ship was travelling in. A Tudor ship would probably have four compasses on board, one for the man steering the ship (helmsman), one on the deck for the officers to use, one for the pilot, and one spare.

Measure and scale (when using maps)

Telling the time (link to science)

Considerations for Implementation

Courageous Advocacy

In the context of Key Stage 2, **Courageous Advocacy** is about pupils standing up for a cause they believe in, inspired by their learning. While the Tudors were often a period of absolute power and inequality, pupils can use that history as a "mirror" to reflect on modern injustices and take action. Here are ways to link Tudor history to modern-day advocacy:

1. "No to Modern Miasma": Environmental Advocacy
The Historical Context: The Tudors believed "Miasma" (bad air) caused the Plague. While they were scientifically wrong about the cause, they were right that a dirty environment led to poor health.
The Advocacy Idea: Pupils can campaign for **clean air** around their school.
The Action: Write letters to the local council or MP about idling cars at the school gate. Create posters that link "Tudor filth" to modern "air pollution," arguing that every child has the right to breathe clean air.

2. "Food for All": Fighting Food Poverty
The Historical Context: Tudor society was divided between the extreme luxury of royal banquets and the "Great Famine" of the 1590s, where peasants starved due to poor harvests and rising prices.
The Advocacy Idea: Supporting local **food banks** and addressing food waste.

The Action: Organise a "Tudor vs. Modern" food drive. Pupils can research the "Standard Bread Act" (where the government tried to regulate food prices) and advocate for modern policies that ensure no one goes hungry. They could present an assembly to parents about the statistics of local food poverty.

3. "The Power of the Pen": Literacy and Education
The Historical Context: The invention of the **Printing Press** meant that for the first time, ordinary people could access information. However, many Tudors (especially girls and the poor) were still denied an education.
The Advocacy Idea: Campaigning for **global girls' education** or local literacy charities.
The Action: Inspired by figures like Elizabeth I (who was highly educated), pupils can fundraise for charities like *Malala Fund* or *Room to Read*. They could also set up a "Book Swap" in school to ensure every child has access to books, regardless of their background.

4. "Religious Tolerance": Celebrating Diversity
The Historical Context: The Tudor era was a time of extreme religious persecution. People were often punished or executed simply for their personal beliefs as the "State Religion" flipped between Catholicism and Protestantism.
The Advocacy Idea: Promoting **interfaith harmony** and fighting against religious discrimination.
The Action: Pupils can create a "Charter of Respect" for their school community. They could invite leaders from various local faith groups to a "Tudor-style" council (but a peaceful one!) to discuss how the community can support each other, ensuring that the "intolerance of the past" remains in the past.

Why Courageous Advocacy Matters in This Learning Theme

The Tudor Problem	The Modern Advocacy Goal
Inequality: Only the rich had a voice.	**Empowerment:** Every pupil learns their voice can change the world.
Injustice: Punishment without trial.	**Justice:** Understanding the importance of fair laws and human rights.
Waste: Grand banquets vs. starving peasants.	**Sustainability:** Learning to share resources and reduce waste.

The "Advocacy in Action" Step-by-Step
Identify: Which Tudor "unfairness" makes you the angriest? (e.g., poverty, lack of education, air quality).
Research: Does this problem still exist today in our town or the world?
Plan: What is one small thing we can do to make it better? (A letter, a fundraiser, an awareness poster).
Act: Carry out the plan and evaluate the impact.

Developing Spirituality

Developing spirituality in the Primary Curriculum isn't necessarily about religion; it is about the **"Windows, Mirrors, and Doors"** approach: looking out at the world, looking in at oneself, and looking ahead to how we

dwell in the world. The Tudor era—with its dramatic shifts in belief, its breath-taking art, and its life-and-death stakes—provides a powerful landscape for pupils to explore their own sense of meaning and mystery.

1. Windows: Awe and Wonder in Tudor Creativity
The Focus: Looking out at the beauty and scale of human achievement.
The Idea: "The Geometry of the Soul." Explore the intricate patterns of a Tudor Knot Garden or the fan-vaulted ceilings of a Tudor chapel.
The Activity: Lie on the floor (or look up at high-resolution images) and listen to Tudor choral music (like Thomas Tallis). Ask: *How does the space and the sound make you feel? Small? Powerful? Peaceful?*
Spiritual Growth: Developing a sense of **transcendence**—realising that humans have always sought to create things that are "bigger" than their daily lives.

2. Mirrors: Reflection on Character and Choice
The Focus: Looking inward at our own values and "inner compass."
The Idea: "The Weight of the Crown." Use the story of a figure like Lady Jane Grey or Thomas More—people who had to choose between their safety and their deepest beliefs.
The Activity: Create a "Values Shield." On one side, pupils draw the things they would "fight" for (metaphorically). On the other, they draw what they would do if they were scared.
Spiritual Growth: Building **self-knowledge and integrity**. It asks the question: *What is so important to me that I wouldn't change it, even if things got difficult?*

3. Doors: Empathy and the Human Experience
The Focus: Looking through the "door" into the lives of others to find common ground.
The Idea: "The Memento Mori." Tudors often kept objects to remind them that life is short and precious.
The Activity: Look at Tudor portraits where symbols of time (like hourglasses or wilting flowers) are hidden. Ask pupils to think of a "Treasure of the Moment"—something they saw today that was beautiful but won't last (a sunset, a laugh, a falling leaf).
Spiritual Growth: Developing **gratitude and mindfulness**. It helps pupils appreciate the "now" and understand the shared human experience of time passing.
4. The "Big Questions" (Philosophical Enquiry)
The Focus: Engaging with the mysteries of life that have no easy answers.
The Idea: "The Divine Right of Kings vs. The Will of the People."
The Activity: A "Philosophy for Pupils" (P4C) session based on a Tudor dilemma. *If a King says he is chosen by God, does that make him always right? Who decides what is "true" when two people believe different things?*
Spiritual Growth: Fostering **humility and open-mindedness**. Recognising that "truth" can look different depending on where you stand.

Why Spirituality Matters in 'The Tudors' Learning Theme

The Spiritual Aspect	The Tudor Context	The Benefit for the Child
Connection	The shift from a shared church to personal bibles.	Understanding how we connect to ideas and communities.

Meaning	The symbolism in Tudor art and heraldry.	Learning that objects and actions can have deep, hidden meanings.
Resilience	The "Golden Age" rising out of the "War of the Roses."	Seeing that hope and beauty can grow out of conflict and change.

The "Spiritual Journal" Prompt
Give pupils a quiet 5 minutes to write or draw in response to this:
"Imagine you are a Tudor explorer standing on the deck of a ship, seeing a new land for the very first time. What is the one feeling in your heart that you would want to keep forever?"

Other

Extra-curricular activities allow pupils to step out of the "academic" Tudor world and into the **sensory and social** world of the 16th century. These ideas are designed to build community, physical skills, and a deeper "feeling" for history through hobbies and clubs.

1. The "Tudor MasterChef" Club (Cooking & Nutrition)
The Concept: Exploring the "New World" ingredients and the science of food preservation.
Activities:
The "Peasant vs. Prince" Bake-Off: Making "Hard Tack" (sailor biscuits) versus a honey-glazed "Subtlety" (a Tudor-style marzipan sculpture).
The Herb Garden: Planting a window-box "Apothecary Garden" with mint, rosemary, and lavender to make Tudor-style "pomanders" (scented bags).
The Benefit: Develops **fine motor skills** and an understanding of **nutrition and food history**.

2. The King's Theatre Company (Drama & Performance)
The Concept: Building confidence through the boisterous world of Shakespeare and the Globe.
Activities:
Puppet Theatre: Building a cardboard "Globe Theatre" and performing the five-minute versions of *Macbeth* or *A Midsummer Night's Dream*.
Stage Combat: Learning safe, choreographed "sword fighting" using pool noodles (focused on balance and discipline).
The Benefit: Boosts **Oracy, self-esteem, and collaborative teamwork**.

3. "The Royal Mint" Craft Club (Art & Design)
The Concept: Understanding the symbolism of power through making.
Activities:
Illuminated Letters: Using gold leaf (or gold pens) and ink to create the first letter of their name in the style of a Tudor manuscript.
The Wax Seal: Using clay and stamps to create "Royal Decrees" with red "wax" seals.
Costume Design: Making ruffs out of folded paper and "jewelled" collars using recycled materials.
The Benefit: Develops **artistic technique** and an appreciation for **craftsmanship**.

4. The "Golden Hind" Navigation Club (STEM & Geography)
The Concept: Problem-solving and map-making for the modern explorer.
Activities:
Stargazing: Using "star charts" to learn how Tudor sailors navigated by the North Star (Polaris).
Orienteering: A "treasure hunt" around the school grounds using Tudor-style maps and compass directions.
Ship Building: A "float or sink" challenge where pupils build model Tudor galleons out of wood and cork.
The Benefit: Encourages **mathematical thinking** and **physical activity**.

5. The "Tudor Games" Sports Club (PE & Social)
The Concept: Learning historical games that require strategy and coordination.
Activities:
Tudor Bowls: Using modern lawn bowls or heavy balls to practice accuracy.
The Galliard Dance: A high-energy dance fitness session based on the athletic jumps of the 1500s.
Nine Men's Morris: Learning this ancient strategy board game that was carved into the benches of Tudor cathedrals.
The Benefit: Improves **hand-eye coordination** and **strategic patience**.

Why Extra-Curricular Tudor Learning Matters

The Club	The Skill	The "Tudor" Connection
Cooking	Life Skills	Understanding where our "modern" food (potatoes/cacao) came from.
Drama	Confidence	Learning that the English language is a tool for performance.
STEM	Inquiry	Realising that "Magic" was just "Science we didn't understand yet."
Sports	Resilience	Practicing the discipline required of a Knight or a Navigator.

The "Tudor Passport"
You could introduce a "Tudor Passport" for the term. For every extra-curricular activity a pupil tries, they get a "Royal Seal" (stamp). Once they collect five seals, they are "Knighted" in a special collective worship!