

# The Tudors: Cross-Curricular Topic : Year 3/4

## History

- 1 Place the Tudors on a timeline and explore the Tudor family tree.
- 2 Explore Tudor fashion through pictures and identify different pieces of Tudor clothing.
- 3 Investigate the foods which Tudor people ate and find out about the new foods which were being brought to England at the time.
- 4 Discover the punishments given to criminals during Tudor times and who was in charge of law and order.
- 5 Explore the illnesses and diseases that were common in Tudor times and discover how they were treated.
- 6 Think about what life was like for children in Tudor times, investigating the differences between rich and poor lifestyles.

- KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

## Music

- 1 Sing familiar songs relating to the Tudors using rounds.
- 2 Find out about music during Tudor times and learning a Tudor song.

- KS2 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- KS2 - listen with attention to detail and recall sounds with increasing aural memory
- KS2 - use and understand staff and other musical notations
- KS2 - develop an understanding of the history of music

## The Tudors

A KS2 cross-curricular topic for Year 3 and 4

## DT

- 1 Design, make and evaluate a Tudor house.
- 2 Design, make and evaluate a Tudor crown.

- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## Computing

- 1 Investigate why it is important to check information for accuracy and using the internet to do so.
- 2 Use computers to create a display about the Tudors, including text, pictures, graphics etc.
- 3 Use Google Sites to create a website about the Tudors.

- KS2 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- KS2 - select, use and combine a variety of software (including internet services) 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

## Art

- 1 Explore why Tudors had portraits painted and recreate a portrait.
- 2 Discover what coats of arms are and why they were used before designing and creating your own.
- 3 Find out about the Tudor rose and what it represents before creating one out of clay.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials
- KS2 - about great artists in history

## Geography

- 1 Explore how the physical and human geography of England has changed since the Tudor era.
- 2 Locate the countries and oceans Tudor explorers such as Francis Drake travelled to and discovered.

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.
- KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- KS2 - 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 including energy, food, minerals and water

# The Tudors

## Teacher's Topic Planner

Maths

English

Science

Computing  
3 Lessons

PlanBee 

History  
6 Lessons

PlanBee 

Geography  
2 Lessons

PlanBee 

RE

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

PE

Music  
2 Lessons

PlanBee 

# The Tudors : Cross-Curricular Topic : Year 3/4

Teacher's notes:

**Geography**

**Computing**

**Art**

**DT**

**History**

**Music**



# The Tudors : Cross-Curricular Topic : Year 3/4

HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out who the Tudors were and when they lived.	Children will discover when the Tudor period fits within a historical timeline and then learn about who they were. They will look in depth at the Tudor family tree and are challenged to recreate it on their own.	<ul style="list-style-type: none"> <li>Do children know who the Tudors were?</li> <li>Can children place the Tudors on a timeline?</li> <li>Can children use a family tree to identify members of the Tudor family and how they are related?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Tudor Family Tree sheet</li> <li>Picture Cards</li> <li>Timeline Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out what people wore in Tudor times.	In this lesson the children take an in-depth look at Tudor clothing by looking at different Tudor portraits whilst attempting to distinguish between rich and poor. They explore the different pieces of clothing that many rich people wore.	<ul style="list-style-type: none"> <li>Can children describe some of the features of Tudor fashion?</li> <li>Can children use secondary sources, including pictures, to find out about Tudor fashion?</li> <li>Can children express their knowledge of Tudor fashion in a variety of ways?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D/2E</li> <li>Picture Cards</li> <li>Books, internet, etc.</li> <li>Paper Doll Man/Woman sheets (FSD? activity only)</li> <li>Doll Costume sheets x4 (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out what the Tudors ate and which foods were available in Tudor Britain.	The children will discover how the rich and poor Tudors ate and the different kinds of food that were available. They will need to think about the availability of different foods during Tudor times and how this may have affected who were able to afford them.	<ul style="list-style-type: none"> <li>Can children describe the main foods of the Tudor diet?</li> <li>Do children recognise that there was a difference between the diets of the rich and the poor in Tudor times?</li> <li>Do children recognise the differences between the Tudor diet and our diet today and give reasons for this?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards</li> <li>Information Sheet</li> <li>Fact Cards (FSD? activity only)</li> <li>Large sheets of paper (FSD? activity only)</li> <li>Tudor Food Fact File (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To investigate crime and punishment during the Tudor period.	This lesson teaches the children about the different crimes and punishments that were used during the Tudor period. They are challenged to think about the fairness of the punishments and who would be more likely to be involved in them.	<ul style="list-style-type: none"> <li>Do children know that some poor people in Tudor Britain had no choice but to commit crimes to survive?</li> <li>Can children name some of the ways in which criminals were punished in Tudor Britain?</li> <li>Can children evaluate the fairness of Tudor punishments in relation to the crime?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>Crime and Punishment sheet</li> <li>Role Play Cards (FSD? activity only)</li> <li>Props, costumes if desired (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about diseases in Tudor Britain and how these diseases were treated.	Children will investigate the different ways that people were treated for illness and disease during the Tudor times, including the folk cures that were used to cure various ailments. They compare these to modern medicine and the knowledge and understanding we have now.	<ul style="list-style-type: none"> <li>Do children know that the Tudors had little knowledge about the body and diseases?</li> <li>Can children describe some of the most common diseases during the Tudor period?</li> <li>Can children describe some of the ways in which these diseases were cured by Tudor doctors and folk cures?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D/5E</li> <li>Quiz Cards</li> <li>Books, access to internet, etc.</li> </ul>
<b>Lesson 6</b>	To investigate what life was like for Tudor children.	Children explore what life would have been like for a rich and a poor Tudor child. They look into different aspects of their lives such as entertainment, work and education. They also reflect on why people had more children at this time and how that affected their lifestyle.	<ul style="list-style-type: none"> <li>Do children know that life expectancy for children in Tudor times was much lower than today?</li> <li>Can children explain some of the differences between the experiences of rich and poor Tudor children?</li> <li>Can children describe some of the ways in which Tudor children would have spent their time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Statement Cards</li> <li>Worksheet 6A</li> <li>Blank cards/sticky notes</li> <li>Books, the internet</li> <li>Tudor Schoolwork sheet</li> </ul>

# The Tudors : Cross-Curricular Topic : Year 3/4

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To compare England in the Tudor period with England today.	This lesson starts by challenging children to 'spot the difference' between a picture of London in Tudor times and London today. They will then go on to explore how the physical and human features of England are similar to or different from how they were in the Tudor era.	<ul style="list-style-type: none"> <li>Can children name some similarities and differences in the physical geography of England between the Tudor period and today?</li> <li>Can children name some similarities and differences in the human geography of England between the Tudor period and today?</li> <li>Do children understand that land use changes over time?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Spot the Difference</li> <li>Worksheet 1A/1B/1C</li> <li>Word Cards 1A/1B</li> </ul>
Lesson 2	To be able to locate where Tudor explorers travelled to on a map.	This lesson explores the journeys of three Tudor explorers: Christopher Columbus, Sir Walter Raleigh and Sir Francis Drake. The children learn about the reasons behind their journeys and why this made the explorers famous.	<ul style="list-style-type: none"> <li>Do children understand that maps and atlases show where places are in the world?</li> <li>Can children use a map to answer questions?</li> <li>Can children plot points and journeys on a map?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>World Map sheet</li> <li>Journey Description sheet</li> <li>Atlases</li> <li>Access to internet (FSD? activity only)</li> <li>1595 Map sheet (plenary)</li> </ul>

ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore and recreate Tudor portraits.	In this lesson the children study the different portraits of the Tudor family, looking for similarities and differences as well as seeing which colours and techniques are used. They are then challenged to recreate some of the portraits they've seen.	<ul style="list-style-type: none"> <li>Can children comment on the style and content of portrait paintings in the Tudor period?</li> <li>Can children recreate a Tudor portrait with control and accuracy?</li> <li>Can children evaluate their work and the work of others?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards</li> <li>Sketching pencils/paints</li> <li>Dressing-up clothes (FSD? activity only)</li> <li>Digital cameras (FSD? activity only)</li> </ul>
Lesson 2	To be able to use art to create a coat of arms.	Children investigate the use of coats of arms during, and before Tudor times. They study the Tudor family's coats of arms and what the different colours and symbols represent. They then use this to inspire their own coat of arms.	<ul style="list-style-type: none"> <li>Do children know what a coat of arms is and what some of the colours and symbols on coats of arms represent?</li> <li>Can children create their own coat of arms?</li> <li>Can children evaluate their finished artwork?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Test Sheet</li> <li>Worksheet 2A/2B</li> <li>Symbols Sheet A/B</li> <li>Template Sheet</li> <li>Card</li> <li>Paint, collage materials, coloured paper, etc.</li> <li>Picture Cards (FSD? activity only)</li> </ul>
Lesson 3	To work with clay to create a Tudor rose.	Children discover the meaning behind the Tudor rose and how it came to be after the War of the Roses in 1487. They then think about the tools and techniques they will need to use to create a Tudor rose out of clay.	<ul style="list-style-type: none"> <li>Can children accurately copy the Tudor rose as the basis for their work?</li> <li>Can children work carefully with clay and a variety of tools to create a Tudor rose?</li> <li>Can children evaluate their finished artwork and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Sheet</li> <li>Clay</li> <li>Clay tools</li> <li>Paint</li> <li>Thin paintbrushes</li> <li>Varnish</li> </ul>

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MUSIC				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to sing in unison and as a round.	Children begin the lesson by recapping well-known songs and thinking about how they can be sung in rounds. They practise this before moving on to changing the lyrics of these well-known songs to be about the Tudors.	<ul style="list-style-type: none"> <li>Can children explain what a round is?</li> <li>Can children sing a song as a two- and/or four-part round?</li> <li>Can children practise and rehearse a round to improve their performance?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Music Sheets A/B/C</li> <li>Worksheet 1A/1B/1C</li> </ul>
<b>Lesson 2</b>	To be able to sing in unison and respond to music in a variety of ways.	Children listen to a famous Tudor song and learn the tune and new lyrics to practise and perform. Additionally they can use percussion instruments to accompany their performance.	<ul style="list-style-type: none"> <li>Can children sing in unison with control and accuracy?</li> <li>Can children accompany singing with untuned percussion, keeping in time with the music?</li> <li>Can children rehearse and perform a song for an audience?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Six Wives Song Sheet</li> <li>Six Wives Song - With Voice</li> <li>Six Wives Song - Backing Track</li> <li>Six Wives Song - Karaoke Version</li> <li>Percussion instruments</li> <li>MP3 devices - optional (FSD? activity only)</li> </ul>

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to use the internet to check information for accuracy.	Children reflect on the information they find on the internet and how they can test its accuracy. They think about the way they research and about other sources of information which can be more reliable.	<ul style="list-style-type: none"> <li>Do children know why it is important to check information for accuracy?</li> <li>Can children use search engines appropriately?</li> <li>Can children search a variety of websites to check that their information is accurate?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Worksheet 1C Answer Sheet</li> <li>Access to internet</li> <li>Tudor Profile sheet (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to use technology to create a display about the Tudors.	In this lesson the children combine their understanding of using text, word art and pictures they have found using the internet to create an informational display about the Tudors.	<ul style="list-style-type: none"> <li>Can children use a variety of sources, including technology, to find out information?</li> <li>Can children type sections of text accurately?</li> <li>Can children find, create and print images using technology?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Question Cards</li> <li>Challenge Cards (FSD? activity only)</li> <li>Large sheets of paper</li> </ul>
<b>Lesson 3</b>	To be able to use Google Sites to create a website about the Tudors.	Children are challenged to use Google Sites in this lesson to create their own websites about the Tudors. They will explore the features of Google Sites and how it works, before planning and creating their own website with several pages, to include text, pictures and other features.	<ul style="list-style-type: none"> <li>Do children understand what a website is and how it is constructed?</li> <li>Can children add basic elements to a Google Site to create a website?</li> <li>Can children edit and amend a Google Site to make it appropriate to the purpose?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Challenge Card 3A/3B/3C</li> <li>Class Google Account access</li> <li>Tudor images to save to Google Drive</li> <li>Website Evaluation Cards (plenary)</li> </ul>

# The Tudors : Cross-Curricular Topic : Year 3/4

DT				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to design, make and evaluate a model of a Tudor house.	Children explore the materials used to make houses and buildings in the Tudor times. They look at the designs of the houses and how the architects solved problems when using glass for window panes and the structure of the beams when constructing the house.	<ul style="list-style-type: none"> <li>Can children recognise and describe the features of a Tudor house?</li> <li>Can children design and make a model of a Tudor house, using appropriate materials, tools and techniques?</li> <li>Can children evaluate their finished work and say what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Picture Cards (FSD? activity only)</li> <li>Boxes</li> <li>Mod roc</li> <li>Black card</li> <li>Corrugated card/art straws/straw (for roof)</li> <li>Paint</li> <li>Rulers</li> <li>Glue</li> </ul>
<b>Lesson 2</b>	To be able to design, make and evaluate a Tudor crown.	In this lesson the children must use their knowledge of different materials to make appropriate selections in order to create a Tudor crown. They will draw their own design or a design for a specific member of the Tudor royal family. After finishing their crown they will evaluate the choices they made and if they were suitable for the purpose.	<ul style="list-style-type: none"> <li>Can children design a product, thinking about who will use it and what it will be for?</li> <li>Can children combine materials and use appropriate techniques to make a crown according to their design?</li> <li>Can children evaluate their finished product and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Cards 2A/2B/2C</li> <li>Worksheet 2A/2B/2C</li> <li>Design Criteria Cards (FSD? activity only)</li> <li>A4/A3 paper (FSD? activity only)</li> <li>Materials (e.g. card, fabric, tissue paper, beads, sequins, stick-on jewels, etc.)</li> <li>Tools (e.g. rulers, sticky tape, staplers, scissors, etc.)</li> </ul>

