



## History Curriculum

### Year 5 Spring: How did the Tudors rule Britain and what were their relationships abroad?

#### National Curriculum

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

##### Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

#### Thematic progression

This topic builds on the themes of exploration and discovery in Space (Year 3) and invasion and resistance in the Romans (Year 3) and the Anglo Saxons and Vikings (Year 4). It also builds on understanding of monarchy and the spread of Christianity during the Anglo Saxon and Viking era (Year 4).

It is a platform for learning about growth of the British Empire (Year 6).

#### Concepts

Strength  
Sustainability  
Loyalty  
Faith  
Reform  
Love  
Power

#### Powerful Knowledge – Overview:

#### Common misconceptions and barriers

##### Some pupils may think that:

- The English throne has always passed smoothly to the eldest heir
- It was easy for people to get divorced in the past
- People have always known about and visited all the continents of the world
- England has always been at peace with other countries in Europe
- History is fixed and not open to interpretation or able to be rewritten as we discover new evidence

##### Some pupils may have the follow barriers:

- Some pupils may not recall prior learning about the difference between the Catholic and Protestant religions
- Some pupils may have a secure understanding of the key historic periods prior to the Tudor period
- Some pupils may not have a secure understanding of the map of Europe

**Enquiry 1. How did the Tudor Dynasty begin?**

- The Battle of Bosworth in 1485 was victory for the House of Lancaster over the House of York.
- Henry VII became the first Tudor king and adopted the Tudor Rose.

**Enquiry 2. How did Henry VIII strengthen his position as King of England?**

- Henry VIII created an elaborate Court to display his power.
- Henry VIII became the Head of the Church of England so that he could divorce Catherine of Aragon and marry Anne Boleyn.
- Henry VIII had six wives, who were ‘divorced, beheaded, died, divorced, beheaded, survived’.

**Enquiry 3. What does Elizabeth’s visit to Kenilworth Castle tell us about Elizabethan times?**

- The nobility enjoyed wealth, power and pleasure in homes like Kenilworth Castle while ordinary people worked hard and were often very poor.

**Enquiry 4. What does the story of Sir Francis Drake tell us about the Tudor World?**

- Sir Francis Drake was the first Englishman to circumnavigate the world in 1577-81.
- In 1588, The Spanish Armada tried to invade England and was defeated.

**Enquiry 5. Beyond Elizabeth’s Court: What was it like to live in Elizabethan times?**

- People’s lives were very different depending on whether they were men or women, rich or poor or black or white.

	Key Question	History Skill	Learning Objective	Vocabulary	Outcome
<b>Enquiry 1 How did the Tudor Dynasty begin?</b>					
1	How did the Tudor Dynasty begin?	<p><b>Constructing the past</b></p> <ul style="list-style-type: none"> <li>• Establish clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Combine overview and depth studies to support understanding of both the long arc of development and the complexity of specific aspects of the content.</li> </ul> <p><b>Sequencing the past</b></p>	<b>I can examine why and how the Tudors came to power.</b>	Battle, Bosworth, 1485, House of Lancaster, House of York, Henry VII, Henry VIII, Mary I, Elizabeth I, Edward VI, Tudor, Rose, Royal family,	Written outcome (paragraph) explaining how the Tudor Dynasty began.

		<ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>			
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**Think and Link:** Recall previous learning about the history of Britain – Roman invasions, Anglo Saxon and Viking invasions. How are new kings and queens identified in England today? Who is our current monarch and when were they/will they be crowned? In the 1400, the powerful barons and their families argued and fought over who should rule England, so it wasn't a smooth transition like it is today.

Provide children with the Tudor family tree, images of Richard III and Tudor monarchs, images of the White Rose of York, the Red Rose of Lancaster, the Tudor Rose, images of the Battle of Bosworth field, maps locating York, Lancaster, Bosworth in Leicestershire to help them construct the events surrounding the accession of the Tudors.

**Disciplinary Knowledge:**

- Pupils can establish a clear narrative about the past using a range of secondary sources.
- Pupils can develop a chronological understanding about the emergence of Tudor dynasty.

**Substantive Knowledge:**

- The Tudor dynasty was a series of kings and queens of England.
- The line of rulers started in 1485 and lasted until 1603.
- The first Tudor King was Henry VII. There had been conflict between Henry Tudor from the House of Lancaster, and King Richard III, from the House of York since 1455 over who should rule England. During this time there were lots of battles, known collectively as the Wars of the Roses.
- On 22<sup>nd</sup> August 1485 Henry Tudor defeated King Richard at the Battle of Bosworth Field in Leicestershire and became King Henry VII.
- Originally from Wales, Henry claimed the throne by inheritance (distantly on his mother's side) and by the judgement of God given by success in battle.
- Henry VII ended the feuding between the Houses of York and Lancaster by marrying Elizabeth of York in 1486, combining the red and white roses representing Lancaster and Yorkshire into the Tudor Rose.
- The subsequent Tudor kings and queens were Henry VII, Edward VI, Queen Mary I and Elizabeth I.
- When Henry VII died in 1509, Henry VIII became the next King of England.

**Stretch Descriptor:** Use an iPad to research how the red and white roses are used as emblems today.

**Enquiry 2 How did Henry VIII strengthen his position as King of England?**

2	How did Henry VIII use his court to strengthen his position as King?	<p><b>Interpretation and using sources as evidence</b></p> <ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about significance.</li> <li></li> </ul>	<b>I can interpret sources to understand how Henry VIII wanted to demonstrate his power.</b>	court, nobility, lord, knight, Eltham Palace, attend, advisor, Cardinal Wolsey, page, esquire, groom, usher, privy chamber, pallett room, barber, punishment, chamber, display, wealth, arise, discreet, sober, apparelling, vile, misguided, disclosing, diligent	Use the sources to explain how Henry built his image and presented himself to others, through portraits, palaces and how he was attended by his servants.
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**Think and Link:** How did the Tudor's come to the throne? Recap previous lesson. Do you think Henry VII felt secure in his position as King?

Introduce Henry VIII (1509-1547) through his portraits. How did Henry wanted to present himself? What is he wearing? What are his clothes made of? What else is in the portraits? What could this symbolise.

Introduce the idea of a royal court – the King's household which was the political and cultural centre of the nation, where anybody who was anybody wanted to be (despite the risks). Use video footage to show opulence. Show images of Henry's royal palaces (in particular Hampton Court). How did Henry use his palaces and the court to strenghten his position as the King of England? What was he afraid of?

Use the **National Archives** primary source extracts to identify how Henry's ordinary and noble servants were expected to wait on him – Who were the only people that were allowed to touch the king? what does this tell us about Henry's view of monarchy?

How do our politicians and monarch control their public image to day?

**Disciplinary Knowledge:**

- Pupils can interpret primary sources to understand the past.
- Pupils question primary sources to idenify manipulation of public image and the significance of symbols in portraits
- Pupils learn to infer meaning from primary sources, such as why Henry asked his servants not to repeat what they heard in his private chambers.

**Substantive Knowledge:**

- Henry VIII was determined to be a great king, looked up to by everyone so he had grand portraits painted, built huge palaces and created a lavish court.
- Henry knew that his legitimacy to the throne was not that strong, and feared that rival barons may challenge him so he wanted to make himself appear more magnificent and therefore separate from the barons.
- Henry had many servants at court (nearly 1000 people attended him at Hampton Court). The quality of servants was important so kings and great barons had always taken yong boys from their friends' families into their households. But Henry wanted the young men to have more than noble birth, they were expected to play, sing and compose music, read and discus books, speak several languges, as well as wrestle, play tennis, joust and hunt. Henry could do all these things superbly.
- In 1526 a strict and detailed set of rules outlined how the servants were expected to behave and perform their duties in Henry's household and it separated the ordinary servants and grooms, from the pages, esquires and gentlemen of the privy chamber who were the sons of the powerful lords and knights.

**Stretch Descriptor:** Write an evaluation of whether Henry's court achieved his ambition of strenghtening his position as king.

3	What was the significance of Henry VIII's marriage to Anne Boleyn?	<p><b>Significance</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about significance.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about cause and effect.</li> </ul> <p><b>Interpretation and using sources as evidence</b></p>	<p><b>I can assess the significance of Henry VIII's marriage to Anne Boleyn.</b></p>	Catholic, Protestant, Pope, Catherine of Aragon, Anne Boleyn, annulled, papal consent, marriage, divorce, male heir, excommunicated, Supreme Head of the Church of England, break, Rome	Children use their knowledge to assess the significance of Henry's marriage to Anne Boleyn using the significance descriptors.
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|  |  | <ul style="list-style-type: none"><li>• Understand how our knowledge of the past is constructed from a range of sources.</li></ul> |  |  |  |
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**Think and Link:** What can you remember about Henry's personality from the previous lesson? What does he like to do? How does he choose to present himself to others? How maintain his power and control others?

Explain to the children that they are using the history skill of significance and share the 5 descriptors that they will use to assess how significant the marriage was.

Share information about Catherine of Aragon and why Henry married her.

Why was it important for Henry to have a male heir? (link to previous lesson and legitimacy of rule).

How did Henry meet Anne Boleyn? – think about who Henry would have been mixing with at court (link to previous lesson).

Link to RE and understanding of Christianity and the role of the Pope as head of the Catholic church. Link to Year 4 Anglo Saxons topic – conversion of Britain from paganism to Christianity when Pope Gregory the Great sent Augustine in 596 AD.

Explain what happened after Henry broke with Rome, and established the Church of England. Explore the impact of this on the people of England.

**Disciplinary Knowledge:**

- Pupils can assess the significance of Henry's marriage to Anne Boleyn considering 1. Importance, 2. Profundity, 3. Quantity, 4. Durability, 5. Relevance (see supporting Significance document)

**Substantive Knowledge:**

- Henry married Catherine of Aragon in 1509. She was the daughter of the King and Queen of Spain and it was marriage of political convenience. She had previously been married to Henry's older brother Arthur, who died in 1502.
- Although she gave birth 8 times, only one child, a girl (Mary) survived. Henry wanted a male heir.
- Henry fell in love with Anne Boleyn, and wanted to divorce Catherine to marry her. The Pope refused to allow a divorce.
- Henry married Anne Boleyn in 1532, and had his marriage to Catherine annulled in 1533, without the Pope's consent.
- The Pope excommunicated Henry (excluded him from the Roman Catholic Church).
- Henry retaliated by establishing himself as the Supreme Head of the Church of England.
- The break with Rome followed and this involved separating the English Church from the Roman Catholic Church. Henry dissolved or closed all of the monasteries in England, as he said they were corrupt, taking over their land and wealth. This is the beginnings of what was known as The Reformation.
- When the monasteries were closed, many of the highly decorated manuscripts created by monks were destroyed, and the monks no longer educated children and provided food to the poor. The Bible was read in English, not in Latin.
- Anne gave birth to Elizabeth in 1533 and she was to become Queen Elizabeth I.

**Stretch Descriptor:** How might things have been different if Catherine had given birth to a male heir?

4	Why did Henry VIII have six wives?	<p><b>Sequencing the past</b></p> <ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul> <p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about cause and effect.</li> </ul> <p><b>Change and development:</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul>	<p><b>I can sequence Henry VIII's marriages and associated events.</b></p>	<p>Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, annulled, consent, executed, marriage, divorce, lady-in-waiting, Spanish, German, widow.</p>	<p>Practical work constructing the scaled timeline and creating own cards to place along. Record children narrating the story and making links using iMovie or Voice note.</p>
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**Think and Link:** Who was Henry VIII's first wife? Why did he marry her? Why did he divorce her? Who did he marry afterwards? What was the significance of his marriage to Anne Boleyn? Do you think he married again? Why?

The children will research Henry VIII's six wives to ascertain the key information about who the women were, why Henry married them, and why the marriages ended.

Identify and sequence the marriages and associated events.

Children to construct and scale events on a timeline using suitable practical apparatus to understand when things happened in quick succession and when there are intervals when less happened (what does this show?).

Pupils to work collaboratively to retell the story of Henry's marriages.

Pupils make links to other learning (how much easier would it have been for Henry to get a divorce the second time?, links to learning at Hampton Court Palace).

#### **Disciplinary Knowledge**

- Pupils will sequence key marriages and associated events in Henry's life.
- Pupils will scale the events on a timeline.
- Pupils will narrate the key events.

#### **Substantive Knowledge:**

- Marriage to Catherine of Aragon 1509. (1485-1536). Daughter of the King and Queen of Spain. Gave birth 8 times, but only a daughter (Mary) survived. Henry annulled the marriage because they didn't have a male heir and he was in love with Anne Boleyn.
- Marriage to Anne Boleyn 1532. The daughter of an aristocrat they met in 1525, but Anne refused to just be his mistress. After failing to produce a son (Anne gave birth to Elizabeth in 1533), Henry lost interest and she was executed on false charges of adultery in 1536.
- Marriage to Jane Seymour 1536 (1509-1537). Jane was one of Anne Boleyn's ladies-in-waiting. She married Henry 11 days after Anne's execution. She died only days after giving birth to Edward in 1537.
- Marriage to Anne of Cleves 1540. (1515-1557). Henry agreed to marry Anne of Cleves after being shown a portrait of her. She was the daughter of a German prince and their marriage was intended to strengthen England's ties with the German states in the face of opposition from European Catholic powers. Henry called her the 'Mare of Flanders' and divorced after 6 months of marriage.
- Marriage to Catherine Howard 1540. (1525-1542). A cousin of Anne Boleyn. Married her days after divorcing Anne of Cleves. She was 19 and he was 49. In 1542 she was executed for adultery.

- Marriage to Catherine Parr 1543. (1512-1547). Already twice widowed, she was known for her learning and sensitivity. Proved an ideal stepmother for three children and looked after Henry until he died in 1547.

**Stretch Descriptor:** Which of Henry's marriages do you think was the most successful? Explain why.

5	What did people think of Henry VIII?	<p><b>Interpretation and using sources as evidence</b></p> <ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Planning and carrying out a historical enquiry:</b></p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation.</li> <li>• Develop appropriate use of historical terms.</li> </ul>	<p><b>I can justify why it is possible to have different interpretations of Henry VIII.</b></p> <p>I can recognise different interpretations of Henry VIII.</p> <p>I can identify how Henry VIII was presented in an account.</p> <p><b>STRETCH</b> <b>Which interpretation do you think is the most realistic?</b></p>	<p>opinion, primary source, secondary source, evidence, interpret, investigate, quote, suitability, kingship, character, courtiers, garments, divine, potentate, monarch, rejoices, extortion, literality, bountiful, immortality, scholar, ferocious, abominable, tyrant, Flanders, mare, utter, jousting, reigned</p>	<p>Analyse the contemporary views of Henry and explain why there are different opinions.</p>
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**Think and Link:** What do you think of Henry VIII so far? Was he a good king or a bad king? What makes a good or bad king?

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Recap what the children know about Henry so far.

Examine Henry's contribution to building up the English Navy and laying the foundations for the Royal Navy.

Henry could be paranoid and was responsible for executing anyone who didn't agree with him. Who do you think might have reason to disagree with Henry? Explore some of the groups of people Henry had executed (members of the clergy, people who didn't recognise him as head of the English Church, members of court who he couldn't trust or no longer needed).

Examine the primary sources from **Nuffield Primary History** which give contemporary views of Henry.

Why are there different interpretations of Henry? Who's views are they? Emphasise the fact that there are always different interpretations of history – even if an event has been witnessed by the same people, they may have different opinions about it. When interpreting history, children should be encouraged to use the EVIDENCE we have, and to think about HOW that interpretation has come about.

**Disciplinary Knowledge:**

- Pupils can use evidence to identify interpretations of Henry VIII
- Pupils can question the reliability of the evidence and identify any bias e.g. the Pope's view of Henry based on the fact that Henry ignored the Pope's wishes.
- Pupils understand that evidence can be interpreted in different ways.

**Substantive Knowledge:**

- Henry remains a controversial figure, which means opinions are divided about how good a king he was.
- Key events examined so far: divorce from Catherine, break with Rome and setting up of Church of England, dissolving the monasteries,
- Henry significantly increased the English Navy to help defend the country (Mary Rose battleship sank 1545) and built up the army, using his wealth boosted by income from the monasteries.
- He built alliances with other countries, although the Catholic countries were critical of him, and was able to make England a powerful country.
- Anyone who opposed Henry, which he saw as treason, was executed and uprisings were dealt with forcefully. Henry even executed supporters and advisors like Thomas Cromwell and Thomas More when they failed him.
- Henry was also known as an intelligent scholar, who wrote music and poetry. He encouraged the arts.

**Stretch Descriptor:** Compare how people viewed Henry, with the image of him that he tried to present to people. Who bought into his image of himself and who saw through it?

**Enquiry 3 Why did Elizabeth become Queen of England in 1558?**

6	Why did Elizabeth become Queen of England in 1558?	<b>Change and development:</b> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul> <b>Cause and effect</b> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about cause and effect.</li> </ul>	I can identify the changes and similarities between the reigns of Henry VIII and Elizabeth I.	Elizabeth, Mary, Edward VI, Henry, Roman Catholic, Protestant	A table showing the change and the continuity in the period from Henry VIII and Elizabeth I.
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**Think and Link:** How difficult was it for Henry VII to become the King of England? What was Henry VIII's greatest fear? Who do you think is next in line to the throne? What problems could there be on the death of Henry VIII?

**Disciplinary Knowledge:**

- Pupils will identify changes that took place in the period from Henry VIII's death to Elizabeth's accession to the throne.
- Pupils will identify continuity in the period (conflict between the Protestants and the Catholics, themes of legitimacy, popularity and public image).
- Pupils will identify similarities in the personalities of Henry VIII and Elizabeth I.

**Substantive Knowledge:**

- When Henry VIII died in 1547, his son, became Edward VI, at the age of 9 years old. During his reign the Protestant Church of England continued to develop. Edward died in 1553 at the age of 15.
- After Edward's death, his older sister, Mary, marched on London and seized the throne. She was the daughter of Catherine of Aragon and therefore a Catholic. She re-established the Catholic church and had 300 Protestants burned at the stake. She became known as 'Bloody Mary'. She married Philip, the Catholic heir to the Spanish throne, which was unpopular. Mary died in 1557.



- Elizabeth became queen in 1558 at the age of 25. Her position was not secure because of tensions between Catholics and Protestants, but Elizabeth was able to reinstate a less extreme form of Protestantism and did not attack Catholics.
- Elizabeth was a popular and successful monarch. During her reign England became an important European power and art and culture flourished. She never married because she didn't want to share the throne and said she was 'married to England'.

**Stretch Descriptor:** Predict what might have happened if Mary had lived and ruled for longer.

#### Enquiry 4 What does the story of Sir Francis Drake tell us about the Elizabethan world?

7	What does the story of Sir Francis Drake tell us about the Elizabethan world?	<p><b>Constructing the past</b></p> <ul style="list-style-type: none"> <li>• Establish clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Combine overview and depth studies to support understanding of both the long arc of development and the complexity of specific aspects of the content.</li> </ul> <p><b>Change and development:</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul>	<p><b>I can deduce information about the Elizabethan world from Sir Francis Drake's actions.</b></p>	<p>trade, exploration, seamen, merchants, empire, monopoly, routes, piracy, plundered, lucrative, maritime, circumnavigate, globe, voyage, raided, settlements, luxury goods, memorial, enslave</p>	<p>Annotate a historic map from the 16<sup>th</sup> century, noting the activities of Sir Francis Drake and make comparisons with what other nations were doing at the same time.</p>
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**Think and Link:** From previous lessons, describe the relationship between the Tudor monarchs and the Spanish monarchs? How have alliances (friendships) been made? What has threatened that friendship?

Look at 1979 memorial to Sir Francis Drake produced for Westminster Abbey. [Sir Francis Drake | Westminster Abbey \(westminster-abbey.org\)](http://www.westminster-abbey.org) What does this plaque commemorate? Why is Sir Francis Drake important?

Watch a video introducing Sir Francis Drake [Dan Pew - Drake Film V2 on Vimeo](#) Was Drake a hero?

Examine the activities of the Spanish and Portuguese people establishing trading colonies in South America and enslaving Africans.

Think and Link – recall the trading relationship between the Portuguese and the people from the Kingdom of Benin (Year 4 topic).

Link to explores like Neil Armstrong (Year 1) and the Vikings (Year 4). How do their issues, methods and achievements compare to those of Sir Francis Drake?

**Disciplinary Knowledge:**

- Pupils can establish a clear narrative about the activities of Sir Francis Drake and his exploration of the globe.
- Pupils can make connections between the activities of the English, Spanish and Portuguese explorers.
- Pupils can make links between this topic and the study of the Kingdom of Benin.

**Substantive Knowledge:**

- Throughout the Tudor period, many nations, most notably the Spanish and the Portugese were exploring the globe, seeking new lands for trade and resources.
- Francis Drake was the first Englishman to circumnavigate the globe 1577-81. During the voyage, he raided several Spanish settlements and returned to England a rich man. Queen Elizabeth knighted Drake on his return.
- Drake was a pirateer, which meant he had the support of Elizabeth I to raid and steal from ships, often Spanish galleons.
- At the time of these ‘Voyages of Discovery’, Spanish and Portugese people were involved in taking people from Africa and making them work as slaves in their colonies in South America. Drake occasionally traded enslaved people across the Atlantic.
- On one voyage, Drake worked with a group of Africans in Central America called the Cimaroons, who helped him to capture Spanish silver. Some of the Cimaroons choose to join Drake’s crew and one of them named Diego, was on the ship when Drake sailed around the world. (ref. David Olusoga, ‘Black and British’, p. 34)

**Stretch Descriptor:** How has the map of the world changed since the 16<sup>th</sup> century?

8	Why were there so many shipwrecks in 1588?	<p><b>Cause and effect</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about cause and effect.</li> </ul> <p><b>Sequencing the past</b></p> <ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>	<p><b>I can analyse the causes and effects of the Spanish Armada sailing to invade England.</b></p>	Armada, feet, invasion, invade, overthrow, Protestant, Catholic, rebels, independence, Phillip II, seamanship, artillery, tactics, boarding, gun-carriage, warships, cannons, gun-ports, battle, assembled, admiral, anchored, wrecked, defeat	Statements of cause and effect which explain the success of the English over the Spanish Armada.
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Think and Link: What is the relationship between the English and the Spanish during the Tudor period? During Elizabeth’s reign?

Why do you think King Philip II of Spain might want to invade England?

Study portraits of Elizabeth I, Philip II and paintings of the English ships and Armada ships and the battle. Explore maps showing the route of the Armada and where battles took place.

Bearing in mind that Spain is an important sea faring nation at this time, how might the Spanish invade. Look at Spanish and English warships – How were they sailed? How did they attack? What weapons did they have on board? Which side had the superior skills?

What were the events leading up to the Spanish Armada sailing to the English Channel? Examine Sir Francis Drake’s attack on Cadiz. How did this help?

What happened when the Spanish arrived in the English Channel? Identify the key battles and the outcomes.

Identify the key events in the story, then ask, what caused or led to this event taking place? What were the consequences or effects of it?

**Disciplinary Knowledge:**

- Pupils will identify the causes of key events surrounding the Spanish Armada’s attack in the English Channel.
- Pupils will identify the effects of the key events surrounding the Spanish Armada’s attack in the English Channel.

**Substantive Knowledge:**

- In the 1580s relations between England and Spain had been getting worse. King Philip II was hostile because England was a Protestant country, Elizabeth had been helping rebels fighting in the Low Countries, Elizabeth had had the Catholic Mary, Queen of Scots executed in 1587, English sailors kept attacking Spanish ships in the New World. Elizabeth was unhappy because English ships were barred from trading with the Spanish Empire and Philip was encouraging her Catholic subjects to rebel.
- By May 1588, Philip had finished preparing a fleet, the Spanish Armada, to invade England. 130 ships would sail up the English Channel and link up with the Spanish army in the Low Countries and they would invade England. Protestant Queen Elizabeth I would be removed from the throne and replaced with a Catholic ruler.
- The English Stretch Descriptor: knew the armada was coming and had been preparing for years by building new ships, forts and warning beacons.
- Francis Drake had disrupted Spanish preparations by attacking the Spanish fleet in Cadiz harbour in 1587 and sinking 37 ships.
- The main battles took place off the French coast in August 1588. The English won because of superior seamanship, artillery tactics and bad weather (the armada was blown north).
- The Spanish lost half their ships and men.

**Stretch Descriptor:** How important was it for the English to defeat the Spanish Armada?

**Enquiry 5. Beyond Elizabeth's Court: What was it like to live in Elizabethan times?**

9	How hard was life for ordinary people in Elizabethan times?	<p><b>Planning and carrying out a historical enquiry:</b></p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation.</li> <li>• Develop appropriate use of historical terms.</li> </ul> <p><b>Change and development:</b></p> <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul>	<p><b>I can respond to a historical enquiry by thoughtfully selecting source material.</b></p>	<p>Poor Law, parish, vagabond, beggar, homeless, men, women, rich, poor, black person, parish, landowner,</p>	<p>An explanation of what life was like for ordinary people during Elizabethan times.</p>
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**Think and Link:** What was the court of Henry VIII like? How do you think it compared to the court of Elizabeth I? How many people lived like this? How do you think other people lived? What about the poorest people in England during Elizabethan times?

**Disciplinary Knowledge:**

- Pupils can research and thoughtfully select information to answer an enquiry question.
- Pupils can organise information to answer an enquiry question.
- Pupils can use appropriate historical terms.

**Substantive Knowledge:**

- Life in Tudor times was harsh for ordinary people - the average life expectancy was just 35 years. Most Tudor people lived in the countryside, but some people lived in towns or big Tudor cities like London, Bristol or Norwich.

- People undertook a huge variety of jobs from apothecary to candlemaker and scribe. Others were landowners.
- People lived in timber framed houses.
- Life was especially hard for the poor. Homeless people known as 'vagabonds' were treated harshly because people worried that law and order disintegrate otherwise. In 1601 The Poor Law established workhouses for people who were too old or ill to work. People who refused to contribute money to help the poor could now be sent to prison.
- Elizabeth made a proclamation that all black people should be removed from the county.

**Stretch Descriptor:** How did the Queen and aristocracy view ordinary people in Elizabethan times?