

Tudor Times

Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre Visit	Spot The Difference	<p>Learning objective: To identify and understand the similarities and differences between Tudor and modern-day dress</p> <p>Children select a picture of a Tudor man or woman (high status or low status) and a picture of a man or woman from the modern day.</p> <p>They should study the pictures and label the items of clothing, naming them and suggesting the material they may be made out of.</p> <p>Children should then write a paragraph summarising the main differences (i.e. “women wear trousers in the modern day but in Tudor times they wore dresses”) in the items and material of clothing between the two eras.</p> <p>This can be repeated with the second image.</p>	<ul style="list-style-type: none"> • A4 sized pictures of a Tudor man or woman (high status and low status) and of a generic man or woman from the modern day. • Pencils • Rules for straight lines and scientific labelling. • English books, Rough books or lined paper. • Coloured pencils and plain paper/Art books for Extension. 	<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>English (writing composition)</p> <ul style="list-style-type: none"> • Writing for different purposes. <p>Art and Design</p> <ul style="list-style-type: none"> • To use drawing painting and sculpture to develop and share their ideas, experiences and imagination



		<p>Extension: Children can design their own Tudor costumes. They should think about whether they are high or low status, what sorts of colours and materials would be available to them in Tudor times and how practical their outfit is if they are a servant and need to do some form of activity!</p>		
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Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre Visit	A Tudor Treasure Hunt	<p>Learning objective: To identify and understand the similarities and differences between Tudor and modern-day objects</p> <p>Print out ten images - five Tudor and five comparative modern day images of objects - and hide them about the room</p> <p>Children must find the images and then work out which go together and explain why.</p> <p>The class then have a discussion on what are the similarities and differences between Tudor times and modern times. What can the pictures they have found tell them about Tudor times?</p> <p>Does anything surprise them? Can they think of any other aspects of life that might be different or similar between Tudor times and modern times?</p>	<ul style="list-style-type: none"> Image of a Tudor toy, a Tudor hat, a Tudor barge, a Tudor coin and a Tudor portrait to contrast with images of modern day toy (something like a remote control car, which requires batteries or electricity to run, a baseball cap, a car, a modern day coin and a photograph (perhaps a selfie of the teacher and TA would be quite amusing to the children!)) 	<p>History</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality. <p>English</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates

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Pre Visit	Title	Activity	Resources	National Curriculum Links
Pre Visit	Old or New?	<p>Learning objective: To identify and understand the similarities and differences between Tudor and modern-day objects</p> <p>Show images of both Tudor and new objects.</p> <p>Pupils clap their hands to indicate if they think that the object is old or new (i.e. one clap for old, two claps for new);</p> <p>Pupils give reasons for why they think an object is old or new;</p> <p>Share thoughts with the rest of the class;</p> <p>Answer revealed and the next object is introduced.</p>	<ul style="list-style-type: none"> • Images of Tudor and modern objects 	<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality.

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Pre visit	Status Game	<p>Learning objective: To understand that Tudor society had a strict hierarchy</p> <p>Explain that in Tudor times people were treated differently according to how important they were.</p> <ul style="list-style-type: none"> • Divide group into Peasants (have lots of these), Knights, Lords, Dukes, Kings (and female equivalents). • Explain that the King earns as much money as they want, Dukes earn £10,000, Lords £1,000, Knights £100 and Peasants £2. • Tell the group to get into line with the most important at one end and the least at the other. • Once they've got into order they should then walk around the room being their type of person and greet each other. • Explain that if you are less important than someone else you should bow to them to show this. <p>Swap around if necessary and time allows.</p>		<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>English</p> <ul style="list-style-type: none"> • Drama and role play

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Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre & Post Visit	What Do We Know About Hampton Court Palace?	<p>Learning objective: to share thoughts and ideas about Hampton Court Palace and the Tudors</p> <p>Pre Visit Before your visit, the pupils can show how much they already know about Hampton Court and the stories in its history.</p> <ol style="list-style-type: none"> 1. Working as a class, pupils sit in a circle on the carpet. The teacher acts as scribe. Write 'Hampton Court Palace' in the centre of the sugar paper, and mind map all suggestions given by pupils about the Palace. 2. Working as individuals at tables, give all the pupils a plain piece of paper and one coloured pen, and have them mind map key words relating to what they already know about Hampton Court Palace. They can draw if they would prefer. <p>It doesn't matter how much the class know, or if some facts aren't quite true!</p> <p>Post Visit On the same piece of paper, whether as a class or as individuals, use a different coloured pen to add in all the things you know about Hampton Court.</p> <p>Particularly when working as individuals this exercise should give the children confidence in how much knowledge they have gained from the trip to the Palace.</p>	<ul style="list-style-type: none"> • A2 plain sugar paper and a coloured felt tip if working as a class; plain A4 and coloured pens if working as individuals. 	<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates

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		Extension: Discuss with pupils their top fact and what surprised them the most.		
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Post Visit	My Tudor Bedroom	<p>Learning objective: To imagine and describe what a Tudor bedroom would have looked like</p> <p>Children choose whether they are to be a higher or lower status Tudor.</p> <p>They can design their ideal Tudor bedroom, thinking about the materials and items that would be available in Tudor times - they could be encouraged to think back on the types of rooms they saw on their visit.</p> <p>The materials should then be labelled.</p> <p>Extension: Children can draw their own bedrooms, and label the materials present in their room. HA pupils can write a couple of sentences, comparing and contrasting the materials used in the two rooms.</p>	<ul style="list-style-type: none"> • Plain paper or Art books • Coloured pencils • LA/MA children may want images of Hampton Court Palace interiors for assistance, for example the Great Hall. 	<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>Art and Design</p> <ul style="list-style-type: none"> • To use drawing painting and sculpture to develop and share their ideas, experiences and imagination

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Post Visit	Who Am I?	<p>Learning objective: Imagine how a Tudor royal thought and felt</p> <p>Working as a class- one pupil takes the hot seat adopting the character of someone they have learnt about/or who imagine lived at Hampton Court Palace. The other children can take it in turns to ask questions to ascertain who the person is.</p> <p>For example, to Henry VIII - “Why did you have Anne Boleyn’s head chopped off?”; “What was your favourite thing about living at Hampton Court Palace?”</p> <p>Pupils can apply a mixture of historical knowledge and imagination here.</p>		<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>Drama</p> <ul style="list-style-type: none"> • Adopt, create and sustain a range of roles, responding appropriately to others in role. • Opportunities to improvise and devise drama. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

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Post visit	Holbein Rules	<p>Learning objective: To think about why the Tudors painted their portraits in the way that they did</p> <p>The class is shown some Holbein portraits to study form and materials used Discuss what objects are included in the paintings and why they might be there. What is the painter/poser trying to tell us?</p> <p>Each pupil should paint a portrait of themselves in Tudor clothes. They should consider how they will sit/stand, how the clothes will reflect their personality, how would they like to be portrayed to others?</p> <p>They should then add an object(s) that they think is important to them.</p>	<ul style="list-style-type: none"> • Images of the Holbein portraits of Tudor royals • Drawing materials Mirrors 	<p>Art and Design</p> <ul style="list-style-type: none"> • Find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>

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