



NC OBJECTIVES	KEY KNOWLEDGE AND VOCABULARY
<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Continue to develop a chronologically secure knowledge and understanding world history</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Know that the <b>Tudor period</b> was from <b>1485 and 1603</b> in <b>England and Wales</b></li> <li>• Know who the Tudors were</li> <li>• Know the members of the <b>Tudor royal family</b></li> <li>• Know that they came to power after the <b>Battle of Bosworth</b></li> <li>• Complete a <b>family tree</b> to find out how the Tudors were related to one another</li> <li>• Place key events from the Tudors on a timeline</li> <li>• Know that <b>King Henry VIII</b> was the King from <b>1509 to 1547</b></li> <li>• Find out about King Henry VIII's appearance and character</li> <li>• Know that King Henry VII had <b>six wives</b> – <b>Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, and Catherine Parr</b></li> <li>• Know the rhyme <b>divorced, beheaded, died, divorced, beheaded</b>, survived as a way of remembering what happened to each of King Henry VIII's wives</li> <li>• Know what people wore in Tudor times</li> <li>• Use paintings and illustrations of different people in the Tudor period to consider the differences between Tudor fashion and fashion today</li> <li>• Know about the different items of clothing for men and women</li> <li>• Know what the Tudors ate and which foods were available in Tudor Britain</li> <li>• Compare some of the foods we enjoy today would not have been available in Tudor Britain.</li> <li>• Know about the <b>Tudor diet</b> and the differences in the foods rich and poor Tudors ate, including the <b>outrageous banquets</b> of the very richest Tudors</li> <li>• Investigate <b>crime and punishment</b> during the Tudor period</li> <li>• Know some of the reasons for high rates of <b>thievery</b> in Tudor Britain</li> <li>• Know some other <b>common crimes</b>, many of which would not be considered criminal today</li> <li>• Know about the ways in which Tudors <b>punished crimes</b>, including many punishments designed to give maximum pain or humiliation</li> <li>• Know what life was like for Tudor children</li> <li>• Consider the biggest difference between childhood today and in Tudor times</li> <li>• Learn about the lives of both rich and poor Tudors</li> <li>• Learn about work, education and toys in Tudor times</li> <li>• Know about the high rate of <b>infant mortality</b> in Tudor times</li> <li>• Use a range of <b>primary sources</b> (Original documents such as diaries, speeches, manuscripts, letters, interviews, records, eyewitness accounts, autobiographies) <b>and secondary sources</b> (where the author has not been a part of the event e.g. textbook) to find out about Tudor times</li> </ul>