HISTORY CLIPS - TUDORS

Age: 9-11

Audio on demand. These programmes are also available as audio on demand from the School Radio website for 7 days following the original date of transmission. Refer to programme titles below to find out when programmes are available as audio on demand.

www.bbc.co.uk/schoolradio
History Clips – Tudors

Teacher’s Notes written by Tim Byrne

These programmes are available as audio on demand from the School Radio website.

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History Clips – Tudors

This series of five programmes presents a variety of dramatic material depicting life in the Tudor era, with a focus on the experiences of young people and key historical figures.

Episodes:

Each programme is divided into two episodes that may be listened to individually or as part of one longer lesson. Each episode is typically about 8 minutes long.

Lesson plans:

Lesson plans are provided with one overall learning intention for the programme, which is addressed through one key teaching point and listening focus for each episode. These are reinforced by the worksheets provided for each. The Lesson plans included in these notes consist of:

Learning Intention ‘We are learning to...’
This is the overall learning intention to share with the children and guide the teachers’ delivery of the lesson.

Assessment criteria ‘What I’m looking for...’
This describes the key evidence that the teacher is looking for from the children to demonstrate their understanding of the lesson’s learning intention.

Before listening: one key fact to discuss
This section describes the most important contextual information to discuss with the children before listening to the episode. There is a discussion question to encourage the children to think about the content of the episode before listening.

During listening: one question to focus on
- Key question: A single open-ended discussion question to ask the children to think about while listening to the episode. ‘E.g. What, How, Why...’
- Instruction: A description of what the children might usefully make a note of while listening to the episode. ‘E.g. Make a note of...’
- Answers: Suggested answers to the key question in note form.

After listening: Follow up and extension activity
This section describes a suggested longer follow up activity that might take place after listening to some or all of the episodes in this programme. The activity is designed to be easy to access, yet provide an open ended challenge for the majority of children in Years 4, 5 and 6.

Differentiation and teacher support for S.E.N. / Focus group / Whole class
This section suggests how a teacher might offer support to learners in selected groups or as a whole class.
Challenge for gifted and talented learners
This section details the additional challenge teachers may set to extend gifted and talented learners.

Plenary and Assessment
This section suggests questions that might usefully conclude the lesson, assist the teacher in evaluating the children’s work and set the scene for future learning.

Planning and Curriculum Links
This section of the notes links the learning taking place in the lesson to the National Curriculum Programme of Study for History Key Stage 2 and the QCA Schemes of Work.

Using the programmes and these Teacher’s Notes:
Programmes are available to order (for UK schools and other academic institutions only) on CD. Further information is available at this page of the School Radio website:

www.bbc.co.uk/schoolradio/howtoorder.shtml

Programmes are also available as podcasts and audio on demand from the School Radio website for 7 days following transmission (check the contents table above for dates).

The podcast service allows you to download a copy of the programme to your computer in mp3 file format. This means that you can play the programme to your class either:

- direct from a computer
- from a hifi by connecting the output of the computer into a suitable input on the amplifier (which offers enhanced sound quality)
- by connecting the computer to an interactive white-board. To listen to the audio files you will need to have installed ‘Realplayer’ on your computer. This commonly-used software is easy to download from the internet if you do not already have it. There are instructions on how to do so at the BBC School Radio website:

www.bbc.co.uk/schoolradio/help.shtml
Programme 1: Henry and Elizabeth

Barney Harwood presents a light-hearted guide to the reigns of Henry VIII and Elizabeth I. The programme contains two episodes separated by a short pause. These episodes can be listened to as a whole or individually as required.

Lesson plan:

Learning intention: ‘We are learning to...’
We are learning to identify key facts and contextual information about the Tudor Era.

Assessment criteria: ‘What I’m looking for...’
As an outcome I am looking for a ‘Who’s who’ of important figures in the Tudor Era.

Programme 1: 2 episodes

Episodes can be listened to individually or as a single larger programme with breaks for discussions and activities. Share and discuss a listening focus for each episode by asking the key question and instructing the children to make the following notes.

Resources needed: – Note-making paper and pencil.

Episode 1: Henry VIII (duration 09 16)

Before listening: one key fact to discuss

- ‘Tudor’ was the name of the ruling family between 1485 and 1603. Discussion Questions: ‘How long was that?’ (118 years) How long ago was that? (524 years since the Tudor era began and 406 years since the Tudor era ended, taking the current date as 2009.) ‘What was life like back then?’ (Answers: no electricity, no TV shows, no computers, no websites.)

During listening: one question to focus on

- Key question: ‘Who are the most important figures during the reign of Henry VIII?’
- Instruction: ‘Make a note of the names of important figures and why they are important. Also note other information you find interesting.’
- (Answers: Wives in order of appearance; Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr. Children; Mary, Edward, Elizabeth. Others; Cardinal Wolsey, Thomas More.)
Episode 2 Elizabeth I (duration 07 57)

Before listening: one key fact to discuss

- ‘Protestant’ is a word describing groups within the Christian religion that ‘protest’ against the idea that Christian churches have to follow the instructions of the Pope, the leader of the Catholic church in Rome.

Discussion question: ‘Why do you think religion is important to the Kings and Queens in the Tudor era?’ Answer: The churches owned lots of land and collected lots of taxes of their own. This meant they had a lot of power and influence.

During listening – One key question to focus on:

- **Key question**: ‘Who are the most important figures during the reign of Elizabeth I?’
- **Instruction**: ‘Make a note of the names of important figures during the Elizabethan era and why they are important. Also note other information you find interesting.’
- (Answers: Contenders for the throne, Mary Tudor, Lady Jane Grey, Elizabeth, and later Mary Queen of Scots. Others; Lord Northumberland, King Philip of Spain, Sir Francis Drake, James VI of Scotland.)

After listening: follow up and extension activity:

**Activity:**

Create a ‘Who’s who’ for the Tudor era:

A ‘Who’s who’ is a quick reference guide to who people are and why they are famous. Entries in your Tudor ‘Who’s who’ should be no more than three sentences per person. Some examples of ‘Who’s who’ entries might read...

| Henry VII. | Started off as Henry Tudor. Won the throne from Richard III in the battle at Bosworth in 1485. His son became King Henry VIII. |
| Henry VIII. | Started the Church of England. Married six times to try to get a male heir to the throne. Was famous for being handsome and skilful when he was young. |
| Cardinal Wolsey. | Worked for Henry VIII. Failed to get Henry a divorce from Catherine of Aragon. Built Hampton Court Palace, which Henry VIII took for himself. |

**Differentiation and teacher support for S.E.N. / Focus group / Whole class:**

Use copies of the worksheet provided to support writers after listening Activity. Teacher to create additional examples as necessary.

**Challenge for gifted and talented learners:**

Can you create a ‘mind map’ of links between the different characters showing how they are connected? Your result might look something like a family tree but with other connections shown as well. You might need to draw connections between people in different colours or with different kinds of lines to show that they are connected in different ways. You might need to draw a rough version of your mind map first to work out the most sensible way of setting out your work.
Plenary and assessment:

Share and compare short ‘Who’s who’ entries that children have written with the rest of the class. What makes a good ‘Who’s who’ entry?

Planning and Curriculum links:

National Curriculum Programme of Study for History Key Stage 2:

Focus on H1 - Chronological understanding

1. Pupils should be taught to:
   a. place events, people and changes into correct periods of time
   b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

H11 - Britain and the wider world in Tudor times

10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Cross reference to English

En1 Speaking and listening: Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:
   a. identify the gist of an account or key points in a discussion and evaluate what they hear
   b. ask relevant questions to clarify, extend and follow up ideas
   c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
   d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
   e. respond to others appropriately, taking into account what they say

En3 Writing: Composition

1. Pupils should be taught to:
   a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
   b. broaden their vocabulary and use it in inventive ways
   c. use language and style that are appropriate to the reader
   d. use and adapt the features of a form of writing, drawing on their reading
   e. use features of layout, presentation and organisation effectively

QCA Schemes of work:

Unit 7: Why did Henry VIII marry six times?
Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Unit 19: What were the effects of Tudor exploration?
1: Create a Tudor ‘Who’s who?’

A ‘Who’s who’ is a quick guide to who people are and why they are famous. Entries in your Tudor ‘Who’s who’ should be no more than three sentences per person.

Some examples of ‘Who’s Who’ entries might read...

**Henry VII.** Started off as Henry Tudor. Won the throne from Richard III in the battle at Bosworth in 1485. His son became King Henry VIII.

**Henry VIII.** Started the Church of England. Married six times to try to get a male heir to the throne. Was famous for being handsome and skilful when he was young.

**Cardinal Wolsey.** Worked for Henry VIII. Failed to get Henry a divorce from Catherine of Aragon. Built Hampton Court Palace, which Henry VIII took for himself.

Helpful spellings...

**Names:** Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, Mary, Edward, Elizabeth, Lady Jane Grey, Mary Queen of Scots, Cardinal Wolsey, Thomas More, Hans Holbein, King Philip of Spain, Sir Francis Drake, James VI of Scotland, Lord Northumberland.

**Words and Phrases:** ...was the... first, second, third, fourth, fifth, sixth, ...wife of... ...was the child of... ...came from... Spain, Flanders, England, ...was the leader of... ...wanted to be... ...was king before... ...was king after... ...wanted to be queen... ...worked for... ...was the father of... ...painted portraits for... ...was executed by...

**Extra challenging words to use:** monarch, court, Protestant, Catholic, courtier.

My Tudor ‘Who’s who’

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Programme 2: Tudor rich and poor at work and play

Barney Harwood presents a light-hearted look at life in Tudor times for rich and poor. The programme contains two episodes separated by a brief pause. These episodes can be listened to as a whole programme or individually as required.

Lesson plan:

**Learning intention ‘We are learning to...’**
We are learning to understand how ordinary people lived during the Tudor era.

**Assessment criteria ‘What I’m looking for...’**
As an outcome I am looking for ‘Job descriptions’ for jobs and activities in the Tudor era.

**Programme 2: 2 episodes**

Episodes can be listened to individually or as a single larger programme with breaks for discussions and activities. Share and discuss a listening focus for each episode by asking the key question and instructing the children to make the following notes.

**Resources needed:** – Note-making paper and pencil.

**Episode 1 Rich and poor (duration 08 02)**

**Before listening: one key fact to discuss**

- If you had lots of money 400-500 years ago, what could you buy? (What is luxurious to a person in Tudor times? Land ownership, jewellery, servants. What luxuries were not available? Electronic devices, flushing toilets, powered transport etc.)

**During listening: one question to focus on**

- **Key question:** ‘What jobs need to be done for the rich and the poor?’
- **Instruction:** ‘Make a note of all the jobs that are done by rich and poor people.’
- (Answers: Moat cleaner, Cook, Tailor, Schoolchild, Schoolmaster, Marriageable daughter, Helping at home, Barber as physician, dentist and surgeon to the poor.)
Episode 2 Work and play (duration 08 21)

Before listening: one key fact to discuss

- What machines help us with jobs and activities nowadays that were not available during the Tudor era? (Answers: Vacuum cleaner, games machines, washing machines, dishwashers, tractors, powered transport, computers, etc.)

During listening: one question to focus on

- **Key question**: ‘What jobs and activities were possible in the Tudor era?’
- **Instruction**: ‘Make a note of all the jobs and activities that you could participate in.’
- (Answers: Food taster, Gong farmer, Whipping boy, Seagoing explorer, Ships boy, Poet, Farm worker, Tudor Footballer, Shepherd, Factory worker, Workhouse, Actor/Actress, Playwright.)

After listening: follow up and extension activity:

**Activity:**

Create a ‘Job description’ for jobs and activities in the Tudor Era.

A job description explains what someone’s job is. Your job descriptions need to explain what you have to be good at to do the job or activity. Your job descriptions should be about three sentences long. Some examples of job and role descriptions might read...

| **Gong farmer** | To do this job you should really enjoy cleaning things. You will need to not mind strong smells or getting your hands dirty. You will need to travel around a lot, Tudor toilets don’t get cleaned very often. |
| **Marriageable daughter** | To do this job you should be the oldest daughter in the household. You must not mind marrying the richest man you can find, no matter what he looks like. You should enjoy doing as you’re told. |
| **Tudor footballer** | To do this activity you should be strong and you should enjoy fighting. You will need to have another job to earn money because football is just for fun. You must not be scared of getting seriously hurt, because that just might happen. |

**Differentiation and teacher support for S.E.N. / Focus group / Whole class:**

Use copies of the worksheet provided to support writers after listening Activity. Or display information from the top half of the worksheet on an interactive whiteboard. Teacher to create additional examples as necessary.

**Challenge for gifted and talented learners:**

Can you write a letter applying for one of the jobs you have described? Why should you get the job? What would enjoy about doing the job? What would you want to be provided to help you do the job? e.g. ‘To be King I would definitely need a big army to keep order.’

**Plenary and assessment:**

Share and compare short job descriptions that children have written with the rest of the class. What makes a good job description?
Planning and Curriculum links:

National Curriculum Programme of Study for History Key Stage 2:

Focus on H2. - Knowledge and understanding of events, people and changes in the past
a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.

H11 - Britain and the wider world in Tudor times
10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Cross reference to English

En1 Speaking and listening: Listening
2. To listen, understand and respond appropriately to others, pupils should be taught to:
   a. identify the gist of an account or key points in a discussion and evaluate what they hear
   b. ask relevant questions to clarify, extend and follow up ideas
   c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
   d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
   e. respond to others appropriately, taking into account what they say

En3 Writing: Composition
1. Pupils should be taught to:
   a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
   b. broaden their vocabulary and use it in inventive ways
   c. use language and style that are appropriate to the reader
   d. use and adapt the features of a form of writing, drawing on their reading
   e. use features of layout, presentation and organisation effectively

QCA Schemes of work:

Unit 7: Why did Henry VIII marry six times?
Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Unit 19: What were the effects of Tudor exploration?
2: Create Tudor ‘Job descriptions’

A job description explains what someone’s job is. Your job descriptions need to explain what you have to be good at to do the job or activity. Your job descriptions should be about three sentences long.

Some examples of Tudor job descriptions might read...

**Gong farmer:** To do this job you should really enjoy cleaning things. You will need to not mind strong smells or getting your hands dirty. You will need to travel around a lot, Tudor toilets don’t get cleaned very often.

**Marriageable daughter:** To do this job you should be the oldest daughter in the household. You must not mind marrying the richest man you can find, whatever he looks like. You should enjoy doing as you’re told.

**Tudor footballer:** To do this activity you should be strong and you should enjoy fighting. You will need to have another job to earn money because football is just for fun. You must not be scared of getting seriously hurt, because that just might happen.

Helpful spellings...

**Jobs and Activities:** Moat cleaner, Cook, Tailor, Schoolchild, Schoolmaster, Marriageable daughter, Helping at home, Barber, Food taster, Gong farmer, Whipping boy, Seagoing explorer, Ships boy, Poet, Farm worker, Tudor Footballer, Shepherd, Factory worker, Workhouse/orphanage occupant, Actor/Actress, Playwright.

**Words and Phrases:** To do this job you should... To be a... ...you should be good at... ...you must not mind... ...you must be able to... clean, clear, dig, climb, eat, cook, learn, getting married, being whipped, pulling out teeth, cutting hair, teaching children, hitting people.

**Extra challenging words to use:** nobles, vagabonds, beggars, yeomen, craftspeople

My Tudor ‘Job descriptions’

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Programme 3: A poor man’s medicine / Privy to the King

This programme contains two dramas separated by a brief pause. The episodes can be listened to as a whole programme or individually as required.

Lesson plan:

**Learning intention 'We are learning to...'**
We are learning to understand Tudor beliefs about medicine and wellbeing.

**Assessment criteria 'What I’m looking for...'**
As an outcome I am looking for headlines for the cover of a ‘Tudor Health Magazine’ describing treatments and choices that promote health.

**Programme 3: 2 episodes**

Episodes can be listened to individually or as a single larger programme with breaks for discussions and activities. Share and discuss a listening focus for each episode by asking the key question and instructing the children to make the following notes.

**Resources needed:** – Note-making paper and pencil.

**Episode 1 A poor man’s medicine (duration 08 04)**

**Before listening: one key fact to discuss**

- How much do you think poor people knew about disease in the Tudor era? (They knew disease could come from dirt but had no knowledge of germs. Widespread beliefs in witchcraft. Little understanding of the differences between different diseases.)

**During listening: one question to focus on**

- **Key question:** ‘What did poor people do in the Tudor Era if they became sick?’
- **Instruction:** ‘Make a note of the things people do to understand and treat sickness.’
- (Answers: Hire a doctor, examine urine for, foam, cloudiness, smell, taste. Patient purged with an emetic, given powdered dried windpipe of cockerel, bled with leeches. ‘Cunning man’ consulted about bewitchment, locating the witch and lifting the witching.)
Before listening: one key fact to discuss

- How much do you think rich people knew about healthy living in the Tudor era? (They commonly thought meat was healthier than vegetables. They had some sporting activities like hunting, tournaments and tennis. They kept as clean as they could but did not understand that germs and viruses are too small to see.)

During listening: one question to focus on

- Key question: ‘What is healthy and unhealthy about King Henry’s lifestyle?’
- Instruction: ‘Make a note of all the things that are done to keep King Henry comfortable and well.’
- (Answers: Fires lit to warm rooms, clean straw put down on the floor, helped to go to the toilet, move around to get fresh meat and clean palaces, cooks and scullions made to wear clothes while working, King Henry eats only meat, exercises with tournaments and hunting.)

After listening: follow up and extension activity:

Activity:

Create headlines for the cover of a ‘Tudor Health Magazine.’ A health magazine recommends healthy activities and treatments to improve your wellbeing. Your magazine cover should have headlines and subheadings about articles inside the magazine. Headlines should be short and punchy. Subheadings should explain more about why you should read the article. Some examples of headlines and subheadings sentences might read...

- **LEECHES AND YOU.** How bleeding can help you get rid of that fever.
- **MEAT THE FOOD OF KINGS.** Henry VIII describes how he won’t eat anything that grows in unhygienic dirt.
- **WITCHCRAFT.** Top tips for, finding, catching and burning witches in your area.
- **NAKED CHEFS?** Is it healthier to make the servants wear clothes when they do the cooking?
- **CUNNING MAN – SPECIAL INTERVIEW!** All the secrets of making magic with urine.

Differentiation and teacher support for S.E.N. / Focus group / Whole class:

Use copies of the worksheet provided to support writers after listening Activity. Or display information from the top half of the worksheet on an interactive whiteboard. Teacher to create additional examples as necessary.

Challenge for gifted and talented learners:

Can you write one of the articles that would feature inside your Tudor Health Magazine? What does the article tell you about? What does the article recommend to benefit the reader’s health?
Plenary and assessment:

Share and compare headlines and subheadings that children have written with the rest of the class. What makes a good headline and subheading?

Planning and Curriculum links:

National Curriculum Programme of Study for History Key Stage 2:

Focus on H3 - Historical interpretation
a. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

H11 - Britain and the wider world in Tudor times
10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Cross reference to English
En1 Speaking and listening: Listening
2. To listen, understand and respond appropriately to others, pupils should be taught to:
   a. identify the gist of an account or key points in a discussion and evaluate what they hear
   b. ask relevant questions to clarify, extend and follow up ideas
   c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
   d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
   e. respond to others appropriately, taking into account what they say

En3 Writing: Composition
1. Pupils should be taught to:
   a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]
   b. broaden their vocabulary and use it in inventive ways
   c. use language and style that are appropriate to the reader
   d. use and adapt the features of a form of writing, drawing on their reading
   e. use features of layout, presentation and organisation effectively

QCA Schemes of work:

Unit 7: Why did Henry VIII marry six times?
Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Unit 19: What were the effects of Tudor exploration?
3. Create headlines and subheadings for a ‘Tudor Health Magazine’

A health magazine recommends healthy activities and treatments to improve your wellbeing. Magazine covers have headlines and subheadings about articles inside the magazine. Headlines should be short and punchy. Subheadings should explain more about why you should read the article.

Some examples might read...

LEECHES AND YOU. How bleeding can help you get rid of that fever.
MEAT, THE FOOD OF KINGS. Henry VIII describes how he won’t eat anything that grows in unhygienic dirt.
WITCHCRAFT. Top tips for, finding, catching and burning witches in your area.
NAKED CHEFS? Is it healthier to make the servants wear clothes when they do the cooking?
CUNNING MAN – SPECIAL INTERVIEW! All the secrets of making magic with urine.


Words and Phrases: Improve your... Fix your... Prevent... disease, fever, pain, witchcraft, aches, vomiting, with... ...can help with... Is it healthy to... Shouldn’t we all... Why not... How can we... Get a...

Extra challenging words to use: pox, emetic, purging, urine.

My Headlines and subheadings

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Programme 4: Westward Ho! / The Armada

This programme contains two dramas separated by a brief pause. The episodes can be listened to as a whole programme or individually as required.

Lesson plan:

Learning intention ‘We are learning to…’ We are learning to understand difficulties faced by Tudor sailors and settlers.

Assessment criteria ‘What I’m looking for…’ I am looking for a list of Do’s and Don’ts that describe the conditions faced by Tudor sailors and settlers.

Programme 4: 2 episodes

Episodes can be listened to individually or as a single larger programme with breaks for discussions and activities. Share and discuss a listening focus for each episode by asking the key question and instructing the children to make the following notes.

Resources needed: – Note-making paper and pencil.

Episode 1 Westward Ho! (duration 08 32)

Before listening: one key fact to discuss

- What do you think America was like before it was settled by Europeans? (Tribes of Native Americans, living in their own settlements, living by hunting and gathering food.)

During listening: one question to focus on

- Key question: ‘What difficulties did European settlers face in America?’
- Instruction: ‘Make a note of all the things that are difficult for the settlers to deal with.’ (Difficult voyage, long, dangerous, cramped. Uncertainty about what awaits arrivals, no communications. Scarcity of food on arrival, no crops cultivated. Scarcity of clean water sources. Conflicts with local tribes of Native Americans. Little chance of help from Europe - too far away.)
Episode 2 The Armada (duration 08 27)

Before listening: one key fact to discuss

- What kind of ships do you think people had in the Tudor Era? (All wooden, no engines, sailing ships, did have compasses, no communication equipment, no way of telling accurately where ships are or were.)

During listening: one question to focus on

- **Key question**: ‘What is needed to fight a battle at sea?’
- **Instruction**: ‘Make a note of the things needed on board ship.’
- (Answers: Iron for cannonballs, wood, cannons, grappling irons, mast, ropes, tar, sails, longbows, fresh water, food, etc.)

After listening: follow up and extension activity:

**Activity:**

Create a list of ‘Tudor Sailing, Do’s and Don’ts’. Do’s and Don’ts lists explain the two most important things about a subject. They point out something that would be a good idea and something that would be a very bad idea. Some examples of Tudor Sailing, Do’s and Don’ts might read...

<table>
<thead>
<tr>
<th>When at sea...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do look out for Spanish ships. Don’t wave to them, they’re not friendly.</td>
</tr>
<tr>
<td>Do load your cannons with gunpowder, then an iron cannon ball. Don’t do this the other way around.</td>
</tr>
<tr>
<td>Do set fire to spare ships and send them at your enemy. Don’t forget to check which way the wind is blowing.</td>
</tr>
<tr>
<td>When starting a settlement in America...</td>
</tr>
<tr>
<td>Do bring supplies to help you cross the Atlantic Ocean. Don’t forget to keep some seeds for planting.</td>
</tr>
<tr>
<td>Do build a stockade to live in. Don’t just stay inside it, you need to trade for food or you will get hungry.</td>
</tr>
<tr>
<td>Do search for oysters in the sea, they’re good to eat. Don’t drink the dirty water, you can get very sick.</td>
</tr>
</tbody>
</table>

Differentiation and teacher support for S.E.N. / Focus group / Whole class:

Use copies of the worksheet provided to support writers after listening Activity. Or display information from the top half of the worksheet on an interactive whiteboard. Teacher to create additional examples as necessary.

Challenge for gifted and talented learners:

Can you create a checklist for everything you think you might need to take to sea in the Tudor era and what everything is for? E.g. I would take to sea... 1. Some old rope and tar, to plug cannonball holes in the sides of the ship. 2. Saws and chisels to shape wood for the ship and create a stockade when I want to create a settlement etc.
Plenary and assessment:

Share and compare Do’s and Don’ts that children have written with the rest of the class. What makes a good or amusing Do and Don’t?

Planning and Curriculum links:

National Curriculum Programme of Study for History Key Stage 2:

Focus on H2 - Knowledge and understanding of events, people and changes in the past

c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

H11 - Britain and the wider world in Tudor times

10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Cross reference to English

En1 Speaking and listening: Listening

2. To listen, understand and respond appropriately to others, pupils should be taught to:

a. identify the gist of an account or key points in a discussion and evaluate what they hear

b. ask relevant questions to clarify, extend and follow up ideas

c. recall and re-present important features of an argument, talk, reading, radio or television programme, film

d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]

e. respond to others appropriately, taking into account what they say

En3 Writing: Composition

1. Pupils should be taught to:

a. choose form and content to suit a particular purpose [for example, notes to read or organise thinking, plans for action, poetry for pleasure]

b. broaden their vocabulary and use it in inventive ways

c. use language and style that are appropriate to the reader

d. use and adapt the features of a form of writing, drawing on their reading

e. use features of layout, presentation and organisation effectively

QCA Schemes of work:

Unit 7: Why did Henry VIII marry six times?
Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Unit 19: What were the effects of Tudor exploration?
4. List of sailing ‘Do’s and Don’ts’

Do’s and Don’ts lists explain the two most important things about a subject. They point out something that would be a good idea and something that would be a very bad idea. Create a Do’s and Don’ts list for sailing and settling in the Tudor era.

Some examples of Tudor sailing, Do’s and Don’ts might read...

**When at sea...**
- Do look out for Spanish ships. Don't wave to them, they're not friendly.
- Do load your cannons with gunpowder then an iron cannon ball. Don't do this the other way around.
- Do set fire to spare ships and send them at your enemy. Don't forget to check which way the wind is blowing.

**When starting a settlement in America...**
- Do bring supplies to help you cross the Atlantic Ocean. Don't forget to keep some seeds for planting.
- Do build a stockade to hide out in. Don't just stay inside it, you need to trade for food or you will get hungry.
- Do search for oysters in the sea, they're good to eat. Don't drink the dirty water, you can get very sick.

Helpful spellings...

**Words and Phrases:** When at sea... When starting a settlement... During a sea battle... avoid... try to... never... always have a... look out for... climb, load, fire, dodge, build, drink, catch and eat...

**Aboard Ship:** Cannon, scrap iron for cannonballs, broadside, muskets, fireships, gun deck, grappling irons. Places: North Sea, Atlantic Ocean, English Channel, Calais, Spanish, hurricane, mast, rigging.

**Settlements:** settlers America, Virginia, Roanoke, supplies, sandbanks, port, chains, colony, clubs, knives, stockade, musket, natives, savages, dirty water, bloody flux, swelling, seed for planting, supplies, oysters, crabs, fish.

My Tudor sailing, ‘Do’s and Don’ts’
Programme 5: Martyrs / The Playhouse

This programme contains two dramas separated by a brief pause. The episodes can be listened to as a whole programme or individually as required.

Lesson plan:

**Learning intention ‘We are learning to...’** We are learning to understand usage of the English language in the Tudor era.

**Assessment criteria ‘What I’m looking for...’**
As an outcome I am looking for a collection of effective Shakespearian insults.

**Programme 5: 2 episodes**

Episodes can be listened to individually or as a single larger programme with breaks for discussions and activities. Share and discuss a listening focus for each episode by asking the key question and instructing the children to make the following notes.

**Resources needed:** – Note-making paper and pencil.

**Episode 1 Martyrs (approx 8 minutes)**

**Before listening: one key fact to discuss**

- Although people spoke English in Tudor England, the Bible and other important books were sometimes only copied in the language called Latin. Discussion question: ‘How would you feel if you couldn’t read a book that was important to you?’ (Annoyed, confused, angry if the book was very important, stuck.)
- Reminder from programme 1: ‘Protestant’ is a word describing groups within the Christian religion that ‘protest’ against the idea that Christian churches have to follow the instructions of the Pope, the leader of the Catholic church in Rome.

**During listening: one question to focus on**

- **Key question:** ‘What rules were there about books and beliefs in Tudor England?’
- **Instruction:** ‘Make a note of rules about books and beliefs in Tudor England.’
- (Answers: Bibles have to be written in English, people were punished and even executed for having different beliefs.)
Episode 2 The playhouse (approx 8 minutes)

Before listening: one key fact to discuss

- Lots of jobs and activities were forbidden for women in Tudor England. Which jobs and activities do you think were not allowed? (Acting, going to a tavern, joining the army, going to sea as a sailor. etc.)

During listening: one question to focus on

- Key question: ‘What do you notice about the way the actors in the playhouse speak?’
- Instruction: ‘Make a note of unusual words and sentences that the actors use.’
- (Answers: Unusual words, some of the sentences rhyme, sentences are put together in strange ways.)

After listening: follow up and extension activity:

Activity:

Create some ‘Shakespearian insults.’ During the Tudor Era more people learned to read and write in English. Some kings and queens allowed important books like the Bible to be translated into English for the first time. People could be punished or even executed for breaking rules like this. Shakespeare wrote plays in English but he made up a lot of extra words himself. Being poetic and having the right sound was important to Shakespeare so he made up a lot of extra words himself. Can you write some insults in his style? Some examples of Shakespearian Insults might read...

| Thou art a beslubbering, gorbellied, beef-witted boar-pig! |
| That may be so, sir. But thou art a puny, tickle-brained, onion-eyed, minnow. |
| Indeed, sir. But in truth, I see thou art nothing but a bootless, clay-brained, clotpole. |

Differentiation and teacher support for S.E.N. / Focus group / Whole class:

Use copies of the worksheet provided to support writers after listening Activity. Or display information from the top half of the worksheet on an interactive whiteboard. Teacher to create additional examples as necessary.

Challenge for gifted and talented learners:

Shakespeare created words of his own to explain what he was describing. Can you create your own new insulting words? Take care not to use anything that would be impolite to others. You will need to explain what your new words mean e.g. Moochobunch – someone who is very gloomy. Fizzlefrip – a person who forgets what they are doing because they are rushing too much. Gettlestoppe – somebody who stops you getting something you want.
Plenary and assessment:
Share and compare insults, politely, with the rest of the class. What makes a good Shakespearian insult?

Planning and Curriculum links:

National Curriculum Programme of Study for History Key Stage 2:

Focus on H5 - Organisation and communication
5. Pupils should be taught to:
   a. recall, select and organise historical information
   b. use dates and historical vocabulary to describe the periods studied
   c. communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

H11 - Britain and the wider world in Tudor times
10. A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.

Cross reference to English

En1 Speaking and listening: Listening
2. To listen, understand and respond appropriately to others, pupils should be taught to:
   a. identify the gist of an account or key points in a discussion and evaluate what they hear
   b. ask relevant questions to clarify, extend and follow up ideas
   c. recall and re-present important features of an argument, talk, reading, radio or television programme, film
   d. identify features of language used for a specific purpose [for example, to persuade, instruct or entertain]
   e. respond to others appropriately, taking into account what they say

En3 Writing: Composition
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   b. broaden their vocabulary and use it in inventive ways
   c. use language and style that are appropriate to the reader
   d. use and adapt the features of a form of writing, drawing on their reading
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QCA Schemes of work:

Unit 7: Why did Henry VIII marry six times?
Unit 8: What were the differences between the lives of rich and poor people in Tudor times?
Unit 19: What were the effects of Tudor exploration?
5. Create ‘Shakespearian insults’

During the Tudor Era more people learned to read and write in English. Some kings and queens allowed important books like the Bible to be translated into English for the first time. People could be punished or even executed for breaking rules like this.

Shakespeare wrote plays in English but he made up a lot of extra words himself. Being poetic and having the right sound was important to Shakespeare so he made up a lot of extra words himself. Can you write some insults in his style?

Some examples of Shakespearian insults might read…

Thou art a beslubbering, gorbellied, beef-witted boar-pig!
That may be so, sir. But thou art a puny, tickle-brained, onion-eyed, minnow.
Indeed, sir. But in truth, I see thou art nothing but a bootless, clay-brained, clotpole.

Helpful spellings…

Sentence starters:
Thou art… Nay sir, I see that ye be… Indeed man, but ye be nothing but a… Why thou art a… Speak not, thou… I hear thee not, thou…

Adjectives to use in lists with commas:
warped, roguish, puny, bootless, spleeny, droning, unmuzzled, fawning, jarring, tottering, gleeking, goatish, wayward, villainous, surly, loggerheaded, dankish, craven, churlish, beslubbering, clouted, bawdy, errant, full-gorged, elf-skinned, folly-fallen, dizzy, idle, onion-eyed, weather-bitten, frothy, lumpish.

Nouns to finish with:
miscreant, lout, minnow, pigeon-egg, mumble-news, pignut, varlot, measle, malt-worm, lewdster, hedge-pig, harpy, haggard, gudgeon, giglet, fustilarian, death-token, clotpole, clack-dish, apple-john, baggage, barnacle, boar-pig, bugbear, canker-blossom.

My Shakespearian insults