

Caroline Haslett Primary School - History Knowledge Organiser

Tudors	Autumn Year 6	Monarchy
Knowledge	Vocabulary	
<p>There were six Tudor monarchs who ruled England from 1485 to 1603. Tudor England had 2 of the strongest monarchs ever to sit on the English throne: Henry VIII & his daughter Elizabeth I. The Tudor rose was created when Henry VII brought an end to the Wars of the Roses. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose. Religion was very important in Tudor times. Everyone had to go to church. If you didn't attend the same church as the monarch you might get arrested, thrown into the Tower of London, or even executed. Henry VIII broke away from the Catholic church and created the Protestant Church of England so that he could divorce his first wife. He went on to have six wives, beheading two of them.</p>	<p>Beheading - a punishment which resulted in your head being chopped off with an axe.</p> <p>Divorce - the legal end of a marriage.</p> <p>Execution - being put to death.</p> <p>Gallows - a wooden structure where people were hung by a piece of rope around their neck.</p> <p>Heir- the person next in line to the throne who will take over when the current King or Queen dies.</p> <p>Monarch- a leader of a country, e.g. a King or Queen.</p> <p>Pope- the head of the Roman Catholic Church.</p> <p>Reformation - the act of changing (reforming) something. In this case the reformation of the church to remove the Pope's control.</p> <p>Reign - the period of time that a monarch rules. Church of England - Henry VIII created the Church of England so that he could divorce his first wife. The catholic church did not permit divorce</p> <p>Stocks- a block of wood with two holes for your hands and a hole for your head to go in. Local people threw rubbish and rotten food at the people in the stocks.</p> <p>Treason - to betray your country or monarch.</p>	

Possible Activities

- Research and compare each of the six Tudor monarchs.
- Research and describe the significance of the events of The Battle of Bosworth.
- Research and discuss The Wars of Roses, the events leading up to them and the impact afterwards.
- Create a tudor timeline including key events and dates.
- Compare and contrast Henry VIII and his legacy with another monarch previously studied (Queen Victoria) or the current monarch.
- Discuss how the Tudor times have impacted monarchy and society today.
- Use tudor knowledge for cross curricular study in English e.g create a newspaper article, a job advert etc.

Key Resources / Images

The Six Wives of Henry VIII



Catherine of Aragon
m. 1509 - 1533
Annulled



Anne Boleyn
m. 1533 - 1536
Executed



Jane Seymour
m. 1536 - 1537
Died



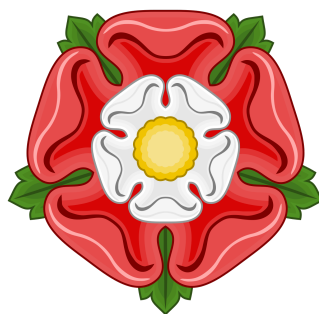
Anne of Cleves
m. 1540Jan. - July
Divorced



Catherine Howard
m. 1540 - 1542
Executed



Catherine Parr
m. 1543 - 1547
Widowed



Henry VII
(Henry Tudor)



1485-1509

Henry VIII



1509-1547

Edward VI



1547-1553

Lady Jane Grey



Reigned for 9
days in 1553.

Mary I



1553-1558

Elizabeth I



1558-1603

Historical Skills	
Chronological understanding	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, and legacy.
Historical knowledge and understanding	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Describe the social, ethnic, cultural or religious diversity of past society.
Historical interpretation	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Historical enquiry	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Historical organisation and communication	<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.