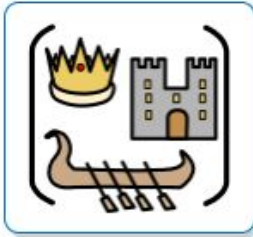


What was life like in Tudor England?



Henry VIII - fair ruler or tyrant?

B - I can find answers to simple questions about the past using sources

W - I can identify sources which are influenced by the beliefs of the author

A - I can use a range of sources to find out about a particular aspect of the past and identify bias in a source; distinguish between fact and fiction

G - I can explain how secondary sources are influenced by the author



Why did Henry VIII have so many wives?

B - I can draw simple conclusions to answer a question and communicate findings through discussion

W - I can reach conclusions that are substantiated by historical evidence

A - I can use different sources to make and substantiate historical claims; relate current study on timeline to other periods of history studied

G - I can make links between events and changes within and across different time periods



How did Queen Elizabeth I use a royal progress?

B - I can evaluate the usefulness of a source; discuss and write about past events

W - I can compare and contrast different historical sources; communicate my knowledge and understanding through writing

A - I can consider a range of factors when discussing the reliability of sources; communicate knowledge and understanding in an increasingly diverse number of ways

G - I can compare the usefulness and limitations of primary sources



Why was Anne Boleyn executed?

B - I can make simple observations about the past from a source

W - I can extract the appropriate information from a source; select and record relevant information from a source to answer a question

A - I can give reasons for historical events, the results of historical events; identify how sources with different perspectives can be used in a historical enquiry

G - I can describe similarities and differences between social diversity in Britain and identify 'gaps' in evidence



Let's say...

It's the year 1535, and Hampton Court is buzzing with activity – the King and his new wife, Anne Boleyn, are visiting the palace for a grand feast. The smell of roasting meats fills the air, musicians are tuning their instruments, and everyone is trying to impress the King...

What can inventories tell us about life in Tudor times?

B - I can develop my own historical interpretation

W - I can explore different representations from the period and address and devise historically valid questions

A - I can start to analyse and explain the reasons for, and results of historical events; evaluate the usefulness of historical sources and develop strategies for checking the accuracy of evidence

G - I can make links with different time periods studied



What did John Blanke have in his inventory?

B - I can discuss and write about past events

W - I can create a simple imaginative reconstruction of a past event

A - I can use historical evidence to create an imaginative reconstruction exploring feelings of people from the time; identify methods to carry out the research

G - I can justify my choices orally or in writing; describe changes throughout time



Record an inventory