



WEALD & DOWNLAND OPEN AIR MUSEUM
SERVICE TO SCHOOLS

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TUDOR RICH AND POOR

This scheme of work was adapted from the QCA unit, 'What were the differences between the lives of rich and poor people in Tudor times?' It was designed for use by a Year 4/5 mixed age class. The two elements we were keen to incorporate were a trip linked to the topic and an ICT focus. Much of the work is linked to a trip to the Weald and Downland Museum, so that the children have the opportunity to experience what life might have been like in Tudor times. The ICT focus is mainly based on two websites; one of which is the museum's website, the other being the Windows on Warwickshire 'Rich or Poor' site. We have also aimed to incorporate cross-curricular links to literacy and numeracy.

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Subject: History		Year Group: 3/4		QCA Unit: 8		Time per week: 2hrs 45mins	
What were the differences between the lives of rich and poor people in Tudor times?							
Where the unit fits in: This unit builds on all the key stage 1 units, but on <u>Unit 2</u> in particular, by investigating people's <u>homes in the past</u> . The unit provides a social and economic perspective on life in Tudor times and complements Unit 7 ' <u>Why did Henry VIII marry six times?</u> '							
Prior learning: It is helpful if the children have: <ul style="list-style-type: none"> • used a range of sources of evidence, including written and pictorial sources and artefacts • devised questions to help plan a topic • looked at the lives of people in other societies and periods • identified similarities and differences in past societies • sorted historical ideas and information into categories • in ICT, children should be able to copy, paste and resize pictures • in ICT, children should be able to maximise and minimise windows and switch between them 							
Speaking and listening: Collaborative tasks (paired and group work) Presentations				Vocabulary: In this unit, children will have opportunities to use: <ul style="list-style-type: none"> • words associated with Tudor houses and society 			
Cross-curricular links: Literacy: Note making, non-chronological report writing/compare and contrast, recount Numeracy: Timelines ICT: Use of the Internet, word processing (including use of images)				Resources: Sources of information on Tudor life, including pictures of wealthy & poor people, contemporary descriptions, pictures & plans of Tudor homes Inventories from Tudor households http://www.windowsonwarwickshire.org.uk/spotlights/rich_or_poor/ http://www.the-orb.net/atherstone/inventory.html Visit to museum eg Weald and Downland Open Air Museum http://www.wealddown.co.uk http://www.snaitprimary.eril.net/bpeople.htm Paintings of contemporary scenes Key texts: Daily Life in a Tudor House (Daily Life) by Laura Wilson Tudor Farmhouse (What Happened Here? series) by Elizabeth Newbery			
Expectations: At the end of this unit most children will: know and understand the distinctive features of rich and poor people in Tudor times; use a range of sources to reconstruct aspects of life; summarise the main aspects of life for rich and poor people; compare and contrast aspects of Tudor life with today some children will not have made so much progress and will: recognise some of the main differences between wealthier and poorer people; extract information from a small number of sources; recognise a few similarities and differences between life in Tudor times and today some children will have progressed further and will: devise criteria for judging Tudor life and for comparing rich and poor; interpret a wide range of sources of information; ask a range of appropriate questions, plan information needed for a specific task and extract relevant information to answer questions; explain why there were differences in people's lifestyles in Tudor times							

Week	Learning Objectives	Activities	Differentiation	Key Questions	Learning Outcomes
Continuous	Children should learn: <ul style="list-style-type: none"> the key features of middle class Tudor family life 	Read short extracts from non-fiction book to class. Recommended books include: Daily Life in a Tudor House (Daily Life) by Laura Wilson (based on life of family that lived in Bayleaf Farmhouse – see Weeks 3 - 5) or Tudor Farmhouse (What Happened Here? series) by Elizabeth Newbery After each reading session agree key learning points about the lives of richer people to be included on learning posters to be used at end of unit			Children <ul style="list-style-type: none"> begin to describe characteristics of a past society
1 (3 x 55 mins)	Children should learn: <ul style="list-style-type: none"> to use sources beyond simple observations to answer questions to use a range of sources to reconstruct aspects of life to begin to select & combine information from different sources 	Who were the Tudor people? Lesson 1 Explain that this topic is about finding out from evidence about people who lived in Tudor times Model how to observe closely and annotate a picture by making notes Pupils work in pairs to annotate one or two pictures and then decide on possible titles or captions. (2 pairs to work on separate copies of same picture) <u>Plenary</u> Discuss what was easier to find out about, what further questions might children want to ask, what titles or captions children decided on.	Children work in near ability pairs Differentiation by complexity and number of pictures children work on	<i>What can I see in this picture that tells me about life in Tudor times?</i> <i>Is there anything in the picture that tells me about their jobs, houses, food, transport, leisure, clothes, families etc?</i> <i>What are the main points I need to write down?</i> <i>How should I annotate this?</i> <i>What title could I give this picture?</i>	Children <ul style="list-style-type: none"> recognise different evidence tell us different things make deductions from a range of evidence use source material to ask further questions begin to describe characteristic features of a past society

Week	Learning Objectives	Activities	Differentiation	Key Questions	Learning Outcomes
1 (continued)	<p>Children should learn:</p> <ul style="list-style-type: none"> to use sources beyond simple observations to answer questions to use a range of sources to reconstruct aspects of life to begin to select & combine information from different sources 	<p>Lesson 2 Model how to annotate a piece of written evidence though underlining or highlighting key words and phrases, notemaking e.g. using bullet points for noting key points about an aspect of Tudor life Pupils work in pairs to annotate a piece of writing (2 pairs to work on separate copies of same source) Plenary Model how to use both sets of annotations to complete headed & bullet pointed text of key ideas for a class concept map (in preparation for next lesson). Model how to write a hypothesis based on evidence. Use good example of annotated picture/written evidence from parallel class.</p> <p>Lesson 3 Remind and show children about section of concept map modelled in plenary of previous lesson. The two pairs who have worked on the same source materials work together on their section of the concept map. Children formulate and write hypothesis about this aspect of Tudor life. Teacher works with a focus group of four children (who have worked with same materials) to use their part of concept map in order to present what they have discovered Plenary Group presentation to class (Use OHP to show picture/written evidence to class). Supportive feedback from class re successful aspects of presentation and a couple of points for development. These are scribed on to learning poster about presenting to the class which will be added to over unit and in other areas of the curriculum.</p> <p><i>When whole class concept map is displayed, text and images annotated from all pairs could also be included</i></p>	<p>Children work in near ability pairs Differentiation by complexity of source material</p> <p>See above</p>	<p><i>Have I included the most important points in my notes? How could I make my notes shorter without losing the important information? Which aspect of Tudor life are we going to talk about? Why? Which pieces of information are we going to include? Why? Who's going to say and do what? How can you keep your audience interested e.g. by asking them questions or through looking at the picture?</i></p>	<p>Children</p> <ul style="list-style-type: none"> recognise different evidence tell us different things make deductions from a range of evidence use source material to ask further questions begin to describe characteristic features of a past society

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2	<p>Children should learn:</p> <ul style="list-style-type: none"> how to time line an historical period in relation to the present day 	<p>What was different about rich and poor people in Tudor times?</p> <p>Lesson 4</p> <p>This lesson will need space so would benefit from being done in the hall. Explain that we are going to try and work out how long ago the Tudors lived using a time line (compare to a number line). Demonstrate physically where you would place family members on a human time line (i.e. baby, parent, grandparent, great-grandparent, great-great-grandparent – count back in intervals of 25 years – establish that you have gone back 100 years). Demonstrate how you would have to go back approximately 300 years to reach the end of the Tudor period (1603) then another 100 years to reach the beginning of the Tudor period (1485). Explain why this is called the Tudor period. Ask children to talk to someone else about what periods of history might be further back in time.</p> <p>On A3 paper children create time lines to include Tudor period (if children have no prior experience more time will be needed on modelling this).</p> <p><u>Plenary</u></p> <p>Identified pupils show timelines to class and explain what they have included and decisions for doing so.</p> <p>NB Physical time line should be done in the hall with children representing 25 year intervals. Decide which children should hold appropriately labelled cards i.e. baby, parent, grandparent, great-grandparent, great-great-grandparent, end/beginning of Tudor period</p> <p><i>Take photographs to create a display of this time line</i></p>	<p>Near ability pairs Adult support for less able pupils</p>	<p><i>Are there any Tudor people still alive? How do you know? Do you think the oldest person you know would have met a Tudor person?</i></p> <p><i>What are your reasons? How do you know?</i></p> <p><i>How much further back in time do you think that period would be? Where would you stand if you were showing that period? Suppose you were showing the time when cavemen lived – where do you think you would have to stand then-would you still be in the hall?</i></p>	<p>Children:</p> <ul style="list-style-type: none"> place Tudor times on a time line

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3	<p>Children learn</p> <ul style="list-style-type: none"> to select , organise and structure information in order to answer key questions to use a range of sources in order to answer questions 	<p><u>Lesson 7 (in the ICT suite)</u> Model how to write a non-chronological report on people at leisure using note-making grid Children write report on people at work (if required, photocopy note making grids so each child has their own copy of what they did last lesson) <u>Plenary</u> Model how to write a conclusion. Give children time to write their own.</p> <p><u>Lesson 8</u> Look at a piece of non-chronological writing from lesson above in order to discuss how to improve it particularly for</p> <ul style="list-style-type: none"> historical content organisation grammar and punctuation <p>Give children opportunity to improve part of their own writing <u>Plenary</u> Children present work and others give constructive feedback</p> <p>NB This piece of writing could be used for assessment purposes in both history and literacy</p> <p><u>Lesson 9 (in ICT suite if using virtual tour)</u> Preparation for visit Show children photographs of site to be visited (eg Bayleaf Farmhouse at Weald and Downland Open Air Museum) In pairs children answer questions about the outside of building:</p> <ul style="list-style-type: none"> <i>What is it made from?</i> <i>Where have you seen houses like this before?</i> <i>What rooms do you think will be inside?</i> <i>Where will they be?</i> <i>What will be in there?</i> <i>Who lived there?</i> <i>What did they do?</i> <p>Use either Bayleaf Farmhouse virtual tour or further photographs of this site (or other) to be visited plus descriptions of the rooms to explore the inside of the house. Answer questions on grid. http://www.wealddown.co.uk <u>Plenary</u> Explain that children will see this house on the visit to the museum. Tell them about the aspects of life they will be finding out about</p>	<p>Filled in note-making grids form basis for writing Children work with response partners Learning poster from literacy re non-chronological report</p>	<p><i>What sort of work did people do in Tudor times?</i> <i>Was it different for different groups of people?</i></p> <p><i>What is a non-chronological report?</i></p> <p><i>How could you make your writing better?</i></p>	<p>Children:</p> <ul style="list-style-type: none"> are able to include and structure key information in a non-chronological report make deductions from a range of evidence

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4/5	<p>Children should learn:</p> <ul style="list-style-type: none"> the key features of buildings how Tudor people might have lived to compare and contrast Tudor life with the present day 	<p>Educational visit to site with Tudor buildings e.g. Weald and Downland Open Air Museum Practical workshops focussing on aspects of Tudor life.</p> <ul style="list-style-type: none"> Farming Food and cooking Fleece to fabric Apothecary workshop <p>Lesson 10 Model writing a recount of visit focussing on</p> <ul style="list-style-type: none"> Introduction/context for visit Detailed account of one workshop Empathetic writing (re what life might have been like for one of the people) Conclusion Illustration, map or diagram (flowchart/storyboard) <p><u>Plenary</u> Teacher present s a piece of empathetic writing they have done and asks children to help them improve it</p> <p>Lesson 11 Using photographs of a house seen on visit explain that children are going to be thinking about similarities and differences between life in Tudor houses and life today Model use of grid Children use compare and contrast grid to identify generic similarities and differences between Tudor houses and lives and those of today (eg heating, cooking facilities, hygiene) <u>Plenary</u> Feedback on some of things that are the same and those which are different and why?</p>	<p>Writing mats for less able pupils Some children could write in detail about two activities</p> <p>Differentiated grids</p>	<p><i>What are the main differences between Tudor houses and houses built today?</i> <i>Why are they different?</i> <i>How might your life have been different if you had lived in Tudor times?</i></p>	<p>Children:</p> <ul style="list-style-type: none"> identify the features of Tudor buildings make inferences about the lifestyles of different types of Tudor people are able to include and structure key information in a recount

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6	<ul style="list-style-type: none"> Children should learn: to use inventories to identify characteristic features of different types of people in Tudor times to draw conclusions about life in Tudor times from different sources of information 	<p>Lesson 12 What can inventories tell us about the lives of people at this time? Explain to the children that they will be looking some inventories from the Tudor period. When a wealthier person died a record was made of their belongings together with their values. Explain that people's estates are valued in the same way today to see what death duties (taxes) they should pay. Ask children how they think an inventory would be made and how it would be recorded e.g.:</p> <ul style="list-style-type: none"> systematic (e.g. room by room) done by professionals (two or more people) value placed on items inventory drawn up as a list <p>Using photographs of a Tudor house they have already studied (Bayleaf farmhouse) children work in groups to make an inventory of the items in different rooms. They make decisions about how to record it.</p> <p><u>Plenary</u> Would there be anything else to include e.g. farm animals and farming tools, personal possessions or any other items of value that have not survived etc? Scribe these to compile a joint list. Give children a transcribed copy of an inventory. e.g. Alice Bates of Appleby http://www.the-orb.net/atherstone/inventory.html Ask them what is difficult to understand and explain unusual words (including shillings and pence). Compare their own inventories to the Tudor one. How would they have to change theirs to include some of the more formal aspects of the document and why would they need to do so?</p>	Near ability groups	<p><i>Why would inventories only be made of the belongings of the wealthier people?</i> <i>How would an inventory be carried out?</i> <i>Who would do it?</i> <i>How many people would need to do the inventory and why?</i> <i>How would an inventory be recorded?</i> <i>What would happen to it?</i></p>	Children: <ul style="list-style-type: none"> summarise differences between the lifestyles of different people living in Tudor times use evidence in inventories to make inferences and deductions about people's lifestyles

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6 (continued)	<ul style="list-style-type: none"> Children should learn: to use inventories to identify characteristic features of different types of people in Tudor times to draw conclusions about life in Tudor times from different sources of information 	<p><u>Lesson 13 (in ICT suite)</u> With children use Tudor inventory from previous session and make inferences about the person. Ask questions such as: Was this person rich or poor? What is the evidence for your decision? What else can we work out about them eg type of house they lived in, country or town person etc? Use inventories of Nicholas Eiffler and David Tedder (downloadable from http://www.windowsonwarwickshire.org.uk/spotlights/rich_or_poor/) Look at copies of originals. Can the children read any of it? Read through transcribed inventories with children explaining any difficult words. Children work in pairs to make inferences about these two Tudors and record on grids in a Word document (last column will be completed in the next lesson). <u>Plenary</u> Children justify their decisions Show children the Rich or Poor website (see previous lesson) and explain that it is website that children have worked on. Ask children which of the Tudors might have been the wealthier?</p> <p><u>Lesson 14 (in ICT suite)</u> Demonstrate how to navigate the Rich or Poor site. Model how to copy an image from the site onto their grid from the previous lesson). Ask children to use the evidence on the site to make decisions on which Tudor is rich and which is poorer. Children copy pictures onto their grids to justify their reasoning from the previous lesson or change their decisions (it would be helpful to have inventories available as hardcopies or as Word documents for them to refer to) <u>Plenary (if available, use interactive whiteboard)</u> Children justify their decisions referring to evidence they have found</p>	Differentiated grids	What is the same and what is different?	Children: <ul style="list-style-type: none"> summarise differences between the lifestyles of different people living in Tudor times use evidence in inventories to make inferences and deductions about people's lifestyles

Week	Learning Objectives	Activities	Differentiation	Key Questions	Learning Outcomes
8	<p>Children should learn:</p> <ul style="list-style-type: none"> to summarise all they have learnt about the rich and the poor in Tudor times to select, organise and structure information to answer a key question and to create a whole class presentation 	<p><u>Lesson 18</u> How different were the lives of rich and poor people? Explain to the children that they are going to write a compare and contrast non-chronological report about the lives of the Tudor rich and poor. Remind them about all the information they have accumulated over the topic which will support them. Explain key features of text type (if possible, refer back to literacy lessons). Model writing the introduction. Children write the main part of the report. <u>Plenary</u> Using writing done by teacher, teacher models editing to show how to improve it.</p> <p><u>Lesson 19</u> Remind children about main features of a compare and contrast non-chronological report and ask them to edit what they have done so far to improve it. Model how to write conclusion and give children time to write their own. <u>Plenary</u> Ask selected children to share writing with class who offer constructive feedback.</p> <p><u>Lesson 20</u> Preparation for a class assembly to present aspects of Tudor life with particular references to the differences between the lives of the rich and poor. Use learning poster re presentation built up over period of topic</p>	<p>Writing mats for less able pupils</p>	<p><i>What are the key aspects of Tudor life that we have looked at?</i> <i>What were the significant differences between the lives of the Tudor rich and poor in these areas?</i> <i>Was it the same for all groups of people?</i></p> <p><i>What are the key pieces of information we want to include in our assembly?</i> <i>What have we learned about how to present information clearly and in an interesting manner?</i></p>	<p>Children:</p> <ul style="list-style-type: none"> identify differences in lifestyle between rich and poor that show an understanding of some of the significant features of the lifestyles of men, women and children recognise the main advantages and disadvantages faced by rich and poor people in Tudor times