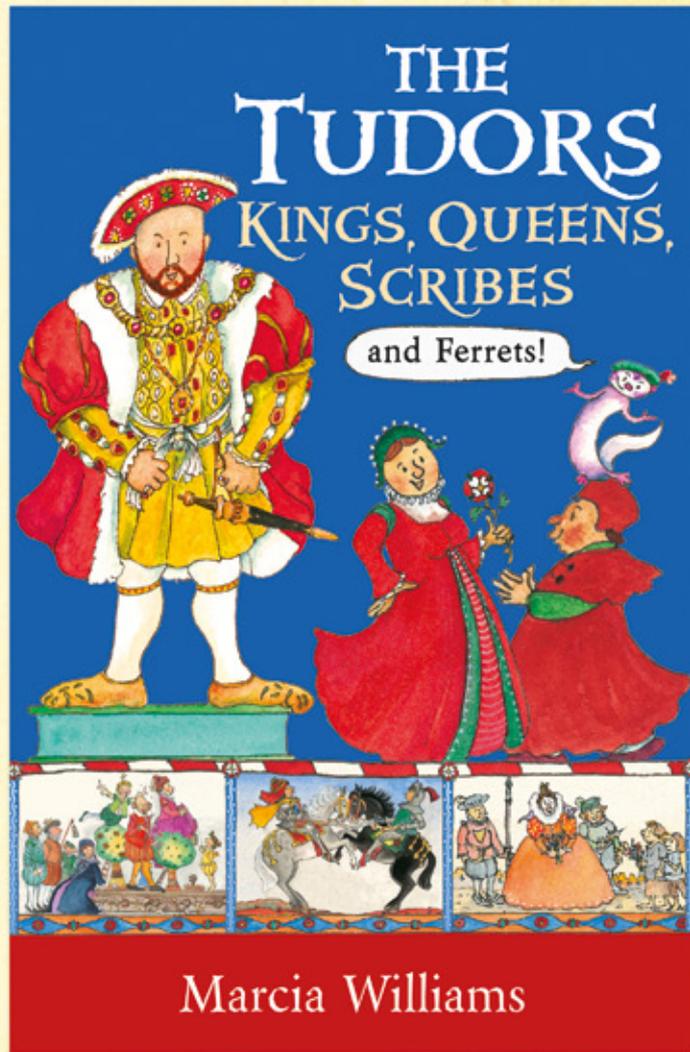


TEACHERS' NOTES

THE TUDORS

KINGS, QUEENS, SCRIBES and Ferrets!

★ Marcia Williams ★



Marcia Williams

9781406384024 • £6.99

Paperback • 7 years+


WALKER
BOOKS



These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.

Reading aloud and key talking points:

- Share the front cover of the book with the children and ask them if they have heard of the Tudors before. If so, what do you already know or think you know about the Tudors? Collect the children's initial thoughts and ideas around a copy of the front cover of the text to come back to as you read and learn more.
- Create a class timeline that supports the children in seeing where the Tudor period sits within other areas of familiar history, such as the Stone Age, Ancient Egypt, the Shang Dynasty, Ancient Greece, the Mayan Civilisation, the Vikings, the Anglo Saxons, the Middle Ages, the Victorians, the World Wars and the present day and defines for them how long ago the Tudors lived.
- Look carefully at the cover of the book and read the title. What do you expect from this book? What kind of book do you think it is? Do you think it is a fiction title, non-fiction, or a combination of the two? What makes you think this? You can also ask if there is anything they would like to know about the Tudors that this book might support them to find out. Take a note of these points and come back to these if they come up in your reading or look at where else you could look for this information if these are not covered.
- Look at the title, ***The Tudors: Kings, Queens and Scribes***. Discuss these key words with the children, clarifying meanings where necessary with dictionary definitions supported by photographs or images to support children's growing understanding of words in context. What words come to mind when you think of Kings and Queens? What do you know about scribes and ferrets?
- Look at the opening letter, starting on page 6 of the book. Think about the greeting ***Prithee good folk, listen to me!*** What do you think this means? You could cross-check this in a class or online dictionary if the children are unsure. Now you know the meaning, how do you think this greeting should be delivered? Look for clues in the use of font and punctuation, and have a go at reading this in different ways together. Why do you think the person writing the letter has chosen to start the letter in this way? How does he perceive us as readers?
- Read the letter aloud. There is quite a lot of vocabulary in the letter which may be new or unfamiliar to the children, such as: *monarch, realm, entreat, beseech*. Check the children's understanding and clarify these words with the children after reading, if necessary.
- After reading the letter, ask the children to consider what they have already learned about the Tudors so far from this brief introduction. What do you learn about what they did and how they might have behaved? What do you learn about their history?
- Look at the letter as a whole again. Why do you think the author has chosen to include this at the start of the book? What is the purpose of the letter? What does it lead you to expect from the rest of the book?
- Does this give you any more ideas about the kind of book you think this is? Do you think the information in the letter is factual? What makes you think this? Why do you think the author chose to use the scribe and his ferret to introduce the book and present the information?



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Chapter 1: The First Tudor Monarch Henry VII

- Read aloud the first part of the chapter, up to the end of page 10. At this point, create a new 'more detailed' timeline of the Tudor era specifically, beginning with the Wars of the Roses, and keep adding to this timeline as you explore key events in the Tudor era through the book.
- Also pause to consider the information presented at the start of the book about this period in British history. What sense do you have of what it was like to live in England during this period? What do you predict will happen when Henry Tudor arrives?
- Spend time with the children defining what is meant by civil war and if possible, display the symbols of the house of York and the house of Lancaster on a class display so the children will understand the significance of the Tudor Rose later in the sessions as a means of promoting the new Tudor monarchy.
- Reflect on how people know about what it was like in the Tudor era and particularly how they think Marcia Williams has found out the information she needed to write the book. Discuss with the class the different types of historical sources available and the ways and means we have to find out about the past. Ask the children to discuss and clarify the terms primary and secondary sources.
- Consider the types of sources available for finding out about this time period. Which sources are the most useful for learning about life in Tudor England? Use this to start a discussion about how important historical research is to ensure that any information presented to others is reliable. Where could we go to find out more factual information about this era? How do we know which sources are reliable? How might we recognize if something is inaccurate or biased before we report it ourselves?
- Read on until the end of page 14, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- Re-read the text and try to identify the key reasons behind Henry VII's victory, for example the numbers of soldiers and noblemen defecting to Henry's side, Richard's refusal to flee the battle on horse, his isolation on the battlefield, the fact that many people in Britain just wanted an end to the war and so were willing to fight alongside Henry in the hope he would secure peace, Richard's reputation as a murderer for killing his nephews. Discuss their responses to this event and ask the children to make predictions on whether or not they think a new monarch will improve the lives of the ordinary people living in Britain.
- Reflect on the final sentence on page 14: **"Richard left behind an impoverished people and a country ravaged by war."** Use this as a springboard to give the children time to investigate different groups of people, and particularly those outside the monarchy would have lived during the Tudor era. Give the children time to consider how they will ensure information they research and present is historically accurate and think about the different ways they could present what they have explored and found out. Supporting resources can be found here:
<https://www.bbc.co.uk/teach/school-radio/history-tudors-rich-and-poor/z64gf4j>
- Read on until page 23, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- You can add the start of King Henry VII's reign to the timeline created earlier and you may also want to begin a family tree to show who the Tudors were and how they are related. Supporting resources can be found here:
<https://www.hrp.org.uk/schools/learning-resources/the-tudor-dynasty-family-tree/#gs.9uh2sm>



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- Consider some of the historical information shared in this section; why did Henry VII parade the body of Richard III on horseback around part of the country? Why do you think he felt the need to do this? What message did this send to ordinary people? How do you think information like the establishment of a new King or Queen was spread before the advent of newspapers and technology? Why do you think some people doubt Henry's right to be King? How does this make him feel? What do you think he will do in response? What do you think of his solution to this issue, to kill anyone who fought alongside Richard III? Do you think people respected him as the new King or were just afraid of him?
- In order to evaluate the different Tudor monarchs at the end of the sessions, begin to create a character profile for King Henry VII on which you can record aspects of his personality and character as monarch as well as the challenges and successes of his reign, including how he dealt with these.
- Read the section "**A Royal Wedding**" on pages 24-27 and add to the family tree showing the marriage of Elizabeth of York to Henry VII. Show the children the Tudor rose and explore why a symbol like this was so important in conveying a message about the end of the civil war and the beginning of a new peaceful era uniting the two houses, especially in a country where most people could not read or write and there was no media or news. Following this, ask the children to design their own coat of arms for King Henry VII, particularly considering the fact that many still doubted his legitimate claim to the throne. What would you include? What message does he want to give about his power and authority as King? Which symbols might you use? What colours would be appropriate? Would you include a motto?
- Read on to page 35, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with such as inherited, groats and coffers. What do you think about Henry's decisions not to spend too much money and to live simply even though he was a king? What do you think about his idea of raising money by taxing the rich? Who would have thought this was a good idea? Who would have disagreed with this? You may want to use this as a springboard for exploring contemporary debates about how economies should raise money and provide for their citizens in linked citizenship lessons.
- Reflect on Henry's creation of his own bodyguard, the Yeoman of the Guard. What do you think of his idea to create his own bodyguard? Why do you think he did this? What does this suggest about his character? Why do you think he may have felt unsafe as King? Do you think he felt respected? Why do you think he prevented nobles from being able to raise their own armies? Why might the nobles have been a threat to Henry's reign as King? What do you notice about Henry's state of mind and the fact that he was always worried about money? What do you think about his decision not to give land to people anymore but to give them titles? What impact do you think saving this money had on ordinary people? Do you think people felt happier living under Henry VII than they had under Richard III? Following this, add to the character profile created earlier and the challenges and successes of his reign.
- You can find out more about the Yeoman of the Guard and how they still operate here:
<https://www.hrp.org.uk/tower-of-london/history-and-stories/yeoman-warders-at-the-tower-of-london/#gs.9u56uv>
- Read the section "**Christopher Columbus and John Cabot**" on pages 36-40, stopping at different points to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up, as well as defining any historical language they may not be familiar with.
- Consider the information given at the start of this section that tells us that the Tudors did not have accurate maps of the world and that they believed the world was flat, support the children to understand why this could have been the case. Using copies of contemporary maps, as well as maps from the period of Tudor exploration ask them to compare and contrast what is depicted on these maps. Ask them to make a list of countries that do not appear on the Tudor maps and to identify other differences between the Tudor maps and present-day maps.



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- Consider the broader questions arising from this section and using available resources, set groups of children the task of investigating and researching the answers to these questions and then give them the opportunity to report back their findings to the rest of the class. How did people explore the world in Tudor times? What was life like on board a Tudor ship? What was the impact of Tudor exploration? Who lived in America at the time of this Tudor exploration? What was the impact of the claim of land for England on the indigenous population?
- Read on to the end of the chapter, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- Look at portraits of Henry VII's children on page 42 and add to the Tudor family tree created earlier. Consider the death of Arthur Tudor as well as the death of Elizabeth of York and then Henry VII. What do you know or predict will happen next?
- Finally, reflect on Henry VII's time as monarch returning to the character profile created earlier, do you think he was a successful King? Why? Why not? Allow the children to debate this, drawing on the evidence at hand and to summarise their judgements of his reign, retaining these for later use when comparing the different Tudor monarchs at the end of the sessions.

Chapter 2: King Henry VIII

- Read aloud the title of the next chapter and the speech bubbles depicting what the ferret is saying to the reader. Establish what the children already know about Henry VIII, creating a knowledge grid of what they know, or think they know and what they would like to find out about the Tudor King. Again, take a note of these points and come back to these if they come up in your reading or look at where else you could look for this information if these are not covered.
- Read aloud the first part of the chapter until **"he soon loved her to bits!"** on page 52 stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with such as *bedchamber* or *betrothed*. Add to the Tudor family tree, showing the marriage of Catherine of Aragon and Henry VIII.
- Also, begin a character profile for Henry VIII in the same way as you have completed for his father, which will enable the children to track his success and challenges as King but also will indicate how Henry's personality is thought to have changed as he grew older.
- Read on in the chapter until **"You are right royal and will bring sunshine to our lives"** on page 54. Why do you think it was seen as a cause of celebration that Henry VIII would take over from his father? What does penny-pinching mean? Do you know what jousting and feasting mean? What would this kind of wedding celebration signal to the people of England? Do you think the people are right to be hopeful about Henry VIII? Why? Why not?
- Read on until page 64, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with. Continue to add to the character profile of Henry VIII using the information presented here to build an idea of his personality and style of leadership, as well as listing successes and challenges of his reign. Do you think it was a good idea to appoint Cardinal Wolsey and to give him so much power? Why? Why not? What do you notice about the things that Wolsey has chosen to do, like spending money on expensive things such as buildings and palaces? How does this compare with Henry VII? What do you notice about the things that King Henry VIII spent his time doing? What do you notice about the way he lived his life, such as the things that were eaten at the palace? Do you think this was normal at the time?



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- The children may, for example, suggest that the appointment of Cardinal Wolsey was a good idea, as Henry had someone to do the work of monarch for him. However, they might go on to change their minds about this later in the sessions. Use this as an opportunity to reflect on how decisions made can be seen in different lights at different times and in different contexts and how also a decision that was seen to be a “good” one in the past may be seen by contemporary audiences as a “bad” one.
- Use this section as a springboard to investigate life at the royal court under Henry VIII, this can be achieved through the exploration of Hampton Court Palace. As part of cross-curricular learning, it would benefit the children to make a visit to the site if possible, or there are books and online resources which would support this. Ask the children to investigate the building itself and how life was lived in the palace. For example, researching the different rooms in the palace, how they were decorated, what the functions of the room were, who used the different rooms and who lived and worked in the palace. Supporting resources can be found here: <https://www.hrp.org.uk/hampton-court-palace/#gs.9ji26w>
- Read on until **“Many, perhaps even Hal, saw poverty as a punishment from God for unknown sins.”** on page 65. Consider with the children the idea that life has not improved for the average Tudor person under King Henry VIII. Come back to the research the children conducted about ordinary Tudor people’s lives under King Henry VII and extend the research allowing the children to compare life under the two different monarchs, considering if things had improved or had got even worse for an ordinary person under Henry VIII, particularly comparing this to what they have found out about his lifestyle and how he lived at court.
- You could extend this further to ensure that the teaching sessions consider the lives of all those who lived in Tudor England and to uncover some previously hidden histories. Using a historical enquiry question to frame the research such as *“Was Tudor Britain diverse?”* the children can explore the presence of ethnic minorities in Tudor England as well as Black British history.
- Three notable people you could focus on are: one of Catherine of Aragon’s most trusted ladies-in-waiting, Catalina de Cardones; John Blanke, a trumpeter in the court of Henry VIII, who was so well established that he actually submitted a request for a pay rise; and a deep-sea diver, Jacques Francis, who was part of the team employed by Henry VIII to save as much as possible from the Mary Rose when it sank in 1545. Supporting resources can be found here: <https://www.bbc.co.uk/teach/class-clips-video/history-ks3--gcse-the-story-of-black-migrants-in-england-in-tudor-times/zf8nqp3>
- Read aloud the section **“The Field of the Cloth of Gold”** on pages 65-70. Continue to add to the character profile of Henry VIII. What ideas do the children have about Henry’s personality from what they read in the text? Re-read the section, highlighting specific pieces of information that could suggest what he was like and ask the children what they think this suggests about him as a monarch. Do you think he is a good leader so far? Why do you think he was so concerned with his own image? Why do you think he flaunted his wealth? Why do you think monarchs choose to go into battle even if they have no need to? What does this demonstrate?
- Extend this to explore the ways in which Henry VIII manipulated his public image. Investigating and studying the various portraits made of him would allow you to do this comprehensively. Considering for example, what would a royal portrait be used for? What do the portraits suggest about him? Why are some more flattering than others? How has the artist created a flattering image of Henry? Which portrait seems more realistic? How do the portraits of Henry VIII change over time? What does this suggest?
- A range of different portraits of the King can be found in the National Portrait Gallery’s website: <https://www.npg.org.uk/collections/search/person/mp02145/king-henry-viii>



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- Read aloud the section **“Henry’s Great Matter”** from page 70-78 which describes Henry’s divorce from Catherine of Aragon and his establishment of the Church of England, stopping at different points, to clarify the children’s understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- What do you think of Henry’s actions? Do you think he was right to set up his own church? How do you feel about the way in which he treated his first wife? Why couldn’t his child Mary become ruler? What do you think will happen to his first child Mary? What do you think about the death of Cardinal Wolsey? Do you know who Henry went on to replace him with? How would you characterize Henry VIII as a ruler so far? Do you think his leadership style has changed? How do you think ordinary people would have viewed his actions at the time?

Chapter 3: Henry’s Six Wives

- Read aloud the speech bubbles which introduce this section and the different wives of Henry VIII. What do you think will happen to Anne Boleyn based on this introduction? Do you think you would you have agreed to marry Henry if you were Anne? What do you think will happen to his subsequent wives?
- Before reading the rest of this chapter, split the children into groups and assign each group a different wife and support them to research both her early life and then subsequent marriage to the King, before presenting the information to the other groups. Encourage the children to try to find little known facts about the women and to ensure they are painting a well-rounded picture of the women rather than the women only being known as someone Henry killed or divorced. The children can use the different summaries in this chapter to support their research. Some supporting resources can be found here: <https://www.bbc.co.uk/programmes/b008181h/clips>
- Following this, you may want to encourage the children to write from the point of view of the women, summarizing their experiences and feelings about Henry VIII.
- Add each of the women to the Tudor family tree created earlier, as well as their children.
- Read the final part of this chapter from **“In early January 1547, Hal retired to bed, and on 28th January he died”** on page 91 until the end of the chapter on page 93. Consider the questions posed by Marcia Williams; *“what had happened to the Bluff King Hal whose coronation had brought hope and joy? Had he damaged his brain in a jousting accident? Or had he just been a cruel tyrant?”* Ask the children to discuss this and to consider what their assessment of his reign is, drawing on the evidence at hand and to summarize their judgements of his reign, retaining these for later use when comparing the different Tudor monarchs at the end of the sessions.

Chapters 4, 5 and 6: The Short Reign of Edward VI, The Even Shorter Reign of Queen Jane and Queen Mary I

- Read chapter four, which describes the short reign of Edward VI who was only nine years old when he became King. Create a character profile for him and ask the children to re-read this section, highlighting the information which suggests whether his reign was successful or not. Consider if they think he should have been crowned King at such a young age and who the responsibility for his reign lies with.
- Refer back to the Tudor family tree created earlier and ask the children what they think of the decision to name Lady Jane Grey as Queen, do you think she will be able to rule without challenge? Who might try to fight her for the crown? Who else is heir to the throne of England at this time?



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- Read chapter five and reveal that Lady Jane Grey was executed and Mary, Catherine of Aragon's daughter, was crowned Queen. Ask the children to predict what the challenges for her may be, and what decisions she may make as Queen, given her upbringing and her possible feelings towards her father and his subsequent marriages and children.
- Read on until ***“it was said far and wide that Elizabeth was most brave and dignified in captivity.”*** On page 103, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- Begin a character profile for Mary I in the same way as you have completed those previously. Detail the way in which she is ruling the country and particularly consider the religious intolerance she displays and the persecution Protestants faced under her rule. Consider what the average Tudor would have felt about her and how their lives may have become far more dangerous with Mary's ascent to the throne.
- Using the imprisonment of her half-sister Elizabeth in the tower of London as a springboard, you could support the children to investigate the Tower and why it remains such an important historical landmark. Supporting resources can be found here: <https://www.hrp.org.uk/tower-of-london/#gs.9ji0fc>
- Read on until the end of the chapter, revealing Mary's death and the passing of the crown to her half-sister Elizabeth. Reflect on Mary's reign and what kind of monarch the children think she was. How did she compare with her younger brother and her father for example? What do you think the people of England feel now she is dead? What do you think their hopes are for Elizabeth's reign? Do you think Elizabeth will be more or less successful than her half-sister?

Chapter 7: Queen Elizabeth I

- Read until page 112, stopping at different points, to clarify the children's understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with. Add to the timeline of the Tudor era created earlier and also introduce the idea that this period in which Elizabeth reigned is also referred to as the Elizabethan era.
- Begin a character profile for Elizabeth I in the same way as you have completed for her father, which will enable the children to track her success and challenges as Queen. Re-read the first section of this chapter, highlighting specific pieces of information that could suggest what she was like and ask the children what they think this suggests about her as a monarch. Do you think she is a good leader so far? How does she compare to her father and grandfather? What do you notice is similar in the way she rules? What is different?
- Consider the importance and meaning behind Elizabeth's "progresses" around the country. Why do you think she would travel around the country in this way? How do we find out what politicians and the royal family are doing today? How does this compare with Elizabeth's royal "progresses"? Why was it particularly important for Elizabeth to convince her subjects that she was capable of ruling them? What do you think helped Elizabeth persuade people she was fit to be Queen? How does this compare with the monarchy and politicians today?
- In order to further understand the ways in which Elizabeth promoted herself and her image as Queen, spend time examining the royal seal she used, as well as portraits of her from the era. In this way you can examine how this all operated as propaganda, and how she shaped her public image. You can find information about her royal seal here: <https://www.nationalarchives.gov.uk/education/resources/elizabeth-monarchy/the-great-seal-of-elizabeth-i/>
- Following this exploration, you could ask the children to design a seal for a person of their choice. This could be another famous monarch or a person of significant interest to them, including a motto and an explanation of what they have drawn and why.



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- Read on until ***“We will allow moderate Catholics, she ruled”*** on page 114. What do you notice about Elizabeth’s position on religion? Why do you think she may have had more moderate religious beliefs and tolerance? How does this differ from the other Tudor rulers we have explored? Do you think this makes her a more successful monarch? Do you think this will become a challenge for her reign? Why? Why not?
- Following this, you could allow the children further time to explore how life may or may not have changed for ordinary Elizabethans. In this instance you may want to encourage the children to investigate and research the lives of women during this period, comparing their lives to that of the Queen. Children could for example, investigate the life of an agricultural labourer, a spinner and merchant’s wife, considering where they would live, what that would be like, what they wore and what their daily life was like.
- Read the section ***“Mary Queen of Scots”*** on pages 113-118. What do you think of Elizabeth’s treatment of her cousin? Why do you think Mary was so determined to become Queen herself? Do you think she was right to plot against her cousin? Why do you think religion was so important to the monarchy at the time? You may want to explore the way in which the church wielded considerable power at the time through land ownership, the collection of taxes and power, and influence to change people’s opinions, which is why it was so important for a monarch to have authority over the church.
- Read the section ***“Sir Francis Drake”*** on pages 118-121 stopping at different points, to clarify the children’s understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with.
- Explore together the importance of the victory of the English over the Spanish in this instance and how this would have added to Elizabeth’s popularity as Queen. Following this, the children could write a newspaper report on the invasion of the Spanish Armada explaining the reasons for the Spanish defeat.
- Show the children the “Armada portrait” by George Gower and consider together the symbolism at play in the image and the way in which this served as further propaganda for Elizabeth. Supporting resources can be found here: <https://www.rmg.co.uk/discover/explore/royal-history/queen-elizabeth-i>
- Read the section ***“Sir Walter Raleigh”*** on pages 122-124, comparing Elizabeth’s encouragement of foreign trade and exploration with her grandfather’s. Again, you may want to use this as springboard for examining where the Tudors travelled to in this part of the era, and how this differed from earlier journeys, what they brought back to England as a result of these expeditions, as well as the impact of this on indigenous populations.
- Read the section on William Shakespeare on pages 125-129, stopping at different points, to clarify the children’s understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with. Consider Elizabeth’s interest in the arts; what does being a patron of the arts mean? How did she support and encourage Shakespeare? How does this compare to other Tudor monarchs? Do you think this makes her a successful monarch? Why? Why not?
- In accompanying sessions, you may want to explore Shakespeare’s work as well as the Globe theatre. Following this, pupils could write a short play demonstrating their knowledge about the lives of ordinary Tudors as well as the Tudor monarchs, including details in the costume design, set design and script. These could then be performed as a way of sharing this knowledge with other pupils.
- Read to the end of the chapter, stopping at different points, to clarify the children’s understanding and allow for discussion around what the children have heard and any patterns that they notice or any questions that it brings up as well as defining any historical language they may not be familiar with. Complete the timeline and indicate that the new historical era that followed the Tudors is referred to as the Stuart era.



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- As before, ask the children to discuss whether or not they think Elizabeth's rule was successful. The book presents her reign in a positive light, but do they agree? Ask the children to consider what their assessment of her reign is, drawing on the evidence at hand and to summarize their judgements of her reign, retaining these for later use when comparing the different Tudor monarchs at the end of the sessions.

Drawing the learning together:

- Bring together the children's assessment of the different Tudor monarchs and pose the question: who was the most successful Tudor monarch? Give the children time to look over their character profiles and the successes and challenges of each monarch's reign and then to come to a conclusion. Ask the children to share their ideas, debating respectfully with one another if they disagree. Allow the children to write their own persuasive text declaring which of the Tudor monarchs they think was the most successful which can be shared with others at the end of the sessions.
- Read the final pages of the book, which shares **10 Terrific Things You Didn't Know About the Tudors**. Discuss these facts and children's reactions to some of the information they find out.
- Now, allow the children to begin to explore their responses to the texts shared through booktalk with the help of what Aidan Chambers calls "the four basic questions". These questions give children accessible starting points for discussion:
 - Tell me ... What did you like about the text?
 - Was there anything that you particularly disliked...?
 - Was there anything that puzzled you?
 - Were there any patterns ... any connections that you noticed...?
Did it remind you of anything else you've read or seen?
- The openness of these questions, unlike the more interrogative "Why?" question encourages every child to feel that they have something to say. It allows everyone to take part in arriving at a shared view without the fear of the "wrong" answer.
- Asking these questions will lead children inevitably into a fuller discussion than using more general questions. You may, for example, ask the children if they had favourite parts of the story, and why this was.
- Think about how these books compare with a more traditional information text. Do you like the way she has chosen to present facts about the period in this way? Why or why not?
- Leave multiple copies of the books in the book corner for the children to revisit and re-read in independent reading time, by themselves or socially in a group.

After reading, you could also:

Think about different ways to share your knowledge of this period in history. This could include turning your classroom into a class museum at the end of the work and using different activities to share information, such as:

- Comparative diagrams or models showing the differences between how the rich and poor would have lived.
- Biographies of prominent figures of the period, including figures that represent the diversity of Tudor society.
- Plan a Tudor feast including designing the menu and making sample dishes, where appropriate, fit for a banquet at King Henry's VIII's palace.
- Making replica models of the different rooms in Hampton Court palace with corresponding descriptions.



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- Painting their own Tudor portraits for display in the style of those studied.
- Making their own Tudor seals in modelling clay.
- Creating models of the Mary Rose.
- Talks or presentations on different aspects of Tudor history to give at an open day for your class museum, where parents/carers or other classes in the school are invited to attend.
- Articles on different aspects of the Tudor era for a class magazine to give out at the open day.
- Information about different aspects of the Tudor era for a class blog or webpage to share information beyond the class museum.

Other links to support the widening of historical knowledge explored in the texts:

- BBC Teach Radio History teaching resources for Key Stage 2:
<https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk>
- BBC Tudor and Stuarts class clips:
<https://www.bbc.co.uk/bitesize/topics/zsgkwmn/resources/1>
- Historic Royal Palaces Learning Resources:
<https://www.hrp.org.uk/schools/learning-resources/#gs.9tzwlk>
- Teacher Subject Knowledge on how the Tudor dynasty shaped modern Britain:
<https://www.bbc.co.uk/teach/how-the-tudor-dynasty-shaped-modern-britain/zrhdbdm>
- National Archives teaching materials on Elizabethan propaganda:
<https://www.nationalarchives.gov.uk/education/resources/elizabethan-propaganda/>
- National Archives teaching material on the reign of Elizabeth I:
<https://www.nationalarchives.gov.uk/education/resources/elizabeth-monarchy/>
- Teacher Subject Knowledge on Asian and Black History during the Tudor era:
<https://www.nationalarchives.gov.uk/pathways/blackhistory/index.htm>
- National Archives teaching materials on Henry VIII:
<https://www.nationalarchives.gov.uk/education/resources/henryviii/>
- Information about Shakespeare and the Globe theatre:
<https://www.shakespearesglobe.com/learn/teaching-resources/>
<https://www.bbc.co.uk/bitesize/clips/zx9kjsx>



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