

Education Support Pack

Primary *Tudors*

Written by: Kate Pick and Dianne Rees

Kate has taught in primary schools for 11 years. She is SENCO and NQT mentor at Southwold CP School, Oxfordshire.

Dianne trained as an English and drama teacher, and has taught in schools and colleges in England and Sierra Leone for 15 years. She joined Immersive Education for a year's secondment in September 2002.

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Production Credits

The Kar2ouche Production Team

Marie-Claire Barnes	John Groves	Tim Price Walker	Garth Stewart
Sarah Barnett	David Hailey	Michael Reading	Gemma Taylor
Simon Beaumont	Ben Hanke	Dianne Rees	Brian Unwin
Rebecca Burton	Ashley Helm	Damien Rochford	Ross Walker
Donna Burton-Wilcock	Sarah Hickman	Stephanie Rogers	Martin Weatherill
Alex Cane	Stephen Howell	Teresa Rose	David Welch
Vicky Carroll	Zoe Klinger	Boris Samson	Chris Wild
Serena Curtiss	Andrew Krouwel	Ray Shaw	Jeff Woyda
Ian Downend	Chris Lloyd	Jamie Sheldon	Steve Young
Pam Granger	John McDonnell	Lloyd Sutton	
John Griffiths	Mandy Miles	Neal Sutton	

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Josquin des Prez (1440-1551) *Vive le Roy!*

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Introduction

This Pack

The activities in this pack have been written to help you to get started with Kar2ouche. They provide examples of just some of the ways in which *Tudors* can be used in the classroom. The teacher notes provide the overview, while the student notes (reproduced from the activity screen in Kar2ouche) give step-by-step instructions. As you get used to using Kar2ouche, you will undoubtedly work out activities of your own which match your students' needs and interests more closely.

Kar2ouche *Tudors* provides a wide range of backgrounds, characters, props and soundfiles that will enable you and your class to engage with this fascinating period of history. The characters palette contains Henry VIII (and his six wives), Elizabeth I, Sir Francis Drake, William Shakespeare and a number of children and adults from all levels of Tudor society. The backgrounds palette contains interior and exterior views of grand and simple houses as well as the Globe Theatre and the Golden Hind. You can also load your own digital images into Kar2ouche, so that your students can set their storyboards in a Tudor building which they have visited during their study. Alternatively they could interview a Tudor character in the school or another local venue. If they include pictures of themselves, they can also be part of the action.

All the lesson plans provide opportunities for cross-curricular learning, and link closely with the National Curriculum programmes of study for History and English, as well as the National Literacy Strategy (See Appendix D). The intended learning outcomes are provided at the start of each unit. With a little customisation, the activities that follow can be used with Years 3 to 6. Many of the plans incorporate differentiated storyboards and worksheets, and there are also suggestions for extension work. Worksheets and suggestions for using these activities with children who have special educational needs can be found in Appendix A.

Structure

The pack is divided into sections.

- **Introduction:** This comprises an overview of the activities, an introduction to Kar2ouche and some handy hints for customising and creating your own activities.

- **Activities:** The ten activities provide suggestions for how Kar2ouche *Tudors* can be used in the classroom. However, they are only suggestions to get you started. Kar2ouche provides the tools so you can devise your own lessons to supplement or replace those provided. The first five suggested activities have History as the main focus, while Activities 6 to 10 are oriented more towards developing English skills.
 - **Activity 1 Henry's Wives** The students read and/or listen to short biographies of the six wives of Henry VIII. They use a planning sheet to gather information about Henry VIII and his wives, and then open a partially completed storyboard in which a modern character asks the king why he married each of his wives, and the reasons why the marriages ended. The students complete the storyboard by typing Henry's answers into the blank speech bubbles.
 - **Activity 2 Tudor Children** The students watch an interactive storyboard about the lives of rich and poor children in Tudor times. Using a research sheet to guide them, the students carry out research into the lives of rich and poor children during this period. They then create a storyboard about the lives of a rich Tudor boy and a poor Tudor girl.
 - **Activity 3 Tudor Exploration** The introductory storyboard gives the children an insight into the hardships suffered by sailors on long voyages of discovery, and the reasons the Tudors sought to explore the wider world. They then carry out their own additional research before completing a differentiated storyboard where, as Sir Francis Drake, they take prospective sailors around the Golden Hind adding detail about what goes on in each part of the ship. They also explain what life would be like on board.
 - **Activity 4 Tudor Style** The students are given a choice of topics to cover in this activity: fashion or housing. They then watch a storyboard about poor people's clothes or housing. After carrying out research into the clothes and housing enjoyed by wealthier people in this period, they create their own fashion show storyboard or estate agents' details.
 - **Activity 5 Quiz** This is a revision activity. Students work through quiz questions on aspects of the Tudor period and then have the opportunity to construct a quiz of their own. (If you wish, you can ask the students to base their own quiz on a particular person or topic from the Tudor era.) The students then tackle each other's quiz questions and swap back for marking.

- **Activity 6 Ask Shakespeare** The students take a short storyboard tour of the Globe Theatre. Using books and/or websites, and with a sheet of prompt questions to guide them, the students find out more about the Elizabethan theatre. Using this information, they then complete a storyboard in which a modern character interviews Shakespeare about his work and what theatres were like during his life. For students who want to study Shakespeare's plays, there is the Kar2ouche *Primary Shakespeare* content title.
 - **Activity 7 Captain's Log** The students write the log of Sir Francis Drake as he sails aboard the Golden Hind on the voyage that ended with his circumnavigation of the globe. They type their text into a storyboard that depicts Drake sitting, pen in hand, at his desk.
 - **Activity 8 Letter Home** One of the ladies-in-waiting to Catherine of Aragon writes a letter home describing her life at court. The letter is typed into a scroll template and then printed out for class display.
 - **Activity 9 Tudor TV** The students watch the opening frames of a daytime TV show – as it might have been in Tudor times. They then spend some time researching suitable topics for inclusion in their programme, and finally create a storyboard of the show.
 - **Activity 10 The Tudor Times** The children write a newspaper report for the *Tudor Times* based on the breakdown on one of Henry VIII's marriages. A writing scaffold is provided for students who need support.
- **Appendices:** This section consists of the following photocopiable resources.
 - **Appendix A** Worksheets and suggestions for adapting each of the above activities for use with children with special educational needs.
 - **Appendix B** Material from the text/audio palette which you can photocopy and use away from the computer as necessary.
 - **Appendix C** Lists of useful books and places to visit.
 - **Appendix D** A grid showing the National Literacy Strategy coverage.
 - **Appendix E** Glossary

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* as well as *what*.

Information-processing skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationship between characters • develop cultural awareness.
Reasoning skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • offer interpretations of texts/situations • create multimedia texts • respond imaginatively to texts/situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in collaborative working and dialogue • review, modify and evaluate work produced.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in group discussion • present ideas to a group • use visual aids and images to enhance communication • listen, understand and respond critically to others • read for meaning <ul style="list-style-type: none"> – extract meaning beyond the literal – analyse and discuss alternative interpretations, ambiguity and allusion – explore how ideas, values and emotions are portrayed – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Making Your Own Activities Using Kar2ouche

You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not always readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – what happens next?

Animations

Students who have access to Kar2ouche out of class time, can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- opening sequence of a film or credits (representing a particular genre)
- advertisement
- musical score
- fashion show, to show fashions of the time.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software you'll find the possibilities almost endless.

Useful Hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the Utilities screen and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip is effective at Comic Sans 14 bold. You will be asked to type in your password. The default password is 'password' – but your network manager may have changed this, so check first.

Saving

It's good practice to remind students to save work shortly after they have begun. Tell them that they need to give the storyboard a distinctive name. You can set the automatic save time and save path in the Utilities screen.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. On the other hand, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2003, but may be photocopied for use within the purchasing organisation.

Adding text and images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the PC, and inserted as additional backgrounds. To insert these go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory.

Websites

Where appropriate, reference has been made to a number of websites. All were live at time of writing, but it is worth checking their currency and suitability for your classes before using them in your lessons.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

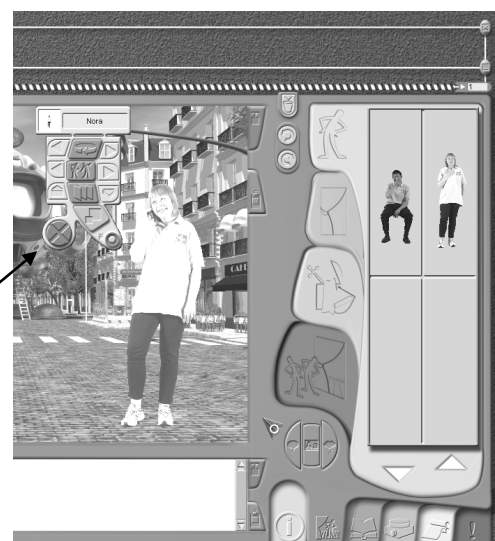
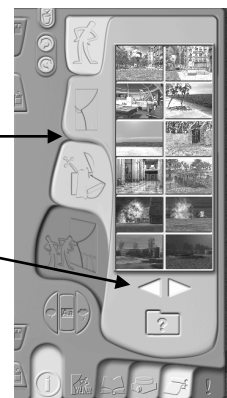
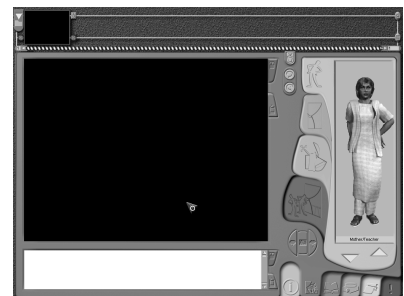
- visiting our web page **www.kar2ouche.com**
- e-mailing **esp@kar2ouche.com**
- writing to – Education Support Packs, Immersive Education, The Old Malthouse, Paradise Street, Oxford OX1 1LD.

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, they should refer to the QuickStart Guide, or work through the Apprentice Activities in *Kar2ouche Composer*. However, if they haven't had time to do this, a good way of showing them the main functions is to demonstrate how to create a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. They can pick up other skills as they go.

To create a title slide

- 1 Ask students to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, students should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

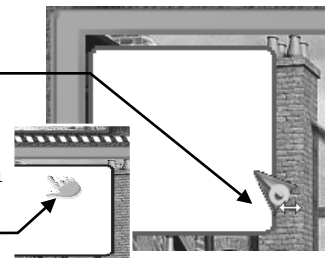
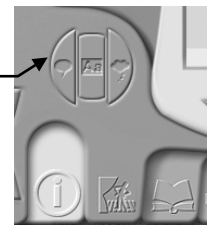


- To rotate the character students click on the left and right facing arrow heads at either side of the top icon.
- To repose the characters they click on the arrow heads either side of the central, characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



- 4 Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

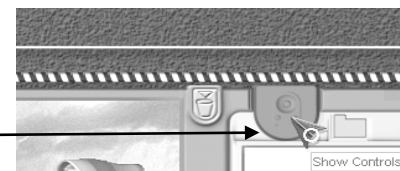
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



- 5 Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.



Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a soundfile to a frame.

Activities

Teacher Notes

Activity I Henry's Wives

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	Students may work through this activity individually, in pairs or in small groups.
Suggested Timing	2-3 lessons. If the students are only using books for research, this part of the activity could be done away from the ICT suite.

Overview of Task

The students read and/or listen to short biographies of the six wives of Henry VIII. They use a planning sheet to gather information about Henry VIII and his wives, and then open a partially completed storyboard in which a modern character asks the king why he married each of his wives, and the reasons why the marriages ended. The students complete the storyboard by typing Henry's answers into the blank speech bubbles.

Objectives

All students will: be able to put the six wives of Henry VIII in sequence.

Most students will: understand basic facts about the life of Henry VIII. They will also understand some of the reasons why each of his marriages began and ended.

Some students will: acquire a more detailed understanding of Henry VIII, the reasons why he married six times and why each marriage ended. They will understand that royal marriages in Tudor times could be made for a variety of political and personal reasons.

Curriculum References

National Curriculum

English

En1 Speaking and Listening (pair/group work option)

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas;

2e respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion; **3g** consider an argument critically.

5a identify the use and effect of specialist vocabulary; **5e** understand the structural and organisational features of different types of text; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9a to imagine and explore feelings and ideas; **9b** to inform and explain; **9d** to review and comment on what has been read, seen or heard.

History

Chronological understanding

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2c** to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways, for example, drawing, writing, by using ICT.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- a planning sheet giving details of Henry VIII and his wives
- a storyboard showing the reasons why each of Henry VIII's marriages took place and ended.

Resources

Kar2ouche *Tudors* content title

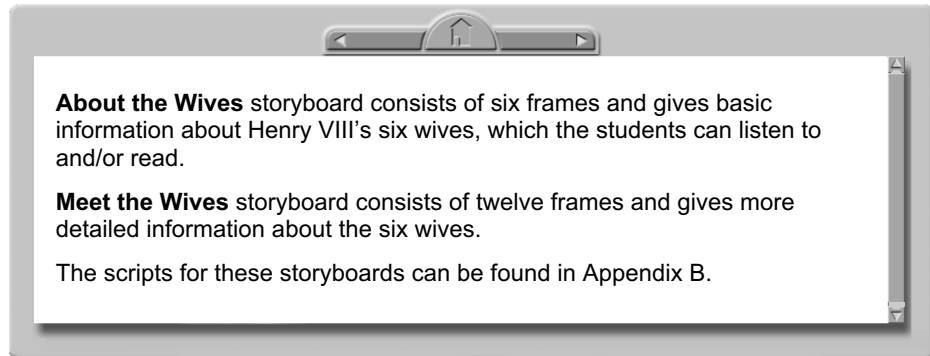
- **About the Wives** storyboard
- **Meet the Wives** storyboard
- **Ask Henry** storyboard
- Sheet 1.1 *Crown Dating Agency*
- Sheet 1.2 *Tower Dating Agency*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.royal.gov.uk/output/Page19.asp>
 - <http://www.npg.org.uk/live/collect.asp>
 - <http://www.brimms.co.uk/tudors/wives.html>
 - http://www.historyonthenet.com/Tudors/six_wives_henry_viii.htm
 - <http://tudors.crispen.org/6wives/index.html>
 - <http://englishhistory.net/tudor/monarchs/wives.html>

Activities

Introduction



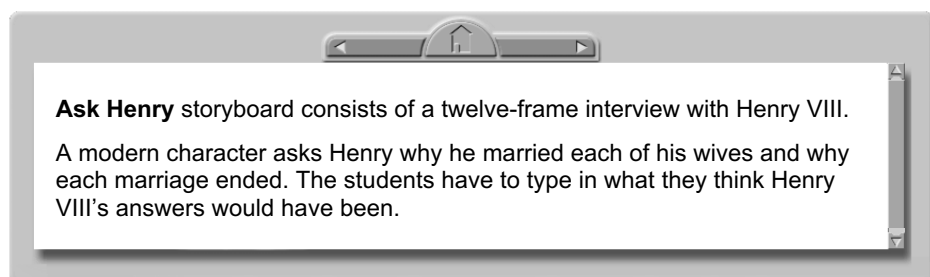
1. The students open either the **About the Wives** storyboard or the **Meet the Wives** storyboard. (The **About the Wives** storyboard is aimed at Years 3/4, whereas the **Meet the Wives** storyboard is aimed at Years 5/6.)



Development



2. Using Sheet 1.1 *Crown Dating Agency* (Years 3/4) or Sheet 1.2 *Tower Dating Agency* (Years 5/6) to record their findings, the students carry out research (using books and/or websites) into Henry VIII and his six wives. If the students are working in pairs or groups, each member could research different wives and then share their findings with the rest of their group.
3. The students open the **Ask Henry** storyboard. Using the information from their research and group discussion, the students complete the blank speech bubble in each frame.



Plenary

4. The students question each other (in pairs or in groups) about the reasons for the marriages taking place and ending. Completed storyboards from various students/groups could be shared with the class via a data projector and whiteboard. If this isn't feasible, some storyboards could be printed and displayed.

**Extension/
Homework**

5. Students could be asked to investigate one marriage in detail and produce a storyboard record of the main events of that period. They could provide a commentary in the caption window and record their own voices reading it.
6. The students produce a timeline of Henry VIII's life and plot his marriages on it. Pictures made in Kar2ouche could be made to illustrate this.

Student Notes

Activity I Henry's Wives

Objectives

This activity will help you to understand why Henry VIII married six times.

Outcomes

By the end of this activity you will have:

- a planning sheet about Henry VIII and his six wives
- a storyboard interview with Henry VIII.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 1.1 *Crown Dating Agency* **OR** Sheet 1.2 *Tower Dating Agency*

Activities

Introduction

1. First open either the **About the Wives** or the **Meet the Wives** storyboard. Your teacher will tell you which one to choose.



to open the **About the Wives** storyboard.



to open the **Meet the Wives** storyboard.

Development

2. Now you need to find out about Henry VIII and his six wives using books or websites. Your teacher will give you a planning sheet (Sheet 1.1 *Crown Dating Agency* **OR** Sheet 1.2 *Tower Dating Agency*) to help you with this.
3. Now open the **Ask Henry** storyboard. In this storyboard Henry is being interviewed about his six wives. See if you can fill in his answers using the information from your sheet.



to open the **Ask Henry** storyboard.

Plenary

4. You will have the chance to ask other members of your class why they think Henry married each of his wives and why each marriage ended. They will ask you for your ideas too!


Extension/Homework

5. Choose one of Henry VIII's wives. Find out as much as you can about her, and about what was happening in England while she was married to the king. Then make your own storyboard about this marriage and any important things that happened during the period.
6. Make a timeline of the life of Henry VIII and then plot his marriages on it. If you have time, illustrate this with pictures you have made in Kar2ouche.

Henry's Wives Sheet 1.1

Crown Dating Agency

The Crown Dating Agency was very busy during the reign of Henry VIII! Try to fill in the record sheet for their most difficult client.

TITLE	<i>King</i>	
FIRST NAME	<i>Henry</i>	
LAST NAME	<i>Tudor</i>	
OCCUPATION		
DATE OF BIRTH		
MALE or FEMALE		
HOME ADDRESS		
BUILD		
EDUCATION		
INTERESTS		
SINGLE/MARRIED/ WIDOWED/DIVORCED		
NUMBER OF CHILDREN		
RELIGION		

Matches

NAME	Catherine of Aragon
REASONS FOR MATCH	
WHAT WENT WRONG?	

NAME	Anne Boleyn
REASONS FOR MATCH	
WHAT WENT WRONG?	

NAME	Jane Seymour
REASONS FOR MATCH	
WHAT WENT WRONG?	

NAME	Anne of Cleves
REASONS FOR MATCH	
WHAT WENT WRONG?	


NAME	Katherine Howard
REASONS FOR MATCH	
WHAT WENT WRONG?	

NAME	Catherine Parr
REASONS FOR MATCH	
WHAT WENT WRONG?	

Henry's Wives Sheet 1.2

Tower Dating Agency

The Tower Dating Agency was very busy during the reign of Henry VIII! Try to fill in the record sheet for their most difficult client.

TITLE	<i>King</i>	
FIRST NAME	<i>Henry</i>	
LAST NAME	<i>Tudor</i>	
OCCUPATION		
DATE OF BIRTH		
MALE or FEMALE		
HOME ADDRESS		
BUILD		
EDUCATION		
INTERESTS		
MARITAL STATUS single/married/ widowed/divorced		
NUMBER OF CHILDREN		
RELIGION		

NAME	Catherine of Aragon
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

NAME	Anne Boleyn
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

NAME	Jane Seymour
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

NAME	Anne of Cleves
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

NAME	Katherine Howard
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

NAME	Catherine Parr
YEAR of BIRTH	
RELIGION	
MARITAL STATUS SINGLE/MARRIED/DIVORCED/WIDOWED	
REASONS FOR MARRIAGE	
WHAT WENT WRONG?	
CHILDREN from this marriage	

Teacher Notes

Activity 2 Tudor Children

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	Students may work through this activity individually, in pairs or in small groups.
Suggested Timing	2-3 lessons. If the students are only using books for research, this part of the activity could be done away from the ICT suite.

Overview of Task

The students watch an interactive storyboard about the lives of rich and poor children in Tudor times. Using a research sheet to guide them, the students carry out research into the lives of rich and poor children during this period. They then create a storyboard about the lives of a rich Tudor boy and a poor Tudor girl.

Objectives

All students will: gain an insight into the lives of rich and poor children in Tudor times, and be able to talk about the differences between the two.

Most students will: gain an insight into the lives of rich and poor children in Tudor times, be able write about the differences between the two and say which life they would have preferred to live.

Some students will: gain an insight into the lives of rich and poor children in Tudor times, comparing and contrasting the rich and poor children's lives in Tudor times with those of today.

Curriculum References

National Curriculum**English****En1 Speaking and Listening (pair/group work option)**

1a use vocabulary and syntax that enables them to communicate more complex meanings; **1c** choose material that is relevant to the topic and the listeners.

2a identify the gist of an account or key points in a discussion and evaluate what they hear; **2b** ask relevant questions to clarify, extend

and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3b** vary contributions to suit the activity and purpose; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

1c contextual understanding.

2a use inference and deduction; look for meaning beyond the literal; **2d** use their knowledge of other texts they have read.

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion.

5a identify the use and effect of specialist vocabulary; **5e** understand the structural and organisational features of different types of text.

En3 Writing

1b broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing;

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9a to imagine and explore feelings and ideas; **9b** to inform and explain; **9d** to review and comment on what has been read, seen or heard.

History

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways, for example, drawing, writing, by using ICT.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- a storyboard showing a day in the life of a rich and poor Tudor child.

Resources

Kar2ouche *Tudors* content title

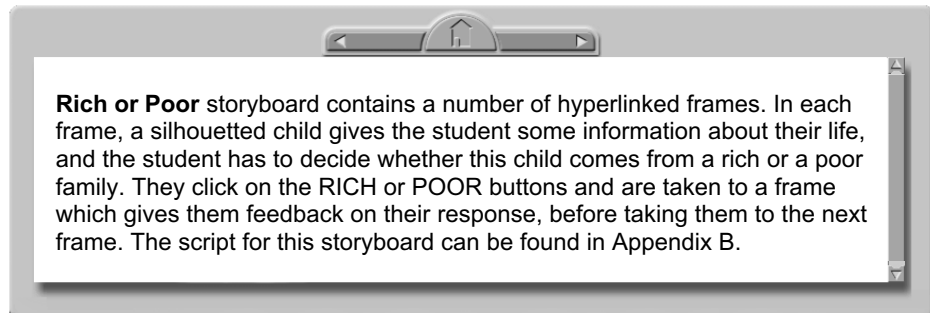
- **Rich or Poor** storyboard
- **Children's Lives** storyboard
- Sheet 2.1 *Tudor Children*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://education.leeds.ac.uk/dmc-glusburn/class8.htm>
 - http://schoolsite.edex.net.uk/49/tudor_child.html
 - <http://www.ahs.uwaterloo.ca/~museum/Brueghel/imgmap.html>
 - <http://www.nettlesworth.durham.sch.uk/time/tlife.html>
 - http://www.oxfordtoday.ox.ac.uk/archive/0102/14_1/10.shtml

Activities

Introduction



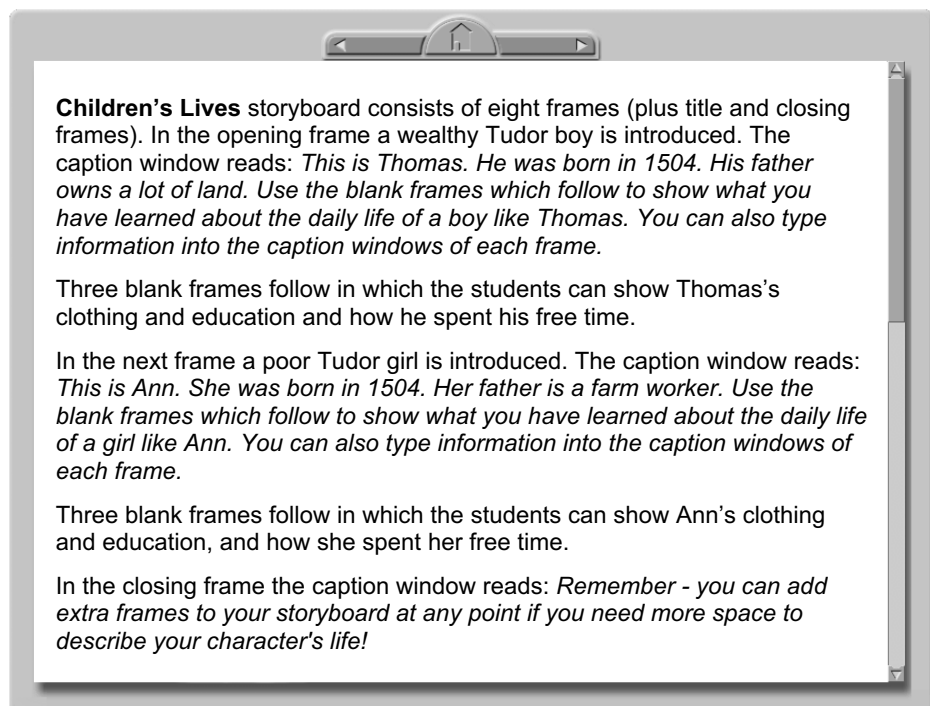
1. The students watch the interactive **Rich or Poor** storyboard.



Development



2. Using Sheet 2.1 *Tudor Children*, the students investigate the lives of rich and poor children in the Tudor period. If the students are working in pairs, they could split this task between them with one student finding out about rich children, and the other investigating poor children.
3. It may be helpful to give the students an opportunity to share the information from their planning sheets before they move on to creating their storyboards.
4. The students open the **Children's Lives** storyboard. Using the information they have gathered during their research, the students complete the storyboard.



Plenary

5. The students share the information they have discovered about the lives of rich and poor children in Tudor England. You could use the following prompt questions to check the students' learning.
 - What were the main differences between the lives of rich and poor Tudor children?
 - What aspects of Tudor children's lives would students enjoy most?
 - What do they prefer about their lives now?

**Extension/
Homework**

6. The students will have found out some information about games Tudor children played. Can they find out what adults did for entertainment? They could then create a storyboard showing how Tudor adults spent their leisure time. For example:
 - going to the theatre
 - listening to music
 - playing backgammon or cards
 - reading
 - walking in a garden
 - going to an inn.

Student Notes

Activity 2 Tudor Children

Objectives

By working through this activity you will find out about the lives of rich and poor children during the Tudor period.

Outcomes

By the end of the activity you will have:

- a research sheet about Tudor children
- a storyboard about the lives of two very different Tudor children.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 2.1 *Tudor Children*

Activities

Introduction

1. Open the **Rich or Poor** storyboard, and follow the instructions in the first frame.



to open the **Rich or Poor** storyboard.

Development

2. Now you need to find out about the lives of children in Tudor times using books or websites. Your teacher will give you a research sheet (Sheet 2.1 *Tudor Children*) to help you with this.
3. Now open the **Children's Lives** storyboard. Here you will meet two Tudor children – Tom and Ann. Use the information from your research sheet (and any of the characters, backgrounds or props) to show how these children would have lived in Tudor times. You can also type information into the caption windows to explain your ideas more fully.



to open the **Children's Lives** storyboard.

Plenary

4. You will have a chance to share what you have found out about Tudor children with the rest of your class. You will also be able to hear what they have discovered. Think about these questions.
 - Would you rather live in Tudor times or now? Why?
 - What were the main differences between rich and poor Tudor children?

Extension/Homework

5. You have found out about the games that children played in Tudor times, but what did their parents do for fun? See what you can discover about this and then create a storyboard to show how adults spent their free time.

Tudor Children Sheet 2.1**Tudor Children**

What can you find out about the lives of children in Tudor times?

RICH	POOR
What did they wear?	What did they wear?
What did they learn?	What did they learn?
What did they play?	What did they play?
Any other information	Any other information



Teacher Notes

Activity 3 Tudor Exploration

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	So that appropriate support can be targetted effectively, this activity would work best if the children worked in pairs according to ability.
Suggested Timing	2-3 lessons, including time for additional research.

Overview of Task

The introductory storyboard gives the children an insight into the hardships suffered by sailors on long voyages of discovery, and the reasons they sought to explore the wider world. Additional research is then required before completing a differentiated storyboard. In this they play the role of Sir Francis Drake taking prospective sailors around the Golden Hind explaining what goes on in each part of the ship and describing what life would be like on board.

Objectives

All students will: find out some simple facts about life on board a Tudor ship.

Most students will: take on the role of Sir Francis Drake to present researched facts and details about life on board a Tudor ship.

Some students will: find out detailed information about life on board a Tudor ship and create a detailed storyboard to present their findings.

Curriculum References

National Curriculum**History****Chronological understanding**

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2c** about the social, cultural, religious and ethnic diversities of the societies studied, in Britain and the wider world.

English

En1 Speaking and Listening (pair/group work option)

1c choose material that is relevant to the topic and to the listeners.

2b ask relevant questions to clarify, extend and follow up ideas.

3a make contributions relevant to the topic; **3b** vary contributions to suit the activity; **3c** qualify or justify what they think after listening.

En2 Reading

3b skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of texts, including print, sound and image, to obtain meaning; **3e** use organisational features and systems to find texts and information.

Outcomes

By the end of this activity students will have:

- a planning sheet detailing life on board ship
- a storyboard showing what they know about Tudor ships.

Resources

Kar2ouche *Tudors* content title

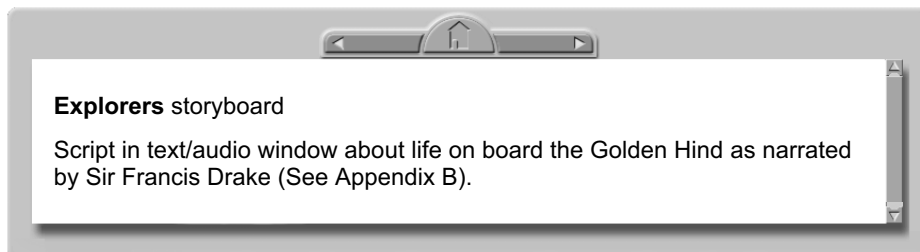
- **Explorers** storyboard
- **Golden Hind A** storyboard
- **Golden Hind B** storyboard
- Sheet 3.1 *On Board Ship A*
- Sheet 3.2 *On Board Ship B*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - http://www.history-people.co.uk/trade_and_exploration.html
 - <http://www.goldenhind.co.uk/>
 - <http://www.nmm.ac.uk/site/navId/00500300f005>

Activities

Introduction



1. The children view the **Explorers** storyboard and, in their pairs, discuss what they have seen. Ask them to focus their discussion on what they think it would be like to be a sailor working on board the Golden Hind.

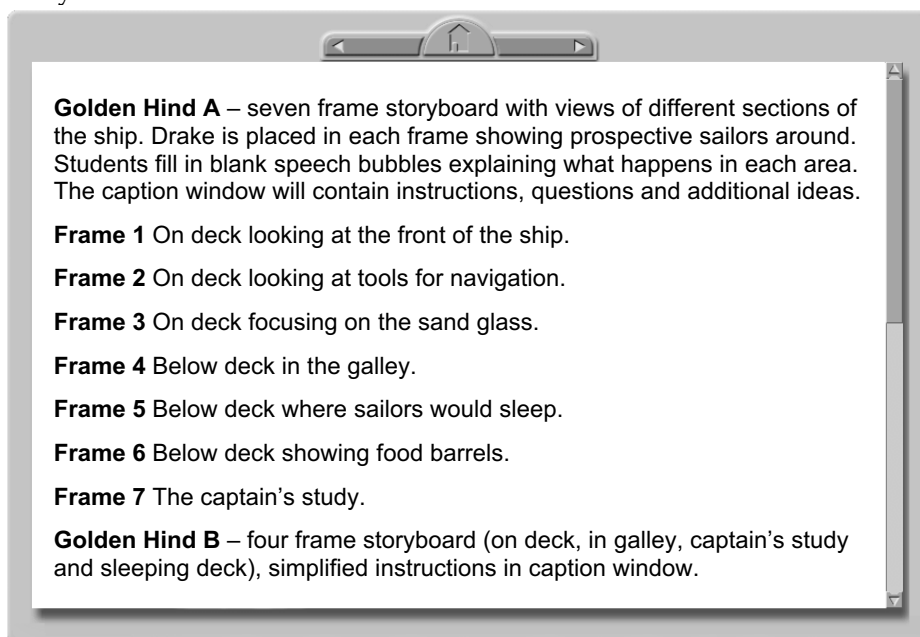


2. Get the children to share their thoughts with the rest of the group and then complete some additional research to fill in any gaps in their knowledge. Give the students Sheet 3.1 *On Board Ship A* or 3.2 *On Board Ship B* (A is more detailed and so more suitable for older or more able students) and explain that it is divided into locations on the Hind. They need to use reference materials (books, internet etc) to find out about these sections of the ship and what jobs were performed there.

Development



3. Introduce the idea that they are going to take each section of the Hind separately and show prospective sailors around. In the role of Drake, their job is to explain what happens in each area. Students open either the **Golden Hind A** or **Golden Hind B** storyboard and follow the instructions.



4. Some pairs could add additional frames to their storyboard to display any additional information they have found.
5. After completing their storyboards students might print them out to form part of a display on Tudor exploration.

Plenary

6. Share the work produced paying particular attention to the extra information found by independent research. Create a summary list for each section, either on a whiteboard or on a screen that all the children can see. Revisit the different aspects of life on board ship.

**Extension/
Homework**

7. Ask the students to think about things from the point of view of the sailors who actually decide to accompany Sir Francis on his voyage. What would they be looking forward to as they set sail on the Golden Hind? What might worry them? Make two lists on a sheet entitled 'Pros and Cons of a sailor's life'. Create an additional storyboard showing the sailors discussing this as they set sail.
8. Students could then create a job advertisement for a new crew member for the Golden Hind.

Student Notes

Activity 3 Tudor Exploration

Objectives

You will learn about Tudor sailing ships, voyages of exploration, and how hard life was for a sailor at sea.

Outcomes

At the end of this activity you will have:

- notes on Tudor voyages of discovery
- a storyboard explaining what life was like for a sailor.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 3.1 *On Board Ship A* OR Sheet 3.2 *On Board Ship B*

Activities

Introduction

1. Open the **Explorers** storyboard and listen carefully to the information. You can take notes if you like.



to open the **Explorers** storyboard.

2. Discuss what you have seen with a partner. Would being on board ship in Tudor times have been good fun?
3. Ask your teacher for a planning sheet. Using what you have just seen as a start, find out as much as you can about life on board Tudor ships like the Golden Hind. Make notes on what it would have been like for the sailors.
4. When you have finished, share your findings with another pair or the rest of the group so that you can learn as much as possible about Tudor sailing ships. Now you can start working on your storyboard.

Development

5. Ask your teacher which storyboard you need to open, either **Golden Hind A** or **Golden Hind B** and follow the instructions.



to open the **Golden Hind A** storyboard.



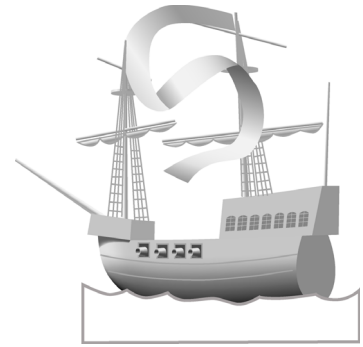
to open the **Golden Hind B** storyboard.

Student Notes**Plenary**

6. Share your completed storyboard with the rest of the class. Make a note of any new information you hear from other groups.

Extension/Homework

7. Think about how sailors on board the Golden Hind would feel as they boarded the ship. What would they like and dislike? Write the title 'Pros and Cons of a sailor's life' and list all the good things under pros and all the bad things under cons. Using the ideas from these lists create a job advertisement for a new crew member on the Golden Hind.

Tudor Exploration Sheet 3.1**On Board Ship A**

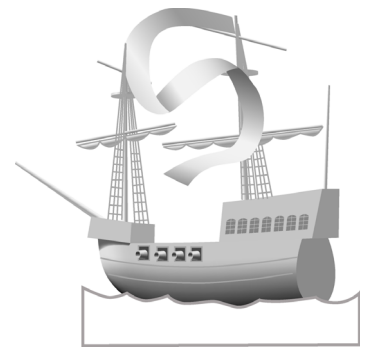
Now you have seen and heard the introductory storyboard, you can begin finding out more about the lives of Tudor sailors. Start by putting everything you can remember from the introduction into the boxes below. After you have done that, carry out some additional research so that you can add more detail.

What happened on deck?		
navigation	other	
What happened below deck?		
galley	sleeping	storage
captain	officer	sailor

Tudor Exploration Sheet 3.2

On Board Ship B

Now you have seen and heard the introductory storyboard, add as much information as you can to each section. After you have done that, carry out some additional research so that you can add more detail.



What happened on deck?		
navigation	other	
What happened below deck?		
galley	sleeping	storage
captain	officer	sailor

Teacher Notes

Activity 4 Tudor Style

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	Students may work through this activity individually, in pairs or small groups.
Suggested Timing	2-3 lessons. If the students are only using books for research, this part of the activity could be done away from the ICT suite.

Overview of Task

The students are given a choice of topics to cover in this activity: fashion or housing. They then watch a storyboard about poor people's clothes or housing. After carrying out research into the clothes and housing enjoyed by wealthier people in this period, they create their own fashion show storyboard or estate agent's details.

Objectives

All students will: gain a basic understanding of clothing or housing in Tudor times. They will understand that there was a great difference between the standard of living of rich and poor people.

Most students will: understand clearly the range of housing or clothing that existed in Tudor times, and the materials that were available for people to use. They will also be able to compare these aspects of Tudor life with modern day clothes and homes.

Some students will: gain a detailed understanding of the full range of housing conditions or clothing types in the Tudor period. They will also be able to explain why there were such great differences in people's lifestyles in Tudor times.

Curriculum References

National Curriculum**English**

En1 Speaking and Listening (pair/group work option)

1a use vocabulary and syntax that enables them to communicate more complex meanings; **1c** choose material that is relevant to the topic and the listeners.

2a identify the gist of an account or key points in a discussion and evaluate what they hear; **2b** ask relevant questions to clarify, extend and follow up ideas; **2e** respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3b** vary contributions to suit the activity and purpose; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

1c contextual understanding.

2d use their knowledge of other texts they have read.

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning.

5a identify the use and effect of specialist vocabulary; **5e** understand the structural and organisational features of different types of text; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9b to inform and explain; **9c** to persuade.

History

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2b** about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5c** communicate their knowledge and understanding of history in a variety of ways.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- a storyboard and report of a Tudor fashion show
- OR
- a storyboard and estate agent's details for a Tudor house.

Resources

Kar2ouche *Tudors* content title

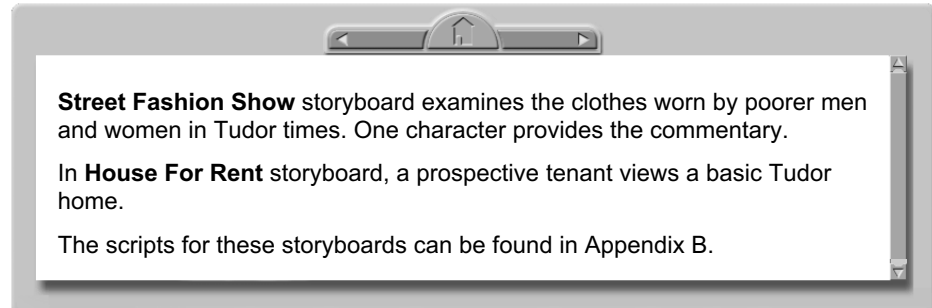
- **Street Fashion Show** storyboard
- **House For Rent** storyboard
- **Fashion Show** storyboard
- **For Sale** storyboard
- Sheet 4.1 *Clothes for the Rich*
- Sheet 4.2 *Houses for the Rich*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - http://www.history-people.co.uk/house_construction.html
 - http://www.history-people.co.uk/tudor_house_inside.html
 - <http://www.backtowhen.com/system/index.html>

Activities

Introduction



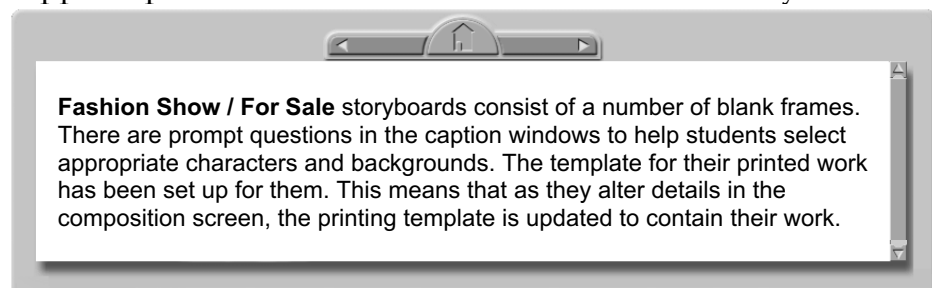
1. The students choose to open either the **Street Fashion Show** or the **House For Rent** storyboards.



Development



2. Using the first storyboard as a model, students research Tudor fashion and housing for the richer members of society. There are sheets of prompt questions to help them with this at the end of the activity.
3. Students may find it helpful to look at and discuss examples of fashion show reports/estate agents' details before starting work on their own storyboards. Alternatively, you could print copies of the fashion report and letting agent's details from the **Street Fashion Show** and **House For Rent** storyboards and discuss the style and layout of these.
4. Confident students then open a new blank storyboard, and create their own storyboard and printout. Students who need more support open either the **Fashion Show** or **For Sale** storyboards.



They choose the backgrounds and characters for the composition window, and type their commentary into the caption windows of each frame.

5. They then click on the printing screen tab and create their fashion show report or estate agents' details.

Plenary

6. Give the students an opportunity to share their work with the rest of the class. This could be via a projector and whiteboard, or by looking at a selection of printouts. Briefly consider the following questions.
 - What were the main differences between rich and poor Tudor homes and clothes?
 - Which type of house was more comfortable to live in and why?
 - Would you rather wear modern clothes or Tudor clothes? Why?

**Extension/
Homework**

7. More able students can extend this activity by producing a virtual tour of a house for an internet site.
8. Students could write a 'Fashion Then and Now' feature for a magazine looking at budget and designer fashion today compared with clothes for rich and poor in Tudor times. Students can load their own digital images of modern clothing styles, from the web or using digital cameras, and add their own captions.
9. Students could also be asked to investigate differences in other aspects of Tudor life (for example: food, health, education, leisure) as experienced by richer and poorer members of society. They could then produce a storyboard of their findings with all the frames concerning rich people dragged into the left-hand column of the print layout and all the frames showing poor people's lives in the right-hand column.

Student Notes

Activity 4 Tudor Style

Objectives

What did Tudors wear? How different were Tudor houses from the ones we live in today? Working through this activity will help you to find answers to these questions.

Outcomes

By the end of this activity you will have:

- a storyboard of a Tudor fashion show

OR

- a set of estate agents' details for a Tudor house.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 4.1 *Clothes for the Rich* OR Sheet 4.2 *Houses for the Rich*

Activities

Introduction

1. First open either the **Street Fashion Show** or the **House For Rent** storyboards.



to open the **Street Fashion Show** storyboard.



to open the **House For Rent** storyboard.

Development

2. Now see what you can find out about the clothes and houses used by richer Tudor people. Sheet 4.1 *Clothes for the Rich* OR Sheet 4.2 *Houses for the Rich* will help you with this task.
3. If you want to create your own Tudor fashion or housing storyboard without any help, click on the new storyboard link below.



to open a new storyboard.

4. If you would like to work on a storyboard where you will get some help, click on one of the links below.



to open the **Fashion Show** storyboard.



to open the **For Sale** storyboard.

5. Once you are happy with your storyboard, click on the printing tab and put together your fashion show report or house details.

Student Notes**Plenary**

6. You will have the chance to share the work you have done with the rest of your class, and to look at their work too. Think about the following questions.
 - What were the main differences between rich and poor Tudor homes and clothes?
 - Which type of house was more comfortable to live in and why?
 - Would you rather wear modern or Tudor clothes? Why?

Extension/Homework

7. Use the work you have done on Tudor housing to create a 'virtual tour' of a Tudor house.
8. Write a 'Fashion Then and Now' feature for a magazine. First create some frames showing clothes for rich and poor in Tudor times, and type your comments in the caption windows. Then find pictures of cheap fashion and designer styles on the internet and load these images into Kar2ouche as backgrounds. (Your teacher will help you with this.) If you have a digital camera you could take pictures of your own clothes. Add your comments to the caption window, and put your article together in the printing screen.
9. Pick another aspect of Tudor life that may have been different for rich and poor people. You could investigate food, health, education, or how people spent their spare time. Make a storyboard of your findings with all the frames about rich people in the left-hand column of the print layout and all the frames about poor people in the right-hand column.

Tudor Style Sheet 4.1

Clothes for the Rich

What fabrics did rich people use for their clothes?	
What colours did they choose?	
How many sets of clothes did they have?	
What did women wear?	
What did men wear?	
What did children wear?	



Tudor Style Sheet 4.2

Houses for the Rich

What materials were used to build houses for rich Tudors?	
What rooms would there have been in a rich Tudor's house?	
What materials were used for windows?	
What were fireplaces and chimneys like?	
A rich Tudor would probably have had a toilet in his house. What was it like and what was it called?	
What were the main differences between homes for the rich and poor in Tudor times?	



Teacher Notes

Activity 5 Quiz

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss the quiz questions with a partner. However, students may work through this activity on their own, or as a whole class using a projector and whiteboard.
Suggested Timing	1-2 lessons. The quiz will take one lesson, but if you wish the students to research topics before compiling their own questions, you will need to allow extra time.

Overview of Task

This is a revision activity. Students work through questions on aspects of the Tudor period and then have the opportunity to construct a quiz of their own. (If you wish, you can ask the students to base their own quiz on a particular person or topic from the Tudor era.) The students then tackle each other's questions.

Objectives

All students will: be reminded of key facts from their study of the Tudor period and have the opportunity to test their knowledge on a limited range of questions.

Most students will: be reminded of key facts from their study of the Tudor period and have the opportunity to test their knowledge on a wide range of questions.

Some students will: revise the work they have done on the Tudors by completing the quiz, and extend their knowledge by devising further questions.

Curriculum References

National Curriculum**English**

En1 Speaking and Listening (pair/group work option)

3a make contributions relevant to the topic and take turns in discussion; **3b** vary contributions to suit the activity and purpose; **3c** qualify or justify what they think after listening to others'

questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

1c contextual understanding.

2d use their knowledge of other texts they have read.

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion; **3g** consider an argument critically.

5a identify the use and effect of specialist vocabulary; **5e** understand the structural and organisational features of different types of text; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9b to inform and explain; **9d** to review and comment on what has been read, seen or heard

History

Chronological understanding

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2b** about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world; **2c** to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied.

2d to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- answered pre-prepared questions on the Tudor period
- produced their own quiz on the Tudor period
- completed a quiz created by another student.

Resources

Kar2ouche *Tudors* content title

- **Tudor Quiz** storyboard
- **My Quiz** storyboard
- Reference books

Activities

Introduction



1. The students open the interactive **Tudor Quiz** storyboard and work through the first ten questions. These questions are quite straightforward. The students are then given the option to stop or to continue. The next ten questions are more difficult, and may not be suitable for younger or less able students. (Alternatively, this part of the activity could be done using a whiteboard with the class split into two teams.)

The questions in the **Tudor Quiz** storyboard are as follows (answers in **bold**).

1. How many wives did Henry VIII have? (5 ,4, **6**)
2. What was the name of Henry VIII's first wife? (**Catherine of Aragon**, Catherine the Great, Catherine Parr)
3. Who played the parts of women in plays? (men, girls, **boys**)
4. In whose reign did Shakespeare write his plays? (Henry VIII, **Elizabeth I**, Mary I)
5. What was the name of the room where actors got ready to go on stage? (The Heavens, The Green Room, **The Tiring Room**)
6. In what year did Henry VIII become king? (1485, **1509**, 1500)
7. What is a Tudor toilet called? (**garderobe**, wardrobe, closet)
8. How many times did Elizabeth I marry? (1, **0**, 2)
9. What were poor people's clothes made from? (**wool**, silk, velvet)
10. What was Francis Drake's ship called? (The Golden Goose, The Silver Sail, **The Golden Hind**)

There are sound effects attached to the answers – a fanfare for a correct answer and laughter for incorrect answers.

The second set of questions in the storyboard follow.

11. How long did it take Francis Drake to sail around the world? (6 months, **3 years**, 6 years)
12. When did Drake set off on his voyage around the world? (1575, **1577**, 1557)
13. What was the Wooden O? (the stocks, **The Globe Theatre**, a cartwheel)
14. Where was Anne Boleyn beheaded? (Hampton Court, Hever Castle, **The Tower of London**)
15. Who were the King's Men? (**a company of actors**, Henry VIII's servants, Henry VIII's army)
16. Who painted a famous portrait of Anne of Cleves? (Hans Christian Andersen, Martin Luther, **Hans Holbein**)
17. What was a stomacher? (**part of a woman's dress**, a cure for indigestion, a hot water bottle)
18. What was 'wattle and daub' used for? (paintings, **buildings**, farming)
19. What did children drink in Tudor times? (wine, lemonade, **ale**)
20. Who was Queen Mary's mother? (Anne Boleyn, **Catherine of Aragon**, Elizabeth of York)

Development

2. The students are then asked to revise their work on the Tudors in order to construct a quiz of their own. Each student or pair could be given a different focus (for example, specific topics or people) or the whole class could be asked to work on the same topic. There is scope here for the teacher to set tasks which will provide the right level of challenge for the ability level of individual students.



3. There is a blank ten-frame storyboard (**My Quiz**) available to help the students with the creation of their quiz. Students type their questions into a text box in the composition window and can add props or characters relevant to the question if they wish. They do not have to offer alternative answers in their versions unless you think this would be useful.

Plenary



4. Each student or pair can print their completed quiz and exchange it with another student or pair, or e-mail it to them. They can then tackle each other's quiz questions and write or type their answers into the caption window. Finally they mark each other's work and comment on the fairness and difficulty of the questions set.
5. Instead, the class could be split into two teams and could try out one or two of the quizzes with the students who devised them asking the questions and keeping the score.

Extension/ Homework

6. If it is clear from the plenary session that there are topics which the students are not clear about, they could be asked to revise that topic and revisit the quiz at a later date.

Student Notes

Activity 5 Quiz

Objectives

This activity will help you to revise the work you have done on the Tudor period. You will:

- take part in an interactive quiz on the Tudors
- research specific topics you have studied so that you can work out questions of your own.

Outcomes

By the end of this activity you will have:

- completed an interactive quiz
- written your own quiz for other students to complete
- answered quiz questions which have been written by other students.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title

Activities

Introduction

1. First open the interactive **Tudor Quiz** storyboard and work through the first ten questions. Your teacher will tell you whether you should stop here or carry on with the next ten questions.



to open the **Tudor Quiz** storyboard.

Development

2. Now you can make up a quiz of your own and test your friends with it. Your teacher will tell you which aspect of the Tudor period you should cover in your quiz. You will need to re-read the work you have done on this topic, and do some more research to help you to work out your quiz questions – and the answers!
3. Now open the **My Quiz** storyboard, and type your questions into the text boxes in the composition windows. Don't type the answers into the caption windows – but do make a note of them on a piece of paper!



to open the **My Quiz** storyboard.

Plenary

4. You will have the chance to test your knowledge on a quiz that others in your class have made up – and they will be able to try out your quiz. You can then mark each other's work.

Extension/Homework

5. Did you find some of the quiz questions difficult to answer? You might find it helpful to read through your work on that topic again, so that you can do even better next time!

Teacher Notes

Activity 6 Ask Shakespeare

Key Stage/Year	Key Stage 2/ Years 3-6
Group Organisation	Students may work through this activity individually, in pairs or in small groups.
Suggested Timing	2-3 lessons. If the students are only using books for research, this part of the activity could be done away from the ICT suite.

Overview of Task

The students take a short storyboard tour of the Globe Theatre. Using books and/or websites, and with a sheet of prompt questions to guide them, the students find out more about the Elizabethan theatre. Using this information, they then complete a storyboard in which a modern character interviews Shakespeare about his work and what theatres were like during this period.

Objectives

All students will: understand basic facts about William Shakespeare and the theatre in Elizabethan Times.

Most students will: understand the ways in which the theatre in Elizabethan Times is different from today and the reasons for these differences.

Some students will: gain a more detailed understanding of the Elizabethan theatre and the importance of William Shakespeare.

Curriculum References

National Curriculum

English

En1 Speaking and Listening (pair/group work option)

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas;

2e respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts; **3f** use different ways to help the group move forward.

En2 Reading

1c contextual understanding.

2d use their knowledge of other texts they have read.

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion.

5a identify the use and effect of specialist vocabulary; **5e** understand the structural and organisational features of different types of text; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9b to inform and explain; **9d** to review and comment on what has been read, seen or heard.

History

Chronological understanding

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

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2b** about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world; **2d** to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- a completed storyboard interview with William Shakespeare.

Resources

Kar2ouche *Tudors* content title

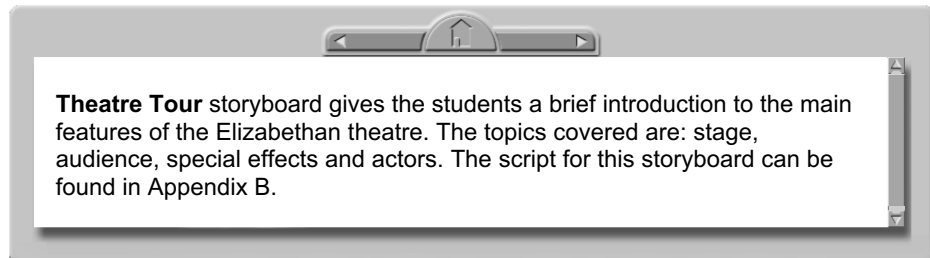
- **Theatre Tour** storyboard
- **Ask Shakespeare** storyboard
- Sheet 6.1 *Elizabethan Theatre*
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.rdg.ac.uk/globe/>
 - <http://www.rsc.org.uk/shakespeare/89.asp>
 - <http://www.shakespeare.org.uk/homepage>
 - <http://www.stratford.co.uk/shakespeare.asp>

Activities

Introduction



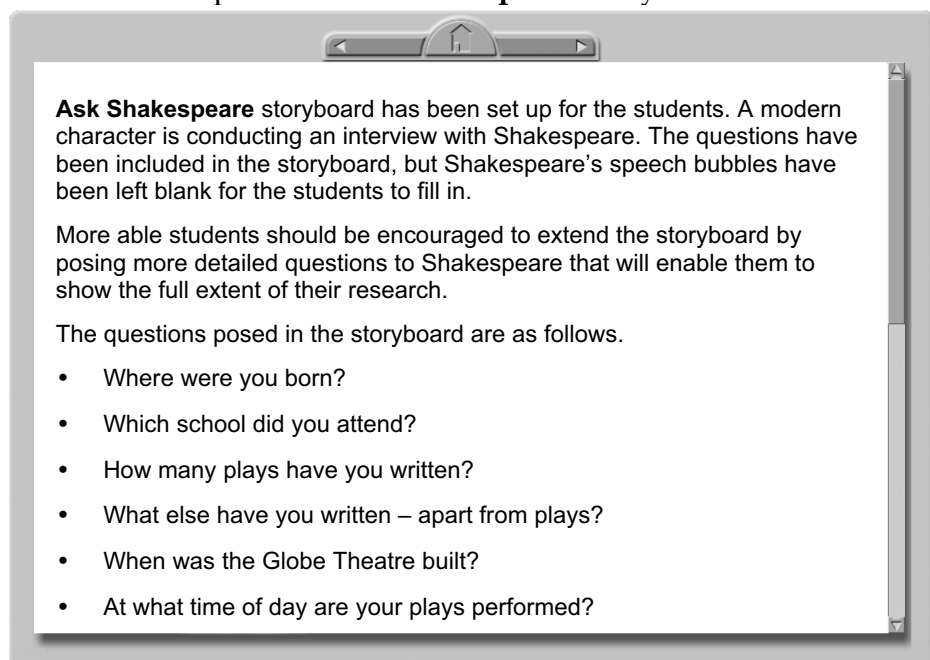
1. The students watch the **Theatre Tour** storyboard.



Development



2. Using Sheet 6.1 *Elizabethan Theatre* to guide them, the students find out as much as they can about William Shakespeare and the playhouses in Elizabethan times. (Your students may find it easier to use this sheet if you enlarge it to A3 size when you copy it.)
3. It may be helpful to give the students an opportunity to share the information from their fact sheets with each other before they move on to creating their storyboards.
4. The students open the **Ask Shakespeare** storyboard.



Plenary

5. If a projector and whiteboard are available, show a selection of completed storyboards to the class and discuss them. Alternatively, print copies of particularly lively pieces of work and look at them as a class.

**Extension/
Homework**

6. The students could be given the opportunity to extend their storyboards to include a greater range of information. They may wish to animate these.
7. The students choose one of Shakespeare's plays to investigate, and give a presentation of their findings to the class. If you have access to Kar2ouche *Primary Shakespeare*, they can use this to explore extracts from *Romeo and Juliet*, *A Midsummer Night's Dream* and/or *Macbeth*.

Student Notes

Activity 6 Ask Shakespeare

Objectives

Who was William Shakespeare? Why is he still famous today? Working through this activity will help you to answer these questions. You'll also be able to find out what a trip to the theatre was like in Elizabethan times.

Outcomes

By the end of this activity you will have:

- a storyboard interview with William Shakespeare.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 6.1 *Elizabethan Theatre*

Activities

Introduction

1. First open and watch the **Theatre Tour** storyboard.



to open the storyboard.

Development

2. Now is your chance to find out as much as you can about what Elizabethan theatres were like. Use Sheet 6.1 *Elizabethan Theatre* to help you with this task.
3. Next open the **Ask Shakespeare** storyboard. In this storyboard a modern character is interviewing William Shakespeare and it's your job to fill in the answers.



to open the storyboard.

Plenary

4. You will have a chance to share what you have found out about William Shakespeare and the Elizabethan theatre with the rest of your class. See if you can now answer the two questions at the beginning of the activity.
 - Who was William Shakespeare?
 - Why is he still famous today?

Extension/Homework

5. Look back at your research sheet (Sheet 6.1 *Elizabethan Theatre*). Use some of the information you have not already used to create extra frames at the end of the **Ask Shakespeare** storyboard. You will have to type in the question and the answer this time.
6. Choose one of Shakespeare's plays and find out all you can about it.
 - When was it written?
 - When was it first performed?
 - What is it about?

Then use this information to give a short presentation to your class.

Ask Shakespeare Sheet 6.1

Elizabethan Theatre

Shakespeare in Stratford

date of birth:

family:

education:

marriage:

Shakespeare in London

What did he do for a living when he first moved to London?

How many plays did he write?

What else did he write?

The Globe Theatre

When was it built?

Where was it built?

What was it made of?

Going to a playhouse

What time of day? Why?

What did it cost?

Where could you sit/stand?



Teacher Notes

Activity 7 Captain's Log

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	The writing of the log is designed to be carried out individually, but the planning stage could be done in pairs. To support all the children in the class effectively, the pairs could be grouped so that one is able to assist the other.
Suggested Timing	The planning should take roughly one hour; additional research could then take place away from the ICT room possibly as homework. The final session will also take an hour.

Overview of Task

The students write the log of Sir Francis Drake as he circumnavigates the globe aboard the Golden Hind. They type their text into a storyboard that depicts Drake sitting, pen in hand, at his desk.

Objectives

All students will: write the log of Sir Francis Drake and have some insight into life at sea during the Tudor period.

Most students will: plan and write the log of Sir Francis Drake and display some understanding of the challenges faced by both captain and crew.

Some students will: plan and write a detailed log of Sir Francis Drake demonstrating thorough understanding of life at sea, the places visited, and items brought back to England.

Curriculum References

National Curriculum**English****En1 Speaking and Listening**

1c choose material that is relevant to the topic and listeners.

2b ask relevant questions to clarify, extend and follow up ideas.

En 3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively.

History

Chronological understanding

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied; **2c** to identify and describe the reasons for, and results of historical events, situations and changes in the periods studied.

Outcomes

By the end of this activity students will have:

- completed a storyboard version of Sir Francis Drake's log.

Resources

Kar2ouche *Tudors* content title

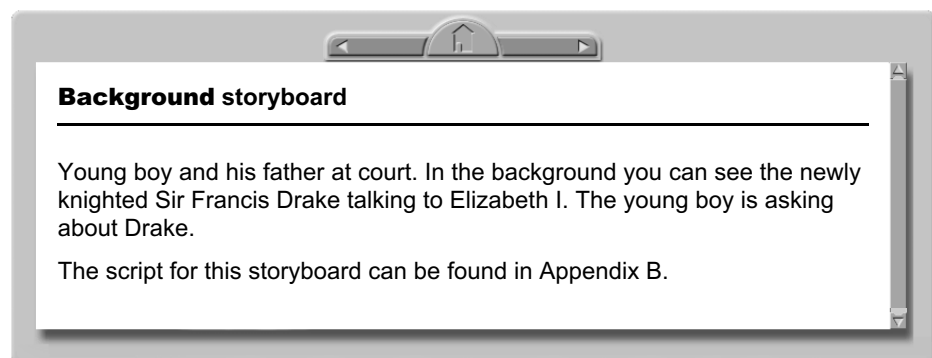
- **Background** storyboard
- **Captain's Log A** storyboard
- **Captain's Log B** storyboard
- Sheet 7.1 *A Day on the Golden Hind A*
- Sheet 7.2 *A Day on the Golden Hind B*
- Copy of a world map
- Reference books and websites. The following websites contain useful information. Please check that they are suitable for your students and currently available before recommending them to your class.
 - <http://www.goldenhind.co.uk/education/worksheets/voyage.html>
 - <http://www.mcn.org/2/oseeler/drake.htm>
 - <http://www.nmm.ac.uk/site/navId/00500300f005>

Activities

Introduction



1. Explain to the class that they are going to build on the knowledge they gained when working through Activity 3 Tudor Exploration. They will need to recall the facts they learned there. Their task is to put themselves into the shoes of Sir Frances Drake as he writes his log.
2. View the **Background** storyboard and discuss what they already know about Drake.

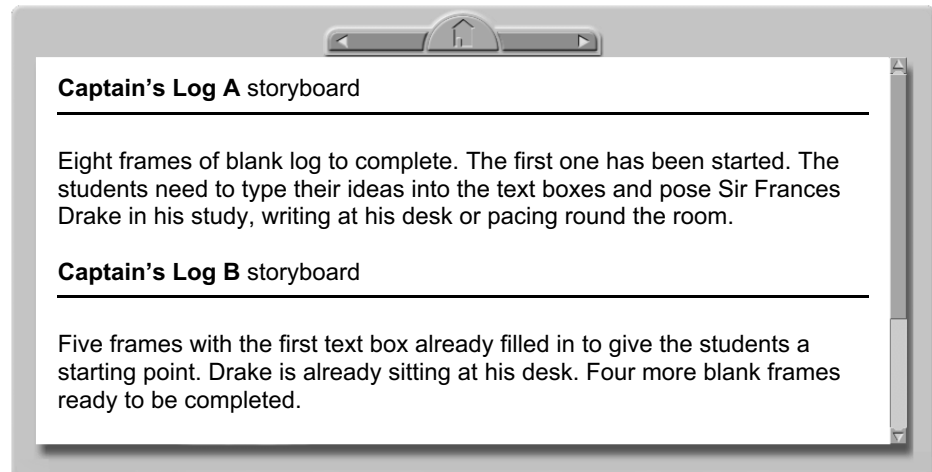


3. It is important to make it clear that the log is a fictional record but that they should include at least some historical facts. Ask the children to think of the sorts of things the captain might need to detail in his record of the voyage and make notes on the board as they make their suggestions.
4. Introduce the planning sheet and make clear your expectations for filling them in. Sheet 7.1 *A Day on the Golden Hind A* is to work with **Captain's Log A** and requires the children to write down as many things as they can think of that might take place on board ship during a day at sea. The second section requires more historical detail including the places that Drake stopped at and what happened there. Requiring more depth, A is better used with older or more able students. Sheet 7.2 *A Day on the Golden Hind B* and accompanying storyboard **Captain's Log B** follows the same format but includes a list of ideas and additional vocabulary which may assist with content and structure.

Development



5. The students open either storyboard **Captain's Log A** or **Captain's Log B** and follow the instructions.

**Plenary**

6. Sharing a brief section of each log will allow appreciation of the wide range of ideas the children will have had. List all the different experiences the students described. Did any of the sailors undergo punishment or illness? Did anyone land somewhere new? Was anyone attacked?

**Extension/
Homework**

7. Carry out some more detailed research into Drake's voyage and map out all the various places he visited and when. Add this detail to a world map. If possible use one that represents the Tudor view of the world.

Student Notes

Activity 7 Captain's Log

Objectives

In this activity you will build on what you know about Tudor ships and the lives of sailors. Using this knowledge, you'll write the captain's view of events on board ship.

Outcomes

By the end of this activity you will have:

- notes on Sir Francis Drake's voyage around the world
- the captain's log.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 7.1 *A Day on the Golden Hind A* OR Sheet 7.2 *A Day on the Golden Hind B*

Activities

Introduction

1. Watch the storyboard really carefully and focus on what the father tells his son.



to open the **Background** storyboard.

2. Using the planning sheet, collect ideas about what might happen during a typical day on board the Golden Hind. Make rough notes.

Development

3. Your teacher will tell you which storyboard you need to open, either **Captain's Log A** or **Captain's Log B**. Follow the instructions.



to open the **Captain's Log A** storyboard.



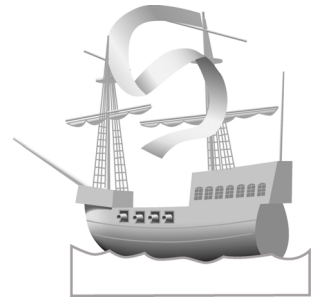
to open the **Captain's Log B** storyboard.

Plenary

4. Choose your favourite frame from your log to share with the rest of the group. You could print it out or show it on screen.

Extension/Homework

5. Try to find out as much factual information as you can about Sir Francis Drake's famous voyage. Put all of your facts in order on a timeline. Using a blank map of the world, plot the places he visited on his voyage and the dates he was there.

Captain's Log Sheet 7.1**A Day on the Golden Hind (A)**

Think about all the things that the sailors might do during a day on board ship and what the captain's responsibilities might be. As you carry out your own research, jot ideas in the relevant boxes. The headings provide some suggestions for topics to research.

Weather	Conduct of crew
Places visited	Jobs done
Treasure/new items acquired	Other
Other	Other

Captain's Log Sheet 7.2

A Day on the Golden Hind (B)

Think about all the things that the sailors might do during a day on board ship and what the captain's responsibilities might be. As you carry out your own research, jot down ideas in the relevant boxes. The headings provide some suggestions for topics to look up.

Weather	Things the crew would do
Places visited	Jobs done
Other things	

Words that might help you

stormy sea; rough; on deck; calm sea; rain; high waves; hungry; dry biscuit; bad water; cold; uncomfortable; sand glass; astrolabe; bell; hard work; long hours; tired; rats; maggots; trouble; stealing; punishment; mutiny; wet clothes; treasure; gold; Plymouth; Spain; Central America; Philippines; Java; Sierra Leone

Teacher Notes

Activity 8 Letter Home

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	The research part of the activity would work best if the children were organised in small groups or pairs, but the writing activity has been designed to be carried out by students working alone.
Suggested Timing	Research and writing should take approximately one hour each depending on the age and ability of the students and the support available.

Overview of Task

One of the ladies-in-waiting to Catherine of Aragon writes a letter home describing her life at court. The letter is typed into a template and then printed out for class display.

Objectives

All students will: write a letter showing that they know something about life at court.

Most students will: write a letter in the style of a lady-in-waiting showing a good understanding of life at court.

Some students will: demonstrate a good understanding of life at court through a letter from, and subsequent interview with, a lady-in-waiting to Catherine of Aragon.

Curriculum References

National Curriculum**English****En1 Speaking and listening**

2b to ask relevant questions to clarify, extend and follow up ideas;
2e to respond to others appropriately, taking into account what others say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts.

En2 Reading

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3f** distinguish between fact and opinion.

En3 Writing

1a choose form and content to suit a particular purpose; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively;

2a draft-develop ideas from the plan into structured written text; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions.

History

Chronological understanding

1a place events, people and changes into correct periods of time.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past.

Outcomes

By the end of this activity students will have:

- an ideas/planning sheet about life at court
- a letter from a lady-in-waiting to her family telling them about life at court.

Resources

Kar2ouche *Tudors* content title

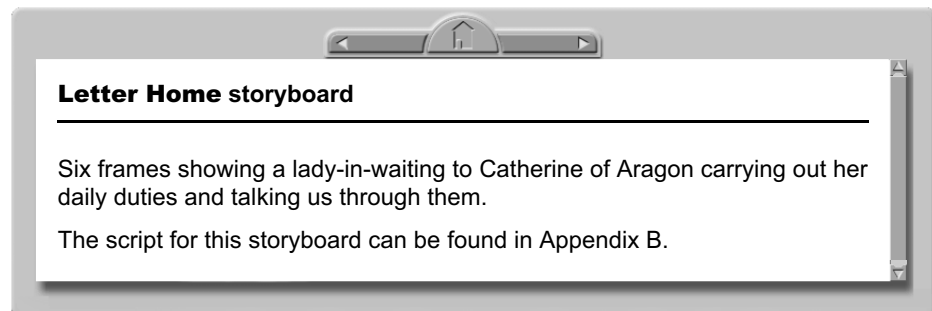
- **Letter Home** storyboard
- **Letter** storyboard
- Sheet 8.1 *Tudor Court*
- Text books for research

Activities

Introduction



1. The students view an introductory storyboard setting the scene for their writing about life at court.

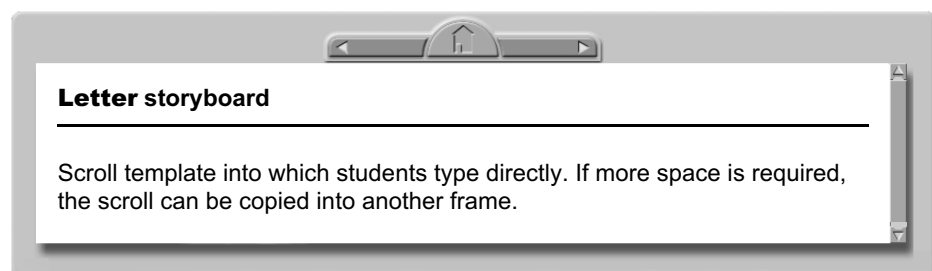


2. Following the viewing, discuss with the students what they have seen, and check that everyone understands the role of a lady-in-waiting. Jot down the students' ideas, and then ask them to find out more about life at court. They can look at the ladies-in-waiting of all of Henry VIII's wives and life at court in general. There is a planning sheet containing prompts to help students focus their research.

Development



3. Once the research has been carried out explain the main activity. Remind students that this is a writing activity and that they have to imagine themselves in the role of one particular lady-in-waiting as she writes a letter to her family. She is new to court and is eager to let everyone at home know what goes on in her daily life.
4. Students need to open the **Letter** storyboard to begin writing their letter. Encourage them to use their planning sheet, especially the additional vocabulary, and to check their spelling as they go.



Plenary

5. Share the various letters and discuss who managed to capture the feeling of what life would be like at court. Which students entered into the mind of the lady-in-waiting most effectively and managed to include the most detail of what would be going on each day? Whose style seems most appropriate for a well-educated lady of some means?

**Extension/
Homework**

6. Ask the students to imagine that they are going to interview this lady-in-waiting directly. Get them to devise a list of questions that they would like to ask about her life. They can then create a Kar2ouche virtual role-play storyboard or act out the interview as a hot-seating activity.

Student Notes

Activity 8 Letter Home

Objectives

This activity will help you to understand what life was like at court in the time of Henry VIII.

Outcomes

By the end of this activity you will have:

- information about life in King Henry VIII's court
- a lady-in-waiting's letter to her family letting them know how she is getting on.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 8.1 *The Tudor Court*

Activities

Introduction

1. Watch the introductory storyboard to find out about the life of a lady-in-waiting. Discuss what you have seen with the rest of your group or a partner.



to open **Letter Home** storyboard

2. Your teacher will give you a planning sheet, *The Tudor Court*. Write down what you have learned so far about the life of a lady-in-waiting. See what else you can find out by doing some research of your own. You might like to work with a partner to do this.

Development

3. Imagine you are a lady-in-waiting and you've not been in court very long. Write a letter to your family, telling them all about your new life and what sort of things you do each day.
4. Open the **Letter** storyboard and follow the instructions. Remember to use your research sheet to help you.



to open **Letter** storyboard

Plenary

5. When you have finished your letter, print it out. Your teacher will ask some of your group to share their letters with everyone. Make sure you are ready to do this.
6. Listen carefully to everyone's work. Did anyone include detail in their letter that you didn't know? What was it? Make a note.

Extension/Homework

7. Now imagine that you are going to interview this lady-in-waiting. Make a list of the questions that you would like to ask her about her life. Make a storyboard where you add your questions and her imagined answers to speech bubbles. Instead you could act out the interview with someone from your class.

Letter Home Sheet 8.1

The Tudor Court

Collect as much information as you can about life at court. This will help you make a good storyboard.

music**dancing****gossip****embroidery****chores****other****Palaces and places visited as the court tours the country**

Teacher Notes

Activity 9 Tudor TV

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	Students may work through this activity in pairs or in small groups.
Suggested Timing	3-4 lessons. If students are using books (rather than websites) for research, this part of the activity could be done away from the ICT suite.

Overview of Task

The students watch the opening frames of a daytime TV show – as it might have been in Tudor times. They then spend some time researching suitable topics for inclusion in their programme, and finally create a storyboard of the show.

Objectives

All students will: carry out independent research on a Tudor topic of their choice.

Most students will: carry out detailed research on a topic or topics and present their information clearly and imaginatively.

Some students will: gain a detailed understanding of a complex issue from the Tudor period, as well as presenting a variety of more straightforward topics in a way which engages their audience.

Curriculum References

National Curriculum**English**

En1 Speaking and Listening (pair/group work option)

1c choose material that is relevant to the topic and the listeners.

2b ask relevant questions to clarify, extend and follow up ideas;

2e respond to others appropriately, taking into account what they say.

3a make contributions relevant to the topic and take turns in discussion; **3c** qualify or justify what they think after listening to others' questions or accounts.

En2 Reading

1c contextual understanding.

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading; **3d** draw on different features of text including print, sound and image, to obtain meaning; **3f** distinguish between fact and opinion.

5a identify the use and effect of specialist vocabulary; **5g** engage with challenging and demanding subject matter.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1d** use and adapt the features of a form of writing; **1e** use features of layout, presentation and organisation effectively.

2a plan – note and develop initial ideas; **2b** draft – develop ideas from the plan into structured written text; **2c** revise – change and improve the draft; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions; **2e** present – prepare a neat, correct and clear final copy; **2f** discuss and evaluate their own and others' writing.

9a to imagine and explore feelings and ideas; **9b** to inform and explain; **9c** to persuade; **9d** to review and comment on what has been read, seen or heard.

History

Chronological understanding

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

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2d** to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical enquiry

4a how to find out about the events, people and changes studied from an appropriate range of sources of information; **4b** to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5a recall, select and organise historical information; **5b** use dates and historical vocabulary to describe the periods studied; **5c** communicate their knowledge and understanding of history in a variety of ways.

Breadth of study

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.

Outcomes

By the end of this activity students will have:

- a daytime Tudor TV programme storyboard.

Resources

Kar2ouche *Tudors* content title

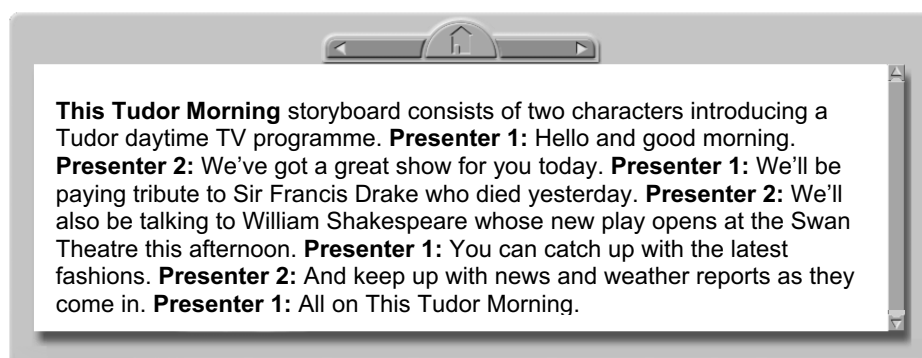
- **This Tudor Morning** storyboard
- Reference books and possibly clips from daytime TV shows

Activities

Introduction



1. The students open the **This Tudor Morning** storyboard.



Development

2. The students then research the items they wish to cover in their own TV programme. These could be those introduced in the storyboard. If the students are working in groups, each member could take responsibility for a different item in the show. Older and more able students should be encouraged to ensure that the topics they include were in fact concurrent. There is a generic research sheet available for you to copy and give to the students, or you may wish to devise specific ones for the topics you wish them to cover.
3. If you want students to focus on the tone and style of presentation used in these shows, show them a clip from a current daytime TV show. Discuss with them the kinds of phrases that the presenters use and the pace at which the show moves. They should also note the balance between studio and location coverage.



4. The students return to the **This Tudor Morning** storyboard and add frames to it. If they wish, they can start with a blank storyboard and create their programme from scratch, or else amend the opening frames to reflect the content they have decided to include.

Plenary

5. Give students the opportunity to watch each other's TV programmes, and to share what they learned from the research they carried out.

**Extension/
Homework**

6. Students could research and create a programme from the time of Henry VIII, and cover specific issues such as the dissolution of the monasteries or a royal marriage.
7. Students could be given the time to animate a section of the programme. These could then be joined together and posted on the school website.

Student Notes

Activity 9 Tudor TV

Objectives

This activity will give you the opportunity to carry out some research into a selection of topics from Tudor times. You will then use this material to create your own daytime TV programme!

Outcomes

By the end of this activity you will have:

- a storyboard of a TV programme covering topics that would have interested people in the Tudor period.

Resources

To complete the activity you will need:

- Kar2ouche *Tudors* content title
- Sheet 9.1 *Research Sheet*

Activities

Introduction

1. First open and watch the **This Tudor Morning** storyboard. This storyboard shows the opening of a daytime TV programme as it might have been in Tudor times.



to open the storyboard.

Development

2. Decide what you want to include in your own TV show. You can follow the suggestions given in the storyboard you watched, or replace some items with topics that particularly interest you. Your teacher may give you a sheet to help you to record your ideas.
3. Either return to the **This Tudor Morning** storyboard and complete it, or open a new storyboard and create your show from scratch. (If you only want to change one or two items in the storyboard, it might be quicker to change the opening frames rather than start again.) Remember to give your storyboard a new name when you save it.



to open the **This Tudor Morning** storyboard.



to open a new storyboard.

Student Notes**Plenary**

4. You will have chance to show your TV programme to other members of your class, and to see their work too. What have you learned about Tudor life from making and watching these programmes?

Extension/Homework

5. Research and create a programme from the time of Henry VIII. Pick a particular event such as the dissolution of the monasteries or a royal marriage. Make the programme that might have been shown that day.
6. Why not turn your storyboard into an animation? If you work in groups (with each person working on a separate topic), you can do this quite quickly.

Tudor TV Sheet 9.1

Research Sheet

Topic	
Information to include	
Location	(for example Tudor kitchen/on board ship)
Characters needed	



Teacher Notes

Activity 10 The *Tudor Times*

Key Stage/Year	Key Stage 2/Years 3-6
Group Organisation	The children should work in pairs for the research and planning and could continue in these pairs whilst writing their newspaper report. Otherwise all of the work, both research and writing could be done individually.
Suggested Timing	The writing of the newspaper article is likely to take more than one hour so it might be useful to break this activity up into two sessions with the break occurring after the children have made their notes and discussed report writing with their partners.

Overview of Task

The students write a newspaper report for the *Tudor Times* based on the breakdown of one of Henry VIII's marriages.

Objectives

All students will: write a brief report for one of the newspapers using a simplified planning frame.

Most students will: write a more detailed report and complete the front page of the newspaper.

Some students will: present a report from more than one point-of-view.

Curriculum References

National Curriculum**English****En1 Speaking and listening**

1a use vocabulary and syntax that enables them to communicate more complex meanings.

En2 Reading

3a scan texts to find information; **3b** skim for gist and overall impression; **3c** obtain specific information through detailed reading.

En3 Writing

1a choose form and content to suit a particular purpose; **1b** broaden their vocabulary and use it in inventive ways; **1c** use language and style that are appropriate to the reader; **1e** use features of layout, presentation and organisation effectively; **2d** proofread – check the draft for spelling and punctuation errors, omissions and repetitions.

History

Chronological understanding

1b use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

Knowledge and understanding of events, people and changes in the past

2a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past; **2b** about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world; **2c** to identify and describe reasons for, and results of, historical events, situations, and changes within and across the different periods and societies studied.

Outcomes

By the end of this activity students will have:

- a plan for a newspaper report
- a completed newspaper story or front page reporting on the breakdown of one of Henry VIII's marriages.

Resources

Kar2ouche *Tudors* content title

- **Tudor Times** storyboard
- **Extra Pages** storyboard
- Sheet 10.1 *Writing a Newspaper Report*

Activities

Introduction

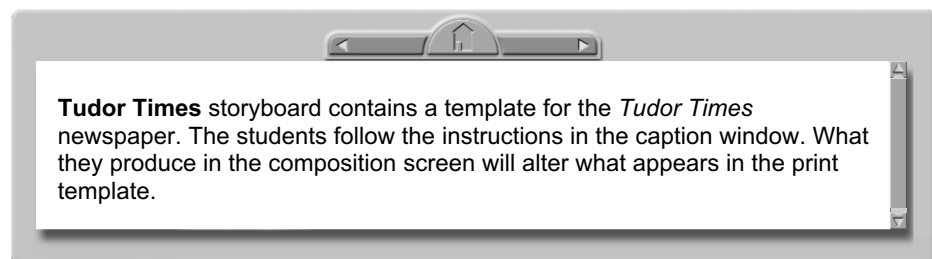


1. Remind students of what they already know about Henry VIII and his six wives. Explain that they are a reporter for the *Tudor Times* who is writing about the ending of one of Henry's marriages. You might like to divide the class up so that all of the marriages are covered.
2. At this point it would be useful to remind them about writing for a newspaper. Show them the planning sheet and talk through all of the things they need to remember when writing a report. Think about style, content, structure, purpose and audience. More able or older students might like to think about the differences between tabloid and broadsheet reporting.

Development



3. Check that all of the students have managed to write some information under each heading, then instruct them to open the **Tudor Times** storyboard. To complete their report they need to follow the instructions displayed in the caption windows.



Plenary

4. If you have covered all the marriages, this would be an ideal opportunity to ask the students to read their articles in chronological order. Draw students' attention to the most successful pieces of reporting. Show how individuals have covered all of the question words on the planning sheet. Tick each off as the reports are read out so that the children can see how they contribute to the structure of the whole.

Extension/ Homework



5. Ask the children to produce additional newspaper pages or an article offering a different perspective. For instance, if the paper was supportive of Henry's actions they might like to write an article that is more sympathetic towards the Queen. There is an **Extra Pages** storyboard available to help them create extra pages. For the alternative perspective they can return to the **Tudor Times** storyboard, change the paper's name and give a different view. On the other hand, they could create their own pages.

Student Notes

Activity 10 The Tudor Times

Objectives

This activity will check what you already know about Henry VIII and his wives, and help you find out more about the breakdown of one marriage in particular.

Outcomes

By the end of this activity you will have:

- a newspaper report.

Resources

To complete the activity you will need:

- Kar2ouche Tudors content title
- Sheet 10.1 *Writing a Newspaper Report*

Activities

Introduction

1. Think about all the things you already know about Henry VIII and his wives. Imagine that you are a reporter when one of the marriages breaks down.
2. Your teacher will give you a planning sheet (Sheet 10.1 *Writing a Newspaper Report*) to help you to structure a report about the breakdown. Look at it carefully. Who was involved? What happened? Where did the main events take place? When did it occur? Write some information under each heading. You might like to do some additional research here or imagine what witnesses at the time might have said.

Development

3. Now open the **Tudor Times** storyboard and follow the instructions carefully. Use your plans to structure your writing so that you write a report and not a story.



to open the **Tudor Times** storyboard.

Plenary

4. Save your storyboard with a new name. Print your report and make sure you can read it easily. Now you are ready to read it to the class. Your teacher may ask you to read the reports in the order in which they would have been published.

Student Notes

Extension/Homework

5. Add some more pages to your newspaper. If you open the **Extra Pages** storyboard it will allow you to do this. You could create a Tudor horoscope or some advertisements. Just use your imagination! Instead you might want to write a report that gives a different point of view. If so, open the **Tudor Times** storyboard again, but this time write with more sympathy for one of the characters.



to open the **Extra Pages** storyboard.



to open the **Tudor Times** storyboard.

The Tudor Times Sheet 10.1

Writing a Newspaper Report

When writing for a newspaper there are a few points that you need to bear in mind. Once you have filled in some information under each heading you can begin writing your report.

Who?	What?
Where?	Why?

Other information



Appendices

Appendix A

Kar2ouche and Special Needs

In every mainstream primary classroom a percentage of the children will have Special Educational Needs (SEN). The challenge for the busy teacher is to provide differentiated but imaginative work that is at the same time manageable to deliver. In addition, many of these children require provision that is additional to and different from that of the rest of the class. With a little extra time, Kar2ouche can assist with this provision.

Many of the activities in the Kar2ouche *Tudors* content title have additional worksheets and/or notes attached to them that could support a child or group of children with SEN. The activities are to be carried out prior to the main lesson but are by no means compulsory. They can be delivered by a teaching assistant to a small group or individual and provide the children with some of the skills they need to cope with the lesson. A lot of the time they just break the activity into smaller, more manageable chunks, include additional vocabulary lists or simplify and reduce the written content of the activity so that the main class lesson is more accessible.

The class teacher will know and understand the individual needs of a particular child with SEN, and can provide tailor-made work for a particular activity by creating personal storyboards and handouts.

Sheets

The sheets in Appendix A:

- may be photocopied and used alongside the scripts that accompany each storyboard
- give details of additional support activities to be delivered by a teaching assistant or classroom helper.

Appendix A

Activity I Henry's Wives

Overview of Task

The students read and/or listen to short biographies of the six wives of Henry VIII. They use a planning sheet to gather information about Henry VIII and his wives, and then open a partially completed storyboard in which a modern character asks the King why he married each of his wives, as well as the reasons why the marriages ended.

Prior to the Activity

- A preview of the storyboard **About the Wives** and a brief discussion of its content would be a good starting point. Explain to the group that they need to focus on Henry's marriage to Catherine of Aragon.
- Photocopy the text from the **About the Wives** storyboard and have it available as a point of reference during the session. It might be useful to blow it up to A3 on the photocopier.
- Using the simplified worksheet try to fill in the details for the dating agency for Henry VIII and Catherine of Aragon. You can guide the students through available research material to access the information they might be missing.

During the Activity

- When approaching the storyboard **Ask Henry** it may be appropriate for the students to complete only the first two frames providing information about his marriage to Catherine of Aragon. The first two frames could be copied into a new storyboard to show the students that they have managed to complete the task that has been set them.

Appendix A Sheet 1.1

Crown Dating Agency

The Crown Dating Agency was very busy during the reign of Henry VIII! Try to fill in the record sheet for their most difficult client. The form has been started for you

TITLE	<i>King</i>	
FIRST NAME	<i>Henry</i>	
LAST NAME	<i>Tudor</i>	
OCCUPATION		
DATE OF BIRTH		
MALE or FEMALE		
HOME ADDRESS		
BUILD		
EDUCATION		
INTERESTS		
SINGLE/MARRIED/ WIDOWED/DIVORCED		
NUMBER OF CHILDREN		
RELIGION		

Matches

NAME	Catherine of Aragon
REASONS FOR MATCH	
WHAT WENT WRONG?	

Appendix A

Activity 2 Tudor Children

Overview of Task

The children watch an interactive storyboard about the lives of rich and poor children in Tudor times. Using a planning sheet to guide them, they carry out research into the lives of rich and poor children during this period. Then they create a storyboard with frames about the lives of a rich Tudor boy and a poor Tudor girl.

Prior to the Activity

- Watch the **Rich or Poor** storyboard with the children and help them to select the correct choices.
- Discuss the differences they have spotted between the rich and poor children, and list them on a whiteboard or large sheet of paper.
- Using the Sheet 2.1 *Tudor Children* (possibly enlarged to A3) from the main activity section, add their thoughts to the relevant boxes.
- Using research material you have gathered that is of an appropriate level of difficulty for the group you are working with, see if you can add to the information you have already put onto the sheet.
- Once completed, make a copy for all of the children in the group, ready for the main class activity.

During the Activity

- Students might like to look at the rich and poor storyboard again with the rest of the class, but having more confidence to locate the correct answers.
- While the others are carrying out the research part of the activity, the group who have done it already with support could join in with another group/pair and share what they have found out, and then learn some more as the rest of the group look for greater detail.
- When it comes to opening the **Children's Lives** storyboard, this group could just fill in the first frame of each part. These frames could be copied and pasted into another blank storyboard before the children start.

Appendix A

Activity 3 Tudor Exploration

Overview of Task

The children watch a storyboard about Tudor exploration and what it was like to be a sailor on board a ship at that time. Their task involves further research into this area before completing a storyboard where Sir Francis Drake shows prospective sailors around the Golden Hind and the children add details of what happens in each part of the ship.

Prior to the Activity

The children will need to know some simple facts about Tudor sailing and exploration during the period so it would be useful to search through some of the reference material you have in the classroom and locate some texts that the group of children you are working with have a better chance of accessing. Very often this is the time that all teachers get stuck as generally the research text material available to the whole class proves to be quite a challenging read for the less able student. Try creating some fact sheets of your own using pictures you have downloaded from the internet and simplified text that you are confident your students will be able to tackle, or create them using Kar2ouche characters and backgrounds and then add the appropriate text below before printing them out.

- Watch the introductory storyboard with the group and discuss its content. Unpick it frame by frame and check that the children understand it to the best of their ability. Watch again if necessary.
- Explain what will happen in the main lesson and share with them the planning sheet (Sheet 3.2 *On Board Ship B*).
- Read through the prepared research sheets and fill in a planning sheet together.
- During the main class lesson the children can participate along with everyone else but will have their own research material ready. When it comes to carrying out the storyboarding (**Golden Hind B**), they could fill in a couple of frames. If possible these could be selected for them and copied and pasted into a new storyboard before they start.

Appendix A

Activity 4 Tudor Style

Overview of Task

The students are given a choice of topics to cover in this activity: fashion or housing. They then watch a storyboard about poor people's clothes or housing. After carrying out research into the clothes and housing enjoyed by wealthier people in this period, they create their own fashion show storyboard or estate agent's house details sheet.

Prior to the Activity

Choose the topic for which you have the most age and ability relevant resource materials. As in the previous support lesson it would be simple to prepare research sheets of your own if needed.

- Allow the group to view the selected storyboard and talk through each frame with them.
- Show them the appropriate planning sheet and guide them in their research.
- During the main class lesson it would be wise to put these students with a group/pair that would offer appropriate support when creating their fashion show or estate agents' details.

Appendix A

Activity 6 Ask Shakespeare

Overview of Task

The students take a short storyboard tour of the Globe Theatre. Using books and/or websites, and with a sheet of prompt questions to guide them, the students find out more about the Elizabethan theatre. Using this information, they then complete a storyboard in which a modern character interviews Shakespeare about his work and what theatres were like during this period.

Prior to the Activity

- After viewing the storyboard **Theatre Tour**, have a copy of the script ready and go through it again to support the group's understanding of theatre during the period.
- These are the questions to which they will need to know the answers when carrying out the main activity.
 1. Where were you born?
 2. Which school did you attend?
 3. How many plays have you written?
 4. What else have you written – apart from plays?
 5. When was the Globe Theatre built?
 6. At what time of day are your plays performed?
- Support them as much as you feel is necessary in answering these questions. For example, you may research as a group using websites and text books, or use prepared research sheets. With some students verbal answers with key word notes will be sufficient preparation. Others may require the answers being written out in full ready for typing into Shakespeare's speech bubbles in the **Ask Shakespeare** storyboard.

Appendix A

Activity 7 Captain's Log

Overview of Task

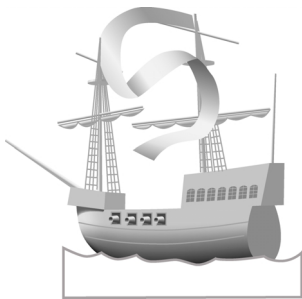
The students write the log of Sir Francis Drake as he sails aboard the Golden Hind on the voyage that resulted in his circumnavigation of the globe. Students type their text into a storyboard that depicts Drake sitting at his desk, pen in hand.

Prior to the Activity

- View the **Introductory** storyboard and remind the children about the work they did in the Tudor Exploration activity. Discuss with them all of the things they know about the life of sailors during the Tudor period and if necessary view the **Background** storyboard from Activity 3: Tudor Exploration.
- Explain what their task will be and show them Sheet 7.2 *A Day on the Golden Hind B* to give them an idea of the kind of areas they might like to write about in their logs. Instead of filling in the sheet, give them Appendix A Sheet 7.1 *Captain's Log* to plan each frame with text, section by section. Give as much additional vocabulary as possible to support their ideas.
- These sheets can be taken into the main class lesson and the group can participate along with the rest of the class, the difference being they already have their logs planned and ready to type into the storyboard.

Appendix A Sheet 7.1

Captain's Log



Plan each frame of your log carefully.

Write notes in each box to remind you what you want to happen in each frame.

Frame 1 Picture	Frame 1 Text
Frame 2 Picture	Frame 2 Text
Frame 3 Picture	Frame 3 Text
Frame 4 Picture	Frame 4 Text
Frame 5 Picture	Frame 5 Text

Appendix A

Activity 8 Letter from a Lady-in-Waiting

Overview of Task

The children will put themselves in the place of one of the ladies-in-waiting to Catherine of Aragon and will write a letter home detailing her life at court. The letter will be typed into a scroll template and then printed out for a class display

Prior to the Activity

- The children need to view the introductory storyboard and then have a general discussion about life at court. They need to pick out things that would be interesting to their imagined families and also to let them know how they are feeling. It is worth reminding them that it is a fictional account – so they can make things up (within reason!).
- The following planning sheet (Appendix A Sheet 8.1 *Letter from a Lady-in-Waiting*) provides a list of ideas to help them structure their letters. You might like to create one of your own instead, to include the areas you want the group to cover in their letters.
- Once they have planned their letters they are ready to join in with the rest of the class in the main lesson.

Appendix A Sheet 8.1

Letter from a Lady-in-Waiting

Think about how you might be feeling in your new surroundings and all the new things that happen to you every day. Write a letter to your family. Don't forget to say how much you miss them. Make some notes below.

Things I do every day**Things I like about my new life****Things I don't like about my new life****Things I miss about being at home**

Appendix A

Activity 9 Tudor TV

Overview of Task

The students watch the opening frames of a daytime TV show – as it might have been in Tudor times! They spend some time researching suitable topics for inclusion in their programme, and finally create a storyboard of the show.

Prior to the Activity

This activity has been devised to give the students the chance to consolidate what they have learned and to research areas of particular interest in more depth. When carrying out this activity with SEN children it would be wise to direct them towards an area where accessible research materials are readily available – possibly using some of the research sheets that were prepared for earlier activities. They need to view the **This Tudor Morning** storyboard to get an idea of the kind of presentation they need to put together. They can plan their activity with the rest of the class but would benefit from being paired with more able children who can help them work through the storyboard.

Appendix A

Activity 10 The *Tudor Times*

Overview of Task

Students write a newspaper report for the *Tudor Times* based on the breakdown on one of Henry VIII's marriages.

Prior to the Activity

- Discuss with the children what makes a good front page newspaper report and what kind of stories are printed on the front page.
- Choose which of Henry VIII's marriages to write a report about (you might like to guide the group in their choice) and jot down all the facts on a whiteboard/large sheet of paper. Keep it very simple.
- Enlarge the Sheet 10.1 *Writing a Newspaper Report* to A3 on a photocopier and then, with the group, fill in all the boxes using your notes. When you are finished, make a copy for each student.
- Once the children are prepared with their planning sheet they are ready to join the rest of the group in the main lesson.

Appendix B

Extracts from Text/Audio Palette

Activity 1 About the Wives Script

Catherine of Aragon

Catherine of Aragon was a Spanish princess. Spain was a powerful country.

Catherine was married to Henry VIII for twenty years from 1513 to 1533. They had six children, but all of them died except one girl called Mary.

Henry wanted to have a son to become King of England when he died. Catherine was getting too old to have any more children and Henry had fallen in love with one of her ladies-in-waiting – Anne Boleyn.

Anne Boleyn

Henry VIII met Anne Boleyn because she was a servant in Catherine of Aragon's household. He fell in love with her, divorced his first wife, and married Anne in 1533.

In the same year, Anne gave birth to a daughter called Elizabeth. Anne had two more children, but both died at birth. Henry still wanted a son.

Henry accused Anne of meeting other men and put her in the Tower of London. She was beheaded in 1536.

Jane Seymour

Jane Seymour was a lady-in-waiting to both Catherine of Aragon and Anne Boleyn. Henry VIII married her 11 days after the death of Anne Boleyn.

Jane Seymour gave birth to a boy called Edward, but she died two weeks later. This son became King Edward VI.

Henry made a tomb for Jane Seymour at Windsor. She was the only one of his six wives to be buried with him.

Anne of Cleves

Henry was advised to marry Anne of Cleves so that her country would be on England's side against France and Spain. Cleves was on the border between Germany and the Netherlands.

Henry wanted to know what Anne looked like, so he sent an artist to paint her picture. He liked the picture, but he didn't like Anne!

They married in January 1540, but they never lived together and divorced in July 1540. Anne lived comfortably in England until she died.

Katherine Howard

Katherine Howard was a cousin to Anne Boleyn. She was a lady-in-waiting to Anne of Cleves. When they were married she was 19 and Henry was 49. Henry fell in love with her and married her 16 days after he divorced Anne of Cleves.

Soon Henry began to hear stories that Katherine was seeing other men. He was furious. Katherine was sent to the Tower of London and beheaded there in 1542.

Catherine Parr

Catherine Parr had been married twice before she married Henry VIII. Both these husbands had died. Catherine's second husband was rich and important and her sister lived at Henry's court.

Catherine loved music and dancing. She got on well with Henry's children – Mary, Elizabeth and Edward – and looked after Henry until he died in 1547.

Activity 1 Meet the Wives Script

Catherine of Aragon (1485-1536)

Catherine of Aragon was a Spanish princess. Spain was a powerful country. Catherine first married Henry's older brother, Arthur, but he died a few months later. The King of Spain paid a large sum of money to arrange the first marriage. This had to be paid back if Catherine went home to Spain.

Catherine married Henry VIII in 1513 and they were married for twenty years. They had six children, but all of them died except one girl called Mary. When Catherine was getting too old to have any more children, Henry fell in love with one of her ladies-in-waiting – Anne Boleyn. He wanted to marry her and have a son who could be King of England when he died.

Because England was a Catholic country and the Pope would not agree to Henry divorcing Catherine, Henry decided to break away from the Catholic church. He made himself head of a new Church of England. He then granted himself a divorce, and married Anne Boleyn.

Anne Boleyn (1500-1536)

Henry VIII met Anne Boleyn because she was a servant in Catherine of Aragon's household. He fell in love with her, divorced his first wife, and married Anne in 1533.

In the same year, Anne gave birth to a daughter called Elizabeth. She later became Queen Elizabeth I. Anne had two more children, but both died at birth. Henry still wanted a son.

Henry became interested in one of Anne's ladies-in-waiting – Jane Seymour. Henry accused Anne of meeting other men. Anne wrote to Henry telling him she was innocent, but he put her in the Tower of London. She was beheaded in 1536.

Jane Seymour (1509-1537)

Jane Seymour was a young noblewoman. She had been lady-in-waiting to Catherine of Aragon and Anne Boleyn. Henry VIII married her 11 days after the death of Anne Boleyn in 1536. Her family hoped to become more powerful if Jane married the King.

Jane Seymour gave birth to a boy – who became King Edward VI – but she died two weeks later. Jane Seymour was given a state funeral and she was placed in the tomb which Henry was building for himself at Windsor. She is the only one of his wives to be buried with him.

Henry did not marry again for more than two years. This is the longest gap between marriages during his reign.

**Anne of Cleves
(1515-1557)**

Henry was advised to marry Anne of Cleves so that her country would be on England's side in a war against France and Spain. Cleves was on the border between Germany and the Netherlands. Henry also wanted to have more sons.

He wanted to know what Anne looked like, so he sent an artist to paint her portrait. He liked the picture but when Anne arrived at court, he didn't like her at all!

However, Henry didn't want to upset the Duke of Cleves by refusing to marry his daughter. The marriage took place in January 1540.

Henry spent very little time with Anne after they married. Anne didn't speak English very well. She wasn't interested in music, art or literature, which Henry loved. He asked his advisors to find a way of ending the marriage. Anne agreed to a divorce in July 1540.

Henry called her his sister, and he made her one of the richest women in England. She remained on good terms with the King and his children, and lived in England until she died.

**Katherine
Howard (1521-
1542)**

Katherine Howard was a cousin to Anne Boleyn. She was also a lady-in-waiting to Anne of Cleves. This was how Henry met Katherine. He gave her many expensive gifts.

Henry fell in love with her and married her 16 days after he divorced Anne of Cleves. She was 19 and Henry was now 49. Henry was beginning to suffer from bad headaches and ulcers on his legs. Katherine was very pretty and lively. She did her best to care for the King, but she liked to be with people her own age.

Soon Henry began to hear stories that Katherine was seeing other men. He was furious. Katherine was sent to the Tower of London and beheaded there in 1542.

**Catherine Parr
(1512-1548)**

Catherine Parr had been married twice before she married Henry VIII. Both these husbands had died. Catherine's second husband was rich and important and her sister lived at Henry's court. Catherine did not have any children with these husbands.

Catherine loved music and dancing. She got on well with Henry's children – Mary, Elizabeth and Edward. She made sure that they were well educated.

By this time Henry was becoming very ill. The ulcers on his legs got worse. Catherine looked after Henry until he died in 1547. After Henry died, Catherine Parr married Thomas Seymour who was the brother of Henry's third wife, Jane. They married very soon after Henry died.

Catherine gave birth to a girl called Mary the following year, and died shortly afterwards.

Activity 2 Rich or Poor Script

RICH GIRL I live in a house with glass windows.

RICH GIRL No/That's right. In Tudor times, only rich people could afford to have glass in their windows

RICH BOY I have a tutor who teaches me Latin.

RICH BOY No/That's right. Rich children had a tutor who taught them at home. The sons of merchants and yeomen went to grammar school. Poor boys sometimes went to the parish school.

POOR BOY I've got homespun knee breeches.

POOR BOY No/That's right. Poor people wore clothes made of rough fabrics that they had spun themselves.

POOR BOY I like playing football.

POOR BOY No/That's right. Gentlemen didn't play football. It was a very violent game played in villages.

RICH GIRL I've got a velvet dress.

RICH GIRL No/That's right. There were rules in Tudor England about what you could wear. Here is an extract from these laws:

None shall wear . . . velvet in kirtles or petticoats . . . except . . . Wives of Knight's Eldest Sons, Gentlewomen attending Countesses, and all above that rank.

POOR GIRL We've got a set of wooden plates.

POOR GIRL No/That's right. Poor people have wooden plates. Richer families use pewter plates and the very wealthy have silver ones.

RICH BOY I like to play tennis.

RICH BOY No/That's right. Only wealthy people play tennis.

POOR GIRL My mother is teaching me to spin.

POOR GIRL No/That's right. Poor girls learn to spin wool and to make clothes.

Activity 3 Explorers Script

This is the ship the Tudors called the Golden Hind. Between 1577 and 1580 Sir Frances Drake circumnavigated the globe on this ship. She was originally called the Pelican but was renamed by Drake during the voyage.

The Tudors were keen to keep up with the rest of Europe in both exploration and trade. The ships they built could cross entire oceans and were well armed and ready to fight in order to conquer new lands.

The ships were large and had three or four masts. They sailed well in light or strong winds, and were steered by a long rudder at the back.

The sailors would live in the bow of the ship, beneath the raised 'forecastle'. They would sleep on the wooden floor and even on deck. Hammocks were not used until later. The captain and officers had cabins at the back of the ship.

Cannons were lined up along the upper decks and the sailors were armed with muskets, swords, daggers, pikes, bows and clubs. They did not know what to expect when they reached new lands, and so needed weapons. They often robbed the peoples they met in the new lands they explored, and took many prisoners.

A sailor's life was tough. Many drowned or died from a disease called scurvy. They got this because they didn't have enough fresh fruit or vegetables to eat on the long voyages.

The food was stored in barrels below deck and the ship had to carry enough food and drink to last a long time. There was salted meat and fish, beer, wine and water. The water soon stagnated and it was difficult to keep the rest of the food free from rats, maggots and other horrible creatures.

The galley or kitchen was below deck and had a bricked-in fire for cooking. The fire could be dangerous in rough seas so had to be put out. This meant that if there was a bad storm, the sailors could not have hot food.

Rather than uniforms, the sailors wore thick working clothes. They needed to keep as warm as possible.

There was strict discipline on board ship. Anyone caught stealing was covered in tar and then rolled in feathers. Finally they were made to run round the ship in front of the entire crew.

To find their way across the oceans, the sailors would use navigation instruments such as the astrolabe. This instrument measured the sun's angle above the horizon. With this information and tables they

could work out roughly how far north or south of the equator they were. The art of navigation was one of the most important skills required on board a Tudor ship.

Another important job on board ship was to keep track of the time in order to work out how far a ship had travelled and how long sailors had been on duty. Tudor sailors used a sand glass to tell the time. It was like an egg timer but it ran for 30 minutes. The ship's boy, or Grommet, was in charge of turning it over. He would have to ring a bell each time he did this.

The Golden Hind was one of five ships that set sail under the command of Sir Francis Drake in 1577. Their aim was to sail all the way around the world and they did it, but it took them three years.

Activity 4 Street Fashion Show Script

Will is wearing a cream linen shirt with tie fastenings.

Notice his knee breeches made of calico in this season's natural colours.

This colour theme continues to his jerkin.

Will has accessorised with a leather belt and pouch, stockings, shoes and a felt hat.

Please welcome Agnes.

Agnes is wearing a dress of wool which she has spun and woven herself.

This is set off by her white smock and woollen stockings.

Agnes has accessorised her outfit with an apron and cotton cap.

Activity 5 House For Rent Script

Narrator	This is Will, a farm worker, and his wife, Agnes. They have come to look at a house that the farmer wants them to move into.
Will	It's made of strong oak beams and the walls are made of wattle and daub.
Agnes	The thatched straw on the roof looks good too.
Will	There's plenty of space for a fire here on the earth floor.
Agnes	Yes, and the smoke will find its way out through the thatch.
Will	The small windows will keep the house warm and dry in bad weather.
Agnes	Yes, perhaps one day we'll live in a house with glass in the windows.
Will	There's space at this end to keep our animals so that they don't get stolen.
Agnes	And the house will be warmer if we keep them inside.

Activity 6 Theatre Tour Script

Stage

Elizabethan theatres were built around an open courtyard. The stage area jutted out into this courtyard and was covered by a roof called 'The Heavens'.

There were three exits at the back of the stage. Behind these exits was the 'Tiring Room' where the actors got themselves ready to go on stage.

Audience

The poorer members of the audience were called the 'groundlings'. The groundlings crowded round three sides of the stage, and if it rained, they just got wet! They could crowd right up to the edge of the stage and sometimes even leaned on it while the actors were performing.

It cost one penny to stand and watch a play. It cost two pence to sit in one of the three galleries that ran around the outside wall of the theatre. The very rich paid three pence to sit on the balcony. The Globe Theatre could hold about 2,500 people.

If the audience didn't like a play, they would hiss and boo and throw things (fruit or even stones) at the actors on the stage!

Special Effects

There was no painted scenery in the Elizabethan theatre, so the audience had to listen to the actors to find out where the play was set. The stage had a trap door in it. Ghosts or demons would come onto the stage through the trap door, and prisoners would be led off to dungeons through it too.

Gods (and props!) would be lowered onto the stage from the Heavens. Some sound effects were created up there too. For example, a stone rolled across the top of The Heavens made a sound like thunder.

Actors

Groups of actors travelled around the country performing at inns - either in the yards or inside. In 1572 a law was passed which said that all actors had to have a licence. After this time permanent groups of actors were set up, and in 1576 the first theatres (called 'playhouses') were built in London.

In Elizabethan times, women were not allowed to act on stage. All the parts written for girls and women had to be played by boys. When these boys got older and their voices became deeper, they started to play male characters.

Activity 7 Background Script

- Boy Who is that man over there? He must be important if the Queen is happy to talk to him for so long.
- Father That's Sir Francis Drake. He's just sailed all the way around the world and now the Queen has knighted him. Some people say she supported the voyage to disrupt the flow of gold and silver getting to Spain.
- Boy How very exciting. He must be a brave man. Did he visit many exciting places on his voyage?
- Father He left from Plymouth on board a ship called the Pelican. He changed its name during the journey to the Golden Hind. He went to South America, Central America, the Spice Islands and many, many other places. There is a lot he has yet to tell us about lands we've never seen.
- Boy Was it a difficult voyage?
- Father It's a tough life on board a large sailing ship; you're away for so long. Sometimes you don't see land for many months and it's frightening if you don't know where you're going.
- Boy Did he run into any danger?
- Father He encountered many dangers, but he caused trouble too. He captured and robbed many ships and took men captive.
- Boy Did he bring back anything exciting?
- Father Oh yes, plenty of gold and treasure taken from other ships. Wine too and new spices not seen in England before.

Activity 8 Letter Home Script

This is the court of King Henry VIII. I am one of the ladies-in-waiting to his Queen. We spend much of our time at court. It is a place to which I am new. We accompany the Queen wherever she chooses or is required to be. Sometimes the days are long and hard.

Sometimes we sit with the Queen and our embroidery. Spainyshe work is very popular. This is counted-thread embroidery and we create elaborate geometric designs on even-weave linen. It looks very fine on our cuffs and bodices.

As the King is very fond of music we often hear it and sometimes there is dancing too.

Sometimes we stroll through the gardens with the Queen. We talk amongst ourselves about everyone and everything we see. Much happens at court, so we have plenty to say.

We meet many new people and see a lot of new faces come and go. People from many different countries visit and all the King's advisors help him to run the country from here. It's very exciting.

Wherever the King chooses to travel we, the court, must go too. We visit the King's palaces all over the country. I enjoy my new life. I hope I shall have a long and happy time here.

Activity 9 *This Tudor Morning* Script

Presenter 1	Hello and good morning.
Presenter 2	We've got a great show for you today.
Presenter 1	We'll be paying tribute to Sir Francis Drake who died yesterday.
Presenter 2	We'll also be talking to William Shakespeare whose new play opens at the Globe this afternoon.
Presenter 1	You can catch up with the latest fashions.
Presenter 2	And keep up with news and weather reports as they come in.
Presenter 1	All on <i>This Tudor Morning</i> .

Appendix C

Resource Lists

Books

Ashworth, L (1997) *King Henry VIII*, Ticktock Publications

Brownfoot, A (1998) *Shakespeare on Stage*, Tarquin Publications

Guy, J (1997) *Henry VIII and His Six Wives*, Cherrytree Press

Langley, A (1996) *Shakespeare and the Theatre*, Heinemann Educational

Purkis, S (1995) *Tudor Life*, Longman Group Limited

Williams, B (1996) *Tudor Explorers*, Heinemann Educational

Wilson, L (1995) *Daily Life in a Tudor House*, Breslich & Foss

Places to Visit

The Golden Hind, Brixham Harbour, Brixham, Devon
Full sized replica of Sir Francis Drake's ship.

Hampton Court Palace, East Molesey, Surrey, KT8 9AU
Built by Thomas Wolsey, and one of Henry VIII's favourite palaces.

Hardwick Hall, nr Chesterfield, Derbyshire
Built by Bess of Hardwick – one of the most powerful people in the court of Elizabeth I.

Hatfield House, Hatfield, Hertfordshire
Tudor wing where Elizabeth I lived before she became Queen.

Hever Castle, Edenbridge, Kent TN8 7NG
Childhood home of Anne Boleyn.

Holyrood Palace, Edinburgh, Scotland EH8 8DX
Home of Mary, Queen of Scots.

Kentwell Hall, Long Melford, Sudbury, Suffolk CO10 9BA
Red brick, moated manor house with working Tudor kitchen and recreations of Tudor Life.

Little Moreton Hall, Congleton, Cheshire CW12 4SD
Timber-framed, moated manor house.

Mary Rose, HM Naval Base, Portsmouth, Hants PO1 3LX
Henry VIII's favourite warship, built between 1509 and 1511.

Oxburgh Hall, Oxburgh, Norfolk PE33 9PS
Late 15th-century moated house

Paycocke's, West Street, Coggeshall, Colchester, Essex CO6 1NS
A merchant's house dating from 1500.

Rufford Old Hall, Rufford, nr Ormskirk, Lancashire L40 1SG.
Fine Tudor building famed for its spectacular Great Hall.

Shakespeare's Globe, 21 New Globe Walk, Bankside,
London SE1 9DT
Replica of the Globe playhouse.

Tudor Merchant's House, Quay Hill, Tenby, SA70 7BX
Late 15th-century town house.

Weald and Downland Open Air Museum, Singleton, Chichester,
West Sussex
Collection of buildings from the area including a Tudor House and a market hall.

Appendix D

National Literacy Strategy Coverage

Many of the activities found in Kar2ouche *Tudors* cover work that is going on in a particular term in the Literacy hour. This grid shows where text level activities are covered by the Kar2ouche activities.

Activity	Year	Term	Text level work
Henry's Wives	3	1	T16, T18, T20, T21
	3	2	T13, T14
	3	3	T17, T18, T21
	4	1	T19,
	4	2	T15, T16, T17, T18, T23
	4	3	T16,
	5	1	
	5	2	T16, T17
	5	3	
	6	1	
	6	2	
	6	3	T22
Tudor Children	3	1	T18
	3	2	
	3	3	T16, T17, T21
	4	1	
	4	2	T16, T17, T18
	4	3	
	5	1	
	5	2	T16, T17
	5	3	
	6	1	
	6	2	
	6	3	T22

Activity	Year	Term	Text level work
<i>Tudor Exploration</i>	3	1	T18
	3	2	
	3	3	T16, T17, T21
	4	1	
	4	2	T16, T17, T18
	4	3	
	5	1	
	5	2	T16, T17
	5	3	
	6	1	
	6	2	
	6	3	T22
<i>Tudor Style</i>	3	1	T9, T16, T17, T18
	3	2	T21, T22
	3	3	T17, T18
	4	1	
	4	2	T17
	4	3	T25
	5	1	
	5	2	T16, T17
	5	3	
	6	1	T16, T17
	6	2	
	6	3	
<i>Ask Shakespeare</i>	3	1	T17, T18
	3	2	
	3	3	T17, T18
	4	1	
	4	2	T15, T16, T17
	4	3	
	5	1	
	5	2	T16, T17
	5	3	
	6	1	
	6	2	
	6	3	T16, T17

Activity	Year	Term	Text level work
Captain's Log	3	1	T9, T16, T21
	3	2	
	3	3	T17, T18
	4	1	
	4	2	T12, T15, T17
	4	3	
	5	1	
	5	2	T16
	5	3	
	6	1	T14
	6	2	
	6	3	
Letter	3	1	
	3	2	
	3	3	T16, T17, T18, T21, T22
	4	1	
	4	2	T16, T18, T21
	4	3	
	5	1	
	5	2	
	5	3	
	6	1	T14
	6	2	
	6	3	
Tudor TV	3	1	T9, T16, T18, T21
	3	2	
	3	3	T17, T18, T21
	4	1	
	4	2	T16
	4	3	
	5	1	
	5	2	T16, T17
	5	3	
	6	1	T16
	6	2	
	6	3	

Activity	Year	Term	Text level work
<i>Tudor Times</i>	3	1	
	3	2	T14, T17
	3	3	T17, T18, T21, T22, T25
	4	1	T16, T17, T20, T24
	4	2	T16
	4	3	T18
	5	1	T24
	5	2	T17
	5	3	
	6	1	T15, T16
	6	2	T15
	6	3	

Appendix E

Glossary

Astrolabe	A piece of navigational equipment for finding latitude (a ship's position north or south of the equator).
Backgammon	A popular board game for two players.
Bodice	The top part of a woman's dress.
Breeches	Short trousers.
Circumnavigate	To travel all the way around something, as Sir Francis Drake sailed around the world.
Cooking box	On Tudor ships all of the food was cooked over an open fire, which was contained in a metal box to prevent the ship catching fire.
Court	The residence of a King or Queen where they were surrounded by their advisors, favourite friends, lords, ladies-in-waiting and other servants. Members of court were not paid, but received free food and drink in return for the advice or service they gave.
Doublet	A man's tight-fitting jacket.
Galley	A room below deck where food was prepared.
Garderobe	A toilet.
Grommet	The name for the ship's 'boy' whose job it was to turn the sandglass over and keep time on the ship.
Heir	A person who will get someone's money, property or title when they die.
Hose	Rather like woollen tights for men – although the very rich wore hose made of silk.
Lady-in-Waiting	An educated lady in the service of the Queen.
Licence	Document giving someone official permission to do something.
Log	A record of a voyage of a ship almost like a diary, usually kept by the ship's captain.
Navigation	Finding and maintaining a ship's correct course or direction at sea.
Pattens	Wood and iron platform shoes worn to keep women's skirts off dirty floors and roads.
Pewter	A metal made from lead and tin.

Ruff	A frill worn around the neck made out of starched linen or cotton.
Sand glass	Used on Tudor sailing ships to tell the time.
Scurvy	A disease caused by a lack of vitamin C.
Smock	A long loose shirt.
Stomacher	A long stiffened front of a dress, which came into fashion at the end of Elizabeth's reign.
Ulcer	A painful sore which does not heal easily.
Wattle and daub	Woven twigs (wattle) covered with a mixture of clay, lime, dung and chopped straw (daub) – used for building walls.
Widow	A woman whose husband has died.