

Unit 7 Why did Henry VIII marry six times?

Adapted from QCA History Unit 7

ABOUT THE UNIT

In this unit children find out about the Tudor Royal Family and learn about the Tudors through the story of Henry VIII's marriages. They learn about some national events during the Tudor period. They develop their ability to use written and pictorial sources, ask and answer questions, give reasons for actions and identify changes.

WHERE THE UNIT FITS IN

This unit builds on all the key stage 1 units, and Unit 4 in particular, by focusing on the contribution of key individuals to the history of Britain. It introduces some of the political and religious factors that affected Henry VIII's decisions. Unit 8, 'What were the differences between the lives of rich and poor people in Tudor times?', also focuses on the Tudor period but from a social and economic perspective.

PRIOR LEARNING

It is helpful if the children have:

- used pictures of people as a source of information about the past
- read and talked about the lives of famous people in the past, *eg Florence Nightingale, Guy Fawkes*
- learnt about the way of life of people at a time beyond living memory

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with the Tudors, *eg monarch, court, Protestant, Catholic, courtier*
- words associated with government, *eg state, alliance, power*
- connectives, *eg because*
- words that describe people, *eg proud, timid, fierce, sly, cold, jovial*

RESOURCES

- portraits of Henry VIII and his six wives
- a large map of Europe
- a class time line
- story books about Henry VIII and his six wives
- contemporary and modern descriptions of Henry VIII and his wives
- reference books and pictures about Henry VIII and his reign
- a Tudor family tree

EXPECTATIONS**at the end of this unit**

most children will:

be able to place the Tudors within the context of Britain's history; make inferences and deductions from portraits; know about the work of a Tudor monarch; know in outline the story of Henry VIII's life; identify different ways in which people have represented and interpreted it; be able to communicate their knowledge and understanding orally and in writing

some children will not have made so much progress and will:

know that the Tudors were a long time ago; know that Henry VIII was a king and that he had six wives; know about other events in his life; be able to make some deductions about the appearance of Henry VIII and his wives from their portraits

some children will have progressed further and will:

know the dates of the Tudor period and its key events; understand what sort of information can and cannot be deduced from portraits; know and understand aspects of the break with Rome and dissolution of the monasteries; understand why there are different interpretations regarding Henry VIII and Anne of Cleves

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> to locate the Tudors within the context of the history of Britain the names and order of the Tudor Monarchs 	<p>Tell the story of the Wars of the Roses and how Henry VII came to the throne.</p> <p>Discuss the Tudor succession. Ask children to place the Tudor monarchs on a time-line linking their picture to the date of their ascension to the throne.</p> <p>Produce a picture of a Tudor rose. (c.f. Art Scheme of Work)</p>	<ul style="list-style-type: none"> use the names of the Tudor kings and queens and put them in sequence 	<p>The purpose of these activities is to establish a broad overview of where the Tudors fit in to British history.</p> <p>Resources</p> <p>Book "Tudor and Stuart Times" Ginn p 2-3</p> <p>Video H21 "Landmarks – Tudors and Stuarts" (prog 1)</p>
<ul style="list-style-type: none"> to ask and answer questions using a portrait as a source about the appearance and character of Henry VIII what information can be gathered about Henry VIII from portraits and written sources 	<p>What was Henry VIII like as a person?</p> <p>Ask what the children already know about Henry VIII. How do they know this? Ask the children what forms of evidence they think there might be about Henry VIII. (e.g. coins, paintings, armour, jewellery; these might be found in museums, stately homes, art galleries, in the ground; discuss secondary sources)</p> <p>Give the children a written description of Henry and ask them to underline the key descriptive words. (c.f. Literacy work on adjectives Y4 T2.) Ask them to compare these words with what they have already heard about Henry VIII.</p> <p>Give the children portraits of Henry VIII. Tell them to use the portraits to ask and answer as many questions as they can about the king's appearance.</p> <p>Give the children some words describing Henry's character, eg <i>dignified</i>, <i>fierce</i>. Encourage them to add their own words. Ask the children to decide whether they think the portrait suggests the king had these attributes.</p> <p>Use questions and answers to recap. Ask the children to write a brief description of Henry or annotate a picture to show his character.</p>	<ul style="list-style-type: none"> identify features and characteristics from portraits identify characteristics of Henry VIII from written sources write about Henry VIII's character 	<p>This activity draws on work done by the National Portrait Gallery Education Service.</p> <p>Children's learning will need to be reinforced by whole-class discussions and by summarising points on the board or flip chart.</p> <p>There are several contemporary descriptions of Henry that could be used for this activity. However, the language may need to be adapted to suit the children's reading level.</p> <p>The children could be taught to use a 'frame' of suggested headings or a repeated introductory phrase to support the writing of descriptions of Henry VIII. The activity could be used to reinforce note-making skills and teaching how to expand notes into connected prose.</p> <p>This activity could be extended by asking children to give their views, eg '<i>I think Henry was... because...</i>'</p> <p>It could also be extended by looking at present-day interpretations. Work on using portraits can be linked to art.</p> <p>Resources</p> <p>What do paintings, armour, musical instruments tell us about Henry VIII</p> <p>Video H21 "Landmarks – Tudors and Stuarts" (prog 2)</p> <p>Postcards, pictures, library books, web pages about Henry</p>

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CHILDREN SHOULD LEARN		CHILDREN	
<ul style="list-style-type: none"> about the power and importance of a Tudor king to identify what monarchs did and did not do 	<p>What did Henry VIII do all day?</p> <p>Ask the children how they think Queen Elizabeth's life is different from our own. What does she do with her time?</p> <p>Ask children what they think Henry VIII might have spent his time doing; what would he NOT be expected to do?</p> <p>Give the children a list of activities combining those that a Tudor king was expected to do, <i>eg hunting, attending church, signing papers, dining in state</i>, with some that he did not do, <i>eg cutting wood, selling cloth</i>. Ask the children to sort the activities into two categories; those they think the king did and those he did not do.</p> <p>Ask the children to feed back their decisions and discuss the range of responsibilities of a Tudor monarch.</p> <p>Ask children to write sentences about the ways Henry might have spent his days using the headings: money, wives, clothes, jousting, languages, feasts, music, hunting, rich people.</p>	<ul style="list-style-type: none"> sort information to demonstrate their knowledge of the role and duties of a Tudor king 	<p>The role of a Tudor king will be unfamiliar to many pupils. Class discussion should focus on building up the idea of the king's power, his legal and religious role, and the fact that he was surrounded by courtiers.</p> <p>The discussion could be extended to make comparisons with the role of the monarch today and contribute to citizenship education.</p> <p>Resources</p> <p>Video H24 "Timelines" (prog 1)</p> <p>Book "Tudor and Stuart Times" Folens p 21-23</p> <p>Internet www.brimms.co.uk/tudors/henry.html</p>
<ul style="list-style-type: none"> the names and order of Henry VIII's wives to locate the Tudors within the context of the history of Britain 	<p>How many times did Henry VIII marry?</p> <p>Discuss with the children how people choose a partner and why they marry. Tell the story of Henry VIII and his six wives, using pictures and slides.</p> <p>Ask the children to place Henry's wives in chronological order, place them on a timeline showing the dates that they married Henry and the date they died.</p> <p>Ask the children to label sketches of the wives showing what happened to them.</p>	<ul style="list-style-type: none"> discuss factors governing marriage today use the names of the six wives and put them in sequence 	<p>The purpose of these activities is to establish a broad overview of the story of Henry VIII.</p> <p>Resources</p> <p>Book "Tudor and Stuart Times" Folens p 20</p> <p>Worksheet "The Tudors" Prim Ed p 14</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> about the reasons for Henry's divorce from Catherine of Aragon about the power of a Tudor monarch to consider possible solutions to Henry's problems 	<p>Why did Henry divorce Catherine of Aragon?</p> <p>Give the children a text with a simple description of Henry's problems, <i>eg the need for a son, Catherine's age, the need for money</i>. It should also include a few solutions. Ask the children to identify the problems. Help the children place the problems in order of importance and to suggest solutions and produce a grid with two columns: problems and solutions.</p>	<ul style="list-style-type: none"> identify the problems of the Tudor king identify key points in a text place the problems in order of importance 	<p>This section of activities is designed to enable children to distinguish relevant and irrelevant information.</p> <p>The teacher's presentation needs to draw the activity together and explain why Henry divorced Catherine. A comparison of attitudes to divorce in the past and today could contribute to children's understanding of moral and social issues. This would need to be dealt with sensitively.</p> <p>Resources</p> <p>Information sheet "The six wives of Henry VIII"</p>
<ul style="list-style-type: none"> about the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour 	<p>Did marrying Anne Boleyn or Jane Seymour solve Henry's problems?</p> <p>Tell the story of Anne Boleyn.</p> <p>Ask the children to look at the list of Henry's problems and their grid with problems and solutions. Give them simple information about the marriage to Anne Boleyn and ask them to decide if the marriage solved any of Henry's problems. Ask them to add another column to their grids called: 'Did the solution work?'</p> <p>Tell the story of Jane Seymour and the birth of Edward. Explain that although the birth of Edward seemed to solve one of Henry's problems, on Jane's death Henry still had a problem.</p>	<ul style="list-style-type: none"> complete the grid to show their understanding of the results of the divorce from Catherine of Aragon and the marriage to Anne Boleyn 	<p>These activities could be extended to include the break with Rome and the dissolution of the monasteries.</p> <p>The research task provides opportunities to reinforce scanning skills, <i>eg by establishing a list of key words and showing children how to make use of them</i>.</p> <p>Resources</p> <p>Information sheet "The six wives of Henry VIII"</p>

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CHILDREN SHOULD LEARN		CHILDREN	
<ul style="list-style-type: none"> that building alliances through marriage was important in the Tudor period to extract information from portraits and descriptions about the various ways that the appearance and characteristics of Anne of Cleves and Henry VIII have been interpreted 	<p>Why did the marriage to Anne of Cleves fail?</p> <p>Explain that friendships between countries were helped by marriages between members of important families from different countries.</p> <p>Give the children information packs about Henry VIII and Anne of Cleves. Ask half the class to use these to produce a picture and description of Anne of Cleves, and the other half to do the same for Henry.</p> <p>Ask the children to read out their descriptions and show their pictures and decide whether Anne of Cleves is a good choice for Henry's next wife.</p> <p>Tell the story of Henry's marriage to Anne of Cleves and discuss why it ended in divorce.</p>	<ul style="list-style-type: none"> identify some of the countries in Europe that were Catholic and Protestant select information to produce a detailed description and picture of either Anne of Cleves or Henry VIII present accurate information to the class 	<p>The information packs could be arranged into categories, <i>eg age, religion, family, languages spoken and understood, interests, character, appearance</i>.</p> <p>As preparation for this activity the children could be asked to do drawings of each other that emphasise all the positive characteristics to make the point that portraits are not always accurate.</p> <p>The discussion after the presentations is important. It needs to draw attention to the mismatch between Henry and Anne of Cleves, and to consider why the marriage took place.</p> <p>This activity could be extended by discussing why different interpretations were made of this couple.</p> <p>Resources</p> <p>Information sheet "The six wives of Henry VIII"</p>

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<ul style="list-style-type: none"> to recall knowledge of Henry's character to give reasons for descriptions and points of view to find out answers to specific questions using sources of information 	<p>Why did Henry marry Catherine Howard and Catherine Parr?</p> <p>Brainstorm what the children already know about Henry VIII. Ask them to write statement cards about Henry VIII that can be pinned to a wall display. Discuss with the children what they know and their evidence for their statements.</p> <p>Ask the children to decide what else they would like to find out. Produce structured questions for them to answer, <i>eg Who looked after Henry's children? Who else did Henry marry? What did Henry's children look like?</i></p> <p>Give them a range of information sources and ask them to find the answers. Develop further statement cards to add to the display.</p> <p>Tell the stories of Catherine Howard and Catherine Parr, explaining why Henry married them. Develop statement cards about these marriages for the display.</p>	<ul style="list-style-type: none"> make statements that identify key characteristics of Henry VIII discuss the historical sources they have used as a basis for their statements 	<p>This activity reinforces children's knowledge and understanding. In the first part, no new knowledge is introduced. In the second, they fill in any gaps they have identified. The research questions need to be sufficiently open-ended to ensure that the children will find an answer while structured enough to reduce the chance of them copying text.</p> <p>Telling the story of the remaining two wives rounds off the history of Henry's marriages. It is important to stress that by marrying Catherine Howard, Henry allied himself with Catholic nobles, and by marrying Catherine Parr, with Protestant ones.</p> <p>The children could complete a Tudor family tree.</p> <p>Resources</p> <p>Information sheet "The six wives of Henry VIII"</p>
<ul style="list-style-type: none"> about the reasons for royal marriages 	<p>Why did Henry marry six times?</p> <p>Ask the children to suggest reasons why Henry married six times, <i>eg need for alliances, falling in love, need for power, money</i>. Ask them to list the reasons in order of importance.</p>	<ul style="list-style-type: none"> discuss the story of Henry's marriages suggest some reasons for and results of Henry VIII's marriages 	<p>This activity brings together what the children have learnt, reinforcing what was different in Tudor times, <i>eg marriage, power, alliances, religion</i>.</p> <p>Resources</p> <p>Internet – the quiz on www.brimms.co.uk/tudors/henry.html</p>