Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The End of the Tudor Period, Sir William Shakespeare and Sir Walter Raleigh. (Year 3)

I. Unit Title:
What are the different ***perspectives*** on the ***significance*** of key historical figures from the end of the Tudor Period?

Intent (II. Unit Overview):
<u>Why study this time period?</u> It is important to study this period in history because of the significant impact it has had upon British history. Following on from our unit of the Anglo-Saxons and Scots, where we studied their influence upon British society and culture, the study of this period will be useful for pupils to develop a deepened understanding of how the past has influenced present day Britain and its culture. This period in history introduces children to various key historical figures from British history that have had a significant influence upon British culture and society. It is important for pupils to gain an understanding of when the Tudor Period was within history and an insight into the key historical figures from this period in order to be able to build upon these foundations when further studying the Tudor Period in Year 5. Pupils will develop an understanding of the term 'monarchy', how 'monarchy' was decided and the changes in monarchy that occurred during this period. Through this, pupils will explore the varying perspectives on the significance and influence of both King Henry VIII and Queen Elizabeth I. Pupils will develop their own perspectives of the significance of these monarchs by exploring how they came into power, how they ruled over their people and how they were viewed people during the period compared to how they are viewed now. Pupils will interpret varying sources of evidence based on the lives of these two monarchs whilst investigating key historical events from the period such as Henry VIII's marriages and the creation of the Church of England, the significance of the 'Act of Supremacy' and the role of Queen Elizabeth I in 'The Golden Age'. Through the conceptual lenses of 'perspectives' and 'significance' pupils will identify, discuss and explore the varying viewpoints on the importance and influence of these two infamous British monarchs. Similarly, through the study of these two conceptual lenses pupils will identify, discuss and explore the varying viewpoints and influence of Sir William Shakespeare and Sir Walter Raleigh upon British history and begin to develop their own perspectives of how these two historical figures have impacted British society today. As a Royal Shakespeare school, it is important for the pupils to develop a broad understanding of who he is and why he is important to modern society through the study of his life, his time in London and 'The Globe' and his works. Pupils will also explore the life of Sir Walter Raleigh, his relationship with Queen Elizabeth I, his studies and work and his death before discussing the varying perspectives surrounding his significance.

At the end of this unit pupils will be able to:

- Give a broad overview of life in Britain during this period in history.
- Use evidence to ask questions and find answers to questions about the past.
- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of an historical event and explain why some of the accounts may differ.
- Place events, artefacts and historical figures on a time line using dates.
- Use dates and terms to describe events.
- Compare some of the times studied with those of other areas of interest around the world.
- Answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six -figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Explain own views about locations, giving reasons.
- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.
- Describe key aspects of: human geography, including settlements and land use.
- Describe geographical similarities and differences between countries.

2. **Conceptual Lenses**

Main Concepts:	Continuous Concepts:
History: • Perspectives (H) • Significance (H) Geography: • Place (G) • Location *(G)* • *Space (G)*	History: • Evidence (H) • Chronology (H) • Similarity and difference (H)

3. **Web Strands**

History (H) Geography (G)	Science Art P4C R.E Design and Technology	English and Guided Reading (Shakespeare) Music P.E Computing

4. Unit Web

?Ma jor Headings:

The End of the Tudor Period

- When was the Tudor Period within British history?
- What are the key events from this period?
- How did the 'monarchy' change during this period?

King Henry VIII:

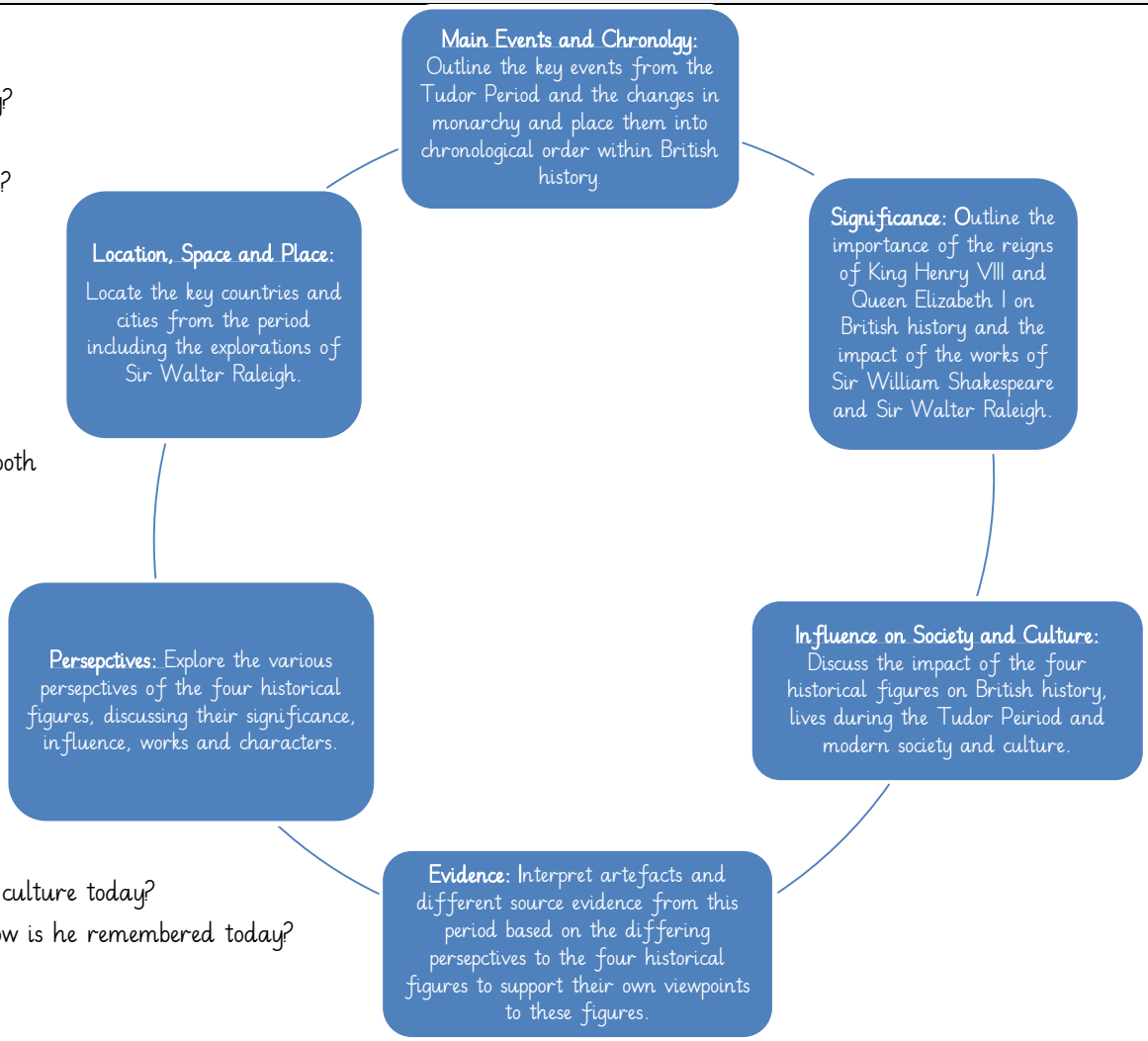
- What were the key events in his life?
- How did he rule over Britain?
- How did his marriages lead to the creation of the Church of England?
- Why is the 'Act of Supremacy' Significant?
- What are the different perspectives on his reign both then and now?

Queen Elizabeth I:

- What were the key events in her life?
- How did she rule over Britain?
- What was her role in 'The Golden Age'?
- What are the different perspectives on her reign both then and now?

Is Sir William Shakespeare as significant as we consider him to be today?

- What were the key events in his life?
- What influence did his work have on society and culture today?
- How was Shakespeare viewed in this period and how is he remembered today?
- Is Sir Walter Raleigh a hero or a villain?
- What are the key events from his life? (Such as his marriages and imprisonment?)



- What is the significance of his work and explorations?
- What is the significance of his relationship with Queen Elizabeth I
- What of the character of Raleigh distinguishes if he is a villain or hero?

Key Strands:

- Main Events and Chronology
- Significance
- Influence on Society and Culture
- Similarities and Differences with different periods.
- Perspectives
- Evidence
- Location
- Place
- Space

Learning Process:

- Understanding;
- Responding;
- Critiquing;
- Producing.

Key Learning

7. What we would like children to know: Elements to include:	5. What we would like children to understand: (the generalisations)	8. What we would like children to be able to do:
Perspectives (H)	Perspectives (H)	Perspectives (H)

- How King Henry VIII and Queen Elizabeth I were viewed during their reigns - How they are their reigns viewed now. - How the work of Sir William Shakespeare was viewed during this period in comparison to how it is remembered today. - How the work of Sir Walter Raleigh was viewed during this period in comparisons to its reflections today.	Current Learning: • That perspectives can be explained as a point of view – a personal explanation of what people believe is going on around them or of what happened in the past. No Prior Learning Future Learning: • That points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. • That historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. • That it is important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	Current Learning: • Ask questions about evidence. No Prior Learning Future Learning: • Use more than one source of evidence for historical enquiry to gain a more accurate understanding of history. • use different accounts of an historical event are required and explain why some of the accounts may differ • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
Significance (H) - The key events from this period. - To understand what the term 'monarchy' means, how the monarchy was decided and what the changes in monarchy during this period were. - The significance of the reigns of both Elizabeth I and Henry VIII. - How both these monarchs ruled over their people	Significance (H) Current Learning: • That the importance or significance of a person, place or event defines and influences the way that the past is remembered. Prior Learning: • that people (or a person) can shape what comes after them • That an event/s can effect things that follow. No Future Learning.	Significance (H) Current Learning: • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Prior Learning: • Describe significant people from the past.

- How Henry VIII's marriages lead to the creation of the Church of England and the significance had upon religion in Britain. - The significance of the 'Act of Supremacy - Elizabeth's I role in the 'The Golden Age'. - The significant events in the lives of both Sir William Shakespeare and Sir Walter Raleigh. - The significance of Shakespeare's move to London and the creation of 'The Globe' - The significance of the numerous works of Shakespeare and how it has influenced culture and society today. - The impact of the works and discoveries of Sir Walter Raleigh and his relationship with Elizabeth I.		• Explain how they have contributed to their lives now. <u>No Future Learning.</u>
<u>Chronology (H):</u> - The meaning of chronology and how to put key events into order using a timeline. - Place significant events from the period into chronological order - Place the change of the monarchs into chronological order.	<u>Chronology:</u> <u>Current Learning:</u> • That change over time can be represented, along with evidence, on a time line. <u>Prior Learning:</u> • That chronology is the times at which past events happened in the order in which they happened.	<u>Chronology:</u> <u>Current Learning:</u> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. <u>Prior Learning:</u> • Place events and artefacts in order on a time line. • Label time lines can be with words or phrases such as: past, present, older and newer.

	Future Learning: • How chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • That change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• Understand that dates can be used to place events and artefacts in order. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. Future Learning: • Understand that the order in which things happened can help them to make connections between events in the past and future events. • Use dates and terms accurately in describing events. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. • Establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.
Similarity and difference (H).	Similarity and difference.	Similarity and difference.

- Compare the daily lives of people from this period to modern lives. - Through the conceptual lens of influence and culture compare how different modern day Britain is compared to Tudor Britain. - Compare the reigns of Henry VIII and Elizabeth I to one another as well as the reign of current monarch, Queen Elizabeth II. - Compare the similarities and differences in perspectives towards the four historical figures.	Current Learning: • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space Prior Learning: • That times in the past were both similar to theirs and different. Future Learning: • That similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	Current Learning: • Compare some of the times studied with those of other areas of interest around the world. • Answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Prior Learning: • Describe historical events. • Ask questions about the past. • Suggest similarities and differences between a time in the past and their own lives. Future Learning: • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
Evidence (H) - Use primary and secondary sources of evidence to find out information about the lives of the four historical figures. - Understand the difference between a primary and secondary source and why the perspectives within them may differ.	Evidence (H) Current Learning: • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past • that evidence can be categorised into primary and secondary sources Prior Learning:	Evidence (H) Current Learning: • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries.

	• that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past Future Learning: • That evidence allows historians to hypothesise and piece together the past. • That evidence can be separated into two categories, primary evidence and secondary evidence.	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of an historical event and explain why some of the accounts may differ. Prior Learning: • observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented Future Learning: • Use sources of evidence to deduce information about the past. • Use sources of evidence to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. • refine lines of enquiry as appropriate
Space (G)	Space (G) Current Learning:	Space (G) Current Learning:

- The features of particular areas that attracted the attention of the British explorations. - The features of that area where Sir Walter Raleigh travelled to and is said to have discovered.	• That particular areas have features and values associated with them. <u>Prior Learning:</u> • That you can identify features in different areas. <u>Future Learning:</u> • That there are patterns, distribution, trends, interconnections, density, and proximity linked to a particular area. .	• Explain own views about locations, giving reasons. • Describe how the locality of the school has changed over time. • Use the eight points of a compass, four-figure grid references, and symbols and key to communicate knowledge of the United Kingdom and the wider world. <u>Prior Learning:</u> • Identify land use around the school. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <u>Future Learning:</u> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Describe how countries and geographical regions are interconnected and interdependent.
<u>Location (G)</u> - Where the British explorations took place and how they travelled there	<u>Location (G)</u> <u>Current Learning:</u> • That location can be defined as a human settlement or archaeological site.	<u>Location (G)</u> <u>Current Learning:</u>

- Where Sir Walter Raleigh travelled to and his route - Identify significant locations on a map from this period.	• That location can be studied as a place's 'absolute location' it's precise and fixed place on Earth (regularly referred to in terms of latitude and longitude). <u>Prior Learning:</u> • that a location can be explained in terms of a designated area, a locality such as a town, city or country • Location is used as a geographers' tool of description. <u>Future Learning:</u> • That 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places.	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. • Describe some of the characteristics of these geographical areas. <u>Prior Learning:</u> • Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <u>Future Learning:</u> • Collect and analyse statistics and other information in order to draw clear conclusions about locations.

		• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). • use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
Place (G) - Why these places were fascinating, unique, new and exciting to people living in Britain during this time. - What did these places offer that was different to living in Britain.	Place (G) Current Learning: • That we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. Prior Learning: • That places have distinct physical and human characteristic. • That a place relates to an opinion and meaning that people attach to a location. Future Learning: • That as a concept, place examines the uniqueness of a space and questions what is specific about this area. • That place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	Place (G) Current Learning: • Describe geographical similarities and differences between countries. Prior Learning: • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Future Learning: • Name and locate the countries of North and South America and identify their main physical and human characteristics. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
<u>Perspectives:</u> - Perspectives can be explained as a point of view – a personal explanation of what people believe is going on around them. Points of view of an event, person, place or artefact can differ and will be shaped on an individual's age, gender, beliefs and values. Historians are no different and their 'perspective' is also influenced depending upon their own interpretation and beliefs. As historians it is therefore important that we take into consideration the different values and beliefs that have affected the lives of people in the past.	How was Henry VIII viewed during the Tudor Period? [c] How is Henry VIII viewed now? [c] How was Elizabeth I viewed during the Tudor Period? [c] How is Elizabeth I viewed now? [c] How was William Shakespeare viewed during the Tudor Period? [c] How is William Shakespeare viewed now? [c] How significant was the work of Shakespeare on language and the arts today? [c] What are the different perspectives on the character of Walter Raleigh? [c] How is Walter Raleigh viewed now? [c] Is Shakespeare as significant as we consider him to be today? (D) Is Raleigh a hero or a villain? (D) Was Raleigh rightly imprisoned? (D)
<u>Significance:</u> Significance can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or significance of a person,	How did Henry VIII come into power? (F) Who were Henry VIII's wives? (F) How was the Church of England formed? (F) What was the 'Act of Supremacy? (F) What events happened during 'The Golden Age'? (F) What happened to Shakespeare during his life to influence his works? (F) What did Shakespeare do in London, who were the Lord Chamberlain's Men and what was 'The Globe'? (F)

place or event defines and influences the way that the past is remembered.	What did Walter Raleigh do during his early life? (F) Where did Raleigh explore and what is he said to have imported to Britain? (F) Why was Raleigh imprisoned and what did he do whilst in prison? (F) Why was Raleigh executed? (F) Have the lives, works and legacies of Henry VIII, Elizabeth I, William Shakespeare and Walter Raleigh had a significant impact upon British history and our lives today? [c] Was Shakespeare's work as significant and influential as it appears? [D]
<u>Chronology</u> The chronology of a series of past events is the times at which they happened in the order in which they happened. Learning about the complex concept of chronology is often considered very challenging for young children, yet this understanding underpins children's developing sense of period, as well as key concepts such as change and causation. It is a challenging concept to teach because of its abstract nature and children's many misconceptions illustrate the difficulties they experience in understanding and using it. Chronology, however, contributes to children's sense of identity and helps them create a context for understanding the present. In order to grasp and consider the 'big questions' of history,	When was the Tudor Period and when did it end? (F) What is the order of the monarchs during this period? (F)

children need to establish in their own minds a chronology of events to enable them to make connections between them and see the wider implications of their studies in history.	
Similarity and difference Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.	What is a monarch and how does a monarch come into power? (F) How does the influence of the monarchy upon daily lives of its subject compare from this period to today? [c] How does the culture of Tudor Britain compare to the culture of today? [c] How does the reigns of Henry VIII and Elizabeth I compare to that of Elizabeth II? [c] Who was the better monarch, Henry VIII or Elizabeth I? (D) Who was the more influential figure, William Shakespeare or Walter Raleigh? (D)
Evidence Evidence is an important part of historical inquiry and refers to the information that is collected from various sources. It can come in many different forms, from an individual account, letters, photographs, paintings, and clothing. Any object from history can be classed as evidence and used then to hypothesis and allow historians to piece together the past. Evidence can be separated into two categories, primary evidence and secondary evidence.	What is the difference between a primary and a secondary source of evidence? (F) Why might a primary source of evidence offer a different perspective to a secondary source of evidence? [C] Why might primary sources offer different perspectives despite being written at the same time? [C] Why might evidence regarding the monarchy be influenced by bias and be difficult to interpret? (D) Why might evidence based on the work of Walter Raleigh be difficult to interpret? (D)
Space The concept of space in geographical terms refers to the landscape and is a key concept that is interdependent on many other concepts. Space addresses the features and values we associate with a location. It will investigation into the patterns,	Why did Sir Walter Raleigh travel to these various places? (D) What did he discover at these places? (D) Why might his discoveries not being accurate? (C)

distribution, trends, interconnections, density, proximity and the relative aspects of a particular area.	
<u>Location:</u> Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.	Where did Sir Walter Raleigh explore? (F) How did he get there and what was his route? (F)
<u>Place:</u> Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	What were the features of the places he travelled to? (D) Why were these places seen to be unique and fascinating? (C)

9. Assessment - Exit Task:

Pupils will undertake an initial mind-map, which will be added to as their learning progresses. Pupils will then use this mind-map and all of their learning to prepare their arguments for a whole class debate during which they will need to use evidence to support their own perspectives.

Pupils will be debating these two questions:

1. **Who was the better and more significant monarch, Henry VIII or Elizabeth I?**

2. **Who had a greater influence on life in Britain today, William Shakespeare or Walter Raleigh?**

Consider the reliability of different perspectives about their lives in your responses.

Expected evidence:

Pupils can apply their knowledge;
- Knowledge is explicit and connected;
- Recall factual knowledge to support their argument
- Drawn from long-term memory, freeing working memory to consider application;
- Connects underlying concepts between familiar contexts;
- New information is linked to prior knowledge showing strong schemas

Greater Depth evidence:
- Apply reasoning and factual knowledge to answer conceptual and debate questions
- Knowledge that is connected and inferred;
- Relies of long-term memory, freeing working memory to be inventive;
- Uses conceptual understanding in unfamiliar situations;
- Readily assimilates new information into rapidly expanding schemas;
- Draws on a vast store of problem solutions;
- Able to respond and create counter-arguments to reaffirm opinion taking other peoples' opinions into consideration

Tier 2 Vocabulary –

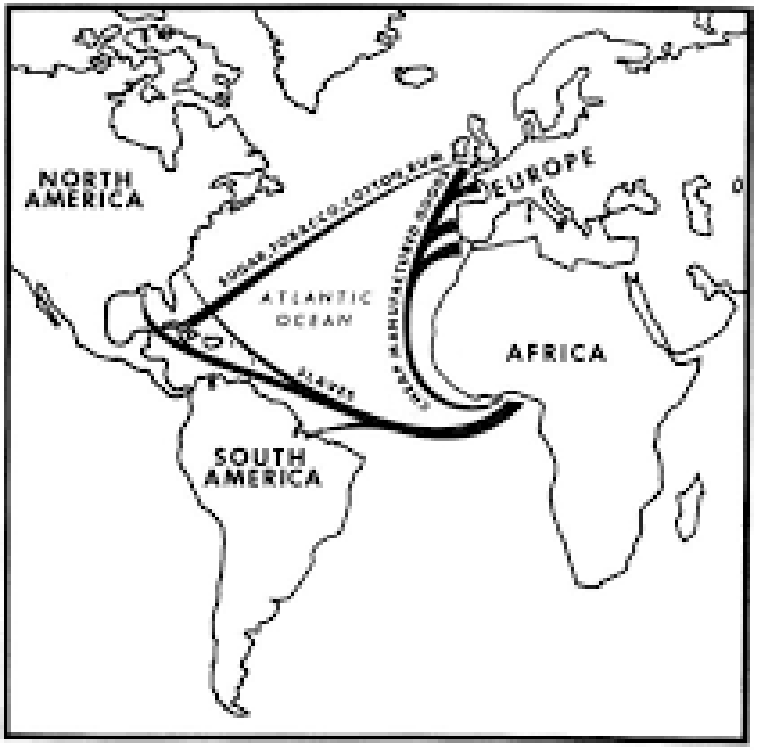
Monarchy – a form of government with a king or queen at the head. The Royal Family of a country.
Civilisation – the stage of human social and cultural development and organization that is considered most advanced
Democracy – a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
Evidence – the information and sources used by ask questions, investigate and learn about the past
Primary source – immediate, first-hand accounts of a topic, from people who had a direct connection with it
Secondary source – information that was created later by someone who did not experience first-hand or participate in the events or conditions you're researching such as books, journals or websites.
Reliable source – one that provides a thorough, well-researched and well-reasoned argument based on strong evidence.
Dynasty – a line of hereditary rulers of a country
Catholic – followers of the Roman Catholic Faith
Church of England – English branch of the Western Christian Church combining both Catholic and Protestants traditions.

Tier 3 Vocabulary –

Perspective – a particular attitude towards or point of view regarding something.
Chronology - The arrangement of events or dates in the order of their occurrence.
Timeline – a graphical representation of a period of time, on which important events are marked.
Archaeology – the study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
Sovereignty - the authority and power of a state to govern itself or another state.
Paganism - a religion other than one of the main world religions, specifically a non-Christian or pre-Christian religion.
Christianity - the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

Maps:





The Triangular Trade

Timeline: Timeline to be displayed in classroom and updated with new learning following each lesson.

1485	Henry Tudor defeats Richard III at the Battle of Bosworth and is crowned King Henry VII.
1509	Henry VII dies, Henry VIII become king and marries Catherine of Aragon, the first of his six wives.
1534	The Act of Supremacy creates the Church of England.
1547	Henry VIII dies, Edward VI, aged 9, inherits the throne.
1552	Sir Walter Raleigh is born in Devon.
1553	Edward VI dies, Lady Jane Grey is Queen for 9 days. Mary I accedes the throne.
1558	Mary I dies, Elizabeth I becomes Queen.

1564	Sir William Shakespeare is born in Stratford-Upon-Avon	
1588	The Spanish Armada is defeated by the English.	
1599	Sir William Shakespeare opens 'The Globe' in London.	
1603	Elizabeth I dies, James VI of Scotland inherits the throne.	
1618	Sir Walter Raleigh is beheaded on James I's orders.	