

History Lesson Plan – Food and Clothing

Subject content from the National Curriculum 2014 (content in bold can be met through this topic)

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

[non-statutory examples]

- **Changes in an aspect of social history, such as food and clothing and social status.**

A local history study [non-statutory examples]

- **a study over time tracing how several aspects of national history are reflected in the locality**
- **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**

Aims of the National Curriculum 2014 (aims in bold will be met during this day)

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2)**
- **Know and understand significant aspects of the history of the wider world:** the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; **achievements and follies of mankind.**
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)**
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **They should understand how our knowledge of the past is constructed from a range of sources. (KS2)**
- **Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;** between **cultural**, economic, military, political, religious **and social history;** and between short- and long-term timescales.

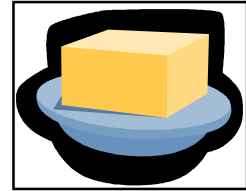
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Cross-Curricular Links	
<p>Design and Technology</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none">♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users♣ critique, evaluate and test their ideas and products and the work of others♣ understand and apply the principles of nutrition and learn how to cook	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none">♣ produce creative work, exploring their ideas and recording their experiences♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques♣ evaluate and analyse creative works using the language of art, craft and design♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Learning Objectives	
<ul style="list-style-type: none">• Put periods of history in chronological order• Identify similarities and differences between items today and the past• Explain how food and clothing shows the cultural and physical differences in the lives of people in the past and between social status• Explain how an aspect of British society has changed over time	

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Food and clothing were dictated by social class in Tudor times. There was even a law (the Sumptuary Law). Can you use the words at the bottom of the page fill in the statements below?

Food and Drink



Most Tudor people ate quite well. The rich people had better food than the poor people.

Rich People

They ate a lot of meat. They ate _____ on Fridays and during Lent. They ate vegetables and fruit. They ate raspberries and gooseberries from _____. They ate peppers, pumpkins and _____ from America. They ate bread made out of _____. They used _____ to sweeten their food. They drank _____ from France and Spain.

Poor People

They ate more garden vegetables and fruit. They ate butter and _____. Rich people thought that they were poor people's food. They ate bread made out of rye or crushed _____. They used _____ to sweeten their food. They drank ale, _____ or buttermilk.

sugar

honey

wine

fish

Europe

acorns

potatoes

flour

cider

eggs

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Tudor Clothes



The Rich

Wealthy Women

Wealthy women wore many _____ of clothes. They wore long gowns made out of _____. They had a _____ to help them get dressed.

Wealthy Men

Wealthy men wore a silk shirt, a jacket, stockings and padded _____. Most wore a _____ or fur hat. They wore fashionable shoes made from _____.

The Poor

Working Women

Working women wore _____ dresses. Their dresses were made out of _____.

Working Men

Working men wore loose tunics and shirts made of woollen cloth. They wore _____ on their feet.

velvet

wool layers

silk

boots

shorter

breeches

leather

maid