

History Lesson Plan – the Tudor Bed Chamber

Subject content from the National Curriculum

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 the home.**

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

- 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.

Learning Objectives

- Put periods of history in chronological order
- Identify similarities and differences between items today and the past
- Explain how the home shows the cultural and physical differences in the lives of people in the past
- Explain how an aspect of British society has changed over time

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The Bed Chamber



Only those of a certain status had a ‘proper’ bed, as we understand it today. Many people would lie on a truckle bed or on a mattress of straw or just straw. The ‘best’ bed was kept for important visitors and the lord and lady of the house would sleep in the ‘second best’ bed.

Can you sort which items below go in which column?

Tudor Bedchamber	Contemporary Bedroom

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Four poster



Divan bed



Foam mattress



Pitcher of water



Prie-dieu



Shutters



Straw mattress



Candle



Lamp



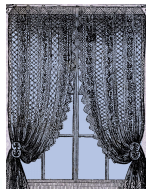
Quill



Chair



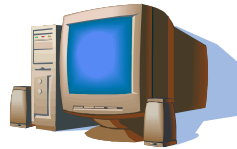
Chair



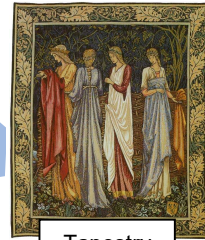
Curtain



Mobile



PC



Tapestry



Poster



Duvet



Pelt



Chest



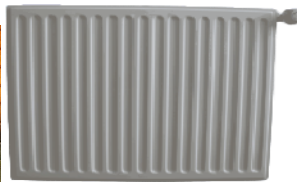
Bed Warmer



Wardrobe



Open Fire



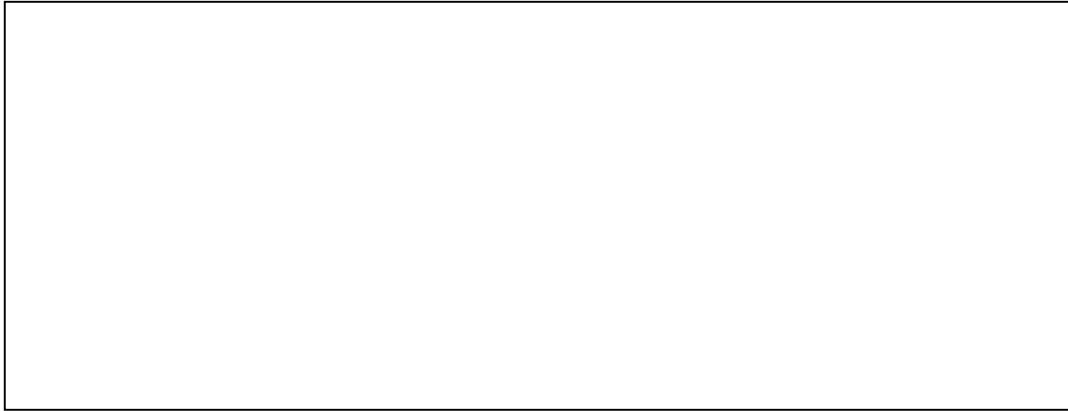
Radiator



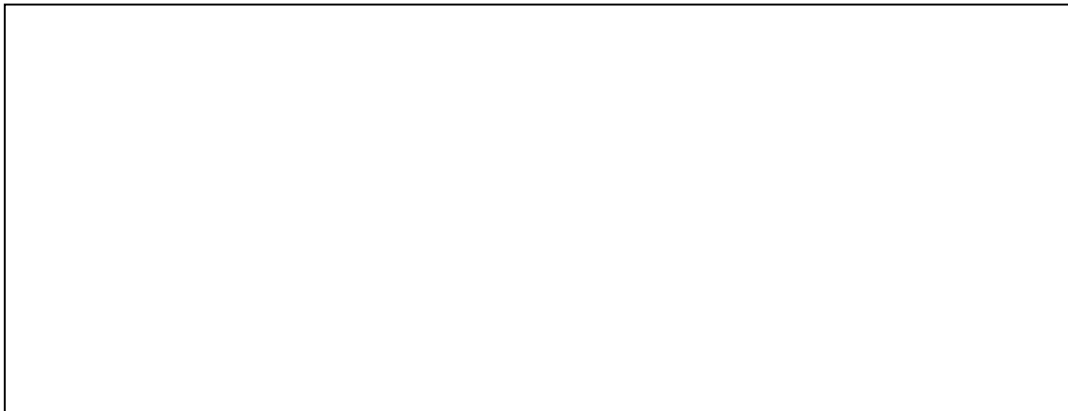
Electric Blanket

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Why do you think visitors were given the 'best' bed to sleep in?



Why did they have four poster beds?



If the Lord and Lady of the house slept in a four poster bed, where did the servants sleep?

