

# History Lesson Plan – William Shrieve

## Subject content from the National Curriculum 2014

### 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 Tudor life in a town**
- The changing power of monarchs

### 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.

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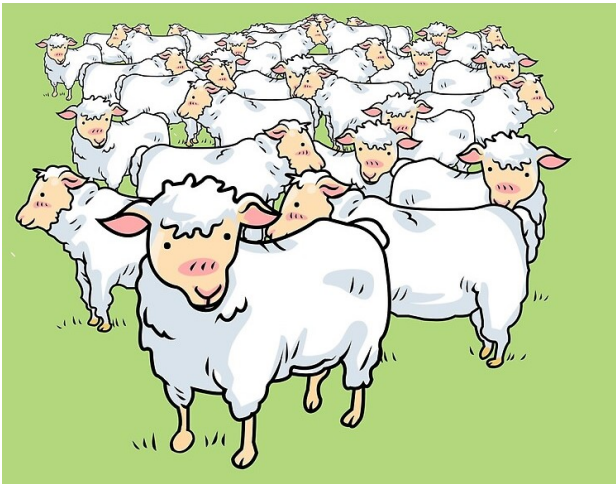
<b>Cross-Curricular Links</b>	
<p><b>Spiritual</b></p> <ul style="list-style-type: none"><li>• Experience enjoyment and fascination in learning about others and the world around them.</li><li>• Use imagination and creativity in learning.</li></ul> <p><b>Moral</b></p> <ul style="list-style-type: none"><li>• Investigate, and offer reasoned views about, moral and ethical issues.</li></ul> <p><b>Social</b></p> <ul style="list-style-type: none"><li>• Show interest in, and understanding of, the way communities and societies function at a variety of levels.</li></ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"><li>• Show understanding and appreciation of the wide range of cultural influences that have shaped their own heritage</li><li>• Be willing to participate in, and respond to artistic, technological, scientific and cultural opportunities.</li></ul>	

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## What was life like in a Tudor Town?

### William Shrieve

I am William Shrieve and I lived in Stratford upon Avon in the 16th century. I am an archer in the army in King Henry VIII and I was mentioned in the muster roll (a list of men ready to call up for war) in 1536. I lived at the Shrieve's House in Sheep Street (yes, it was named after me). I was a kind of Sheriff or policeman of the town.



### Tudor Markets

Stratford was a market town, which meant that goods and animal were brought into town to sell at the market. Stratford was given 'market status' in 1196 by Richard I.

### Punishment

Stocks and pillories were located in public places, such as next to the market cross. You could be put in jail or 'the cage' as it was known in Bridge Street or put in the pillories for a few days and have all sorts of horrible things thrown at you!



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## Plague

The plague came to Stratford in 1564, the same year William Shakespeare was born. It started in shipment of wool at the Mercers building (the Garrick Inn) in High Street, Stratford upon Avon.



## Sanitation

Waste disposal consisted of muck heaps. Instead of bins, the waste was put in a heap and left outside the house or gathered together and left at the end of the street for the gong men to remove (much as bin men do today). People used buckets instead of toilets and these were thrown into the street to run down into the river Avon. The smell would have been very bad and very unsanitary.

## Archery

William Shrieve was a long bowman. Archery very important in Tudor times and practise was essential and weekly competitions were | butt was set up on Bancroft Gardens, where archery could be practise and any stray arrow would land in the river. Every man over the age of 11 had to practise their archery!



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## Taverns

There were many taverns in Stratford. These were not just used to sell alcohol and spirits and where people could eat and stay for the night. One such place was called The Three Tun Tavern and run by William and Margaret Rogers from the Shrieve's House. William Rogers nephew was William Shakespeare's god son and he was also one of the trustees of Shakespeare's Blackfriars property in London. Shakespeare is said to have based his character Falstaff in William Rogers.



## Religion

Another resident of the Shrieves House was John Jefferies. He was a Catholic and convicted of treasonous acts under Mary I. Priest holes in the building suggest he hid Catholic priests to perform Catholic mass, which was illegal and punishable by death.

## Education

The Grammar School in Church Street was possible the school William Shakespeare attended. School took place 6 days a week and started at 6am in the summer time. Only boys could attend school but they could be punished for many 'crimes'. If they were of a higher status than the tutor then a 'whipping boy' was used instead to take the punishment.





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## Medicine

Dr John Hall with lived with his wife Susannah Shakespeare (daughter of William Shakespeare) are Halls Croft. He was the local doctor. Dr Hall kept a case file of 178 of his medical cases called his Little Book of Cures. He also had books on alchemy and astrology to help him. Herbs and plants were grown in the garden to be used in medicine.



## Transport—River

The crossing of the Avon, from which Stratford takes its name, has been important since Roman times—and means where the ford is in the river (the nearest point of crossing). Roads were difficult to navigate and muddy—so rivers were like the roads in Tudor times and used to transport goods around the country.

## Tudor Houses

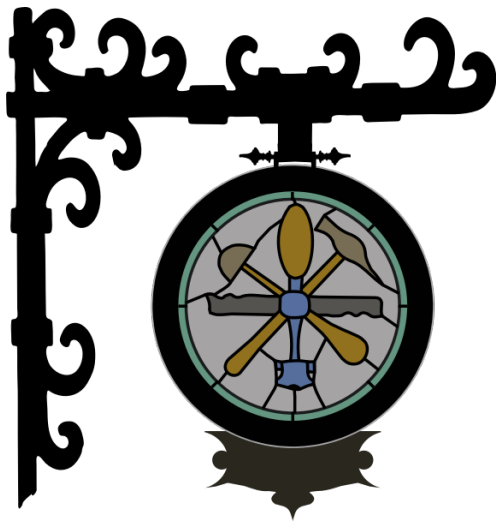
Tudor houses have a distinct black and white style appearance. The majority of houses were half-timbered (this means they had a wooden frame and the spaces in between were filled with wattle and daub - a kind of plaster made of sticks, straw and animal dung). Some houses had thatched roofs. Some had jetties (the 1st floor would stick out further than the ground floor to save on tax).



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## Lord of the Manor

Most towns would have an overall Lord, called the Lord of the Manor. This would have been the Earl of Warwick in the Tudor times. Whilst they did not hold so much power after the many plagues, they could be in charge of the Town and call up men to fight under him for the King.



## Butcher, Baker and Candlestick maker

Each town would have a butcher, baker, miller, blacksmith and so on. As most people could not read, they would put pictorial signs outside their shops.

## The Priest

Stratford would have had a Priest who performed a variety of tasks, both spiritual and practical. They would hear confessions and give forgiveness to people who were sorry for their sins, but they would also be expected to keep the church in good repair. The main church in Stratford is Holy Trinity Church in old town and there is also the Guildhall Chapel in Chapel Street. Since the 'break with Rome' this had become more problematic (see religion and John Jeffries, who lived at the Shrieves House).



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## Yeomen Farmers

Yeomen lived in the country. They were farmers who owned land. Because they owned land and property, they did not have to pay rent and so could keep profits from their farm. As a result, many of the yeomen were quite well off and could employ servants and farm labourers. They were not considered gentry.



## Labourers / peasants / servants

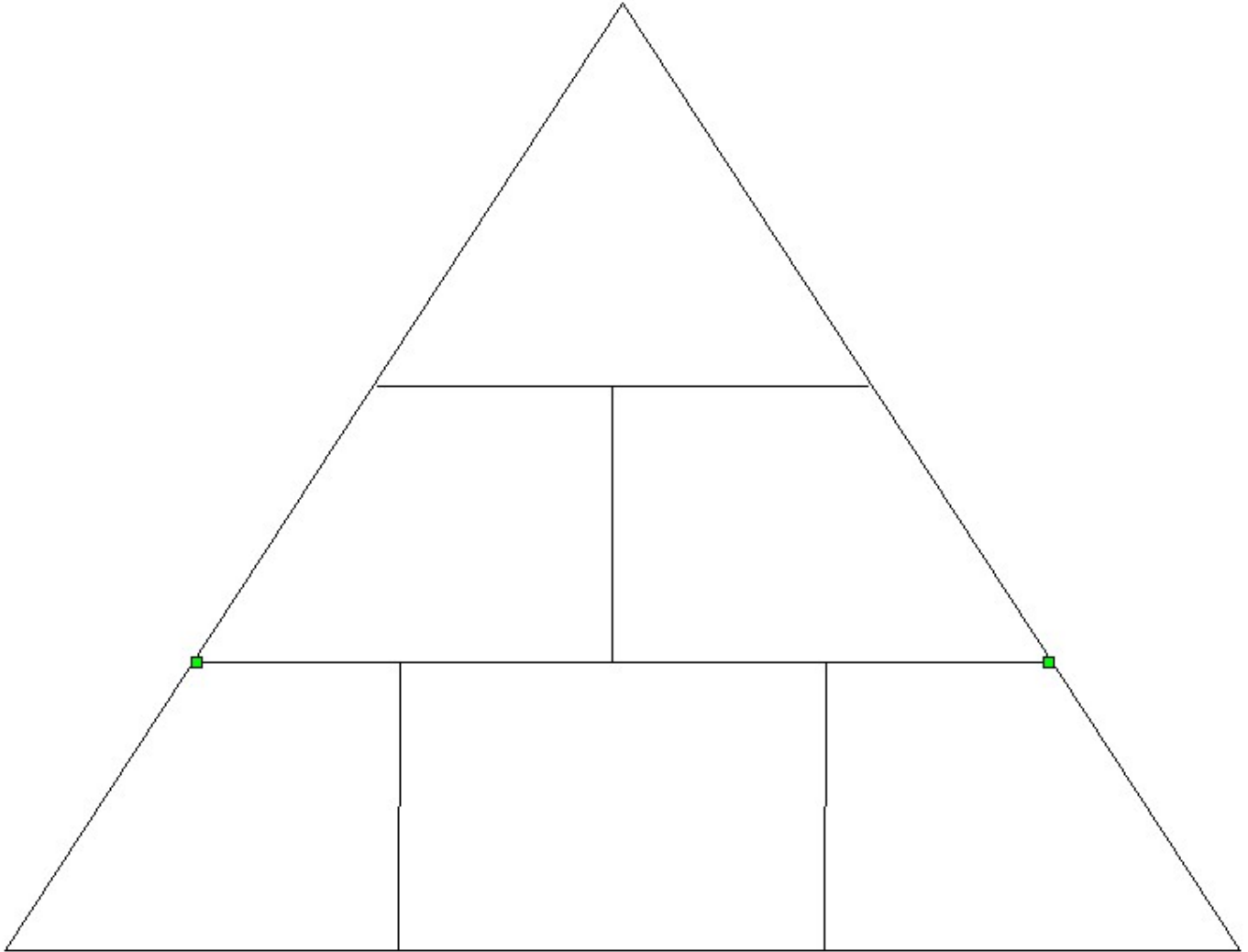
Labourers / peasants and servants worked on the farm. They did not own land and were the poorest members in the town, apart from the homeless.





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**Can you put the Tudor (town) hierarchy in the right order (and explain why)?**



Yeomen | peasants | vagrants | carpenters | smiths | butchers | bakers | reeves |  
priests | Lord of the Manor |