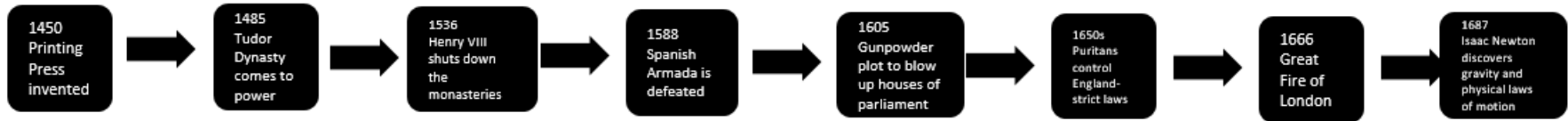


What was life like during Tudor and Stuart times?



Key Word	Definition
Printing press	Technology that meant books no longer had to be copied out by hand
Renaissance	The time period from 1450-1700, meaning "rebirth", when new ideas were formed.
Monasteries	Religious buildings that looked after the poor.
Puritans	Extreme protestants who did not agree with sports and make up etc.
New World	The name given to the Americas when they were discovered.
Life expectancy	The average age a person lives for.
Vagabond	A type of beggar who travels from place to place.
Pottage	Food a poor person would eat- like a thick vegetable soup.



Although married women were subject to their husbands in law, other women could be surprisingly independent. The vast majority of teenage girls entered into some kind of service – usually domestic or agricultural. While their first contract of service was usually arranged by their parents or other relatives, serving maids tended to move regularly. Even the very poorest of girls therefore had some ability to choose their own employment and move around.
Elizabeth Norton



What do I need to know?	
	Women during the Renaissance were seen as inferior to men. They were not allowed to own property and were expected to marry, have children and obey their husbands. Poor women had more freedom than rich women.
	Poverty was a real problem in Tudor and Stuart times. Henry VIII closed the monasteries (Dissolution of the Monasteries) which meant the poor had no where to go. Landowners also enclosed land to stop the poor using it and an increasing population meant that there was not enough food for everyone.
	The Renaissance was a time of new ideas- Da Vinci developed new forms of art and science, the microscope was invented which improved medical knowledge and Newton's discoveries of science and maths meant that more was known about the world.
	The Tudors and Stuarts saw a huge amount of change- the first Queens ruled England, there was a civil war and religious changes meant that society changed a lot during this time, but it was also seen as a time of uncertainty. The Great Fire of London meant that much of London had to be rebuilt. There were also regular outbreaks of plague.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

READ

<https://www.historylearningsite.co.uk/tudor-England/women-in-tudor-England/>



WATCH

<https://www.youtube.com/watch?v=LMUWV1Tacs>



LISTEN

<https://www.bbc.co.uk/sounds/play/b00ft63q>



Writing good History: Key skills

Chronology

The order in which events happen. The big "story".

Change/ Continuity

Whether things have changed or remained the same over time.

Similarity/Difference

What events or situations have in common, and how they are different.

Cause

The reasons that something happens- long term or trigger cause.

Consequence

Things that happen as a result of an event. Can be good or bad.

Significance

Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources

Information that comes from the time studied, or that was produced by someone who was there at the time.

Interpretations

The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

Suggested Vocabulary: What do I need to know?		
To show importance	To agree/disagree	Linking points
The primary reason...	The evidence supports the view that...	This meant that...
The most significant cause...	This view is convincing because...	The impact of this was...
A crucial role was played by...	One reason to agree is...	In addition to this...
Of lesser importance was...	An alternative view is...	This acted as a catalyst for...
A key factor was...	A less supported view is...	This led to...
The fundamental cause...	A less convincing argument is...	An immediate consequence was...
A less significant reason...	It is clear that...	Long term this was significant because...

USING SOURCES: What do I need to know?	
	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the CONTENT of the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the PROVENANCE of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.



USING INTERPRETATIONS: What do I need to know?	
	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?