



YEAR 4 HISTORY: THE TUDORS AND NUR JAHAN - LONG-TERM PLAN

PHILOSOPHICAL QUESTION

How can we influence the world to be a place we want?

HISTORICAL QUESTION

How did a few women gain influence when men had almost exclusive power?

LONG-TERM PLAN

Week	Threshold Concept	Content	Knowledge	Interactive Activities
1	Investigate and interpret the past	Discuss the Philosophical Question. What are the children's views? What is the children's opinion of the historical question? What questions do they have? What would they like to find out?	Influence - to have an effect on the character, development or behaviour of someone or something	Children to record their answers via writing, drawing, audio, video and then stored somewhere to re-discuss at the end of the block. Extension: Use drama or role-play to act out scenarios where someone influences change.
2	Understand chronology	Place the Tudors on a timeline with examples of history that they have already learnt about and any they already know.	1485 - Henry VII becomes the first Tudor king 1603 - Elizabeth I dies	<i>Human Timeline</i> - Pupils hold cards with dates/events and arrange themselves chronologically. Extension: Add events from previous history units to make connections
3	Understand chronology	Look at the line of kings and queens of the Tudor period and how it is dominated by male figures	Henry VII → Henry VIII → Edward VI → Mary I → Elizabeth I	<i>Royal Role Cards</i> - Pupils research and present short speeches as Tudor monarchs. Extension: Debate who was the most influential monarch and why.



Scotholme Primary - Discover (History LTP)

4	Investigate and interpret the past	Study portraits (Primary Source) of various kings and queens and influential people. What do the portraits tell us? What were their purpose? How useful are the portraits to help us understand the person?	Recognise portraits of: Henry VII Henry VIII Elizabeth I Bess of Hardwick	<i>Portrait Detective</i> - Pupils examine portraits and annotate them with clues about status, personality, and symbolism. Extension: Create their own Tudor-style portraits using symbolism.
5	Build an overview of world history	Study how Bess of Hardwick gained influence in Tudor times using different sources. How did Bess' marriages change her life? How did she become so influential?	Marriages of Bess of Hardwick Friendships	<i>Source Sorting</i> - Pupils sort sources into categories (e.g., marriage, wealth, influence) and discuss how each contributed to Bess's rise. Extension: Create a "Life Map" showing key turning points.
6	Investigate and interpret the past	Investigate Bess further by looking at a variety of sources.	Residences of Bess of Hardwick Friendships	<i>Historical Hot Seat</i> - One pupil plays Bess while others ask questions based on source evidence.
7	Communicate historically	What factors may have helped Bess to achieve her position? Which are the most important? Why? How do the reasons fit with modern society's opinions?		<i>Diamond Ranking</i> - Pupils rank factors that helped Bess gain influence and justify their choices. Extension: Compare with modern examples of influential women.
8	Build an overview of world history	Look at the Mughal Empire. Where was it? When did it start and end? How did the role of women match the Tudor dynasty? How did it differ from the Tudors?	1526 - Mughal Empire starts Mughal Empire Mughal Empire covered Pakistan, Indi and Kashmir	<i>Empire Mapping</i> - Pupils create annotated maps showing the Mughal Empire's extent and compare it with Tudor England. Extension: Use Venn diagrams to compare roles of women.



Scotholme Primary - Discover (History LTP)

9	Build an overview of world history	Who was Nur Jahan? Look at a timeline of her life and key events that influenced her life.	Nur Jahan's DOB and significant events from her life She came from a humble background and used her political skills to become powerful.	<i>Life Timeline Puzzle</i> - Pupils piece together a timeline of Nur Jahan's life from clues. Extension: Create a comic strip of key events.
10	Build an overview of world history	How did Nur Jahan develop her power and influence? Look at portraits of Nur. How do they compare to the portraits of influential Tudor women? How do they compare to western portraits?	Nur was the only female ruler during the Mughal Empire. Recognise Nur Jahan in a portrait.	<i>Gallery Walk</i> - Display portraits of Tudor women and Nur Jahan. Pupils use sticky notes to comment on similarities/differences. Extension: Create a "Power Through Portraits" exhibition.
11	Build an overview of world history	Why did Nur's influence and power change? Did she lead the role that was expected of a woman at the time? How has the world's view on women changed since? Is life fair yet?	She fought to support poor women and the disadvantaged. She broke 'rules' and changed the way people thought about women.	<i>Opinion Line</i> - Pupils stand along a line to show agreement/disagreement with statements about gender roles and fairness. Extension: Write persuasive letters arguing whether life is fair today.
12	Communicate historically	Prepare and deliver a presentation on a key aspect of the Tudors or Nur Jahan.	Use historical vocabulary: dates, time period, era, chronology, change	Presentation Project: Students create and present a multimedia project.
13	Communicate historically	Reflect on the philosophical and historical questions.	Critical thinking about fairness, sexism, and change over time.	Philosophy Circle: Whole-class discussion using evidence from the unit.



APPENDIX:

THRESHOLD CONCEPTS

<p>Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• 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 a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none">• Describe changes that have happened in the locality of the school throughout history.• Give an overview of life in Britain• Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places</p>	<ul style="list-style-type: none">• Understand the concept of change over time, representing this, along with evidence, on a timeline.
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, change• Use original ways to present information and ideas.





The Tudors and The Mughal Empire



Timeline																		
1485	1509	c1520s	1526	1533	1547	1553	1556	1558	1558	1571	1597	1603	1608	1611	1615	1627	1645	
Henry VII becomes 1 st Tudor King	Henry VIII (Henry VII's son) becomes King	Bess of Hardwick born (exact date unknown)	Babur creates start of The Mughal Empire	Elizabeth I born	Edward VI (son of Henry VIII) becomes King	Mary I (daughter of Henry VIII) becomes Queen	Akbar the Great becomes Emperor of Mughal Empire	Elizabeth I becomes Queen - reigns for 45 years	Bess of Hardwick becomes Lady in waiting for Elizabeth I	Nur Jahan born	New Hardwick Hall built where Bess lived	Elizabeth I died and James I becomes king 1 st Stuart king	Bess of Hardwick dies	Nur Jahan marries Jahangir becoming a powerful Empress	Nur Jahan becomes co-ruler with her husband	Jahangir dies and Nur Jahan loses her power	Nur Jahan dies	

Bess of Hardwick and Nur Jahan

Who were they?

- Bess of Hardwick was a very clever and rich woman in England during Tudor times (1500s). She became wealthy by marrying four different husbands and built big, beautiful houses.
- Nur Jahan was a powerful queen in India during the Mughal Empire (late 1500s to early 1600s). She helped her husband, Emperor Jahangir, rule the empire and was famous for being a wise and strong leader.

Where did they live?

- Bess lived in England, especially at her grand houses like Hardwick Hall.
- Nur Jahan lived in India, in the Mughal Empire's royal palace.

Why are they important?

- Bess is important because she showed that women could be smart, rich, and independent during a time when most women stayed at home. She also built famous houses that people still visit today.
- Nur Jahan is important because she was one of the few women who helped rule a large empire. She made important decisions, helped create laws, and was known for her beauty and kindness.

What did they do?

- Bess of Hardwick married rich men, managed her money, and built houses with lots of windows, which was unusual at the time. She was also friends with Queen Elizabeth I.
- Nur Jahan advised the emperor, helped make laws, and was a leader in the empire. She also loved art and building beautiful gardens.



Fun Facts!

- People joked that Hardwick Hall had "more glass than walls" because Bess built so many windows.
- Nur Jahan's name means "Light of the World."
- Bess once took care of Mary, Queen of Scots, while she was in prison.
- Nur Jahan's ideas changed the way people dressed, and she loved perfumes and fancy clothes.

Vocabulary	
monarch	a king or queen
dynasty	a family of rulers over many new years
Henry VIII	Famous Tudor king who had 6 wives
Elizabeth I	Last Tudor queen
court	a king or queen's household
ruff	Wide, frilly collar worn in Tudor times
palace	Grand home for royalty
Empire	Large group of countries ruled by 1 leader
Emperor	Ruler of an empire
Mughal	Muslim dynasty who ruled most of India
Jahangir	Emperor who married Nur Jahan
architect	Someone who designs buildings
Golden Age	Time of wealth, culture and discovery
Legacy	What people leave behind



ASSESSMENT OPPORTUNITIES

- Analysis of different portraits
- Timeline creation
- Hot-seating
- Explanations of how Bess of Hardwick and Nur Jahan defied gender stereotypes of the times they lived in
- Final presentation (oracy, historical communication)
- Participation in debates and discussions

POSSIBLE QUESTIONS TO DEBATE

Historical Enquiry Questions

Linked to the Philosophical Question

- What does it mean to have influence in society?
- Can one person really change the world? How?
- How did Bess of Hardwick and Nur Jahan try to shape the world around them?
- What qualities helped these women become influential?
- What lessons can we learn from their lives about making positive change today?

Linked to the Historical Question

- What barriers did women face in Tudor and Mughal societies?
- How did marriage affect the power and status of women in both societies?
- What historical evidence shows that these women were influential?
- Were there other women in history who gained influence in similar ways?

Empathy and Perspective

- How do you think Bess felt when she was managing estates and building homes?
- What emotions might Nur Jahan have experienced when leading an army or changing laws?
- How would you feel if you were not allowed to make decisions because of your gender?
- How do their stories help us understand the lives of women today?



★ **Values-Based (Change, Success, Fairness)**

- Why is fairness important in society?
- Is it fair that women had fewer rights in Tudor and Mughal times?
- What values did Bess and Nur Jahan show through their actions?
- Should influence be earned or inherited?
- Is influence affected by power and wealth?
- How do we decide who is influential today?
- What values should leaders have to make the world better?