

'Build a Tudor House' addresses key elements of the KS2 History National Curriculum.

2 Knowledge and understanding of events, people and changes in the past Pupils should be taught:	
Programme of Study	Build a Tudor House connections
a about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past	Building a humble dwelling highlights the experiences of families in the past. Comparison will be made to the different houses of rich and poor. If the children dress up, this is further highlighted through their choice of costume.
b about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world	The day gives an insight into the work and play of ordinary people.
d to describe and make links between the main events, situations and changes within and across the different periods and societies studied.	Links will be made to how some buildings remain but others have been lost – due to quality of manufacture, foundations, fire, changes in land use, Nazi destruction of Coventry etc.
3. Historical interpretation. Pupils should be taught:	
to recognise that the past is represented and interpreted in different ways, and to give reasons for this.	Many historians build scale models of old designs to understand how they really work. For example, the trebuchet at Warwick Castle. This day illustrates this at first hand through the building construction.
4. Historical enquiry. Pupils should be taught:	
a how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources , CD-ROMS, databases, pictures and photographs , music , artefacts , historic buildings and visits to museums, galleries and sites]	The day is interactive, and contains a taught element at the start of the day that illustrates timber-frame houses through time. The talk also covers regional variations in timber-frame houses, making the day relevant to the local environment and setting. For example, timber-frame wall construction varies from North to South and the west.
b to ask and answer questions, and to select and information relevant to the focus of the enquiry.	The day is interactive. All children are encouraged to ask and answer questions to underpin their understanding of the period.
5. Organisation and communication. Pupils should be taught to:	
b use dates and historical vocabulary to describe the periods studied	This is contained in the vocabulary taught and used during the day. For example, the vocabulary of building construction and the carpenter's marks to piece the timber frame together.
c communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].	The day can be recorded as you wish. Resource ideas are provided. A wattle and daub panel remains in the school.