

Uncovering Black British History

Tudors 1485 - 1603

History KS2



Uncovering Black British History

Tudors 1485-1603

History

Key Stage 2

Learning aims

- To learn about African people living and working in Tudor England
- To learn about England's first steps in establishing global connections beyond Europe, in particular visiting and trading with African nations
- To discuss the actions of some famous English sea captains and their interactions with African people

Curriculum links

- Know and understand historical concepts such as continuity and change
- Understand connections between national and international history
- Examine a significant turning point in British history
- Understand how our knowledge of the past is constructed from a range of sources.

The lessons within Uncovering Black British History, are most suitable for KS2, with some for upper KS2. Please adapt these to your class and pupils.

Keywords

Monarch – a reigning King or Queen

Petition – an official request to the King or Queen that has been put in writing

Archives – a collection of historical documents about an institution, place, person or group of people

The Royal Court – the collection of noble people, servants, diplomats and entertainers

Pageant – a public celebration, usually involving a procession of people in costume and sometimes involving shows or tournaments

Tournament – a medieval sporting event involving groups of knights jousting on horseback and competing for a prize



Royal Trumpeters – to emphasise their status, medieval monarchs employed Royal Trumpeters who would play to announce the arrival of the monarch and provide music at official royal events

Clerk – a person employed to keep official written records and undertake administrative duties

Flagship – the ship that carries the admiral in command of the entire fleet

Salvage operation – activity to recover a sunken sailing vessel or items from it from the bottom of the seabed

The Age of Discovery - the period from the 1400s to 1600 when European nations began to sail out from Europe to other continents

Colonies – lands in other continents claimed and controlled by European nations and exploited for their resources

Dyewood – a type of wood that can produce colour for dyeing cloth

These can also be found at the end of this PDF and can be placed on a learning wall as they are discussed during the presentation.



PowerPoint presentation

The accompanying PowerPoint presentation has 43 slides with the following learning points:

- Slides 1 and 2 introduce the lesson.

Activity 1 (slides 3 and 4)

- Slides 3 and 4 are a paired discussion challenge: ask the children to create a list of Tudor people and events they know about.



- Slides 5 to 8 focus on historical inquiry: explaining that by widening our perspective, beyond the big personalities of Tudor monarchs, this allows us to look at the people, changes and events happening around them, including links with Africa and African people.
- Slides 9 to 11 look at the language about African people in Tudor England: examining Tudor terms used to refer to people with dark skins, from Africa and southern Europe.
- Slides 12 to 15 explore Africans in historical records of Tudor England. We list some of the types of sources in which historians have discovered names of 100s of African Tudors and establish that the Tudor court was international, employing Africans in important roles.

Activity 2 (slide 20)

- Slides 16 to 23 look at John Blanke: Do the children know what a pageant is, what a trumpeter is and what a fanfare is? In 2 pairs/a group, can the children conduct some visual detective work? Ask the children to examine the image from the Westminster Tournament Roll. Can they find John Blanke and what can they deduce about him and his job from the image? Use the Activity sheet provided below. John is recorded in records of the Royal Court as being present at a number of key Tudor events (e.g. the funeral of Henry VII and the coronation of Henry VIII). We also have his petition to Henry VIII for a promotion and a pay rise, as well as a record of Henry VIII gifting him a suit of clothes when John got married.

Activity 3 (slide 24)

- Slides 24 to 26 introduces the Mary Rose, the flagship of Henry VIII's navy. As a paired discussion, ask the children what they already know about the Mary Rose?
- Slides 27 to 29 look at Jacques Francis: and explain that Jacques was a free diver involved in salvage operations on sunken ships in Southern England, including the Mary Rose. We learn about his African origins in the legal records of a court case brought against his owner. Questions about his status (servant or slave) and religion are brought up but rejected by the court. That his testimony is accepted in the court, reflects the fact that English law did not allow people to be slaves on English soil and records indicate that, in England at least, Jacques was a paid servant, not an enslaved man.

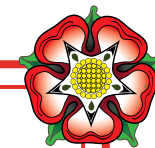


- Slides 30 to 33 'Discovery' Trade and Piracy. explain that Elizabethan ships started venturing further out, beyond Europe, aiming to break into an existing international trading system for goods like gold, ivory, pepper, and dyewood. This trade was dominated by the Portuguese and the Spanish, who had led in the 'Age of Discovery'. The slides note that instead of trading, some English captains acted as pirates, seizing foreign ships and cargoes, and selling them on, cargoes that included enslaved Africans.

Activity 4 (slide 34)

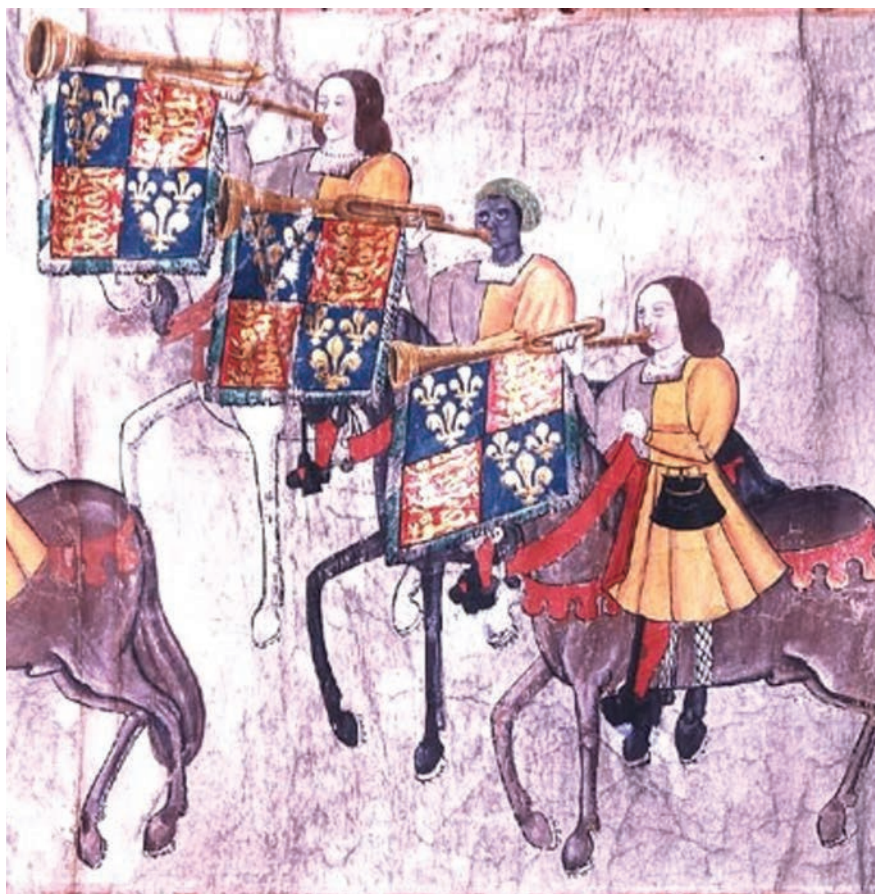
- Slide 34: What are gold, ivory, pepper and dyewood and why do you think that they were important goods in Tudor England, worth sailing thousands of kilometres for? Use the activity sheet template below.
- Slides 35 to 39 provide information on John Lok, Sir John Hawkins and Sir Francis Drake. John Lok brought 5 African men back from West Africa to England in the 1550s so that they could learn English and become trade interpreters. In the 1560s Sir John Hawkins seized cargoes from Portuguese ships that included enslaved Africans and sold them in the Spanish colonies. His cousin Sir Francis Drake did this too, but he also recruited escaped African slaves as crew for his ship. Slide 39 shows the Drake Jewel, awarded to him by Elizabeth I, which includes an image of an African in the centre.
- Slides 40 to 43 are the Conclusion. Tudor England was keen to connect with Africa and to remove Arab and European middlemen to exploit its markets. Tudors were able to appreciate the skills of African people and give them employment, welcome them into the Church and sometimes into their families via marriage. The term 'Black people' was not used and the concept of 'race' as we know it was not present, in fact social class and religion were considered more important differences. Useful links are provided on slide 42 for further information.





Worksheet 1

Examine this image from the Westminster Tournament Roll.



Can you find John Blanke and what can you deduce about him and his job, from the image?





Worksheet 2

What are **gold**, **ivory**, **pepper** and **dyewood**?

Why do you think they were important goods in the Tudor age, worth sailing hundreds of miles for?

Include your answers below.

Gold

Ivory





Pepper

Dyewood



Uncovering Black British History

Tudors 1485-1603: Keywords Flashcards



Monarch

Petition

Archives

**The Royal
Court**

Pageant

Tournament





**Royal
Trumpeters**

Clerk

Flagship

**Salvage
operation**

**The Age of
Discovery**

Colonies

Dyewood



Monarch



Petition



Archives



The Royal Court



Pageant



Tournament



Royal Trumpeters



Clerk



Flagship



Salvage operation



The Age of Discovery



Colonies



Dyewood

