

## Tudor Times with Ellie the Elephant

*Learning objective: To understand the social hierarchy and daily life of the Tudor period by categorising historical roles and luxuries.*

Ellie the Elephant has been rummaging through her historical memory bank! She has found a collection of items and roles from the Tudor period. Use the word bank to sort these into two categories: 'Life at Court' (the wealthy) and 'Life in the Village' (the everyday people). Then, answer the deeper thinking questions to demonstrate your historical knowledge.

*Word bank: Velvet doublets · Pottage · Silk gowns · Wooden platters · Spices from abroad · Homespun wool · The Monarch · The Yeoman farmer · Jewelled ruffs · Blacksmith*

**1. Create two lists: 'Life at Court' and 'Life in the Village'. Sort the items from the word bank into the correct category. (5 marks)**

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**2. Explain why spices were considered a luxury item in the Tudor period, whereas pottage was a staple meal for most families. (2 marks)**

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**3. Compare and contrast the clothing worn by a wealthy courtier and a village farmer. What does this tell us about Tudor society? (3 marks)**

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**4. Justify your answer: If you were a Tudor merchant with £50 to spend, would you invest in exotic spices or new farming equipment? Why? (3 marks)**

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**5. What might happen if a village farmer tried to wear a velvet doublet at court? Think about Tudor laws and social expectations. (2 marks)**

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**6. In your own words, define a 'hierarchy' and describe how it shaped the daily lives of people living in Tudor England. (2 marks)**

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**Draw: Draw a scene showing a Tudor market street. On the left side, show a wealthy noble purchasing an exotic item, and on the right, show a local artisan selling handmade goods. Ensure their clothing looks appropriate for their status.**



*Extension challenge: Design a 'Tudor Fact File' for a person of your choice from the period. Include their name, their role in society, what they would eat for dinner, and one challenge they might face in their daily life. Use at least three pieces of historical vocabulary we have learned today.*