

**Topic: The Tudors**

**Suggested Year Group: Lower KS2**

**Enquiry Question: Was the visit of Queen Elizabeth I to Cambridge in 1564 a success?**

**Resources: Lesson slides, Letter from William Cecil, Source Cards and grid, speech bubble character sheet**

**Context: This lesson could be taught as part of a wider unit on the Tudors or on the power of monarchs. It would work best if the children already know a little bit about Elizabeth I**

**Starter:**

Show the image of Queen Elizabeth I in the painting below:



Ask the children to discuss the following questions with a partner:

What can you see in the painting?

What do you think is happening in the painting?

What does this painting tell you about Queen Elizabeth I?

Take feedback from the children and reveal that this painting shows Elizabeth I conducting a royal progress. Explain to the children what a Royal Progress was and why it was so important for Tudor Kings and Queens to take part in these despite the expense.

Background information for teachers about a royal progress:

**Main lesson part 1:**

Share with the children that in 1564 Elizabeth I went through Cambridge on her Royal Progress. It was the only time during her reign that she ever visited Cambridge.

Use parts of the History Works film which shows a re-enactment of the time Elizabeth came to Cambridge to give a flavour of what it may have been like:

[Queens & Kings at Great St Mary's :: Creating My Cambridge](#)

She stayed in Cambridge for three nights from August 7 to August 9<sup>th</sup>. We know lots about this visit because of the way the visit was documented- we have lots of source material to help us know what happened and what the visit was like. Introduce the lesson enquiry question to the children:

**Was the visit of Elizabeth I to Cambridge a success?**

Explain to the children that today they will be historians and will look at some of the source material. They will use the source material to learn about the visit and help you decide on whether the visit was a success or not. Much of the visit to Cambridge was organised by William Cecil who was Elizabeth I's chief advisor. Explain that the children will look at/read the letter that Cecil sent to Cambridge when organising the visit.

Give the children time in pairs to read a transcript of the letter from William Cecil. What were his demands for the visit? Share what the children find out. Does anything surprise them? What do they think the aim of Elizabeth visiting Cambridge might have been? Share ideas. Encourage the children to think back to the information they have learned about Tudor Progresses.

Next explain to the children that they will have several sources to read and explore. They need to decide whether these sources show that the visit of Elizabeth I was a success or not? Did it meet Cecil's demands? Give the children the source cards. In pairs or small groups, allow them time to sort the cards onto the 'Successful / Not successful' grid. Class adults should take this time to work with the pairs/small groups and encourage discussion. Can they explain why they have placed certain cards in certain places on the grid? Are there any cards they are unsure of? Why?

Once the children have had time to sort the source cards onto the grids, give pairs time to talk to the pair nearest them. Did they have the same opinion about the sources or different? This could lead to interesting discussions about how historians form different opinions about history from the same source material. Have a more general class discussion about how the children decided to place their source cards, encouraging the children to justify and explain their choices.

### **Main lesson part 2:**

Remind the children of the lesson enquiry question.

#### **Was the visit of Queen Elizabeth I to Cambridge in 1564 a success?**

Is this a simple question to answer? What do they think overall about the visit? Do the children think that all of Cecil's demands in his letter were met? Do you think that everyone felt the same about the visit?

Show images of some characters linked to the visit:

- William Cecil
- A bellringer
- An undergraduate
- Thomas Preston
- Elizabeth I

What might these characters say about the success of the visit? Children share their ideas- encourage the children to refer back to the evidence they sorted earlier in the lesson to back up and evidence their responses.

Have one big card that says positive and another that says negative stuck at either side of the front of the classroom. Invite children to come up and decide on where these different characters might stand on a continuum between these two words. Why have they decided this? Use lots of discussion to encourage the children to reason their decisions.

Give children time to write speech bubbles for the different characters to evidence and showcase their learning from today's lesson. Teacher to model this first.

**Plenary:**

Invite the children to share their speech bubbles in role as the different characters. What different ideas did the children have? Encourage the children to add any ideas to their speech bubbles in green pen if they feel they have more ideas after sharing.