

The Dissolution of the monasteries in Tudor Nottinghamshire

Scheme of work summary

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	Lesson 1 When was the Dissolution of the monasteries?	Lesson 2 Where were Nottinghamshire's monasteries and when were they founded?
Content (What the lesson is about)	Placing the major events of the Dissolution in order. Putting the Dissolution in context within the Tudor period and the wider history of England.	Finding the location of the Nottinghamshire monasteries and relating this location to where the children live. Finding out when the monasteries were founded.
Objectives (What the children will learn or practice)	The children will learn: where the Tudor period and the reign of Henry VIII occurs in English history. important dates to do with the Dissolution. how to find and present information using ICT.	The children will learn: where Nottinghamshire's mediaeval monasteries were in relation to where they live. when the monasteries were founded.
Activities (What the children will do)	Interpret timelines. Use and understand vocabulary related to the passing of time. Use ICT to find information to complete a timeline. Extension - use a search engine to find information on monasteries and the Dissolution.	Find and mark the location of monastic sites on a map using the information given. Complete a key to show when building started. Extension – work out the distances between individual monasteries and where the children live. Find monasteries within a given radius.
Outcomes (What the children will produce)	A detailed timeline covering the period of the Dissolution.	A map showing the location of the Nottinghamshire monasteries and the century of foundation.
Resources	Finished timelines. Timelines for the children to complete. Web site addresses. Key vocabulary.	Differentiated main activity maps. Information on the different monasteries. Key vocabulary.
ICT activity	ICT is integral to this lesson although all the resources can be printed out to make it a non-ICT lesson.	Alternative activity - 'Word' versions of the main activity maps are provided so this part of the lesson can be completed on screen.
Main National Curriculum links	History ICT	History Geography Mathematics ICT

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	Lesson 3 Why were the monasteries built where they were?	Lesson 4 What were the monasteries like?
Content (What the lesson is about)	Finding the most suitable site for a monastery by taking the monks' needs into account.	The location of the principal rooms in the monastery and what they were used for.
Objectives (What the children will learn or practice)	The children will learn: That the monastic sites were chosen to meet certain needs. That the monks had many needs similar to their own.	The children will learn: that most monasteries were based on a similar plan. the names locations and functions of the main buildings and rooms in a monastery. the similarities and differences between a mediaeval monastery and a modern house.
Activities (What the children will do)	Identify the monks' daily needs as well as their own, and what resources the monks would need to satisfy their needs. Use differentiated sheets to find a site that best meets the monks' needs.	Suggest what different monastery rooms would have been used for by referring to their house and school. Use information sheets and labels on maps to identify and do a drawing to show what different monastery rooms would have been used for.
Outcomes (What the children will produce)	A completed table showing scores for how suitable various sites would be for building a monastery.	A labelled plan of a monastery with drawings showing the main activities.
Resources	Mind-map. 1774 map. 'How good is this site for building a monastery?' sheet. Differentiated main activity sheets. Key vocabulary.	Plan of a monastery. Maps and information sheets on the layout and activities of a monastery. Pictures showing monastic activities. Key vocabulary.
ICT activity	None	Extension activity - children use a given website to find out more about the layout of a church.
Main National Curriculum links	History Geography Mathematics ICT	History Geography English ICT

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	Lesson 5 What was life like for the monks inside the monasteries?	Lesson 6 What was the Dissolution of the monasteries and why did it take place?
Content (What the lesson is about)	The structure and activities of a 16 th century monk's day compared to a child's day today.	What the Dissolution of the monasteries was and why it took place.
Objectives (What the children will learn or practice)	The children will learn: about the lives of the monks in a 16 th century monastery and how this contrasts with their own lives.	The children will learn: to identify and describe the reasons for some of the main events and situations in the period studied. to make links between some of the main events and situations in the period studied. to select, organise and present historical information.
Activities (What the children will do)	As a class the children record an approximate record of what they do during the 24 hours of a school day. They then compare this to a 16 th century monk's day. Play 'The monk's day' game. Identify good and bad points about the monk's way of life.	Read or listen to and discuss why the Dissolution took place. In groups, write, redraft and practice a play script for part of the Dissolution story.
Outcomes (What the children will produce)	A class record of approximately what the children do during the 24 hours of a school day.	A playscript and performance of part of the Dissolution story.
Resources	'My school day' sheet. Game materials. Key vocabulary.	Information sheets on the Dissolution. Pictures of Henry VIII and Thomas Cromwell. Writing frames. Key vocabulary.
ICT activity	Extension activity – play the 'Life in the Abbey' game from the English Heritage website.	Alternative main activity – word process the playscript and import photographs from a given website.
Main National Curriculum links	History ICT	History English ICT

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	Lesson 7
	What happened to people and property after the Dissolution?
Content (What the lesson is about)	How the Dissolution affected some people well and others badly. What happened to the monastic property.
Objectives (What the children will learn or practice)	The children will learn: how peoples lives were affected by the Dissolution. what happened to the property of the monasteries. that changes in history benefit some people more than others, while others become worse off.
Activities (What the children will do)	Identify who was affected by the Dissolution in a good or bad way as well as those they are not sure about. Play the game to compare the lives of different people before and after the Dissolution. Decide for all those affected whose lives got better and who's got worse. Listen to what happened to the monastic property.
Outcomes (What the children will produce)	A class record of the discussions as to whose lives got better or worse, and to what degree, after the Dissolution.
Resources	Enlarged copies of 'characters' from the game board. Game materials. Completed game board for teacher reference. Notes on what happened to the monastic property. Key vocabulary.
ICT activity	Extension for plenary – create and enter information into a table. Use cut-and-paste to reorganise the information.
Main National Curriculum links	History English ICT

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Scheme of work summary –
Bringing it all together - optional activities

	Additional assessment using ICT What do we know about the Dissolution of the monasteries in Nottinghamshire?	Fieldwork
Content (What the lesson is about)	Bringing previous learning together and presenting it to others partly through ICT.	Giving children experience of interpreting real monastic remains using knowledge from the class based lessons and a range of practical skills.
Objectives (What the children will learn or practice)	The children will learn: how to collect information from a variety of ICT based sources and present it to an audience.	The children will learn: how to collect information using a variety of methods. how to interpret this information to gain a greater understanding of the site.
Activities (What the children will do)	Integrate and organise different types of information from websites, lesson resources and their own work from previous sessions using an ICT presentation software package to produce a leaflet. Orally present and explain their work to another group.	Identify the characteristics of the site that make it suitable for a monastery. Identify the locations of former monastic rooms then produce drawings and plans of them. Look for and record evidence of weathering.
Outcomes (What the children will produce)	A leaflet about an individual monastic site.	A site guide. Scale plans. An investigation into buttresses. A building reconstruction model. Artwork inspired by the visit.
Resources	Access to websites, lesson resources and their own work from previous sessions. An ICT presentation software package.	Various depending on the site visited.
ICT activity	ICT is integral to this activity although it could be simplified by printing out information then integrating and organising it on paper.	Desktop publishing or audio recording in fieldwork follow up activity 1.
Main National Curriculum links	History ICT English	Geography, History Mathematics, English Science

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