



LANGUAGE ACROSS THE CURRICULUM PROJECTS

2. The Tudors and Mughals

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Section 1
Lesson 1

Introduction to Tudors and Mughals
PLAN

Timing: 45 minutes

Resources needed: A copy of pages 11 and 12 for each pair, a copy of pages 13-15 per group of 3

Learning Intention:

I can explain where the Tudors and Mughals came from and identify Tudor monarchs.

Vocabulary:

dynasty, defeated, empire, emperor, descended, 'pushed out', tribe, century, nephew, niece, cousin

Language functions:

hypothesising	<i>He could have been/lived ... He might have ... He couldn't have ... He must have ...</i>
justifying	<i>He must have ... because ... He couldn't have ... because</i>
questioning	<i>'Who was the brother of ...?' 'Who were the granddaughters of ...?'</i>

Activity 1

Before reading the texts, use the illustrations on pages 11 and 12 to elicit from the children what they know about the Tudors and Mughals. Ask them to hypothesise about who the men in the paintings might have been, when they lived, their lifestyles etc.

Record their ideas so that they can be referred back to after reading the texts.

Read the texts and discuss what new information they have found out, referring back to their hypotheses.

Activity 2

Display the Tudor family tree on the whiteboard and explain that the diagram shows a family and the relationships within it. After modelling some questions as an example, encourage the children to answer each other's questions such as 'Who was the grandfather of ...?' 'Who was the sister of ...?'

Then, in groups of 3, the children use the Tudor family tree to place the cards (p.15) in the correct position on the table (p.14).

Extension

Children can create their own family trees or research their family trees for homework.

Children can write True or False statements about the Tudor family tree for their partner.

Section 1
Lesson 2

Introduction to Tudors and Mughals
PLAN

Timing: 45 minutes

Resources needed: For activity 1 - A copy of pages 16,19 and 20 for each pair. Scissors.
For activity 2 – page 17 on whiteboard, copy of page 18 for each pair

Learning Intention: I can describe how the Mughals came to India
I can use prepositional language

Vocabulary: warlike, 'set up court', aggressive, Rajas, fierce, defeated, conquest, invade
Grammar: Using a connective within sentences, prepositional language eg 'south of', 'next to'

Language functions:

hypothesising	<i>These cards could/might go together because ...</i>
justifying	<i>These cards must go together because ...</i>
questioning	<i>Is Gujarat east of the Punjab?</i>

Activity 1

Read the passage 'The Moguls invade India' (p.16), discussing any new vocabulary. Then, in pairs, children cut up the statement cards (p.19) and place on the cause and effect grid (p.20).

Activity 2

Using the map of India (p.17), play the 'Guess which' game as a class, modelling the positional language. Then children can play in groups of 2 or 3. Next, using the talking frame (p.18), children ask each other questions before writing them down and answering them on paper.

Extension

Children can write questions for each other using a map of any country/city they have an interest in.
Children can create a mini fact file about a country/city of their choice.

The Tudors

The Tudors and the Mughals were famous dynasties who ruled over England and India during the 16th Century.

The Tudor dynasty started in 1485 with Henry VII. Henry was born in Wales but lived in France until he sailed to England in 1485. He defeated Richard III in the Battle of Bosworth Field.



Henry Tudor married Elizabeth of York.

He brought peace to England after years of fighting.

The Tudor Rose united the Houses of York and Lancaster.



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If you would like more information, please contact us.

যদি আপনার আরোও কিছু জানার থাকে, তাহলে আমাদের যোগাযোগ করুন।

إذا رغبتكم في الحصول على معلومات إضافية الرجاء الإتصال بنا

Se precisar de mais informações, contacte-nos.

दृष्टे न्नाठवती लछी माडे ठाल संपतव वते।

اگر آپ کو مزید معلومات دیکھنا ہیں تو ہم سے رابطہ قائم کریں

વધારે માહિતી માટે મહેરબાની કરીને અમોને મળો.