

Year 5 History Spring term	Topic name: Ordsall Hall	Big question: Why should we preserve Ordsall Hall?					
National Curriculum	Historical knowledge, concepts, & enquiry	Links to previous historical learning					
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A local history study • A study of an aspect or theme in British history that extends pupil’s chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time. • Develop the use of historical terms. • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand that our knowledge of the past is constructed from a range of sources. 	<p>Pupils should understand how the chronology of Ordsall Hall and the Tudor period relate to both the present day and the other time periods that they have previously studied in KS2.</p> <p>Y3 – Stone Age, Bronze Age, Iron Age, Romans Y4 – Anglo-Saxons and Scots, Vikings, Shang Dynasty Y5 – Ancient Greece</p>					
Golden threads	Key knowledge	Lesson enquiry questions					
<p>Power – The Tudor monarch was the head of the social system. They were the richest person in the land and everyone was bound to serve them. There was a huge difference in the lives of rich and poor people. Those born poor had very little chance of becoming rich. Most members of the Radclyffe family were knighted and took part in Court life.</p> <p>Legacy – Ordsall Hall has national significance and a rich history. It has had many different owners and uses. It is now a Grade 1 listed building and millions of pounds have been spent on restorations so that the hall can be saved for future generations.</p> <p>Local history – Ordsall Hall is the oldest building in Salford.</p>	<ul style="list-style-type: none"> • I know the meaning of the word listed and can explain some of the reasons why Ordsall Hall is a listed building. • I know where the history of Ordsall Hall sits on a timeline in relation to both the present day and other time periods that I have studied. • I know that Ordsall Hall has had many different owners and uses throughout history. • I know that the Tudor period was a period of British history and understand its chronology in relation to both the present day and other time periods that I have studied. • I know that the Tudors were a family who once ruled England and Wales. • I know some of the key features of a Tudor home and understand that Ordsall Hall has some architectural features that are of national significance. • I know how to compare the lives of rich and poor people living at Ordsall Hall during Tudor times. • I know how to identify some of the reasons why Ordsall Hall should continue to be preserved and can explain my thinking. 	<ol style="list-style-type: none"> 1. What makes Ordsall Hall special? 2. How has the use of Ordsall Hall changed over time? 3. Who were the Tudors? 4. What can Ordsall Hall teach us about Tudor homes? 5. What can Ordsall Hall teach us about daily life during Tudor times? <table border="1" data-bbox="1451 911 2210 1487"> <thead> <tr> <th colspan="2" data-bbox="1451 911 2210 951">Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1451 951 1697 1487"> Preserve Ordsall Hall Listed Significant Locality National Architecture Chamber Domestic Restoration Tudor Monarch Reign Timber-framed </td> <td data-bbox="1697 951 2210 1487"> Wattle and daub Legacy </td> </tr> </tbody> </table>		Vocabulary		Preserve Ordsall Hall Listed Significant Locality National Architecture Chamber Domestic Restoration Tudor Monarch Reign Timber-framed	Wattle and daub Legacy
Vocabulary							
Preserve Ordsall Hall Listed Significant Locality National Architecture Chamber Domestic Restoration Tudor Monarch Reign Timber-framed	Wattle and daub Legacy						

Background knowledge

Listed buildings have been placed on the National Heritage List for England. The older a building is, the more likely it is to be listed. Usually, a building needs to be at least 30 years old to be listed. All buildings built before 1700, and most of those built between 1700 and 1840 which are close to their original design and condition, are listed. Anyone can nominate a building to be listed, and this nomination goes to Historic England for consideration. Grade 1 listed buildings are those of exceptional interest – these make up only 2.5% of all listed buildings. Some Grade 2 buildings do have additional status as being more special, and these form 5.8% of all listed buildings. All the rest are standard Grade 2. When a building is listed, it does get some protection, as permission needs to be obtained before any changes can be made that will affect its special interest. Listed buildings can be altered and even demolished if they can no longer be preserved, or if a change is felt to be vital.

Ordsall Hall is a Grade 1 listed building. It is the oldest building in Salford, dating back over 820 years. It was first mentioned in print in 1177, and there was probably a house on the site by 1251. The hall contains several nationally significant rooms and architectural features and represent the continual evolution and use of an almost unique building from the fourteenth century to the modern day. Throughout history, the hall has had many owners and has been put to many uses – a family home, a working men’s club and a church hall. However, the most important period of its life was as the family seat of the Radclyffe family, who resided there for over 300 years. Most members of the Radclyffe family were knighted for services in battle, and they took part in Court life e.g. Margaret Radclyffe was the favourite lady-in-waiting to Queen Elizabeth. Today, OH has been set up as a Tudor period house and a local history museum for the public to visit.

The Tudor period is named after a family who ruled England and Wales from 1485 to 1603. During the Tudor period people were grouped in a hierarchical system with the King at the top. The nearer to the top of the system you were, the richer you were. If you were born poor there was little chance of you becoming rich. People were taught by the church that their position in life was determined by God. However, it was through the church that some men who were born poor managed to become very rich and powerful indeed. The Tudor monarch was at the head of the social system. He or she was the richest person in the land, owning vast amounts of land and many palaces. Both rich and poor alike were bound to serve their monarch, failure to do so often resulted in death. The monarch made all the laws of the land and although there was a court system, few judges would dare to pass judgement against the King’s wishes. Until Henry VIII broke away from Rome (the Reformation) and formed the Church of England, monarchs were subject to obey the Pope. The Tudor monarchs, except for Henry VII, and Mary I who returned the Church to Rome, were head of the Church, the Judiciary and the Government. Most ordinary homes in Tudor times were half-timbered – they had wooden frames and the spaces between them were filled with small sticks and wet clay called wattle and daub. Tudor houses are known for their ‘black-and-white’ effect.

Possible learning opportunities / pedagogy | **Supporting resources**

1. What makes Ordsall Hall special?
Give children images of different listed buildings and ask them to group them. Explain that they all have one thing in common: they are all listed places. Explain what this means. Show image of Ordsall Hall and discuss why it might be a listed building – age, architectural features, function. Research OH to discover reasons why it might be listed. Make a class mindmap that answers the enquiry question.

2. How has the use of Ordsall Hall changed over time?
Explain that OH has had many different owners and uses over the years.
Give timeline cards that describe how the hall has been used throughout history. Complete a cloze-gap timeline for OH that shows how it has been used over time. Explain that we will be focusing on the Tudor period for the rest of our lessons.

3. Who were the Tudors?
Explain that Tudor was the surname of a family who ruled England and Wales between 1485 and 1603, and that this period of British history is named after that family. Give children pictures of the Tudor family and create a family tree or a timeline that sequences the reign of the monarchs.

<https://ordsallhall.com/>

EQ1 – Rising Stars Y3, Unit 3, Week 1 might have some activity ideas.
<https://ordsallhall.com/about/history/>
<https://ordsallhall.com/about/history-2/>
<https://ordsallhall.com/explore/the-building/>

EQ2 – <https://ordsallhall.com/about/history-2/>

EQ3 – Historical Association’s Elizabethan Times scheme of work, enquiry 1 has some activity ideas.
<https://www.npg.org.uk/collections/explore/discover-the-tudors/tudor-monarchs-timeline>
<https://www.historyonthenet.com/the-tudors-society>

KEY TRIP – ORDSALL HALL.

Ideally the trip will take place after EQ3 so that the children have enough background knowledge of OH and the Tudors.

<https://schools.salfordmuseum.com/resource/ordsall-alive-5/> - link for trip

4. What can Ordsall Hall teach us about Tudor homes?

Recap trip with a virtual tour or images of the hall, focusing on the key rooms visited – kitchen, Great Hall, Star Room, Great Chamber. <https://ordsallhall.com/explore/virtual-tour/>. What can you see? How would you describe the rooms? Remind children of the significance of some of the hall's rooms and architectural features.

Show image of the exterior of Ordsall Hall. Teach children about some of the key features of a Tudor house and the materials used to make them. Label key features of a Tudor home (exterior and interior), preferably using images of and/or from inside OH.

5. What can Ordsall Hall teach us about life during Tudor times?

Recap how different life was for rich and poor people at OH during the Tudor period. Have children re-enact a day in the life of a rich or poor person getting ready for a banquet (role play or freeze frames) e.g. eating, getting ready, going to the toilet, leisure, at the banquet, sleeping. Can use images of artefacts/rooms/furniture from OH to support.

Follow-up activity ideas for books: Create character profiles for a rich person and a poor person living at OH, or photograph and annotate their role play freeze frames (could include speech and thought bubbles), or make a table comparing the lives of rich and poor Tudors.

6. Why should we preserve Ordsall Hall?

Assessment lesson. Complete knowledge catcher.

Additional assessment idea: Pretend that the building is at risk of being demolished and make a campaign leaflet/poster/speech to convince people to save it.

EQ4 – <https://ordsallhall.com/explore/virtual-tour/>
<https://www.primaryhomeworkhelp.co.uk/houses/tudor.htm>
<https://localhistories.org/tudor-houses/>
<https://ordsallhall.com/explore/the-building/>

EQ5 – Web pages that might have some useful images to support role play:

<https://schools.salfordmuseum.com/resource/ordsall-alive-5/>
<https://schools.salfordmuseum.com/resource/tudor-beds/>
<https://ordsallhall.com/explore/virtual-tour/>
<https://ordsallhall.com/explore/the-building/>

EQ6 – See Rising Stars Y3, Unit 3, Weeks 4, 5 and 6 for ideas.