

# Unit 19 What were the effects of Tudor exploration?

## ABOUT THE UNIT

In this unit children learn about the reasons for, and results of, exploration of the world by people in the sixteenth century and its impact on sailors, settlers and indigenous peoples. Children investigate in depth one of the explorers and the problems associated with settlement. The framework can also be used to investigate other explorers and their attempts at settlement and trade.

## WHERE THE UNIT FITS IN

This unit could form part of the study of Tudors alongside Units 7 and 8. The unit builds on others that have focused on exploration and settlement, eg Units 6A, 6B and 6C and Units 11 and 12, which cover the Romans, Saxons and Vikings and the Victorian period. It sets the context for other aspects of the history of Tudor times by providing the background for a study of the Armada and relations with Spain, and ways of life in town and country. There are many profitable links to be made with geography, particularly the theme of settlement.

## ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP

Year 3 and 4 children could:

- focus on the reasons for events
- focus on the experiences of individuals or groups rather than the political and economic effects of exploration
- find out about other leading explorers rather than considering the various motivations for exploration
- use more visual sources
- be given frameworks for their individual enquiries

## PRIOR LEARNING

It is helpful if the children have:

- looked at the lives of people in other societies and periods, especially a non-European society such as Ancient Egypt
- studied the impact of people settling in England in the past
- considered the ways in which the past is represented, eg maps, pictures, eyewitness accounts
- considered some of the attitudes and values of people living in the past, their motives and the results of their actions

## VOCABULARY

In this unit, children will have opportunities to use:

- words associated with exploration, eg *exploration, discovery, voyage, circumnavigation*
- words associated with colonisation, eg *trade, colony, indigenous peoples, Amerindian, empire*
- words associated with life at sea, eg *fo'c'sle, clinker, bow, stern, scurvy, captain, boatswain, mate, knot, quadrant, lead and line*

## RESOURCES

- maps from before and after the Tudor voyages of exploration
- a class time line
- accounts of Drake's circumnavigation and attitudes to it
- sources that illustrate aspects of life on-board ship during the period, eg *navigation, food, sections of ships, sea monsters, superstitions, punishments, daily life and disease*
- accounts of the settlement of the Roanoke colony
- pictorial sources from the settlement of Virginia showing indigenous lifestyles

## EXPECTATIONS

### at the end of this unit

*most children will:*

*some children will not have made so much progress and will:*

*some children will have progressed further and will:*

know and understand the reasons for, and events of, exploration in the Tudor period; use a range of sources to reconstruct aspects of the life of sailors and settlers; compare and contrast aspects of exploration in the Tudor period with today

recognise some of the reasons for exploration and be aware of the achievements of named individuals; extract information from a small number of sources; recognise some of the similarities between exploration in Tudor times and today

describe reasons for, and outcomes of, particular voyages of exploration and attempts at settlement; use their knowledge and understanding of Tudor exploration and settlement to make connections with other societies and periods; select and combine information from a range of sources to undertake enquiries and reach supported conclusions about the motivations and results of Tudor exploration

## LEARNING OBJECTIVES

### CHILDREN SHOULD LEARN

- to compare the knowledge of the world that people had in Tudor times with what is known today
- the context of the voyages of Tudor explorers
- that exploration in the sixteenth century led to better knowledge of the world

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- to locate the Tudor period in relation to other periods of British history
  - reasons for Tudor exploration

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- to collect information from a range of sources and draw conclusions about life at sea
  - to appreciate the dangers and discomfort of voyages of exploration
  - to communicate their knowledge and understanding in a variety of ways

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- about the main events in Drake's voyage around the world
  - to apply their understanding of chronology
  - to infer reasons why the voyage took place

## POSSIBLE TEACHING ACTIVITIES

### How did knowledge of the world change during the Tudor period?

Give the children copies of maps from the period of the Tudor exploration and ask them to identify European countries and countries and areas from the wider world such as Australia, Africa, America and the Caribbean. Ask them to make a list of three countries that do not appear on the map and to identify other differences between the Tudor maps and present-day maps.

Give the children a copy of a map dating from the period before the voyages of exploration and ask them to compare it with the Tudor map to note the countries that had been added. Ask the children to suggest reasons why the maps changed during Tudor times. Establish that it was a period when sailors, particularly from Europe, went on voyages of exploration and, as a result, knowledge of the world developed. They could use a template of a map of the world today and colour code it to contrast the knowledge of the world before and after the voyages of exploration with the world today. The changes over time could be placed on a time line.

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### Why did the Tudors explore outside Europe?

Use a time line to establish the chronological periods between the present and the Tudor period. Discuss with the children why people explore the world and space today. List the reasons why people explore the world today on a flip chart or white board.

Establish with the children that the Tudors were looking for new countries in which to trade wool and other goods and to bring back expensive items, *eg spices and furs* to sell at home. People were also looking for a place where they could practise their religion in freedom. Explain that the Tudors were looking for new lands in which to settle. List the reasons why the Tudors explored the world in a different colour on the flip chart or white board.

Ask the children to write paragraphs in the chosen colours to show reasons for exploration in Tudor times and today. Using a Venn diagram, discuss the reasons that are the same and the ones that are different.

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### How did people explore the world in Tudor times?

Give the children sources that describe going to sea during the period, *eg navigation, food, sea monsters, superstitions, punishments, daily life and disease*. Divide the class into small groups, each using sources about one aspect. Ask the children to make notes of what they can find out about life on-board ship. Ask each group to present their findings to the rest of the class. The work might be displayed as a large topic web with an illustration of a ship in the centre.

Give the children an account of a voyage. Ask the children to add any new information to the topic web. *Are there any points of disagreement in the different sources of information? Why is this?*

Ask the children to construct a grid of the things that sailors might have enjoyed and the things they would have disliked about the voyage.

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### Why did Drake circumnavigate the world?

Tell the story of Drake's voyage. Give the children a time line to note the main events of the voyage against the correct dates. These dates and events can then be added to the world map and linked together to show Drake's route around the world.

With the help of the children, retell the main events of the story. Ask the children to consider why the voyage was made. They might fill in individual matrices, each with a heading, *eg Reasons to do with Drake's own wishes, Reasons to do with money, Reasons to do with England*. Individuals could form groups to pool their ideas about one set of reasons and then make group lists. As a class, discuss all the reasons why the voyage was made.

## LEARNING OUTCOMES

### CHILDREN

- identify differences between medieval, Tudor and modern maps of the world
- identify ways in which knowledge of the world during Tudor times was more accurate than in the Middle Ages
- make the link between voyages of exploration and more accurate maps

- locate the Tudor period correctly on a time line
- record reasons for Tudor exploration
- identify similarities and differences between exploration in the Tudor period and the present

- find out and record aspects of the daily life of sailors
- identify enjoyable and disagreeable aspects of life at sea
- recognise that there are different interpretations of voyages and give reasons for this
- record information in different ways

- match the dates and events of the voyage
- plot the voyage on a world map
- sort the reasons for the voyage into categories

## POINTS TO NOTE

This unit builds on children's knowledge of place in geography. Teachers will need a clear modern map of the world. There are a number of maps from Tudor times that might be used: Martellus's map of 1489, Robert Thorne's map of 1527, Sir Humphrey Gilbert's map of 1566.

This activity could be developed by asking children to use reference materials, eg *encyclopedias*, *CD-ROMs* to find out the names and countries of origin of the European explorers who first sailed to the countries appearing for the first time on the maps dating from Tudor times. The names and countries of origin could be added to the time line.

More support could be given by asking direct questions, eg *Can you find X on the map?*

When discussing exploration, it should be remembered that the lands discussed were already known to the people who lived there.

This activity places the unit in a chronological framework and builds on children's knowledge of exploration today.

There are a number of overlapping reasons for exploration in the present and in Tudor times, eg *looking for resources, personal reasons, the future over-population of the planet*. The Venn diagram draws attention to this and links to Mathematics Ma4, Handling data.

The use of two colours in writing will help in constructing discrete paragraphs.

The use of small groups enables the children to focus on one aspect and then to 'snowball' the information. It is important to use a display so that each enquiry is available to all children.

There are editions of the voyages of Christopher Columbus and Hakluyt's *The principal navigations, voyages and discoveries of the English nation 1598–1600* and accounts of the Cabots' voyages as well as Drake's voyage.

The accounts were often produced by leaders of voyages who underplayed the difficulties that the sailors experienced. Children could discuss why this is so. The children could be set a piece of extended writing in place of the grid. This would make a useful piece of extended writing and link with *The National Literacy Strategy: Framework for teaching*.

This activity could be adapted by providing statements describing each of the events of the voyages, for the children to place against the appropriate date.

The National Maritime Museum website ([www.nmm.ac.uk](http://www.nmm.ac.uk)) has detailed biographical information about Drake, which might be used to make inferences about his personal motives for undertaking the voyage.

## LEARNING OBJECTIVES

### CHILDREN SHOULD LEARN

- to apply their knowledge and understanding of settlement in England to a new context – settlement in America
- to understand the difficulties that faced the settlers in Roanoke
- to explore the causes of the failure of the colony

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- to find out about the ways of life of indigenous peoples before colonisation
  - to consider how the English settlers viewed the indigenous people
  - to compare and contrast very different perspectives of the same event

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- to recall and summarise what they have learnt about voyages of exploration
  - to select appropriate material and to present it to show their understanding of exploration in the Tudor period and its impact on life today

## POSSIBLE TEACHING ACTIVITIES

### Why did the Roanoke settlement fail?

Ask the children to recall people who settled in England in the past and their reasons for leaving their own country to settle in England. *What would it have been like to leave their homelands?* Use this as a basis for discussing what it would have been like for English settlers to leave England and go to America to settle: *How would the long journey have affected them? What supplies would they have needed on the journey and when they landed? What would they have had to do first? How would they have fed themselves when supplies ran out? How would they have kept in touch with England? What dangers would have faced them?* Write the children's answers on a flip chart or white board.

Tell the story of the Roanoke Colony. Discuss the problems these settlers faced. Add 'new' problems (identified with the children) to the list on the flip chart.

Identify the reasons why the Roanoke settlement failed. Statements might be sorted according to the problems encountered, eg *Amerindians, supplies, lack of knowledge about farming*.

Provide the class with a writing frame to answer the question: *What problems did settlers face when they settled in Roanoke? Why did the settlement fail?*

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### What were the effects of the English settlement on the people living in America?

Find out what the children already know about the people living in America at the time the Tudors were ruling England. *What else do you need to know?* Put questions on the flip chart. Give the children some sources of information about the indigenous Americans to help them find answers to their questions.

Give the children a picture showing how English settlers viewed indigenous peoples. Using their knowledge of the indigenous people, ask them to identify ways in which the picture gives a false impression of the Amerindians. *Why might the English view the indigenous people in this way? eg fear, prejudice, different experiences/customs/culture. How might this have led to problems between the settlers and the Amerindians?*

Using their knowledge of the Amerindians and their customs, ask the children to write an account of the Roanoke settlement from the Amerindian perspective.

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### What impact has Tudor exploration had on our lives today?

Ask small groups of children to review and list all they have learnt about exploration in Tudor times: knowledge of the world; maps; vocabulary/language; food; attitudes; life on-board ship; navigation; ship building.

Ask them to consider each of the items on their list under three headings: 'No impact on life today', 'Impact on life today' and 'Not sure'.

Discuss their findings and agree a list of those things that have had a lasting impact.

## LEARNING OUTCOMES

### CHILDREN

- know the needs of settlers
- identify and describe the problems faced by settlers in Roanoke
- identify and explain why the Roanoke settlement failed

## POINTS TO NOTE

A word-processing package could be used to support the extended writing activity by providing sentence stems, or paragraphs to be 'pasted' under the correct headings.

The eyewitness accounts that blame the Amerindians for the failed colony could lead to a discussion of how people interpret events in different ways (by drawing on children's knowledge of settlements in England, eg *Caractacus*, *Boudicca's rebellion*).

The use of a writing frame provides a context for pupils to apply skills from non-fiction work in *The National Literacy Strategy: Framework for teaching*.

- recall and find out information about the way of life of Amerindians
- discuss how the lifestyles of Amerindians were viewed by settlers from England
- identify how these differences might have caused problems for Amerindians
- write about the Amerindian perspective of English settlement

A number of pictorial sources were created by members of the settlement and the possible bias in these could be discussed. A pictorial source could be pasted onto a large piece of white paper and the differences annotated in different colours according to their theme. Cumulative annotation could be undertaken by putting a series of sources on the same sheet and adding colour-coded annotations sequentially to build a comprehensive view of the theme.

It is important to stress that the Amerindians were not 'primitive' but sophisticated in their adaptation to the land and climate.

This provides an opportunity to discuss the impact on indigenous peoples and has links with citizenship.

- recall and categorise information about exploration in Tudor times
- show understanding through discussion of the impact of Tudor exploration on life today

It is important that children have an opportunity to summarise what they have learnt.

Children should be encouraged to consider possible negative impacts (such as tobacco, prejudice/racism, war with other countries/colonies) as well as positive impacts (such as potato, maize, more accurate maps).



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