



## Activity Information for Teachers: **Clothes & Costume**



### Suitable for Key Stages 2 & 3

#### **Description of session and Key concepts covered:**

A practical demonstration during which pupils will learn how people's social status was reflected in their clothing; how the Sumptuary Laws dictated the attire of every person in the country from the King to the lowest servant; the daily care of clothing; the kinds of duties that servants performed; how rich children were socially educated; and the changing courtly fashions that reflected the monarch on the throne and political alliances. Selected pupils will be given the opportunity to dress in reproduction Tudor clothing.

#### **Links to significant events/people nationally and/or/locally:**

**Key Stage 1:** Lives of significant historical figures

**Key Stage 2:** A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality; a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066; a significant turning point in British history e.g. the reformation or Tudor exploration; a post-1066 study of a relevant period on local history; the changing power of monarchs; a study over time tracing how several aspects of national history are reflected in the locality.

**Key Stage 3:** The English Reformation and Counter-Reformation; a study of society, economy and culture across the period (1509-1745).

#### **Cross curriculum links:**

**English** –spoken language skills; listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and build vocabulary and knowledge; articulate and justify answers, arguments and opinions; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; participate in discussions, presentations, performances and debates; consider and evaluate different viewpoints, attending to and building on the contributions of others.

#### **Knowledge, Skills & Understanding**

This activity covers:

- Chronological understanding:
- Knowledge and understanding of events, people and changes in the past:  
Historical interpretation:
- History enquiry:
- Organisation and communication:

#### **Thinking Skills**

The following thinking skills are also covered:

- **Information Processing:** Comparing/contrasting information; Identifying and analysing relationships.

- **Reasoning:** Giving reasons for opinions/actions; Inferring; Making deductions; Using precise language to reason.
- **Enquiry:** Asking questions; Drawing conclusions.
- **Creativity:** Applying imagination.

**Key Vocabulary:**

Bumroll, Farthingale, Stays, Lacings, Ruff, Jerkin, Breeches, Shift, Overgown, Italianate, Tunic, Bodice.

**Learning Outcomes**

Children will be able to:

Extend their vocabulary

Reinforce prior learning & experience

Extend their knowledge of life in the Tudor era

**Location of session =** The Commandery, Sidbury, Worcester

**Duration =** 45 minutes

**Cost =** £1.50 per pupil per session, part of £4.50 per pupil package.