**Historical Story Writing based upon Tudor Topic work**

*Before you begin to write immerse the Children in the Tudor period.*

* Visit an historical setting e.g. Class visit to Hampton Court Palace. Take photos of the children within the setting. Take photos of any living history enactments during the visit.
* Use role play to develop dialogue, relationships between people and to investigate possible Tudor scenarios back in school.
* In school dress children in costumes. Use photos to stimulate character studies.
* Listen to Tudor music
* Learn a few Tudor dances
* Cook Tudor recipes
* Read ‘Tudor Tales’ by Terry Deary to the class.
* Sing some songs about the Tudors

**Writing Historical stories**

* **Set the scene** your story takes place in a particular time period e.g. Tudor.
* Look at photos to develop vocabulary to describe the setting. Ask children what they remember about particular places/ rooms. Include technical words connected with the Tudor period e.g. spit, execute,
* Describe characters using appropriate adjectives.
* Use role play sessions to develop dialogue between characters. Practise using inverted commas and appropriate punctuation. Use adverbs to explain how characters feel. Use synonyms for said.
* **Build up** the story by including a time slip. A character in the story touches a Tudor object in the palace and goes back in time. What happens to them?
* **Problem** How is the character treated when they slip back in time? Do they work in the palace? Which Tudor characters do they meet? Do they encounter major problems?
* **Resolution** How does the main character get out of a tricky situation? Can they get back to the present?
* **Ending** What has the main character learned from their experience? Has the character changed?

**Assessment**

**Features of Historical Fiction**

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| --- | --- | --- |
|  | Pupil | Teacher |
| **Setting**: Takes place in a definite period of time in history. |  |  |
| **Setting**: Takes place in a real place in history. |  |  |
| **Setting**: Descriptions of places are vivid. |  |  |
| **Characters**: May be fictional, some may be real. |  |  |
| **Characters** behave in realistic ways. |  |  |
| **Characters:** The main character has a problem that is real for that time in history. |  |  |
| **Characters:** Descriptions of characters are vivid. |  |  |
| **Historical information** that may be unfamiliar is explained to the reader. |  |  |
| **Dialogue**: Words spoken by characters shows their personalities. |  |  |
| **Dialogue** moves the plot on. |  |  |
| **Dialogue** reflects the knowledge and thoughts of the people. |  |  |
| **Plot** has a solution. |  |  |
| **Plot** is a mixture of real and fictional events. |  |  |