



Key Vocabulary	
Armada	A fleet of ships sent by King Philip II of Spain to invade England, ruled by Elizabeth I, in 1588.
Baptise/m	a ceremony that symbolises a commitment to living a life as a Christian.
Blackamore/ Moor/ Moorish	Used to refer to a person with dark skin and./or who was muslim in the 15 th -18 th centuries. Traditionally associated with black servants and those enslaved North Africans who worked in wealthy European households in this time period.
Diaspora	Refer to any people or racial group living outside their traditional homelands, emigrating and being scattered in distant places and making a new community.
Dynasty	The ruling royal family of a country. E.g. the Tudor dynasty comprised Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I.
Mary Rose	One of the largest warships of Henry VIII's navy. Famously sank in 1545.
New World	The Old World were Africa, Asia and Europe; the New World refers to newly discovered lands in the Americas.
Privateering	Acts of piracy authorised by a government or monarch.
Reformation	The English Reformation began in the 1530s and was the process of reforming the Church in England. The Church was transformed from Catholic to Protestant Church of England.
Reverend	A member of the clergy. They would have been Catholic before 1534 and Church of England Protestant after 1534.
Royal Standard	A royal flag carried to symbolise the presence of the monarch.
Trumpeteer	A skilled person who plays the trumpet.
Tournament	A competitive event where competitors compete for a prize. The most popular tournaments of the Tudor Age were the jousting tournaments.
Significant	A measure of historical importance of people and events in the short and long term. We use the 5 R's; Remembered, Remarkable, Resonant, Revealing, Resulting in change.

Over the course of the topic, I will be able to: -

Develop greater knowledge and understanding of key developments in the Tudor Age.

Use historical scholarship to investigate who the Black Tudors were.

Make inferences from historical scholarship about the lives of the Black Tudors and their position in Tudor Britain.

Evaluate the position of Black Tudors in society and the extent to which they were accepted or rejected by society.

Make informed challenges to the traditional narrative that all Black People prior to the arrival of the HMS Windrush were enslaved.

Key Historical Skills:

By the end of the unit I will understand:

1. Who the Tudors were and the main events in their dynastic reign.
2. How historical scholarship can be used to investigate key time periods and how it is created by historians.
3. That historically the Black Tudors played an important role in Tudor society.
4. The Black Tudors were not enslaved.
5. The extent to which Black Tudors were accepted in Tudor society.

TIF: Want to find out more? Use these links to begin your own enquiries into the lives of the Black Tudors.

On YouTube:

<https://www.youtube.com/watch?v=Ut5gtrezN4E>

Read about the Author Miranda Kaufmann:

<http://www.mirandakaufmann.com/black-tudors.html>

A newspaper review of Black Tudors:

<https://www.theguardian.com/world/2017/oct/29/tudor-english-black-not-slave-in-sight-miranda-kaufmann-history>

<https://www.history.co.uk/articles/black-tudors-the-fascinating-lives-of-africans-living-in-tudor-england>

Read an alternative historians account: Black and British by David Olusoga.

