

A Royal Tudor Christening

Lesson Ideas

| Pre or Post Visit | Title | Activity | Resources | National Curriculum Links |
|-------------------|------------------------|--|---|--|
| Pre visit | What is a Christening? | <p>Learning objective: To imagine how a Royal Tudor christening was celebrated</p> <p>As a whole class, pupils brainstorm what a Christening is: what might it mean? What happens at a Christening? Who would be at a Christening? What sorts of things would guests wear and do?</p> <p>Children should be encouraged to think about how a Tudor christening might have looked, sounded and smelled.</p> <p>Individually each child should write a story (length and complexity can be varied to accommodate for HA/MA/LA pupils) about a special occasion in their lives. They should think about what they did to get ready, what did they did to celebrate and how they felt.</p> <p>Extension Pupils could:</p> <ul style="list-style-type: none"> • Illustrate their piece of writing. • Imagine that their chosen special occasion now takes place in Tudor England. What would be different? How would they dress and get ready in the 1500s? Would anything be the same? | <ul style="list-style-type: none"> • IWB or A1 size paper • Pre-lined paper | <p>English</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. <p>History</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. • Make connections, draw contrasts and create their own structured accounts, including written narratives. |

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| Pre Visit | Getting Ready | <p>Learning objective: To imagine how a Royal Tudor christening was celebrated in Tudor times</p> <p>Pupils are provided with a black and white image of the Great Hall, and asked to decorate it as they imagine it might have looked for Prince Edward VI's Christening. They can use their imagination, but they must think about the sorts of materials and objects that would be available in the Tudor era.</p> <p>Extension</p> <p>HA pupils can label their drawings to show what materials they have chosen to use in their decorations.</p> | <ul style="list-style-type: none"> • Black and white image of the Great Hall • Colouring pens or pencils | <p>History</p> <ul style="list-style-type: none"> • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance; • Make connections, draw contrasts and create their own structured accounts, including written narratives. <p>Art and Design</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. |

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| Pre Visit | Servant Treasure Hunt | <p>Learning objective: To find out about different jobs at the Tudor court</p> <p>In table groups, give each group a location somewhere within Hampton Court.</p> <p>Print out pictures of Tudor servants' tools, and place them, muddled up, all around the classroom at varied heights but always within reach of the children.</p> <p>Pupils must find the item that servants would use to do their job in a certain part of Hampton Court.</p> <p>Extension In their table groups children can discuss and then share with the class what these rooms and objects might look like in the modern day.</p> | <ul style="list-style-type: none"> • Pictures of Hampton Court locations: Great Hall, Great Watching Chamber, the kitchens, the Chapel, the Chapel garden. • Pictures of Tudor servants' tools: serving plate, the spit, a prayer book, a spade • Blue tack | <p>History</p> <ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. |

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| Pre and Post Visit | Hampton Court's History | <p>Learning objective: To share thoughts and ideas about Hampton Court Palace and the Tudors</p> <p>Pre Visit Before your visit, the pupils can show how much they already know about Hampton Court and the stories in its history.</p> <ul style="list-style-type: none"> Working as a class, pupils sit in a circle on the carpet. The teacher acts as scribe. Write 'Hampton Court Palace' in the centre of the sugar paper, and mind map all suggestions given by pupils about the Palace. Working as individuals at tables, give all the pupils a plain piece of paper and one coloured pen, and have them mind map key words relating to what they already know about Hampton Court Palace. <p>They can draw if they would prefer.</p> <p>Post Visit On the same piece of paper, whether as a class or as individuals, use a different coloured pen to add in all the things you now know about Hampton Court.</p> <p>Particularly when working as individuals this exercise should give the children confidence in how much knowledge they have gained from the trip to the Palace.</p> <p>Extension Discuss with pupils their top fact and what surprised them the most.</p> | <ul style="list-style-type: none"> A2 plain sugar paper and a coloured felt tip if working as a class; Plain A4 and coloured pens if working as individuals. | <p>History</p> <ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>English</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates |

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| Post Visit | Where do we belong? | <p>Learning Objective: To recall facts and detail about Hampton Court palace</p> <p>Using knowledge gained on their visit, pupils work individually or in groups to draw in the servants in key rooms that they have visited Hampton Court using the images.. They should label the servants or draw them with an identifiable object (for example, a spade with the gardener).</p> <p>The class can work together to share their work and discuss why they have placed servants in the rooms that they have. This can lead onto a class discussion about all the different jobs servants would have done at Hampton Court in Henry VIII's time.</p> | <ul style="list-style-type: none"> • Pictures of Hampton Court locations: Great Hall, Great Watching Chamber, the kitchens, the Chapel, the Chapel garden. • A list of servant roles: page, serving boy, royal advisor, gardener, choir boy. | <p>History</p> <ul style="list-style-type: none"> • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Art and Design</p> <ul style="list-style-type: none"> • To use drawing painting and sculpture to develop and share their ideas, experiences and imagination |

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| Post Visit | Who Am I? | <p>Learning objective: To imagine how a Tudor royal thought and felt</p> <p>Working as a class- one pupil takes the hot seat adopting the character of someone they have learnt about/or who imagine lived at Hampton Court Palace. The other children can take it in turns to ask questions to ascertain who the person is.</p> <p>For example, to Henry VIII - "What was your favourite thing about living at Hampton Court Palace?". "How did you feel on your son Edward's Christening day"?</p> <p>Pupils can apply a mixture of historical knowledge and imagination here.</p> | | <p>History</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Drama</p> <ul style="list-style-type: none"> • To adopt, create and sustain a range of roles, responding appropriately to others in role • Opportunities to improvise and devise drama. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. |

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| Post Visit | It's Christening Day! | <p>Learning objective: To imagine and describe a Royal Tudor christening</p> <p>Pupils select a character who had a role to play at Prince Edward's Christening, from servants through to Henry VIII himself.</p> <p>Pupils write four or five sentences about their character's day. They should aim to include:</p> <ul style="list-style-type: none"> • A description of what Hampton Court looks like • How they feel about the Christening • What their character's favourite thing is about Hampton Court and the Christening <p>Higher ability pupils can be extended to use more complex sentence structures and more unusual vocabulary.</p> | <ul style="list-style-type: none"> • Pre-lined paper | <p>History</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Should construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary. • Encapsulating what they want to say, sentence by sentence. |

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