



# The Lady's Royal Arrivals

Teacher's Toolkit



Historic Royal Palaces  
Tower of London





# The Lady's Royal Arrivals

Time Explorers has been created for schools by Historic Royal Palaces to inspire learning about history, both at our palaces and in the classroom. Combining immersive storytelling with digital technology and hands-on workshops, we offer learning experiences that enthuse children, nurture imagination and develop skills of historical enquiry, problem-solving and teamwork.

Digital missions are interactive story adventures designed to encourage your pupils to explore the rich and dramatic histories of our palaces.

This Teacher's Toolkit has been produced to support you and your pupils to successfully complete 'The Lady's Royal Arrivals' mission. It is designed to be a flexible resource for teachers of pupils aged 7-11 years old and has been mapped to the aims of the new National Curriculum.

This toolkit provides you with ideas and resources to extend your pupils' learning before and after their visit. We hope it acts as a useful stimulus and support to help ignite your pupils' passion for learning about history.

## *Your mission...*

*It is 1290 and after enjoying his other palaces for a while, King Edward I is returning to the Tower of London with his beloved Queen Eleanor of Castile. King Edward has spent a lot of time and money on the Tower and he won't be happy if things are less than perfect - this king has a seriously bad temper!*

*Time Explorers are tasked with helping Queen Eleanor's servant, Lady Margery, make sure everything has been prepared to keep the king happy - but they need to hurry! If King Edward arrives before the Tower is ready, Lady Margery might find herself out of a job....or worse.*





# The Lady's Royal Arrivals

## Classroom challenges

### Classroom challenges

This toolkit provides a series of classroom challenges for key subject areas.

Challenges can be completed either before or after the main mission activity. All challenges encourage the development of pupils' historical enquiry and historical interpretation skills. They also provide useful activity ideas to assess prior pupil knowledge and to consolidate their learning.

Teacher expertise is a key factor in successfully delivering the mission experience, and we recognise the skills of teachers in tailoring the activities to suit their pupils' developmental age and ability.

### Overarching mission learning objectives

- To understand the Tower's role as a palace
- To examine the features of a medieval palace, including interior decoration
- To know the different uses for a king's bedchamber
- To gather clues, and use information given, to prepare the palace so it is fit for a king



# The Lady's Royal Arrivals

## Challenge 1: History

### Aim

To understand the nature and uses of the King's bedchamber.

### Curriculum links

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Resources

- Images of St Thomas's Tower and King Edward I's recreated bedchamber

### Activity 1

#### Solo list making

Ask pupils to make a list of typical items that might be found in a bedroom of someone their age today and think about how the room might be laid out.

Items might include:

- Beds (room may be shared)
- Cupboard
- Carpet/flooring
- Toys
- Clothes
- Television, tablets and other electronic devices
- Posters
- Chair
- Desk
- Heating



## Activity 2

### Class discussion

Share the results, stressing that there is a variety of objects and that the rooms can be laid out differently, but that bedrooms today have certain key features.

Now ask the class to think about what might be in a king's bedroom in 1290, over 700 years ago. Because it's so long ago, we'll call it a bedchamber.

Value all ideas, at this point focussing on the differences between then and now.

Give out or display the image(s) and discuss drawing out the individual features. Does the king's bedchamber look anything like the bedrooms of today?

## Activity 3

### Solo writing or paired role play

Explain that the bedchamber was much more than a room to sleep in. The king could eat private meals there, away from the rest of the court, and he could talk freely to trusted people whom he appointed to be Gentlemen of the Bedchamber. They would look after the king and help him to dress, sometimes in rich and heavy clothing. They could share food with him and be his companions. Similarities could be drawn with how people might relax nowadays, chatting or messaging on their phones at the end of the day.

So the Gentlemen of the Bedchamber had 'the ear of the king'; they could talk with him privately, find out his ideas and plans and even (carefully!) suggest ideas. This made them very important people in the court. Because they had special access to the king, everyone wanted to know them and be on good terms with them. It was a bit like the entourage around a music or film star today.

### Solo writing:

Imagining that they are Gentlemen of the Bedchamber, pupils write a letter to a sibling or friend explaining what work they do for the king

### Role play:

In pairs, pupils take it in turns to interview each other about their life as a Gentleman of the Bedchamber.



# The Lady's Royal Arrivals

## Challenge 2: Geography

### Aim

To gain experience of map work in planning a route.

### Curriculum links

Describe and understand key aspects of human geography, including types of settlement and land use.

### Resources

- A map outline of England and Wales, and part of France including the Gascony region (teacher to source)
- String, cotton or wool and rulers for working out distances.

### Activity 1

#### Map work (independent or paired)

Through his marriage to Eleanor of Castile, King Edward I owned lands in Gascony in France, and because of his battles in Wales, he built many castles there. Can you find Gascony on a map and also the sites of:

- The Tower of London
- Caernarfon Castle
- Conway Castle
- Harlech Castle
- Rhuddlan Castle
- Beaumaris Castle

### Activity 2

#### Route planning (independent or paired work)

Edward I needs to make a journey starting at the Tower of London and visiting all of his castles in Wales, as well as his land in Gascony, before returning to the Tower. How could he visit all of these places covering the shortest distance? Use string, cotton or thread and a ruler to work out the shortest route.



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## Challenge 3: Art and Design

### Aim

To create a rich and detailed design; a setting for a banquet in 1290.

### Curriculum links

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To learn about great artists, architects and designers in history

### Resources

- Illustrations of rich medieval tapestries
- Image of a Medieval feast
- Image of Edward I's bedchamber (see attached)

### Activity 1

#### Class discussion

Explain that King Edward I is returning to the Tower and wants to hold a great feast, 'the grandest, most magnificent ever held'.

Your job is to set up the room for twenty important guests - the king will expect nothing but the best!

Discuss what you will need to think about when preparing the room, drawing out ideas such as;

- How the room is laid out
- Wall hangings and curtains
- Place settings and crockery
- Coats of arms and crests
- Arrangements of food
- Candles and holders
- Fireplaces and chimneys
- Curtains



## Activity 2

### Small group design

Explain that everything has to look as if it belongs, so you need to decide together the kind of colours you will use and settle on the 'look'. This should be based on the red, blue and gold of the King's coat of arms.

Working in small groups, pupils create designs for different aspects from the list above.

Show Edward I's coat of arms, which should be included in each group's work. This can be undertaken in a variety of media as appropriate to the time and resources available, and the experience of the class.

## Activity 3

### Solo design

Pupils create an invitation card - hand-crafted or designed on the computer - that includes the following elements:

- A rich design reflecting the importance of the occasion and including elements of the overall room design (coat of arms, colours etc)
- A decorative border
- A 'fancy' style of writing with a space for the invitee's name

The best examples of work can be grouped together for a class display.





# The Lady's Royal Arrivals

## Challenge 4: English

### Aim

To consider how to speak to a medieval king such as Edward, gaining experience of formal language.

### Curriculum links

- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

### Activity 1

#### Class discussion

Explain that only a few people would speak with the king himself. In reality, back in medieval times a version of French was spoken at the English court, but we'll be working in English! Court language would be very formal, respectful and polite; except when the king was in private conversation with his most trusted advisors, but even then they had to watch his fierce temper.

How would you translate these everyday phrases into more formal English, suitable for use at court?

1. Do you want your breakfast? (example: is your Grace ready for me to serve his morning meal?)
2. Shall we go hunting? (If it please your Grace, we might hunt today?)
3. Did you win the battle? (You wouldn't ask this in case the answer was no! Wait for news and if it is bad, tread carefully around the king...)

Point out that:

- The king is always addressed in the 'third person,' not directly.
- There are some things you cannot say at all.
- Use phrases like 'If it please your Grace', 'If your highness will permit' etc. The word majesty was not in use until the sixteenth century.
- Not upsetting the king is your number one priority.
- Say the wrong thing in the wrong way and you could end up in a dungeon – or worse!



## Activity 2

### Solo writing or group discussion

Try translating these modern sentences into English fit for Edward I:

- The queen wants a word
- Chicken or goose for supper?
- The ship goes at sundown
- We've got those spies in the dungeon
- We can't afford that new palace

Discuss the results. How did pupils deal with the bad news in the last example? Point out that at court you had to play a clever game with the king, suggesting things and reinforcing them later, and finding a way to wrap bad news in good news.

For example: 'This palace is splendid Your Highness, I doubt the new one could better it'.

Or; 'I have found a thousand pounds to expand Your Grace's army; it will involve delaying your new palace but once you have conquered your enemies you will be so rich that you could afford ten new palaces...'





St Thomas's Tower. Reconstruction of the king's bedchamber in the medieval palace as it might have appeared during the reign of King Edward I (1272-1307)  
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Thomas's Tower. King Edward I's private oratory in the north-east turret  
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