

Teacher Resource

Monarchs through the Ages

Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre and Post Visit	What Do We Know About Hampton Court Palace?	<p>Learning objective: To share thoughts and ideas about Hampton Court Palace and the monarchs who have lived there</p> <p>Pre Visit Before your visit, the children can show how much they already know about Hampton Court and the stories in its history.</p> <ul style="list-style-type: none"> To work as a class: have the children 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. To work as individuals: at tables, give all the pupils a plain piece of paper and one coloured pen, and have them mind map what they already know about Hampton Court Palace. They can draw if they would prefer! <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 know about Hampton Court!</p> <p>Particularly when working as individuals this exercise should</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 a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates



		<p>give the children confidence in how much knowledge they have gained from the trip to the Palace.</p> <p>Extension: Discuss what was the favourite fact the children learnt? What surprised them the most? etc.</p>		
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Post Visit	Key events in Hampton Court's history	<p>Learning objective: To recount and depict the stories and characters at Hampton Court through the ages</p> <p>Working in small groups of 5 or 6, pupils will come up with tableaux depicting some of the key stories and characters they have heard or learnt about on their visit to Hampton Court.</p> <p>They should be encouraged to think about their use of space and levels to illustrate status, as well as how the relationships between characters and the events shown can be conveyed with very little movement.</p> <p>Each group should have some rehearsal time, and then show their work to the class. The audience should be encouraged to say who they think everyone is, and what is happening.</p> <p>Moments which work well, depending on the teacher's focus, include:</p> <ul style="list-style-type: none"> • The birth of Prince Edward (later Edward VI) in 1537. • Katherine Howard's supposed flight down the Haunted Gallery to beg Henry VIII's forgiveness in 1541. • Charles I's escape through the Privy Gardens in 1647. • George II and Queen Caroline's sparkling summer parties by the Maze. • Prince Frederick and Augusta's midnight flight from the Palace when Augusta went into labour in 1737. • Queen Victoria opening the Palace to the public, and appointing the Grace and Favour apartments. 	<ul style="list-style-type: none"> • Link to chronologies and Peter the Palace Cat resources available on hrp.org.uk 	<p>English</p> <ul style="list-style-type: none"> • Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. • Adopt, create and sustain a range of roles, responding appropriate to others in role. • Opportunities to improvise and devise drama. <p>History</p> <ul style="list-style-type: none"> • Address and devise historically valid questions about change, cause, similarity and difference, and significance.

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Post Visit	A Day In The Life ...	<p>Learning objectives: To write a descriptive piece about life at Hampton Court in the past</p> <p>Pupils select a character relating to Hampton Court. Lower years and abilities may find it easier to use broader suggestion, for example:</p> <ul style="list-style-type: none"> • Henry VIII's servant • Peter the Palace cat • William II's groom • Queen/King (if necessary, do not specify which date to allow the pupils to select an era of the 500 years they feel most confident with). <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 Hampton Court. • What their character's favourite thing is about Hampton Court. <p>Higher ability pupils can be extended to use more complex sentence structures and more unusual adjectives.</p> <p>NB 'Who Am I?' may work well as a warm up for this activity, as it may give confidence and inspiration to the less confident pupils. Similarly, this could be paired with 'Hide and Seek' as pupils will have already been thinking about empathy and seeing the Palace from another's point of view.</p>	<ul style="list-style-type: none"> • Paper or exercise books and pencils for writing. • Link to chronologies and Peter the Palace Cat resources available on hrp.org.uk 	<p>History</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Narratives, creating settings, characters and plot.

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Pre Visit	Title	Activity	Resources	National Curriculum Links
Post Visit	Who Am I?	<p>Learning objective: To imagine yourself in the shoes of somebody from the past</p> <p>Working as a class- one pupil takes the hot seat adopting the character of someone they have learnt about who lived at Hampton Court Palace. The other children can take it in turns to ask questions to ascertain who the person is. . For example, to Henry VIII – “Why did you have Anne Boleyn’s head chopped off?”; “What was your favourite thing about Hampton Court Palace?”. Use the chronologies to ask questions relating to different eras.</p> <p>Pupils can use a mix of historical knowledge and imagination here.</p> <p>The number of pupils in the hot seat can vary depending on time or number of pupils wishing to take part. Try to encourage every child to ask at least one question throughout the activity.</p>	<ul style="list-style-type: none"> English or History books, or lined paper if preferred. Link to chronologies and Peter the Palace Cat resources available on hrp.org.uk 	<p>History</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>Drama</p> <ul style="list-style-type: none"> 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	Tenable Truths	<p>Learning objective: To describe a person from the past</p> <p>Working in pairs or small groups, each child will decide on two facts about one of the people they have learnt about at Hampton Court Palace. It is for the other members of the groups to work out which one is the lie. Pupils should try to make their lie sound as believable as possible!</p> <p>Lower KS2 classes may want to work in groups to choose their two truths and a lie, and then have the other groups in the class try to spot the lie.</p> <p>Discussion can be had as to how we know which is the lie, and emphasise the importance of using sources and looking at evidence in history study.</p> <p>This activity could be used as an extension from either Key Events in Hampton Court's History or Who Am I?</p>	<ul style="list-style-type: none"> • Plain paper or Geography books. • Coloured pencils. 	<p>History</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role play, improvisations and debates.

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