

Upstairs, Downstairs

Lesson Ideas

| Pre or Post Visit | Title | Activity | Resources | National Curriculum Links |
|-------------------|-----------------------|--|---|---|
| Pre Visit | Servant Treasure Hunt | <p>Learning objective: To find out about different roles for servants in the Court of Henry VIII</p> <p>In table groups, give each group a location somewhere in Hampton Court.</p> <p>Print out pictures of servants' tools, and place them, muddled up, all around the classroom at varied heights but always within reach of the children.</p> <p>Children must find the item which they think servants would use in their roles at Hampton Court.</p> <p>In their table groups children can discuss and then share with the class what these rooms and objects would be in modern day times.</p> | <ul style="list-style-type: none"> • Pictures of Hampton Court locations (Great Hall, Great Watching Chamber, the kitchens, the Chapel and 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 Visit | What's My Job? | <p>Learning objective: To find out about the jobs that servants did in the Tudor Court</p> <p>Working in table groups, each group is given the job title of a servant. Using a selection of available history resources (either history books, encyclopedias or ICT resources) each table must put together a little biography (teacher may wish to explain to the class, if a younger year, what a biography is first, and let them practice with a simpler person, for example a paragraph could be written about the TA which the children practice putting into bullet points to create an interesting and concise biography) about their servant.</p> <p>They can then present the bullet pointed biography to the class, and see if the other groups can guess what the servant's job might be.</p> <p>Once the class have guessed correctly, the group presenting can reveal the Tudor job title.</p> <p>Suggestions for roles to use:</p> <ul style="list-style-type: none"> • Gong scourer • Gardener (can be a woman) • Spit turner • Laundress • Groom of the stool • Keeper of the Queen's Jewels/Chief Lady in Waiting • Master Secretary | <ul style="list-style-type: none"> • IWB • Tudor job descriptions found either online or in printed resources History books or rough paper for written exercise. | <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. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. |

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| Pre and 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"> • Simple map of Hampton Court, or images of the various rooms (Great Hall, Great Watching Chamber, Council Chamber, the gardens, the Chapel). • A list of servants (images would be ideal but servants in pictures all look very similar with little to each other!) – a page, a serving boy, an advisor, a gardener, a choir boy. | <p>History</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |

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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. • 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 in narratives, creating settings, characters and plot. |

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| Post Visit | Tudor Pairs | <p>Learning objective: To find out about key characters in Henry VIII's court</p> <p>In table groups, give each group a character related to Hampton Court.</p> <p>Print out pictures of objects belonging to the characters, and place them, muddled up, all around the classroom at varied heights but always within reach of the children.</p> <p>Children must find the item which belongs to their character.</p> <p>Extension: More complicated characters could be chosen - for example, an image of both Katherine of Aragon (paired with an image of a gable hood) and Anne Boleyn (the initial necklace) could be used, encouraging careful observation.</p> | <p>Pictures of</p> <ul style="list-style-type: none"> • Henry VIII • Anne Boleyn • Cardinal Wolsey • Will Somers (it is best to use the image of him on the right side of "The Family of Henry VIII" by an unknown artist, c 1545). • Cook • Page boy (use the Holbein image) <p>Objects to match the characters:</p> <ul style="list-style-type: none"> • King's crown • Anne's initial 'B' necklace • Red cardinal's hat • A monkey • Spit • Plain black velvet hat | <p>History</p> <ul style="list-style-type: none"> • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |

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| 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>It doesn't matter how much the class know, or if some facts aren't quite true!</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> | <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"> 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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| | | Extension: Discuss what was the favourite fact the children learnt/what surprised them the most etc. | | |
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| 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. <p>Link to chronologies and Peter the Palace Cat from the MMM teacher resource pack</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"> 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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