

Teacher Resource

Young Henry

Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre Visit	Your Palace	<p>Learning objective: To design a Tudor Royal palace</p> <p>Working individually students are invited to design their own royal palace for whatever purpose they choose. When designing the building they should bear in mind it must cater for all their needs, e.g.:</p> <ul style="list-style-type: none"> • Food • Sleep • Entertainment • Storage • Sanitation • Travel • Guests • Showing off <p>They can compare their palace to a picture of Hampton Court. What differences are there?</p>	<ul style="list-style-type: none"> • Art Materials • Picture of Hampton Court Palace 	<p>Art & Design Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>History A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>



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Pre Visit	Henry's entourage	<p>Learning objective: To understand the hierarchy in Henry VIII's court.</p> <p>As a class activity students will 'build' Henry's court of courtiers. Starting with choosing the King or Queen, the class suggest who else he would want around him. Some suggestions include:</p> <ul style="list-style-type: none"> • A Queen/Consort • Princes and Princesses • Guards • Servants • Soldiers • Generals/Noblemen • Cooks • Tailors • Jesters • Hunters • Advisors • Organisers • Launderers • Dog handlers • Horse handlers • Messengers • Treasure keepers <p>The class should discuss and stand in order of importance to the Monarch. They should then process around the room as their courtier and stay in character. Whenever the Monarch chooses to stop they all spread out around him and do their jobs. Some of the jobs the Monarch wants to see, others they don't; so each courtier should do their task accordingly, i.e. a guard stands up grandly, while a laundry person creeps around quietly. When the Monarch moves off everyone gets into order again for the procession.</p>	<ul style="list-style-type: none"> • Picture of 'Field of Cloth of Gold' 	<p>Drama/English</p> <ul style="list-style-type: none"> • Opportunity to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. <p>History</p> <ul style="list-style-type: none"> • The changing power of monarchs. • A significant turning point in British history. <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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Pre Visit	Job Application to a Tudor king	<p>Learning objective: To write a job application for a job at Henry VIII's court</p> <p>Write a letter to Henry VIII or Katherine of Aragon, asking for a job at Court. The students should think about what their skills are and how these would interest a Tudor monarch. They should write the letter with the view to impress as to why they are the best person for the job, with examples based on past experiences and what people have said about them. The application could be decorated to make it stand out even more.</p>	<ul style="list-style-type: none"> • Writing Materials 	<p>English</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Perform their own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.

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Post Visit	Storyboard	<p>Learning objective: To tell the story of Henry VIII's life through a storyboard</p> <p>If possible project and trace a large picture of HCP for a wall display.</p> <p>In groups, students are given an area of the picture to illustrate with one of the stories they learned about King Henry, then the pictures are stuck onto the display to create a storyboard about the King's life. One group could be tasked with illustrating the main picture of HCP or make it a class activity when all the other pictures are in place.</p>	<ul style="list-style-type: none"> • Projector • Picture of Hampton Court Palace West Front • Art Materials 	<p>History</p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). • A study in an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Art & Design</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

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Post Visit	Opposites	<p>Learning objective: To use evidence to accurately describe Henry VIII</p> <p>Divide the class into threes. Each group is given a statement about Henry that they have to support with the knowledge they have gained on their visit and/or through the resources used in class. Statements are:</p> <ul style="list-style-type: none"> • Henry was fat • Henry was not fat • Henry was horrible to his wives • Henry was nice to his wives • Henry was cruel • Henry was nice • Henry had lots of friends • Henry was lonely • Henry was always angry • Henry liked to make jokes <p>Students should write down their evidence from what they have learned to support their statement. When they have completed their task the Teacher can collate their answers with the presenters taking turns to give their statement.</p> <p>Once collated, the class can discuss what Henry's personality was like and why he was full of contradiction.</p>	<ul style="list-style-type: none"> • Laminated sheets with the statements on. 	<p>English</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for their views. <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. • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).

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	Other Tales	<p>Learning objective: To portray key historical events through drama</p> <p>The class divides into five groups to act other stories from Henry's life building on the techniques they experienced during the workshop. Stories to be performed are:</p> <ul style="list-style-type: none"> • The wrestling match with the King of France • The Hunting Accident of 1536 • The Second Jousting Accident of 1536 • The execution of Anne Boleyn <p>Each group should work on their story to have a clear narrative taken from written account that is read by/for them.</p> <p>Once rehearsed each story should be presented to the rest of the group.</p>	<ul style="list-style-type: none"> • Laminated sheets with the relevant story on them, possibly bullet pointed to break them down. 	<p>Drama/English</p> <ul style="list-style-type: none"> • Opportunity to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. <p>History</p> <ul style="list-style-type: none"> • To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. <p>English</p> <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role-play, improvisations and debates.

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