

Playing the King

Lesson Ideas

Pre or Post Visit	Title	Activity	Resources	National Curriculum Links
Pre Visit	Meet the Players	<p>Learning objective: To use portraits as evidence for historical enquiry</p> <p>If working as a class, look at each image of a character. Ask the children who they think the picture is of, and what can they tell about that person? Think about the clothes they are wearing, if they have any jewels, are they looking at the painter, do they have any accessories?</p> <p>What do they think that person might be like, and why?</p> <p>Extension If desired, this can be repeated after the session, to see if their opinions of an of the characters have changed.</p>	<ul style="list-style-type: none"> • Images of the characters to be introduced in the session at Hampton Court (Henry VIII, Prince Arthur, Katherine of Aragon, Anne Boleyn and the Pope). 	<p>History</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. • 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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Pre Visit	Prince Hal v. Henry VIII	<p>Learning objective: To use portraits as historical evidence</p> <p>This can be done as a class or in table groups as preferred. If done in groups, it may be helpful to get the groups to feed back to the class between discussion of the portraits.</p> <p>Children are shown the picture of Henry as a very young King, in 1509. They are asked to think about what sort of person this is – what do his clothes tell us, does he look friendly, etc.</p> <p>Then repeat the exercise with the 1536 Holbein portrait.</p> <p>Compare and contrast the two pictures. Reveal that they are of the same person! Ask the children to think of three reasons each why Henry might have changed between the two. All will be revealed in the session at Hampton Court!</p>	<ul style="list-style-type: none"> • Portraits of Henry (printed if working in groups; on IWB if working as a class): • C.1509, unknown artist (earliest known portrait of the King); • Henry VIII, c.1536 by Hans Holbein the Younger. 	<p>Art and Design</p> <ul style="list-style-type: none"> • Evaluate and analyse creative works using the language of art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>History</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

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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 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. 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 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 with pupils their top fact and what surprised them the most.		
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Post Visit	My Own Portrait	<p>Learning objective: To understand how portraits can be used to represent a person and include key messages</p> <p>Taking what they have learned about how people often change as they grow up, and reflecting how this was shown in the portraits of Henry VIII, children should draw their own portraits of themselves as they are now, and how they would like to be when they are grown-ups. They should think about what job they would like to be doing, where they would like to live, etc., and how to show that in the portrait.</p> <p>They should write a paragraph (length and complexity varying depending on ability and age) which explains why they have drawn these two particular pictures.</p> <p>Extension Children can study the 'Family of Henry VIII' c.1545, unknown artist. As a class consider what is true in that picture? What is false (in the inclusion of Jane Seymour alongside teenaged Mary and Elizabeth and Edward as a child)? Why do they think Henry wanted to include Jane in this picture? The children can now draw their own portraits including the four most important people to them, who may or may not be fictional (i.e. Mum, Spiderman, Grandpa and the family dog!).</p> <p>They should write a paragraph (length and complexity varying depending on ability and age) which explains why each person has been included in their portrait.</p>	<ul style="list-style-type: none"> • Pencils • Plain paper or Art books • Coloured pencils • Lined paper or line guides for written exercise • Image of the 'Family of Henry VIII' painting 	<p>Art and Design</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences. • Evaluate and analyse creative works using the language or art, craft and design. • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <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.

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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.</p> <p>. 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>	Tudor resources from MMM teacher pack	<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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