



The Ambassador's Secret Assignment

Teacher's Toolkit



Historic Royal Palaces
Hampton Court Palace



The Ambassador's Secret Assignment

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 Ambassador's Secret Assignment' 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's 1540 and The Doge of Venice wants to know more about Henry VIII's power, wealth and his allegiances. Put your spying skills to the test and help the Venetian Ambassador investigate Henry's court by gathering evidence from the Tudor Apartments. Remember... it's a secret, so be careful!



The Ambassador's Secret Assignment Classroom challenges

This section of the toolkit provides a series of classroom challenges that have been designed to offer a cross-curricular approach.

The preparatory challenges can be used to develop your pupils' historical research skills and to build their knowledge prior to the main mission activity. After the mission, the follow-up challenges help to develop your pupils' historical interpretation skills and to consolidate their knowledge.

The timings should only be considered as a guide since they will vary with the number of children involved, the type of equipment available and how fully the idea is developed.

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

In this section

Before the mission

- Challenge 1 - Become a Time Explorer
- Challenge 2 - Step into their shoes

After the mission

- Challenge 3 - Review the evidence
- Challenge 4 - Write a report for the Doge





Challenge 1

Become a Time Explorer!

Complete before the mission

Preparation

Aim

To develop the skills needed to become a Time Explorer

Objectives

- To find out about life in the Tudor court
- To think critically and develop perspective and judgement
- To practise the skills of research and looking more closely

Resources

- Ambassador mission film 1
- Ambassador character cards
- Word bank

Time

- Allow 60 minutes

National Curriculum links

- Understand how our knowledge of the past is constructed from a range of sources
- Understand historical concepts such as similarity, difference and significance
- Understand the methods of historical enquiry and consider how evidence is used to make historical claims
- Ask perceptive questions

Question abbreviations

Key questions have been incorporated throughout the lesson. The questions are a guideline and teachers can adapt and develop further as appropriate.

- Higher Order Thinking (HOT) questions challenge the more able.
- Turn To Your Partner (TTP) questions encourage peer-to-peer discussion.



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------------|---|---|
| 5 mins | Mental/oral starter | <p>Discuss the idea of chronology and reference any timelines you may have used in class.</p> <p>TTYP question</p> <ul style="list-style-type: none"> In what sequence did the following events happen? <p>World War I, first moon landing, Henry VIII's reign, Queen Victoria's reign, Battle of Hastings.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Use a timeline to work out the order of events and the length of time between them State how long ago Henry VIII reigned |
| 5 mins | Mini activity | <p>Discuss the concept of missions and becoming a Time Explorer. To become a Time Explorer, children need a particular set of skills that they will be developing in the next couple of lessons. They include: researching and being a history detective, learning to look and look closer, and empathy skills.</p> <p>Highlight these on the board and discuss in groups or pairs.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> What do you think these skills mean? Why do you think they are important for Time Explorers? | <p>Children can:</p> <ul style="list-style-type: none"> Understand the concept of a being a Time Explorer Refer to 'Time Explorer skills' and describe their relevance |
| 15 mins | Introduction | <p>Place Hampton Court Palace in context by explaining when the Tudor period was and why it is relevant to the palace.</p> <p>Play Ambassador Film 1 to the class.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> Who do you think this character is? How can you tell? Why do you think he is at Henry's court? What challenge is he asking us to help with? <p>Get children excited about helping to take part in the mission. Explain that, in order to help the character, they must first practise their Time Explorer skills.</p> <p>HOT question</p> <ul style="list-style-type: none"> Why might it be important to develop these skills? | <p>Children can:</p> <ul style="list-style-type: none"> Recognise Hampton Court Palace and its role as one of Henry VIII's palaces Get excited about becoming part of the story and taking on a role |



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------|--|--|
| 25 mins | Main activity | <p>Explain that one of the key skills of a Time Explorer is undertaking research. Draw out the idea that, by researching all about Hampton Court Palace, the children will be preparing themselves for their mission.</p> <p>Provide children with the word bank, as well as guidebooks or information on the palace printed from the Historic Royal Palaces website (www.hrp.org.uk).</p> <p>Main Using the resources provided, collect as many facts and pieces of information as you can about the palace in Henry VIII's time. Present these as a mind map on a piece of sugar paper.</p> <p>Lower ability Cut out any useful information you find about Henry's palace and stick it onto sugar paper.</p> <p>Extension Complete your own internet research into Hampton Court Palace during the reign of Henry VIII.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Familiarise themselves with Hampton Court Palace and its purpose during Tudor times Identify different types of evidence and use it to develop their own knowledge |
| 10 mins | Plenary | <p>HOT questions</p> <ul style="list-style-type: none"> What do we mean by reliable evidence? How do we know that a piece of evidence is reliable? If I said that a piece of evidence was biased, what would I mean? <p>Ask the children to look at the different pieces of information collected in their maps.</p> <p>TTYP question</p> <ul style="list-style-type: none"> Which information do you think is most reliable? Why? <p>Ensure that children understand that there are different types of evidence that come from different places. Introduce the concepts of bias and reliability through a familiar anecdote, for example different people reporting an incident in the playground.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Understand that there are different types of evidence and that some evidence is more reliable than others |

Further activities

- Research Tudor heraldry and create your own Tudor coat of arms.
- Use the PowerPoint of palace images to 'look and look closer' by identifying and discussing key objects, symbols and architectural features.





Challenge 2

Step into their shoes

Complete before the mission

Preparation

Aim

To find out about the lives of real characters at Henry VIII's court

Objectives

- To use empathy skills to find out about characters on the mission
- To think critically and develop perspective and judgement

Resources

- Ambassador film 2
- Ambassador character cards
- Word bank

National Curriculum links

- Understand how our knowledge of the past is constructed from a range of sources
- Understand historical concepts such as similarity, difference and significance
- Understand the methods of historical enquiry and consider how evidence is used to make historical claims
- Ask perceptive questions

Question abbreviations

Key questions have been incorporated throughout the lesson. The questions are a guideline and teachers can adapt and develop further as appropriate.

- Higher Order Thinking (HOT) questions challenge the more able.
- Turn To Your Partner (TTYTP) questions encourage peer to peer discussion.



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------------|---|---|
| 10 mins | Mental/oral starter | <p>Play the 'What's your job?' game.</p> <p>Distribute the character cards and ask children to walk around the room. When the teacher calls "freeze", all stop and turn to the nearest person and take it in turns to ask each other about their duties etc. to guess the person's job.</p> <p>TTYP question</p> <ul style="list-style-type: none"> • Would your characters ever have met in real life. E.g. Would Henry VIII ever meet a scullion? | <p>Children can:</p> <ul style="list-style-type: none"> • Compare and contrast the different roles and responsibilities at Henry VIII's court |
| 10 mins | Introduction | <p>TTYP question</p> <ul style="list-style-type: none"> • What do we mean by the word 'empathy'? <p>HOT question</p> <ul style="list-style-type: none"> • How does it differ from 'sympathy'? <p>Explain that historians use empathy to help them to see things from a different perspective and to understand how people might have felt when faced with a predicament or unfavourable situation.</p> <p>Explain that in this lesson children will be developing another Time Explorer skill, that of gaining historical perspective through the use of empathy skills.</p> <p>Play Ambassador film 2.</p> <p>Explain that finding out information about the characters at court will help them with their mission.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Accurately define "empathy" from a historian's perspective • Understand how this skill helps historians to interpret the past |



| Time | Activity | Independent/group activities | Outcomes |
|---------|------------|--|--|
| 15 mins | Activity 1 | <p>Divide children into groups, giving each a different character card. Children should discuss the following about their character:</p> <p>TTYP questions</p> <ul style="list-style-type: none"> • How important do you think your character was? Why? • How do you think they got their job/status? • Do you think they were happy with their job/status? Why? <p>Ask each group to share information about their character to the rest of the class.</p> <p>As a class, children arrange themselves in order of importance. Debate as a class whether the order is correct.</p> <p>Compare the 'Great Chains of Being' in the room and discuss any differences in opinion.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> • Would your character ever see the king? Even from afar? • Would they ever have had the chance to meet the king? • How many people would tell you off if you made a mistake or misbehaved? <p>HOT question</p> <ul style="list-style-type: none"> • Why would status have been so important during the time of Henry VIII? | <p>Children can:</p> <ul style="list-style-type: none"> • Use empathy skills to understand Henry VIII's court from the perspective of those who lived and worked there • Understand the hierarchy of the Tudor court • Accurately order real Tudor characters according to their role and rank |
| 15 mins | Activity 2 | <p>Explain that the children are going to empathise being a character from the Tudor court.</p> <p>Ask a volunteer from each group to be interviewed, in role, about their job and status. They will explain what they do, how they feel about it and how dangerous it is.</p> <p>Encourage the rest of the class to ask questions.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Identify with a Tudor character and their job through empathy • Use questioning skills to develop their knowledge and understanding of a different historical context |



| Time | Activity | Independent/group activities | Outcomes |
|---------|----------|--|---|
| 10 mins | Plenary | <p>Discuss what kind of role the children would have liked to have had at the Tudor court.</p> <p>TTYP Question</p> <ul style="list-style-type: none"> Think about the characters that we have learned about. Whose job would you have liked to have had? Why? | <p>Children can:</p> <ul style="list-style-type: none"> Understand that there are different types of evidence and that some evidence is more reliable than others |

Further activities

- Research a particular Tudor palace role or responsibility and create a profile poster on that character.
- Research the Tudor concept of 'The Great Chain of Being'.
- Role play 'A day in the life' of people who lived at court using the characters cards.
- Debate on topics such as 'The pros and cons of servitude in Tudor times' and 'Class and rank in Tudor times.'
- Create a profile card for the job of a Time Explorer.





Challenge 3

Review the evidence

Complete before the mission

Preparation

Aim

To review evidence gathered on the mission

Objectives

- To interpret and evaluate evidence
- To think critically and develop perspective and judgement about Henry VIII based on the evidence

Resources

- Ambassador film 3
- Bean bag or soft ball

Time

- Allow 60 minutes

National Curriculum links

- Understand how our knowledge of the past is constructed from a range of sources
- Understand historical concepts such as similarity, difference and significance
- Understand the methods of historical enquiry and consider how evidence is used to make historical claims
- Ask perceptive questions
- Gain historical perspective by placing growing knowledge into different contexts

Question abbreviations

Key questions have been incorporated throughout the lesson. The questions are a guideline and teachers can adapt and develop further as appropriate.

- Higher Order Thinking (HOT) questions challenge the more able.
- Turn To Your Partner (TTYP) questions encourage peer to peer discussion.



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------------|--|---|
| 10 mins | Mental/oral starter | <p>Play Ambassador film 3.</p> <p>TTYP question</p> <ul style="list-style-type: none"> What key information can you remember about the mission? <p>HOT question</p> <ul style="list-style-type: none"> What did you find particularly significant or interesting? Why? <p>Play the 'What can you remember?' game. Working in mixed ability groups, ask the children to note down as much as they can remember in 2 minutes.</p> <p>As a class, discuss the information gathered on the mission.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Recall key information and evidence from the mission Work as part of a team |
| 5 mins | Introduction | <p>Explain the aim of the lesson and that the children will be reviewing their Time Explorer skills to understand and evaluate the evidence that they have gathered on the mission.</p> <p>TTYP question</p> <ul style="list-style-type: none"> What do historians mean by the word 'evidence'? <p>HOT question</p> <ul style="list-style-type: none"> Why is historical evidence important? | <p>Children can:</p> <ul style="list-style-type: none"> Explain what is meant by historical evidence |
| 10 mins | Mini activity | <p>Play the 'Challenge the evidence' game.</p> <p>Ask the class to stand in a circle. Explain they will throw the bean bag or soft ball to one another. The name of the catcher is called and they must state a fact that they have learnt from the mission, before throwing it to the next person.</p> <p>To extend the game 'rewards' or 'penalties' can be introduced.</p> <p>After a few turns, introduce "I challenge..." where the children can challenge the catcher's fact. The catcher must back up what he or she has said with evidence e.g. "The evidence tells us..."</p> | <p>Children can:</p> <ul style="list-style-type: none"> Identify key information and facts, backed by evidence |



| Time | Activity | Independent/group activities | Outcomes |
|---------|-------------------|---|---|
| 10 mins | Teacher modelling | <p>Create your own quiz based on the facts and evidence uncovered in the mission.</p> <p>Model how to do this using the evidence noted down previously to compile some questions as a class.</p> <p>TTYP question</p> <ul style="list-style-type: none"> How might we make our questions more interesting? | <p>Children can:</p> <ul style="list-style-type: none"> Understand how to compose higher order thinking questions |
| 20 mins | Main activity | <p>Arrange the class into groups and explain that each group will be creating some questions for a class quiz.</p> <p>Give each group resources to help plan their quiz questions, including the PowerPoint of palace images and character cards.</p> <p>Ask the children to brainstorm questions and write down three key questions, with multiple answers.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Evaluate and select appropriate information |
| 7 mins | Plenary | <p>Each group asks their questions for the class to answer. Keep a score.</p> <p>When all question shave been asked and answered correctly, discuss with the class:</p> <ul style="list-style-type: none"> Do any of the answers surprise you? What did you discover that you didn't know before? What are you interested in finding out more about? | <p>Children can:</p> <ul style="list-style-type: none"> Answer questions about the mission |

Further activities

- Research an image of one of the rooms inside the palace and use the word bank to label the different features of the room.
- Research and produce a guide to Tudor etiquette and manners.
- Set a task to do further research on a topic or area that has interested the children during the mission.





Complete before the mission

Challenge 4

Write a report for the Doge

Preparation

Aim

To plan and write a non-chronological report about Henry VIII's court

Objectives

History

- Use knowledge and understanding gained from the mission to write a report to the Doge in Venice
- Think critically and develop perspective and judgement about Henry VIII's palace based on evidence.

English

- Discuss and record ideas
- Organise paragraphs around a theme
- Select appropriate grammar and vocabulary
- Assess the effectiveness of their own and others' writing and suggesting improvements

Resources

- Ambassador film 4
- Report planner template
- Word bank
- Presentation sheet template

Time

- Allow 60 minutes for both lessons

National Curriculum links

- Knowledge and understanding of changes in the past; similarities and differences and significance of events
- Understand the methods of historical enquiry; how evidence is used to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

Question abbreviations

Key questions have been incorporated throughout the lesson. The questions are a guideline and teachers can adapt and develop further as appropriate.

- Higher Order Thinking (HOT) questions challenge the more able.
- Turn To Your Partner (TTYTP) questions encourage peer to peer discussion.

Notes

Consider using language and writing style contemporary to Henry VIII.

This lesson may be developed using the 'Talk for Writing' approach may where children may use text maps to help with the structure of the report.



Lesson 1 - Planning the report

| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------------|--|--|
| 10 mins | Mental/oral starter | <p>TTYP question</p> <ul style="list-style-type: none"> What new vocabulary do you remember from the mission? <p>HOT question</p> <ul style="list-style-type: none"> How is the palace similar and/or different to our homes today? <p>Mind map key words and ideas on a working wall. Show 'pastport' images from the website on the interactive whiteboard to prompt children to remember the different activities in the mission.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Recall key vocabulary from the mission |
| 5 mins | Introduction | <p>Introduce the learning objective.</p> <p>TTYP question</p> <ul style="list-style-type: none"> What are the key features of a non-chronological report? <p>HOT question</p> <ul style="list-style-type: none"> Why are those features the most important to consider for the report? <p>Children can create success criteria as a class prioritising the key features of a non-chronological report.</p> <p>Play Ambassador film 4 and elicit from children what the ambassador is asking them to do.</p> <p>Explain that they are going to be planning and writing a report to the Doge in Venice on behalf of Carlo di Borghese. The report should give a balanced view of Henry VIII's court, based on the evidence, not supposition.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Identify key features of a non-chronological report Prioritise features for a success criteria Consider evidence gathered in each activity of the digital mission |



| Time | Activity | Independent/group activities | Outcomes |
|---------|-------------------|---|---|
| 10 mins | Mini activity | <p>Divide children into groups with a piece of sugar paper.</p> <p>Using the following topics, ask children to mind map what they remember about the evidence they uncovered during the mission: Henry's power, Henry's wealth and generosity, architecture and decoration, etiquette and manners at court.</p> <p>HOT question</p> <ul style="list-style-type: none"> Why are those topics particularly significant? <p>Briefly ask each group to feedback to the rest of the class and display the posters on the wall visibly.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Process and categorise information Work as part of a team Feedback relevant information |
| 10 mins | Teacher modelling | <p>Explain that in this lesson children will be planning their report.</p> <p>Show the report planner template and model completing the introduction and first section e.g. a description of the ceiling in the Great Hall and what it tells us about Henry VIII and his court.</p> <p>TTYP question</p> <ul style="list-style-type: none"> Can you think of some formal report sentence openers to use in the report? <p>HOT question</p> <ul style="list-style-type: none"> How effective are these openers for the report? <p>Take feedback and add to working wall.</p> <p>Model the thought process for completing the plan using the notes that groups have made.</p> <p>Use share writing to create notes for a conclusion paragraph as a class.</p> | <p>Children can:</p> <ul style="list-style-type: none"> Identify the structure of a non-chronological report Suggest formal sentence openers appropriate to the text type |



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------|--|--|
| 20 mins | Main activity | <p>Main Children complete the standard planning template. Teachers may wish to specify how many sub-sections the children should plan in their report.</p> <p>Lower ability Children complete the planning template that includes prompt sentence starters.</p> <p>Extension Children to include phrases such as: 'The evidence shows that...' 'In summary...' 'However...'</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Weigh evidence • Use a report planning template effectively |
| 3 mins | Mini plenary | <p>In pairs or small groups, ask the children share their report plans.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> • What do you like about this? • What else could be included? • Why would you include that information? <p>Ask children to 'magpie' good ideas for their plans, then swap plans and peer mark work.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Ask perceptive questions • Identify good ideas and vocabulary • Self and peer assess their work |
| 3 mins | Plenary | <p>Show children a variety of non-chronological report examples.</p> <p>TTYP question</p> <ul style="list-style-type: none"> • What do you like about these reports? <p>HOT question</p> <ul style="list-style-type: none"> • Can you explain why? <p>In pairs or small groups, children highlight and label what they like about them e.g. descriptive language, structure, appropriate sentence openers.</p> <p>Share ideas and add to working wall.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Identify the elements make a good non-chronological report |



Lesson 2 - Writing the report

| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------------|--|---|
| 5 mins | Mental/oral starter | <p>Play the 'Tudor definitions' game.</p> <p>Using the word bank, cut up the words and their definitions.</p> <p>In pairs, children must work against the clock to be the first to match the correct words with the definitions.</p> <p>Play Ambassador film 4 again to recap on the challenge.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Correctly define key vocabulary relating to the mission |
| 5 mins | Introduction | <p>Introduce the learning objective and success criteria.</p> <p>Recap on good examples of planning from the previous lesson.</p> <ul style="list-style-type: none"> • What do you like about these plans? | <p>Children can:</p> <ul style="list-style-type: none"> • Identify key features of a non-chronological report • Prioritise features for a success criteria • Consider evidence gathered during the mission |
| 10 mins | Teacher modelling | <p>Model how to write an introduction paragraph using the plan from the previous lesson and vocabulary from the working wall.</p> <p>Use shared writing to construct the next paragraph as a class.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Contribute to the writing of a non-chronological report |



| Time | Activity | Independent/group activities | Outcomes |
|---------|---------------|--|---|
| 25 mins | Main activity | <p>Main Children use their plans from the previous lesson to write the report.</p> <p>Lower Children use the word bank and planning template from the previous lesson to write the report.</p> <p>Extension Children should be ensuring that they are able to give a balanced summary of their evidence, using phrases such as: 'The evidence shows that...' 'In summary...' 'However...'</p> <p>Encourage children to think about including complex sentences.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Use their planning to write a structured report • Use appropriate vocabulary and sentence structures • Develop perspective and judgement |
| 5 mins | Mini plenary | <p>Look at examples of children's work and ask some children to read examples aloud.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> • Which good ideas do you like? • How might the report be improved? <p>Use shared writing technique to write conclusion as whole class or with focused groups.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Identify good practice in their own and others' writing |
| 10 mins | Plenary | <p>Working in pairs, role play a 'reporting back' conversation between the Doge and the ambassador using the information from their reports.</p> | <p>Children can:</p> <ul style="list-style-type: none"> • Weigh evidence and sift arguments |

Further activities

- Use role play and/or digital technology to create "live" TV news reports from Hampton Court Palace.
- Write the report in the style of a Venetian ambassador, linked to a handwriting or calligraphy lesson.



The Ambassador's Secret Assignment

Classroom resources

This section contains a selection of useful printable resources to accompany the classroom challenges. The resources have been designed as effective tools and inspiration for your pupils to engage further with the mission topic.

In this section

Character cards – For research, role play or debating activities.

Word bank – Containing a full range of vocabulary relevant to this mission.

Templates – For pupils to plan and publish neat work for display.



The Ambassador's Secret Assignment

Character cards

These character cards support missions based around the Tudor routes at Hampton Court Palace. Use them to familiarise your pupils with the characters that lived in, worked at or visited Henry VIII's royal palace. The cards can be used in collaboration with the mission challenge plans, or as a tool to support the delivery of your own lesson ideas such as role play, hot seating, games or as prompts for further research and comparative studies.



Carlo di Borghese

Title: Venetian Ambassador
Age: 36
Location within the palace:
A visitor to the palace.
He is only allowed in the public rooms.
Status: High
Takes orders from: The Doge of Venice



Job description:

- Gathering information
- Having audiences with the king in the State Apartments
- Dining with nobles in the Great Watching Chamber
- Writing reports back to the Doge.



Gregory Maudit

Title: Yeoman of the Guard
Age: 40
Location within the palace:
The Great Watching Chamber.
However, he eats meals in the
Great Hall with around 300
fellow guards, grooms and servants.
Status: Neither high nor low
Takes orders from: The Captain of the Guard



Job description:

- Guarding the Great Watching Chamber
- Attending the king
- Preventing unauthorised access to Henry VIII's private apartments.



Lord Sandys

Title: Lord Chamberlain

Age: 70

Location within the palace: He dines with the nobility in the Great Watching Chamber

Status: Very high. He's a favourite of King Henry VIII.

Takes orders from: King Henry VIII

Job description:

- Responsible for the running of the public rooms in the palace, including the Great Watching Chamber, Great Hall and Presence Chamber
- Writing the Bouche of Court, which is a document that says who is allowed to eat what and at what time
- Managing the daily rations of bread, wine, beer, firewood and candles.



Ned Fysher

Title: Page of the Chandlery

Age: 14

Location within the palace: Chandlery, where wax and candles are stored.

Status: Low

Takes orders from: The Groom

Job description:

- Cleaning the Chandlery
- Fetching wood and charcoal
- Carrying equipment and goods to and from wagons when the court is on the move.



Jane Seymour

Title: Third wife and queen of King Henry VIII (1536-1537). Former Lady in Waiting to Catherine of Aragon and Anne Boleyn.

Age: 28

Location within the palace: A suite of rooms specially built on the East side of the palace.

Status: High. Her status was especially high during pregnancy and when she gave birth to Edward, King Henry VIII's only male heir.

Takes orders from: Henry VIII, her husband and king

Job description:

- Provide the king with a male heir
- Entertain the king
- Look pretty.



Pietro Lando

Title: The Doge. 'Most Serene Prince' and highest official of the Republic of Venice

Age: 60

Location within the palace: Not located in the palace. He lives the Palazzo Ducal (Doge's Palace) in Venice.

Status: Very high

Takes orders from: The Pope

Job description:

- Undertaking ceremonial duties
- Dealing with political matters
- Enforcing the law.





The Ambassador's Secret Assignment

Word Bank

| | |
|------------|--|
| Great Hall | The main hall in a castle or palace |
| Tudor | A member of the royal family that ruled England from 1485 - 1603 |
| Privy | Private; belonging to the King |
| Gentry | An upper class of people, below the nobility |
| Servant | A person who works for someone else in a domestic role |
| Symbol | An image or shape that has a special meaning |
| Nobility | The highest status class of people, below royalty |
| Page boy | A young boy who works for someone of higher status |



| | |
|-------------|---|
| Ambassador | A high status person, sent as a representative of their country |
| Gothic | A style of architecture from the Medieval period |
| Renaissance | A time of change and great learning, from the 1300's to the 1600's |
| Etiquette | A set of rules or codes of behaviour |
| Tapestry | A hand woven wall hanging |
| Venetian | A person from Venice in Italy |
| Emblem | A design that represents something |
| Dais | A raised platform at the front of a room |
| Dynasty | A group of rulers from the same family who come one after the other |



| | |
|---------------|--|
| Trestle table | A table with a moveable top |
| Portcullis | An iron gate that can be dropped to stop intruders entering a castle |
| Fleur-de-lis | The French royal family's heraldic symbol - three petals within a band |
| Heraldry | Different symbols that make up a coat of arms |
| Stained glass | Coloured glass, often found in church windows |
| Symmetrical | A pattern or shape that is the same on one side as the other |
| Buttress | A wall or piece of wood that props up part of a building |
| Arches | A curved brick construction |
| Carving | A pattern cut into a surface |



| | |
|----------|---|
| Phoenix | A mythical bird that rose from the ashes of a fire |
| Ornate | Something highly decorated |
| Embossed | A pattern that is raised on a surface, and not flat |
| Penant | A long flag |





Write a report to the Doge

Name

| Title | Vocabulary |
|--------------|------------|
| Introduction | |
| Paragraph 1 | |
| Paragraph 2 | |
| Paragraph 3 | |
| Conclusion | |





Write a report to the Doge

Name

| Title | Vocabulary |
|---|------------|
| General Introduction (The purpose of this report is to show... / In this report I will show...) | |
| Paragraph 1 (The following information will show that... / However... / I discovered that...) | |
| Paragraph 2 (The evidence tells us... / In addition to.../ There is also...) | |
| Paragraph 3 (Despite the fact that... / The evidence points to... / Lastly...) | |
| Conclusion (On the one hand... / However... / In conclusion...) | |



Name

