

TIME EXPLORERS

The Clerk's Fantastic Feast

Teacher's Toolkit



Historic Royal Palaces
Hampton Court Palace



The Clerk's Fantastic Feast

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 Clerk's Fantastic Feast' 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 is 1543 and Katherine Parr has just become Henry VIII's sixth wife. It's a dangerous job being married to Henry, so Queen Katherine is counting on you to help the Kitchen Clerk prepare an amazing banquet. If you fail, she could be in major trouble...so good luck!



The Clerk's Fantastic Feast

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 suit 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 - Create a Tudor recipe





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

- Clerk 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 Clerk Film 1.</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 to help the kitchen clerk.</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 question</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.
- Research pictures of Hampton Court Palace. Look at them closely to identify and discuss 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

- Clerk film 2
- Clerk 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
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 the 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 Clerk 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 as to whether the order is correct.</p> <p>Compare the 'Great Chain 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 volunteer 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.





Complete before the mission

Challenge 3

Review the evidence

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

- Clerk 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 (TYP) questions encourage peer to peer discussion.



Time	Activity	Independent/group activities	Outcomes
10 mins	Mental/oral starter	<p>Play Clerk 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
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



Time	Activity	Independent/group activities	Outcomes
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 word bank 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

- Choose 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.





Challenge 4

Create a Tudor recipe

Complete before the mission

Preparation

Aim

To create a recipe for a Tudor feast

Objectives

History

- Use knowledge from the mission to write a Tudor recipe
- 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

- Clerk film 4
- Word bank
- Recipe planning sheet
- Historic Royal Palaces website
- Examples of Tudor foods: spices vegetables, sugar and marzipan.

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.



Lesson 1 - Plan instructions for a Tudor recipe

Time	Activity	Independent/group activities	Outcomes
5 mins	Mental/oral starter	<p>Recap on the mission thinking about the sorts of foods and spices used in the cooking in the royal kitchens.</p> <p>Play Tudor food bingo. Bingo word generators can be found online. Give each child a sheet containing different foods from the Tudor period and today. Call out all of the foods in a random order, with children crossing them off as they go, ensuring that they recall which foods Henry would have been able to eat at court and which he wouldn't have had access to.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Recall key facts from the mission
10 mins	Mini activity	<p>Explain that in the lesson children will be creating a recipe for a dish for a Tudor feast.</p> <p>Discuss instructions with the class.</p> <ul style="list-style-type: none"> What are they? How do you know when someone is giving you an instruction? What kind of words do they use? <p>Recap on the type of verbs used to write instructions. Recipes are a type of instruction and they use a special type of verb called imperative or 'bossy' verbs.</p> <p>Elicit and write other key features of recipes on the interactive whiteboard, including: numbered instructions, time connectives, ingredients list, and equipment list.</p> <p>HOT question</p> <ul style="list-style-type: none"> In what way is a recipe an instructional text? 	<p>Children can:</p> <ul style="list-style-type: none"> Identify key features of a recipe and instructional text Identify an imperative verb and describe their function



Time	Activity	Independent/group activities	Outcomes
10 mins	Introduction	<p>Play Clerk film 4.</p> <p>Set the scene for the next task to create a show-stopping table centrepiece for the big feast day.</p> <p>Explain the concept of a centrepiece.</p> <p>TTYP question</p> <ul style="list-style-type: none"> What kinds of foods do you think would have been part of a Tudor centrepiece? <p>HOT question</p> <ul style="list-style-type: none"> What is the purpose of a centrepiece? <p>Unveil labelled examples of different Tudor ingredients that could be added to recipes e.g. spices, sugar, marzipan, fruits and vegetables. These will support the children in their written descriptions and illustrations.</p> <p>Explain that in this lesson children will be designing and writing a recipe for making an edible centrepiece. This can be made from any expensive ingredients found in the Tudor kitchens that will impress the King and all of his guests.</p> <p>Draft a recipe for a Tudor centrepiece.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Apply their knowledge of Tudor food to create a centrepiece fit for a Tudor feast
20 mins	Main activity	<p>Main</p> <p>Include the correct organisational features and key words, including imperative verbs and time connectives.</p> <p>Lower ability</p> <p>Provide a range of example centrepiece images to inspire creativity. Provide a recipe template or subheadings.</p> <p>Extension</p> <p>Include quantities of ingredients and contemporary terminology e.g. referring to different kitchen departments or methods of cooking, drawing on their mission learning.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Identify the structure of an instructional text Suggest formal sentence openers appropriate to the text type
7 mins	Plenary	<p>Ask some children to feedback to the class.</p> <p>Ask children to 'magpie' good ideas for their plans, then swap plans and peer mark work.</p> <p>TTYP questions</p> <ul style="list-style-type: none"> Have all the key features of a recipe been included? Is this a centrepiece fit for a Tudor feast? 	<p>Children can:</p> <ul style="list-style-type: none"> Identify good ideas and vocabulary Self and peer assess their work



Lesson 2 - Write instructions for a Tudor recipe

Time	Activity	Independent/group activities	Outcomes
5 mins	Mental/oral starter	<p>Play a Tudor cook-along video from the Historic Royal Palaces website on the interactive whiteboard.</p> <p>(www.hrp.org.uk/hampton-court-palace/visit-us/top-things-to-see-and-do/henry-viiiis-kitchens/tudor-cook-along-videos)</p> <p>Recap on features of a recipe as a class</p> <p>HOT questions</p> <ul style="list-style-type: none"> • Who is the target audience for this video? • Can you define the term 'audience'? 	<p>Children can:</p> <ul style="list-style-type: none"> • Identify features of a recipe from a cookery demonstration • Understand the target audience for a recipe
5 mins	Introduction	<p>Play Clerk film 4 to recap on the purpose of creating a Tudor centrepiece.</p> <p>Explain that in this lesson children are going to write and design the Tudor recipes for the Tudor centrepiece they planned. Their illustrated recipes will be put together in a class display.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Understand how their work will be used when complete
10 mins	Teacher modelling	<p>Show an example of a presentation sheet and remind children of the subheadings they need to include in their recipe.</p> <p>Model how to write a recipe using one of the films from the Historic Royal Palaces website (www.hrp.org.uk). Include key features and contemporary ingredients.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Follow the teacher's lead in setting out their work in the correct format
30 mins	Main activity	<p>Main</p> <p>Produce a neat and illustrated copy of their recipe for presentation.</p> <p>Lower Ability</p> <p>Use a template to produce a neat and illustrated copy of their recipe for presentation. Use the example on the interactive whiteboard for extra support with time connectives and bossy verbs.</p> <p>Extension</p> <p>Produce a neat copy of recipe for presentation, and draw accompanying labelled diagrams to illustrate.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Produce high quality work and supporting illustrations for display purposes



Time	Activity	Independent/group activities	Outcomes
10 mins	Plenary	<p>Ask children to share centrepiece ideas on their tables and choose the one that you think would be the most impressive for a Tudor feast.</p> <p>TTYP question</p> <ul style="list-style-type: none"> Which recipe is the most impressive centrepiece to be used for the big feast day? <p>Ask each table to present one recipe that they agree is the most impressive and then stage a class vote to decide which recipe should be used.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Analyse their own and their peers work and make a decision based as a team

Further activity ideas:

- Stage a 'Big Feast Day' in school where the children role play Tudor characters featured on the character cards.
- Research and plan other elements of the feast day such as entertainment, clothes and music.
- Film pupils presenting a 'cook-along' programme showing how to make their centrepiece recipes.
- Use paintings from the National Gallery website to explore the different foods:
www.nationalgallery.org.uk/paintings



The Clerk's Fantastic Feast

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 Clerk's Fantastic Feast 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.



Matthew Moore

Title: Kitchen Clerk

Age: 40

Location within the palace: Offices on the upper floor by Western Court and the Servery on the lower floor

Status: High within the kitchen

Takes orders from: The Board of Green Cloth



Job description:

- Plans menus with the Master Cook
- Orders provisions at the best possible price
- Oversees preparation and presentation of dishes.



**Charles Brandon,
Duke of Suffolk**

Title: Lord Steward

Age: 56

Location within the palace:
'Upstairs'

Status: High ranking noble

Takes orders from: The King



Job description:

- Looking after the 'behind the scenes' parts of the palace, including the storerooms, offices and kitchens
- Feeding the Court.



John Standon

Title: Master Cook

Age: 45

Location within the palace:

Main kitchens, but also in the kitchens where the most special dishes, such as Peacock Royal, were cooked.

Status: High within the kitchen

Takes orders from: Board of Green Cloth



Job description:

- Plans menus with the Kitchen Clerk
- Responsible for the operation of the whole kitchen
- Makes sure the scullions are properly dressed.



Matthew Clement

Title: Scullion

Age: 14

Location within the palace: Scullery

Status: Low, but with opportunities for moving up.

Takes orders from: : Sergeant of the Hall



Job description:

- Washing up
- Sweeping and cleaning the courts and galleries
- Training to become a cook.



King Henry VIII

Title: The King's full title was 'By the Grace of God, King of England and France, Defender of the Faith, Lord of Ireland, and of the Church of England and of Ireland in Earth Supreme Head'.

Age: 49

Location within the palace:

King's privy apartments

Status: The highest

Takes orders from: God!



Job description:

- Decision maker
- Ruler of the realm
- Law enforcer.



Katherine Parr

Title: Sixth wife and queen of King Henry VIII (1543-1547). Former lady in attendance to Princess Mary.

Age: 28

Location within the palace:

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

Status: High. Her status was high. She was the first wife of Henry to also be made queen of Ireland and also regent when the King went on campaign to France.

Takes orders from: Henry VIII, her husband and king



Job description:

- Rule with her Regency Council while Henry is away
- Entertain the king



Tudor Recipe Planning Sheet

Name

Title	Vocabulary
Imperative verbs (take, cut, weigh, turn, add, put, try)	
Time connectives (firstly, next, after this, in the meantime, finally)	
Ingredients and equipment (spit, saucepan, oven, spice, herb, meat, vegetable, rack)	





The Clerk's Kitchen Catastrophe

Word Bank

Herbs	Plants that add flavour to food
Feast	An extravagant meal, often eaten at celebrations
Spit	A pointed rod used for cooking meat in front of a fire
Serving hatch	A kitchen area where food is collected to be served
Spices	Parts of a vegetable that add flavour or heat to food
Sweet	Foods with a sugary taste; not salty
Savoury	Foods with a salty taste; not sweet
Kitchen	A room, or set of rooms, for cooking in



Grill	A curved metal bar for cooking food over a fire
Status	A person's position in society
Holy Day	A religious day or festival
Religion	A set of shared beliefs
Banquet	An extravagant meal; a feast
Complex	A set of buildings with different rooms
Manchet	A fine, white bread eaten by the rich in Tudor England
Cheat bread	A rough, grey bread eaten by the poor in Tudor England
Centrepiece	A display in the middle of a table



Archbishop	A Catholic bishop of the highest status
Exotic	Not native to Tudor England; from foreign lands
Clerk	A person who keeps records and receipts
Boiling House	A room where food is boiled in large pots
Pantry	A room where food is arranged and stored?
Pastry	A room where pastry is made
Buttery	A room where beer is kept in large jugs, ready for serving
Spicery	A room where spices are stored and ground
Saucery	A room where sauce is made



Poultry	A room where birds are stored and prepared
Confectionary	A room where sweets and puddings are made
Courtyard	A paved area with walls around it, open to the sky



Name

