

TIME EXPLORERS

The Architect's Design Dilemma

Teacher's Toolkit



Historic Royal Palaces
Hampton Court Palace



The Architect's Design Dilemma

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 Architect's Design Dilemma' 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 Primary 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 1714 and George I has just been invited to come from Germany to take the throne in England. He is considering whether to take up Hampton Court as one of his royal country residences, or whether to give it away because it is deemed unsuitable for a modern monarch. His decision is dependent on how favourably he views the palace as a means of displaying his status and power as a new monarch. Hampton Court has always been a palace for monarchs and it would be a disaster if George decides not to make it his home, too!

The King's architect and Chief Designer, John Vanburgh, has been tasked with finding out if the palace is still fit for use by the royal family. He needs the help of the Time Explorers to find out how the palace was used by monarchs in the past, and to discover how great artists, architects, designers and crafts people contributed throughout history to the palace's shape, style and design. Is it still lavish and fashionable enough for King George I? Or will he decide to find a new home that better displays his status and power?

The king is due to arrive any day now, and his architect needs the help of the Time Explorers to make a decision.



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Classroom challenges

Classroom challenges

This toolkit provides a series of classroom challenges for key subject areas.

Challenges can be completed either before or after the main mission activity. All challenges encourage the development of pupils' historical enquiry and historical interpretation skills. They also provide useful activity ideas across the curriculum subjects to assess prior pupil knowledge and to consolidate their learning.

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.

Overarching mission learning objectives

- To use the built environment as source material for understanding how monarchs used to live
- To understand how great artists, architects, designers and crafts people contributed to the palace's shape, style and design throughout history
- To understand that architectural tastes and fashions conveyed wider messages about power, status and monarchy and that these changed over time.



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Challenge 1: History

Aim

To explore and understand how the layout of the palace changed over time.

Curriculum links

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Resources

- A floor plan image showing the palace in 1714

Pupils are set the task of finding out which parts of the palace existed in the time of Henry VIII and which were added when the palace was redesigned by Sir Christopher Wren in the late 1600s. They should research using web sources and the image supplied.

Pupils can then apply their research, colour coding the outlines of the two stages on the supplied floor plan and adding labels to clearly indicate which parts were built in each phase.



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Challenge 2: Design & Technology

Aim

To research the work of Sir Christopher Wren and to create an ideas web or magazine page about him.

Curriculum links

Understand how key events and individuals in design and technology have helped shape the world

Resources

- Sir Christopher Wren factsheet

Activity 1 Independent work

Using the factsheet and different colours, pupils highlight anything relevant to go under the following headings:

- Key dates
- Famous buildings
- Jobs
- Interesting facts

Activity 2 Independent or paired work

Pupils should create an attractive page layout comprising text and images about Sir Christopher Wren. It should include a one or two sentence introduction and information under each of the headings above. Each section should include an appropriate image. Care should be taken to make the page as easy to read and understand as possible with a clear layout and design, use of headlines and colour.



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Challenge 3: Art and Design

Aim

To understand the qualities that made Hampton Court Palace a fitting royal residence using modern marketing techniques.

Curriculum links

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To learn about great artists, architects and designers in history

Resources

- A selection of brochures/advertisement about modern buildings; local estate agents might be able to supply these.
- Web print-offs about properties in this county or abroad.

Activity 1

Class discussion

Look at the leaflets and advertisements for houses, offices and other properties. How do they make the properties seem attractive? Talk about the kind of words used such as spacious, luxury, prestigious, quality and so on. Look at the way the properties are presented using images, either photographs or drawings: blue sky, bright images, no litter etc.

Activity 2

Independent or paired work

Pupils can then create their own designs for posters or brochures using modern marketing methods to convince King George I of the qualities of Hampton Court Palace that would make it an ideal residence for him. Their design should be bright and bold with lots of colour and just a few carefully chosen words. The work can be in electronic (design software) format or using traditional paper methods with their choice of drawing media: crayon, paint etc. They might like to focus on some of these impressive qualities of the building:

- Beautiful setting in the English countryside
- Close to London
- On the River Thames
- Historic building
- Many fine details
- Parts designed by Sir Christopher Wren
- Impressive interiors
- Plenty of space
- Public and private rooms
- Magnificent gardens
- Will impress any visitor!



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Challenge 4: English

Aim

To gain experience of writing and performing dialogue

Curriculum links

- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Activity 1 Duologues

Draw together the work that pupils have done on Hampton Court Palace and in particular its qualities as a potential home for a king.

Introduce the idea of dialogue: a discussion between two or more people. Explain that they are going to work in pairs to write a dialogue between two people - this is called a duologue; duo meaning two.

One is to be the king who is trying to decide whether to live at Hampton Court himself, or whether to let other members of his household live there. The other is to be the king's architect who wants to persuade the king that Hampton Court would make an ideal home for him.

The king is, of course, in charge and the architect must try to persuade without saying anything that will annoy the king or put him off the idea of living at Hampton Court Palace.

The architect should seek to persuade using the points made in the brochure design activity above, while the king will ask questions about the site, the house, the gardens etc. The king may seem bored or want to talk about something else from time to time, so the architect will need to find ways to re-ignite his interest!

Activity 2 Paired writing

Working in pairs the pupils write their duologues with an easy to read structure; either in radio drama format or screenplay format, as shown in the examples on the following page.

Activity 3 Performance

Pupils perform their duologues, bringing the words to life and adding character and expression. Since there will be many scripts in an average-sized class, each could be performed to one other pair. You could follow this with a class discussion about the strong points of what the pupils have said and heard.

An alternative approach would be for the whole class to hear a few performances each day.



Radio drama format

King: Come forward. You may speak.

Architect: Thank you your majesty.

King: Well?

Architect: If it pleases your highness, I am here to presents some details of the Palace at Hampton Court in a delightful location on the River Thames.

King: I don't want to be in London, too smelly.

Architect: Very wise sir. This palace is outside the city...

King: As long as it is not too far.

Architect: Indeed not your majesty, close enough yet far enough away. An ideal location.

King: Very well, tell me more.



King: Come forward. You may speak.

Architect: Thank you your majesty.

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*King
Very well, tell me more.*



Factsheet: Sir Christopher Wren

Sir Christopher Wren is most famous as an architect but he was also a scientist and mathematician.

He was born on 20 October 1632 in East Knoyle, Wiltshire, where his father was the Rector – a clergyman.

When the family moved to Windsor the young Christopher went to Westminster School and later to Oxford University. He liked inventing things, including a machine for writing in the dark. In 1657, he became professor of astronomy and in 1662, he helped to set up the Royal Society, one of Britain's great centres of scientific discovery and learning.

In 1664, he was asked to design the Sheldonian Theatre in Oxford and in 1665 a chapel for Pembroke College, Cambridge. After success at these, the design of buildings (architecture) became his main focus. He became known for bringing French and Italian style to his work.

After the Great Fire of London in 1666, Christopher Wren produced great plans for a major rebuilding of the area. These were rejected but he did design 51 new city churches, as well as the new St Paul's Cathedral – for which he is most famous. In 1669, he became surveyor of the royal works which meant that he could influence the design of all government building in the country. He was knighted in 1673.

Some of his famous buildings include the Royal Observatory at Greenwich, a hospital in Chelsea for retired soldiers, and a hospital for sailors in Greenwich. Between 1689 and 1694 he worked on the redesign of parts of Hampton Court Palace.

Sir Christopher Wren died on 25 February 1723. His gravestone in St Paul's Cathedral features a Latin inscription which translates as: 'If you seek his memorial, look about you.'

