

Elizabeth I and Hampton Court Palace

(Elizabeth HCP)

Teacher notes

Length: 90 minutes

Meeting point:

Your presenter will meet you **inside the Clore Learning Centre**. Please **arrive at least 5 minutes before** your session is due to begin.

New National Curriculum links at KS4:

Students will:

- Understand, analyse and make valid historical claims from:
 - A range of source material, including written historical sources whose precise provenance is given, as part of an historical enquiry
 - A range of representations and interpretations of the past as part of an historical enquiry

- Understand historical concepts of continuity and change, cause and consequence, similarity and difference, and significance by making connections, drawing contrasts, analysing trends and framing historical questions.

Exam board specifications:

Exam board	Elizabeth
AQA	Paper 2: Shaping the Nation, Section B: Elizabethan England, c1568-1603
Edexcel	Paper 2: Period study and British depth study B4: Early Elizabethan England, 1558-88.
OCR	OCR B Component group 1 British Depth study The Elizabethans, 1580-1603
Eduqas	Component 1: British study in depth 1B. The Elizabethan Age, 1558-1603
WJEC	Unit 1: Studies in Depth - Wales and the wider perspective 1A. The Elizabethan Age, 1558-1603



Session objectives:

- To identify Elizabeth's connections with Hampton Court Palace.
- Explore Hampton Court Palace's significance during the Succession Crisis.
- Evaluate the impact of Elizabeth's reign on society during the 'Golden Age'.

During your session:

Please note that the 1:10 staff to pupil ratio which we ask for throughout your visit to Hampton Court Palace still applies during your teaching session. We ask that sufficient adults remain with the group as they will be encouraged to join in with the session activities. Our workshops are designed for a health and safety maximum of x35 pupils per session. For your information this workshop will take place in one of our classroom spaces within the Clore Learning Centre.

