

BUILD YOUR
OWN DISCOVERY

Victoria Revealed

ESOL entry level 1-3



Special thanks to Matthew Edwards, Elaine Henderson, Sindi Hearn and Michael Burgoyne from Westminster Adult Education Service for all of their hard work in developing and testing these ESOL resources.

Historic Royal Palaces is an independent charity that looks after the Tower of London, Hampton Court Palace, the Banqueting House, Kensington Palace, Kew Palace and Hillsborough Castle. Our aim is to help everyone explore the story of how monarchs and people have shaped society, in some of the greatest palaces ever built.

www.hrp.org.uk

Westminster Adult Education Service is Westminster's only specialist adult education provider and one of the largest local authority adult education providers in the country. The service is part of the education department of the City of Westminster and is funded by the Skills Funding Agency. Our board of governors includes elected members of the city council and members from the community and local organisations.

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Introduction

Kensington Palace has a long history of being a multicultural palace. The palace was built by William III and Mary II after their arrival from the Netherlands, transformed by George I, Britain's German king, and established as a visitor attraction by Queen Victoria. For over 325 years, Kensington Palace has been a place for international visitors, as both a royal palace and now as a world famous tourist attraction.

The palace's multicultural history is reflected in its surrounding communities. Situated in the Royal Borough of Kensington and Chelsea and neighbouring Westminster and Hammersmith and Fulham, our local communities are some of the most diverse in the United Kingdom.

To celebrate and involve our local community we run the Build your own discovery programme. This aims to enable more people to make personal connections with our palaces and help everyone explore the story of how monarchs and people have shaped society, in some of the greatest palaces ever built. This English for Speakers of Other Languages (ESOL) resource will enable learners to access the Victoria Revealed exhibition at Kensington Palace by providing guidance and activities for groups to support their development of English language learning.

'Build your own discovery' programme

'Build your own discovery' at Kensington Palace is a free programme available to local community group leaders and adult learning tutors who want to use the palace as inspiration to develop and deliver their own activities onsite.

'Build your own discovery' is a three-fold programme that includes a half-day training workshop for group leaders or tutors; group visits led by a trained group leader or tutor; and discount entry for participants to make a return visit on their own.

How to use Historic Royal Palaces' ESOL resources

These resources have been designed to help tutors independently visit to Kensington Palace and engage their learners with the palace's unique stories, spaces and collections as part of the 'Build your own discovery' programme.

HRP's Learning and Engagement team worked in close partnership with Westminster Adult Education Service to design and test high quality ESOL resources. The resources contain a range of pre-visit, during visit and post-visit activities with accompanying teacher notes.

Westminster Adult Education Service aligned the activities with the Adult ESOL Core Curriculum.

The curriculum reference number is listed for each activity task as such:

Sc/L1.2a = Skill Sub-section / Level.
Level Descriptor Component skill

Victoria Revealed ESOL resource outline

This resource aims to provide tutors with enough historical and practical information to leave them feeling confident in sharing information and delivery activities to their learners.

Victoria Revealed at Kensington Palace **Page 8**

This section is aimed at tutors. It outlines the historical, thematic and practical information about Victoria Revealed at Kensington Palace which helps set the context for the activities.

Activities 1-6

There are six activities aimed at introducing learners to Kensington Palace and Victoria Revealed. Each activity consists of a number of tasks. Tutors are welcome to use all of the materials, but are also encouraged to use this resource to fit their learners' needs. Tasks are designed to enable a pick and mix approach, allowing tutors to customise their teaching by selecting tasks that are most relevant and useful for their learners.

Activity 1: **Getting to know Kensington Palace** **Page 10**

Activity 1 includes four tasks that provide a general introduction to Kensington Palace. It is a pre-visit resource to help learners plan their visit to the palace. It includes general information about the palace's history, visiting and travelling to the palace.

Activity 2: **Victoria and the Kensington System –** **Page 22**

Activity 2 has two tasks that introduce learners to the rigid set of rules young Princess Victoria followed until she became queen at 18 years of age. This is a good opportunity for learners to review can, can't and task 1.4: Rules for visiting the palace.

Activity 3: Victoria's diaries **Page 26**

Activity 3 consists of four tasks that introduce learners to Victoria's diaries. Victoria Revealed tells the story of Victoria's life using her diaries. This activity will familiarise learners with her diaries, better preparing them for a visit to the palace.

Activity 4: **Victoria at the palace** **Page 30**

Activity 4 is an onsite activity that includes three tasks and encourages learners to explore the first three rooms of Victoria Revealed in detail.

Activity 5: **Reflecting on your Kensington** **Palace visit** **Page 33**

Activity 5 is a post-visit activity that includes four tasks. It aims to encourage learners to reflect and share their visitor experience.

Activity 6: **Independent visit activity** **Page 40**

Activity 6 contains one task that tutors can give to learners should they return to palace with their families on a follow-up visit.

Appendix: **Page 42**

Victoria Revealed Reference Information

Contact us **Back page**

This section provides contact details for any queries relating to the 'Build your own discovery' programme and this ESOL resource.

Victoria Revealed at Kensington Palace

Victoria Revealed is an exhibition that explores Queen Victoria's long and fascinating life in her childhood home, Kensington Palace. Visitors can discover the many aspects of Queen Victoria's character: devoted wife, dedicated mother, lover of the arts, devastated widow and powerful stateswoman.

This ESOL resource explores Queen Victoria's early life drawing on her diary entries, personal objects and spaces she lived in, inspired by Victoria Revealed.

Kensington Palace and Victoria

Kensington Palace became a royal home in 1689 when King William III and Queen Mary II bought what was then known as Nottingham House and transformed it into a grand residence. Over the following centuries many other kings and queens, princes and princesses have lived here, extending it and enhancing it to suit their own tastes. One of those princesses was Victoria, who was born, raised and ascended to the throne at Kensington Palace in 1837.

After she becoming queen, Victoria lived at the palace for a few weeks before moving to Buckingham Palace. Many years later two of her children made Kensington their home (Louise and Beatrice). Queen Victoria remained fond of Kensington Palace throughout her life. In 1899, after receiving financial support from Parliament to restore the palace, Queen Victoria opened it to the public on her 80th birthday.

Victoria: Princess, Queen and Empress

Princess Victoria was born on 24 May 1819 at Kensington Palace where she grew up alone with her mother, the Duchess of Kent, and spent what she would later recall as a lonely and unhappy childhood.

At six in the morning on 20 June 1837, Victoria was awoken by her mother at Kensington Palace. Clothed only in her dressing gown, she met the Lord Chamberlain who told her uncle, King William IV was dead and that she was now queen. This marked the end of the Hanoverians and the start of the Saxe-Coburg-Gotha dynasty.

The public rejoiced in the new monarch. However, her popularity varied throughout her reign. Her withdrawal from public life after Prince Albert's sudden death in 1861 caused a groundswell of dissatisfaction which seemed to threaten the future of the monarchy itself. This tide of British republicanism waned in the early 1870s. By the time of her Diamond Jubilee in 1897 Victoria had become enormously popular amongst her subjects again.

Victoria presided over the heyday of the British Empire. By the late 19th century, almost a quarter of the world's population was subject to her rule. Victoria did not travel her vast empire, and never ventured further than Europe. Despite this, she was fascinated by India. She employed several Indian servants, created an Indian-themed room at Osborne House in the Isle of Wight, and even learned Hindustani.

More information about Victoria Revealed, Kensington Palace and notable figures and elements of Victoria's life can be found in the appendix.



Young Victoria
Dulwich picture gallery



Young Queen
National Portrait Gallery



The Coronation Of Her Majesty Queen Victoria. 1838
Roysl Collection Trust Rcjn 605572



Kensington Palace exterior etching

Activity 1: Teacher's Notes

Getting to know Kensington Palace

Activity 1 includes five tasks that provide a general introduction to Kensington Palace. It is a pre-visit resource to help learners plan their visit to the palace. It includes general information about the palace's history, visiting and travelling to the palace.

Theme:

General introduction to Kensington Palace.

Aims:

- Familiarise learners with information about Kensington Palace
- Introduce learners to the history and inhabitants of the palace
- Enable learners to recognise key vocabulary including dates and royal titles and to discuss Kensington Palace

Objectives:

Learners will:

- Recognise the purpose of texts
- Read texts for specific information
- Use can + infinitive to describe possibility and permission when discussing what you can or can't do in the museum
- Ask and answer questions using would like to + infinitive to discuss future plans



Tasks:

Task 1.1: Timeline

Task 1.2: Things to see and do

Task 1.3: Getting to the palace

Task 1.4: Rules for visiting

Curriculum Reference:

Rt E1 1b: obtain information from texts

Rt E1 2a: recognise the purpose of texts, recognising the look of a text to help predict its purpose (e.g. to give information about the palace)

Sc E1 2a: ask for information (about how learners would like to travel to the palace, what learners would like to see in the palace)

Sc E1 4a: make simple statements of fact (about how learners would like to travel to the palace, what learners would like to see in the palace)

Sd E1 1c: express likes and dislikes, feelings, etc.



Task 1.1: Timeline

Show learners the pictures of the famous royals who have lived in Kensington Palace. Explain that all of them lived in Kensington Palace. Ask learners if they know who any of the people are.

Elicit some vocabulary, if necessary:

- King
- Queen
- Princess
- Prince
- Duchess

Elicit/ explain the hierarchy of these people, i.e. that a king is above a prince, etc.

Show the timeline and elicit the oldest date and the current date.

Elicit the spoken dates (e.g. *seventeen fourteen; eighteen thirty nine*)

Hand out the cards and the time line and get learners in groups of 2 or 3 to match the pictures to the times.

Get feedback by nominating learners.

Learners in pairs practise using the dates (e.g. *Princess Victoria lived there in 1839*)

Answers Task 1.1:

1689 - William III and Mary II

1702 - Queen Anne

1714 - George I

1727 - George II

1837 - Queen Victoria

1981 - Princess Diana

Now - Kensington Palace



Task 1.2: Things to see and do

As an open class, ask learners what they can see in the pictures.

Get learners to work in pairs to match the pictures to the words.

Get feedback.

Pre-teach any difficult vocabulary, with pictures if possible:

- Exhibition
- Painting
- Sculpture
- Toys
- Jewellery
- Diaries

Answers Task 1.2:

F, F, T, T, T, T, T

Extension:

- Learners can discuss together which things they have or haven't got in their own houses (e.g. I have got pictures in my house. My house has got 4 rooms. It hasn't got a garden)

- Learners can then write 3-4 sentences about their own home and compare how they are different.

Wt E1 1a: compose very simple text to communicate ideas or basic information

Ws E1 1a: construct a simple sentence, using basic word order and verb form

Ww E1 1a: use and spell correctly some personal key words and familiar words

Task 1.3: Getting to the palace

Learners read the information leaflet by themselves and answer questions 1-6.

Answers Task 1.3:

1. An information leaflet
2. W8 4PX
3. 3
4. T, F, T, F, T, T, T
5. 0844 484 7777
6. Website, email, internet search tools

Extension activities:

Learners can use internet maps to research the best ways to get to the palace.

Review would like to + infinitive for future plans

(e.g. I would like to travel... I would like to see...).

Ask learners in pairs to discuss how they would like to travel to the palace (e.g. I would like to travel by bus/ on foot/ by car) and what they would like to see there (e.g. I would like to see the paintings). Ask learners to feedback to the class.

Extension activities:

This can be extended to form a class survey using would like to + infinitive - 3 possible questions asked in a multiple choice survey format.

Learners can mill and ask and answer the questions with up to 3 other learners, using the multiple choice answers.

If Learners have other ideas they can write them in the 'other' section.

Questions:	Student 1	Student 2	Student 3
How would you like to travel to the palace?	<ul style="list-style-type: none"> • on foot • by car • by bike • by taxi • by underground • other 	<ul style="list-style-type: none"> • on foot • by car • by bike • by taxi • by underground • other 	<ul style="list-style-type: none"> • on foot • by car • by bike • by taxi • by underground • other
What would you like to see?	<ul style="list-style-type: none"> • Paintings • Old clothes • Sculptures • The building • Other 	<ul style="list-style-type: none"> • Paintings • Old clothes • Sculptures • The building • Other 	<ul style="list-style-type: none"> • Paintings • Old clothes • Sculptures • The building • Other
What else would you like to do?	<ul style="list-style-type: none"> • Have lunch in the café • Have a picnic in the gardens • Talk to an Explainer • Learn about history • Other 	<ul style="list-style-type: none"> • Have lunch in the cafe • Have a picnic in the gardens • Talk to an Explainer • Learn about history • Other 	<ul style="list-style-type: none"> • Have lunch in the cafe • Have a picnic in the gardens • Talk to an Explainer • Learn about history • Other

Learners can feed back about one person (e.g. Fatima would like to see the paintings. She would like to travel by underground because she lives in Paddington. She would like to learn about Queen Victoria.)

Learners can write a paragraph about what they would like to do in the palace and how they would like to travel to the palace.

Provide scaffolded texts for lower learners.

Task 1.4: Rules for visiting the palace

Ask learners whether they have a lot of rules at home or at college. Are the rules different for each place?

Draw a table on the board with three columns: place (home or college), yes, no.

Ask learners to discuss rules for each place in groups for 2 minutes. Ask learners to share one thing they can do and one thing that can't do at home and at college. Ask for brief feedback.

Ask learners what they will see at the palace. Pre-teach vocabulary using the pictures of the icons on the sheet, mime and realia: cloakroom, coat hanger, camera, video camera, flash (photography), touch, unattended.

Review can + infinitive and the negative can't + infinitive for either 'yes' or 'no' when discussing the rules and things we can do.

Ask learners in pairs to discuss whether they can or can't do the things in the pictures in the palace. Fill in the blanks with can or can't.

Differentiation:

- Stronger learners could discuss why you can or can't do these things in the palace. This could also be a whole class extension.
- Weaker learners could match pictures of the signs to the rules prepared on cue-cards.

Discuss the pictures of the places/ people in Kensington Palace as seen in the next activity: Sunken Garden, King's Staircase, Orangery, Explainer.

Ask the learners the kind of things you can and can't do in each place and with an Explainer.

Learners read the rules individually and answer the true and false questions.

Review answers together.

Answers Task 1.4:

You can leave your bags and clothes in the cloakroom

You can't cycle here.

You can't take photographs with flash.

You can't smoke.

You can't take video

You can't touch the pictures

You can't eat food and drink.

You can't leave your children unattended.

T, F, F, T, F, F, T, T, T, T

**Activity 1: Learners
Getting to know Kensington Palace**

Put the people in the right place on the timeline.

1689	1702	1714	1727	1837	1981	Now
Place image & name here	Place image & name here	Place image & name here	Place image & name here	Place image & name here	Place image & name here	Place image & name here



King George II
RCIN 603870



Princess Diana
RCIN 2115649



William III and Mary II
RCIN 603187



Queen Victoria
RCIN 605572



Kensington Palace



Queen Anne
RCIN 603332

 **Task 1.2: Things to see and do**

Can you match the pictures to the words? Draw a line between the correct pairs.

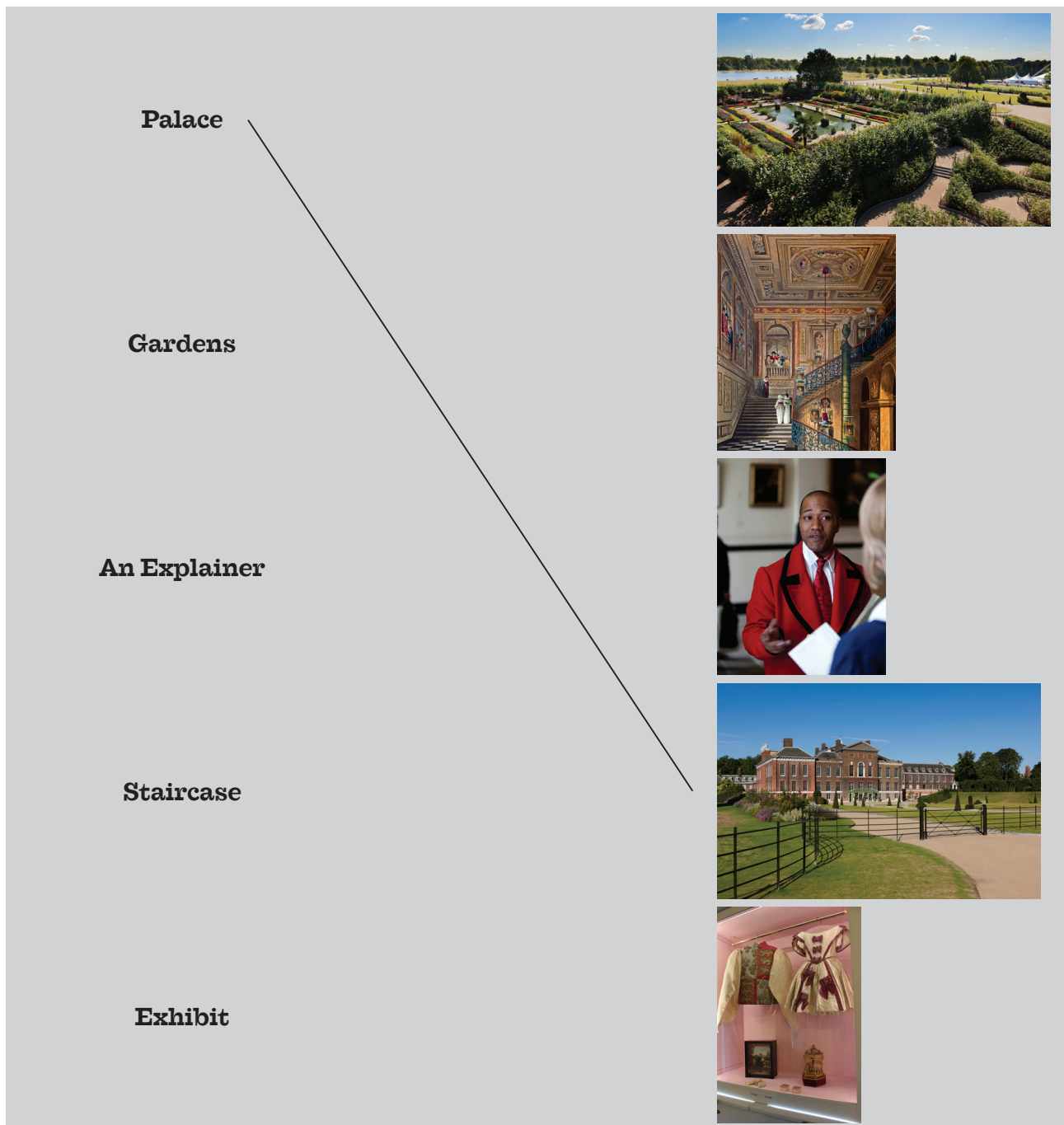
Palace

Gardens

An Explainer

Staircase

Exhibit



Kensington Palace is over 325 years old. Some of the Royal Family still live here today. At Kensington Palace you can learn about the Royal Family of The United Kingdom. It has got four exhibitions.

The King's State Apartments are about William III, Mary II and Queen Anne.

In the King's State Apartments you can learn about George I, George II and Queen Caroline. There are 8 rooms with paintings, sculptures and old clothes. You can learn about life in the palace, from 1714-1760.

In Victoria Revealed, you can learn about Queen Victoria's life, from 1819-1901. You can see some of her children's toys, her jewellery and her diaries.

In the Piggott Galleries you can see an exhibition about fashion. There are some of Princess Diana's dresses.

You can relax and have a picnic in the palace gardens. There are also beautiful flower gardens and a Wiggly Walk. You can have lunch and tea in The Orangery restaurant or in the café. In the palace there are friendly Explainers who can tell you lots of information about the palace and its history.

Circle True or False

Kensington Palace is 200 years old	T	F
The Royal Family don't live there anymore.	T	F
It has got 4 exhibitions.	T	F
The King's State Apartments are about King George I and II.	T	F
You can see Princess Diana's dresses in the Piggott galleries.	T	F
You can see some of Victoria's things in Victoria Revealed.	T	F
There are beautiful gardens.	T	F
You can buy food from 2 places.	T	F

Task 1.3: Getting to the palace

Visitor information:



Kensington Palace

Kensington Gardens, London, W8 4PX

The palace is open 7 days a week all year round, except 24–26 December and 26–30 January

The Orangerie is open 7 days a week all year, but occasionally closes for functions.

Opening times:

Summer (1 March – 31 October)

10.00–18.00

Winter (1 November–28 February)

10.00–16.00

Contact:

Telephone numbers:

Information: **0844 482 7777**

Ticket booking line: **0844 482 7799**

Email: kensingtonpalace@hrp.org.uk

Website: www.hrp.org.uk

Tickets:

	Gate Price		Online Price	
	Summer (1 March – 31 October)	Winter (1 November– 28 February)	Summer (1 March – 31 October)	Winter (1 November– 28 February)
Adult	£18.00	£16.50	£16.90	£15.40
Child (under 16)	Free	Free	Free	Free
Concessions (Full-time Students; over 60 yrs with ID)	£14.30	£13.70	£13.20	£12.60

Information correct at the time of printing

How to get here:



Queensway Station (Central Line)

High Street Kensington Station
(Circle and District Lines)

Notting Hill Gate
(Central, Circle and District Lines)



Bayswater Road:
70, 94, 390

High Street Kensington:
9, 10, 49, 52, 70, 148

Read the page above and answer these questions.

Tick ✓ the right box. The page above is

- _____
- an information leaflet.
- _____
- a post card.
- _____
- an advert.
- _____

What is the palace's post code?

How many tube stations are nearby?

Circle True or False

- | | | | |
|-------|---|---|---|
| _____ | The palace is open 7 days a week. | T | F |
| _____ | The palace is open every day of the year. | T | F |
| _____ | The palace opens at 10.00 all year. | T | F |
| _____ | The palace closes at 7pm in winter. | T | F |
| _____ | It is cheaper to buy tickets online. | T | F |
| _____ | Children under 16 go free. | T | F |
| _____ | You can get 3 buses from Bayswater Road | T | F |

Which telephone number should you call for information? Tick ✓ the right box.

- _____
- 0844 482 7777
- _____
- 0844 482 7799
- _____
- 0844 482 7788
- _____

How else can you get more information?

Ask a partner:

How would you like to travel to the palace?

- by train
- on foot
- by car
- by bike
- by taxi
- by underground

What would you like to see in the palace?

I would like to go by underground because I live in Paddington.

I would like to see the paintings.



Task 1.4: Rules for visiting the palace

Write can or can't in the spaces next to these signs.



You leave your bags and clothes in the cloakroom.



You take video in the palace.



You cycle in the garden.



You touch the pictures.



You take photographs, but you use flash.



You eat food and drink in the palace.



You smoke in the palace.



You leave your children unattended in the garden.

Tick ✓ true or ✗ false for these places. What can you do? What can't you do?

True	False
------	-------

You **can** walk in the gardens.

You **can** leave your children unattended.

You **can** cycle here.

You **can** see pictures of people from history.

You **can't** touch the paintings.

You **can** take pictures with flash.

You **can** buy alcohol.

You **can** drink tea and coffee.

You **can** eat hot food.

You **can** ask for directions and information.

You **can** ask for help if you have a problem.

An explainer **can** tell you about history.

Check your answers with a partner.

Activity 2: Teacher's Notes

Victoria and the Kensington System

Activity 2 has two tasks that introduce learners to the rigid set of rules young Princess Victoria followed until she became queen at 18 years of age. This is a good opportunity for learners to review can, can't and task 1.4: Rules for visiting the palace.

She had a strict upbringing and how to follow a set of rules called the Kensington System. These rules were developed by her mother, the Duchess of Kent, and her adviser, Sir John Conroy. They were a method for protecting and enhancing their power by keeping Victoria under their control. They hoped these rules would disempower Victoria, so that when she eventually became queen, she would have to rely on them for advice and counsel.

Under the Kensington System rules, Victoria was never allowed out of the sight of an adult, was rarely allowed to meet other children, and had to sleep in the same room as her mother until she became queen.

Theme:

Review use of can and can't (rules and ability); introduce young Princess Victoria and the Kensington System (rules and ability).

Aims:

- Familiarise learners with the rules in the palace
- Familiarise learners with what they can do in the palace
- Introduce learners to Princess Victoria and her history in Kensington Palace
- Enable learners discuss rules

Objectives:

- Recognise the purpose of texts
- Read texts for specific information
- Ask and answer questions using would like to + infinitive to discuss future plans



Tasks:

Task 2.1: Introduction to the Kensington System

Task 2.2: Princess Victoria writes about rules

Curriculum Reference:

Rt/E1.1b: Obtain information from texts

Sc/E1.3a, 3b: Ask for information and personal details (using can + infinitive)

Sd/E1.1c: Express likes and dislikes, feelings, etc. when discussing the rules (Victoria's and their own)



Task 2.1: Introduction to the Kensington System

Show the picture of Princess Victoria and her mother, the Duchess of Kent. Explain that this is Victoria before she was queen, as a young child living at Kensington Palace.

Ask the class for their feedback about this painting:

Do they look happy or sad?

Do you think they have a good relationship?

Take one or two ideas from the class.

In pairs, ask learners to discuss the rules. Ask them to choose yes or no for whether Victoria can or can't do the things based on what they learned about the Kensington System.

Take feedback from the class.

Extension:

Ask learners with children what things of the above their children can/ can't do.

Task 2.2: Princess Victoria writes about rules

This task uses a fabricated diary entry. It is meant to express her views on the Kensington System, as inferred from later recollections of her childhood.

You may want to pre-teach some vocabulary: court, alone, unfair, taste.

Answers:

Statement	Answers
I can't sleep alone. I share a bedroom with my mother	No
I can't eat what I want.	No
I can't go anywhere by myself. Someone is always with me.	No
I can't go up or down the stairs by myself!	No
I can't play with other children. I don't have any brothers or sisters to play with at home and I can't see my family at the court. I can only meet people if my mama says I can	No

Get feedback from learners by asking: Can she go where she wants? Learners can answer in the short answer form (yes, she can/ no she can't) or in full sentences.

Ask learners to discuss whether they think the rules are good or bad. Encourage discussion if possible. If learners are parents, relate the debate to their own children or relate to their own childhood rules.

Ask for learners to write two rules they follow at home and at college. You can give examples, possibly using those shared in Task 1.4: Rules for visiting the palace. Ask learners to feedback to the class.



Activity 2: Learners Introduction to the Kensington System

The Kensington System are rules that Princess Victoria followed as a child.

Talk to a partner. Which ones can she do and which one's can't she do? Circle 'yes' or 'no' in column A.

Victoria's Rules	A. What do you think?		B. Check in the text	
	yes	no	yes	no
1. She can go where she wants.	yes	no	yes	no
2. She can walk up or down the stairs by herself.	yes	no	yes	no
3. She can sleep in her own room.	yes	no	yes	no
4. She can meet who she wants.	yes	no	yes	no
5. She can eat what she wants.	yes	no	yes	no

 **Task 2.2: Princess Victoria writes about rules**

Read this page of Victoria's diary. This is what she might have written, but is not an extract from her real diary. What can she do? What can't she do? Circle 'yes' or 'no' in column B.

There are too many rules in my life. I'm very unhappy.

I can't sleep alone. I share a bedroom with my mother.

I can't eat what I want.

I can't go anywhere by myself. Someone is always with me.

I can't go up or down the stairs by myself!

I can't play with other children. I don't have any brothers or sisters to play with at home and I can't see my family at the court. I can only meet people if my mama says I can.

It's so unfair!

 **Task 2.3: Talk to a partner. Do you think the rules are good or bad?**

 **Task 2.4: What are the rules in these places:**

- At home
- At college

At home I can / can't:

At college I can / can't:

Think of somewhere else, e.g. your child's school or the supermarket.

Activity 3: Teacher's Notes

Victoria's diaries

Activity 3 consists of four tasks that introduce learners to Victoria's diaries. Victoria Revealed tells the story of Victoria's life using her diaries. This activity will familiarise learners with her diaries, better preparing them for a visit to the palace.

NOTE: The excerpt from Victoria's diary has been simplified to make it easier for learners to comprehend.

Theme:

To explore and understand Victoria's diaries

Aims:

- Introduce learners to Princess Victoria's diaries and review use of past simple in diary writing

Objectives:

Learners will:

- Describe and discuss information about Queen Victoria's life
- Read about Queen Victoria's life from her diaries
- Write diary entries using past simple

Tasks:

Task 3.1: Discussion: what are diaries?

Task 3.2: Queen Victoria's coronation day

Task 3.3: Writing in your diary

Task 3.4: Exploring Victoria's diaries online

Curriculum reference:

Sc/E3.4c: Give an account/ narrate events in the past

Ws/E3.1a: Write in complex sentences

Task 3.1: Discussion: what are diaries?

Discussion: There is no activity sheet for Task 2.1.

Victoria Revealed is told through Victoria's personal diary entries and objects. This is a discussion task about different types of diaries: appointment diaries, personal diaries.

Tutors and learners can bring in their diaries, either appointment or personal diaries. Tutors and learners may wish to share old diary entries to amuse the group.

Lead this to a discussion about the value of photographs and videos as methods of remembering events. Tell learners that photography had not been invented until after Victoria's coronation, so events were recorded using other methods: diaries, painting, prints, etc.

Task 3.2: Queen Victoria's coronation day

This is a reading and speaking activity leading to a writing activity.

If necessary, pre-teach vocabulary: coronation, state coach, procession.

NOTE: The excerpt from Victoria's diary has been simplified to make it easier for learners to comprehend.

Answers Task 3.2:

1. Victoria wrote it.
2. She felt strong and well when she got up. Later she felt proud.
3. Hyde Park was full of people, soldiers and bands.
4. She was worried that people might get hurt in the crowd.
5. Royal events are always popular, but television hadn't been invented, so the only way to see it was to attend.

Task 3.3: Write in your diary

This is a writing activity that helps learners practice using the past simple.

Encourage learners to make longer sentences, joined by and, although, because and but.

Task 3.4: Exploring Victoria's diaries online

Queen Victoria's diaries are available online:
www.queen-victorias-scrapbook.org/contents/1-7.html

The diaries are searchable by date. Ask learners to select a date and find out what Victoria was doing on that date. To make it more fun, this date could be a special date in their life: a birthday, an anniversary, a holiday.

Ask learners to share what they learned about Victoria on that date.

Activity 3: Learners Victoria's diaries

Read the text about the day of Queen Victoria's coronation.

Thursday 28 June 1838

I woke up at four in the morning because of the noise in the park, and could not get much sleep afterwards because of this. Got up at 7 feeling strong and well; Hyde Park looked different because there were crowds of people, soldiers and bands playing music.

I dressed, ate a little breakfast, and at half past 9 I went into the next room dressed for my coronation....At 10 I got into the state coach... and we began our journey.

It was a fine day and the crowds of happy people were very big ... people were standing in every spot to watch. How proud I feel to be the queen of such a country.

I was worried at times that the people would be hurt because of the size of the crowd but nobody was hurt.

Answer the questions with a partner.

1. Who wrote this?

2. How did Victoria feel?

3. Why did the park look different?

4. Why was Victoria worried about the people in the crowd?

5. Why do you think the crowd was so big?



Task 3.3: Write in your diary

Write a diary entry below about an important or interesting day.
Use the past simple and some of the words in the box below.

Example: *I woke up early because we had a long way to go.
Although it was raining I went to....*

and / because / although / but



Task 3.4: Exploring Victoria's diaries online

Queen Victoria's diaries are available online:
www.queen-victorias-scrapbook.org

You can search through her diaries by date.

Select a date and find out what Victoria was doing on that date.

You could search a special date in your life: a birthday, an anniversary, a holiday.

Share what you learned about Victoria on that date with the class.

What date did you read about?

What was happening in Victoria's life on that date?

Activity 4: Teachers Notes

Victoria at the palace

Activity 4 is an onsite activity that includes three tasks and encourages learners to explore the first three rooms of Victoria Revealed in detail.

The Red Saloon is where Victoria held her first Privy Council meeting, signed the Protestant Oath and officially became queen. Written on the walls of the Red Saloon are the names of all 97 men present for that event.

There is a painting on the wall on the right. It shows Queen Victoria's first Privy Council meeting which took place only a few hours after the death of her Uncle, King William IV. In reality, she wore a black mourning dress, but was painted in white so that she would stand out against the black coats of the men. It also emphasizes her youth and inexperience.

Victoria was 18 years old when she became queen. She records in her diary that she was calm and 'not at all nervous'.



Red Saloon

Theme:

Visiting and exploring rooms in the palace; describing place and people;

Aims:

- Raise awareness of Victoria and Albert's early life together in Kensington Palace
- Allow learners to describe situations and people

Objectives:

Learners will:

- Describe and discuss ideas and opinions about life in Kensington Palace
- Describe pictures, people and place in Kensington Palace

Tasks:

Task 4.1: The Red Saloon

Task 4.2: Falling in Love

Task 4.3: Family Life

Curriculum reference:

Sc/E3.4d: Give an explanation

Sd/E3.1d: Express views and opinions



Task 4.1: The Red Saloon

Encourage learners to imagine the scene in the picture taking place. They can sit at the table and recreate the scene.

Victoria's diary entries are written on the walls and table in the Red Saloon. Encourage learners to read the diary entries on the wall together.

Answers Task 4.1:

1. In this room
2. 18 years old
3. Calm



Task 4.2: Falling in Love

The second room in Victoria Revealed is about Victoria and Albert's early relationship. Encourage learners to look at paintings of Albert and his personal objects. They can read Victoria's diary entries about him to understand their early relationship better.

Victoria and Albert loved music. The piano in this room plays music on the hour and half hour.

Answers Task 4.2:

1. They played the piano together.
2. N/A – learners own opinion
3. Photography had not been invented at the time Victoria and Albert met.



Task 4.3: Family life

The third room of Victoria Revealed is about childhood, both that of Victoria and her own children. Historic Royal Palaces' curators believe that Victoria was born in this room. Encourage learners to read the diary entry about this printed on the carpet.

Answers Task 4.3:

1. She remembers crawling on a yellow carpet at KP.
Her diary entry is on the carpet.
2. Three – Princess Victoria, her parents, the Duke and Duchess of Kent
3. Victoria, her mother (Victoria, Duchess of Kent) and her father
(Edward, Duke of Kent, in the picture her mother is holding)

Extension

Ask the learners to look at the paintings of Victoria's two children on the right wall. Are the learners surprised to see the princes are wearing dresses?



Falling in Love Room

Activity 4: Learners Victoria at the palace

The first room of Victoria Revealed is about Victoria becoming queen.

Discuss with your partner.

Look at the picture on the wall on the right.

Talk to your partner about what is happening.

1. Where is it happening?

Queen Victoria wrote about this meeting in her diary (look on the table).

2. How old was she?

3. Was she confident or calm?



Task 4.2: Falling in Love

The second room in Victoria Revealed is about Victoria and Albert's early relationship.

Discuss with your partner.

Victoria and Albert both enjoyed music.

1. Victoria and Albert both enjoyed music. What did they do together on 24th October 1839?

2. Victoria thought Albert was handsome. Do you agree?

3. Why are there no photos of Victoria or Albert in this room?



Task 4.3: Family Life

The third room of Victoria Revealed, is about Victoria's childhood and that of her children.

Explore the space and discuss with a partner.

1. What is Victoria's earliest memory? Look on the floor.

2. In this painting how many people can you see? Look carefully!

3. Who are they?

Activity 5: Teacher's Notes

Reflecting on your Kensington Palace visit

Activity 5 is a post-visit activity that includes four tasks. It aims to encourage learners to reflect and share their visitor experience.

Theme:

Discussing their findings in the palace; writing about a palace visit

Aims:

- To develop learners' ability to describe experiences and give opinions
- To develop learners' ability to make more detailed writing from notes and pictures
- To practise using informal writing style and conventions, e.g. a postcard or a small letter

Objectives:

Learners will:

Speaking:

- Form sentences using I like/ don't like to express likes and dislikes. Some learners will use because + clause or/and I like + ing to describe an activity they like doing in the palace
- Use adjectives to describe the palace in speech

Writing:

- Write sentences using I like/ don't like to express likes and dislikes. Some learners will use because + clause and/or use I like + ing to describe an activity they like doing in the palace.
- Write sentences using adjectives to describe the palace

Tasks:

Task 5.1: What did you see?

Task 5.2: Using adjectives

Task 5.3: Palace favourites

Task 5.4: Postcard from the palace

Curriculum reference:

Sc/E1. 2a, 3b, 3c: Ask for information, things, direction and action (people's responses to the palace, using the present simple, including question words, e.g. What do you like?)

Sc/E1. 4a, 4d: Make simple statements of fact (about the collections), give a description using there is/ are and adjectives

Sd/E1. 1c: Express likes and dislikes, feelings, etc.

Lr/E1. 1d: Listen for gist and respond in a face-to-face situation (e.g. learners giving their opinions on the palace)

Lr/E1. 5d: Follow a simple discussion on a familiar topic

Wt/E1. 1a: Compose very simple text to communicate ideas or basic information (e.g. a postcard, using conventions of informal language, e.g. Hi, Dear Kate, See you soon, Bye, Love)

Ws/E1. 1a: Construct a simple sentence, using basic word order and verb form (e.g. the present simple to describe the palace and describe their opinions, likes and dislikes)

Ww/E1. 1a: Use and spell correctly some personal key words and familiar words



Task 5.1: What did you see?

Learners will look at the pictures and work in groups to remember what the places are called. They may look at their pre-visit sheets from Activity 1 to help.

Learners feedback to the group. Ask learners which things in the pictures they saw or enjoyed.



Task 5.2: Using adjectives

Learners will work in groups to describe the pictures using adjectives. They will discuss positive, negative and opposite adjectives. Learners look at the adjectives and see if they can use the words to describe any of the things in the pictures, anything they saw in the palace or their experience visiting the palace in general.

Nominate learners to write and share feedback from each group. As a group, learners will discuss if they can think of any more adjectives. Take feedback and write extra ideas on the board.



Task 5.3: Palace favourites

This is a pre task activity and should not last too long. Learners will have a longer opportunity to discuss their visit later.

Ask learners to take turns sharing and discussing any worksheets used during their palace visit and photos or sketches they took or drew.

Take feedback from learners in the groups. All learners should have an opportunity to speak.

More confident learners can discuss other learners' favourite objects or interesting objects using the third person present simple: He likes...

Go through the questions as a group. Ensure everyone understands each questions. Elicit answers to the questions as an open class, if necessary. This can be treated as a freer practice activity if grammatical accuracy is not important, but it may benefit learners when they come the writing task later.

1. What is your favourite object? – My favourite object is...
2. What is your favourite room? What is in the room? My favourite room is...
It has got... there is/are...The walls are red/yellow.

3. Do you like the palace? I (don't) like the palace (because)...

4. Is it easy to get to? It is (not) easy to get to (because)...

Learners ask and answer the questions in groups. Take feedback. Tutors may tally the information on the board to see:

- How many people like the same object?
- How many people like the same room?
- How many people like/ didn't like the palace (main reasons for each opinion)?
- Who thought it was easy/ difficult to get to and why?



Task 5.4:

Having discussed the questions above, learners can write their own answers in the spaces next to the model sentences. Note: learners will have to cross out is or is not in the last point. Encourage stronger learners to use because it is + adjective/ because you can + infinitive, to give a reason for their choice.'



Task 5.5: Postcards from the palace

Explain that learners are going to tell a friend about their visit. Elicit common greetings and ways of saying goodbye in a postcard, e.g. hello, hi, dear Frank, See you soon, Love.

Ask the learners to write a postcard to a friend to tell them about their visit to Kensington Palace. They will tell their friends what they saw, what they did, their favourite thing and how to get there.

Activity 5: Learners Reflecting on your Kensington Palace visit

Task 5.1:

Look at the pictures. Can you remember the names?



What else can you see in the pictures?

 **Task 5.2: Using adjectives**

Can you use any of these words to describe the palace or the people and things in it?

interesting / boring / helpful / colourful / crowded / beautiful / quiet / noisy

Can you think of any more words to describe the museum?

 **Task 5.3: Palace favourites**

Show your pictures from your visit to your group.

Talk about your pictures. Ask and answer the questions

What is your favourite object?

What is your favourite room?

What is in the room?

Do you like the palace?

Is the palace easy to get to?

What do you like in the palace?

I like the explainers because they are helpful.



Task 5.4:

Now write your own answers:

I like _____

I don't like _____

My favourite object is _____

My favourite room is _____

In the room there is _____

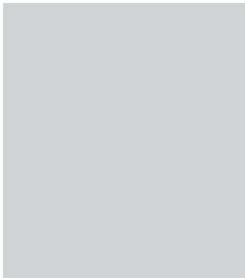
The palace is / is not easy to get to _____

 **Task 5.5: Postcard from the palace**

Write a postcard to your friend. Tell them about your visit to Kensington Palace.

Tell your friend:

- What you can see
- What you can do
- What your favourite thing is in the palace
- How to get there

<p>POST CARD</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>ADDRESS</p>  <hr/> <hr/> <hr/> <hr/> <hr/>
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Activity 6: Independent visit activity

Activity 6 is for learners to use should they revisit the palace with their families on a follow-up visit.

Theme:

Post visit activity for families

Aims:

- Help learners introduce to the palace and its collections to their friends and family
- Generate an interest in the history of Kensington Palace and its inhabitants
- Encourage learners and their families to develop their descriptive language

Objectives:

Learners will:

- Use the cards to engage with family on a follow up visit
- Familiarise children with what they can see and do in the palace
- Enable learners and children to discuss rooms and objects in more detail

Task 6.1: Palace cards

Preparation: Cut up the cards on the next page for your group to use.



Tell the learners to choose a room in the palace to focus on with your friends, family and children.

Give each person a card or a selection of cards. You may need to discuss the vocabulary (e.g. puzzling). Ask people to look around the room. Write or draw an object that they think meets the description on the card. Remember to use pencil – not pen – to do this.

Take feedback and praise people for their ideas, engaging with various objects, exhibits and their choices made. Extend learning by asking “why?” to people chose these things.

Remember, there is no wrong answer!



Task 6.1: Palace cards

Find something different...	Find something beautiful...
Find something ugly...	Find something very old...
Find something you want to have...	Find something you want to know more about...
Find something puzzling...	Find something else...

Appendix: Hanoverian - Saxe-Coburg-Gotha Family Tree



George I
1714–1727

George II
1727–1760

George III
1760–1820
(George II's grandson)

George IV
1820–1830

William IV
1830–1837
(George IV brother)

Victoria
1837–1901
(William IV's niece)



Edward VII
0901–1910



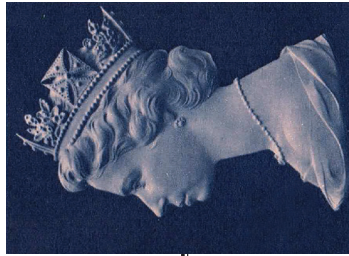
George V
1910–1936



Edward VIII
1936
(abdicated)



George VI
1936–1952
(Edward VIII's brother)



**HM The Queen
Elizabeth II**
1952–present

Victoria Revealed, room by room

There are four visitor routes at Kensington Palace, each one exploring a different story of the palace's history. Victoria Revealed tells the story of Victoria's life using her own words from diaries she kept throughout her life. Diary excerpts can be found on the walls, mirrors, furniture and carpets throughout the route.

These apartments are the most intimate set of rooms in the palace. They help visitors get a sense of what Kensington Palace was really like as a family home.

The Stone Staircase leads to the start of the exhibition. At the top of the stairs is a death notice printed on the wall. It states that it is 1837 and King William IV has died. As William had no living legitimate children, and his younger brother the Duke of Kent had already died, the Duke's daughter Victoria is now Queen.

The Red Saloon is where Queen Victoria held her first Privy Council meeting on the day she became Queen, 20 June 1837. The Privy Council is a group of the most important ministers, churchmen and judges in the country who are the formal advisors to the monarch. The names of some of Queen Victoria's Privy Council who met her on that day are printed on the walls around the room, and you can see their shadows on the walls. The 18-year-old Victoria sat in a large chair at the end of a long table, surrounded by older, wiser and more experienced men.

The room is displayed to look like it did on that day. It is a great opportunity for learners to role play and practice their conversational skills as they are welcome to sit in the chairs around the table.

Falling in love tells the story of the love between Queen Victoria and her husband Prince Albert. Victoria and Albert married in 1840 and had a very passionate marriage.

Family life explores Victoria's childhood at Kensington Palace (left side of the room) and the lives of her children (right side of the room). It is believed that Victoria was born in this room. Victoria and Albert had nine children - there are images of them all on the wall at the end of the room.

Duty and work is about Victoria's life as a young monarch. Her official duties as Queen included reviewing government business, meeting with her Prime Ministers and supporting her armed forces.

The Great Exhibition celebrates Prince Albert's spectacular event of 1851. Prince Albert initially had difficulty finding a role for himself as consort owing to the fact that all government business could only be dealt with by the Queen as Head of State. However, by the 1850s he had found his role as patron of the arts, science and industry. Albert had an idea for a huge exhibition which would celebrate the best of the creativity and ingenuity of people across the British Empire - it was called the Great Exhibition (1851).



Stone Staircase



Red Saloon



Falling in Love Room



Family life



The Great Exhibition

Albert dies tells the story of Prince Albert's sudden death in 1861 at Windsor Castle. He was only 42 years old and is thought to have died from typhoid fever. Albert's death marks a significant change in Victoria's life.

Mourning Albert looks at Victoria's life after Albert. She was utterly devastated by her husband's death, and wore black for the rest of her life. She went into semi-retirement for many years after Albert died, and she became quite unpopular because she was not seen doing her duties in public; however, she started to emerge more into public life in the 1870s and her popularity gradually grew again.

Diamond Jubilee celebrates Queen Victoria's 60th anniversary on the throne in 1897. There were huge celebrations for this event, the first time in British history that a monarch had reigned for so long. Victoria was now very popular, having become an iconic figure uniting a vast empire across the world.

Reminiscences is the final room in Victoria Revealed. It is a look back over Victoria's life through objects connected to her passions.

The Stone Staircase is where visitors exit Victoria Revealed. Before descending the stairs, notice the face being drawn on the wall at the bottom - it is Victoria's drawing of Prince Albert. It was on this spot that she first laid eyes upon her future husband the year before she became Queen. He was the love of her life.



The Great Exhibition



Mourning Albert

Notable figures and elements in Victoria's life



Edward Duke of Kent
The Library and Museum of Freemasonry



Victoria, Duchess of Kent
National Portrait Gallery



Sir John Conroy
National Portrait Gallery

Victoria was a strong character, but throughout her life there notably influences and people who help shape her into the person she became. Below are short explanations to some of the elements and figures referred to in the activities found in this resource.

Edward, Duke of Kent (1767-1820) and Victoria, Duchess of Kent (1786-1861) were Victoria's parents. After George IV's only heir to the throne died (Princess Charlotte of Wales, 1817), the king's brother, Edward, quickly married Victoria with the aim of producing an heir to the throne. In 1819, Princess Alexandrina Victoria was born. The Duke of Kent died when the princess was only 8 months old, leaving her to be raised by her mother at Kensington Palace.

The Kensington System was the rigid set of rules Victoria lived by when growing up at Kensington Palace. These rules were developed by her mother, the Duchess of Kent, and her ambitious adviser, **Sir John Conroy**. They were a method for protecting and enhancing their power by keeping Victoria under their control.

Victoria was never allowed out of the sight of an adult – she was always supervised by her mother, one of her tutors, or her governess, Baroness Lehzen. She was rarely allowed to meet other children, with the exception of Conroy's daughters and her own half-sister, Feodora, who married and moved away from Kensington when Victoria was nine. Victoria even had to sleep in the same room as her mother until she became queen. Thinking back to these times Victoria recalled that she 'led a very unhappy life as a child... and did not know what a happy domestic life was!'

Prince Albert (1819-1861) was Victoria's husband. As an eligible young royal, Victoria drew suitors from across Europe. Her uncle Leopold favoured her cousin, Prince Albert of Saxe Coburg and Gotha. After his visit to Kensington Palace in 1836, Victoria wrote to her uncle of Albert's kindness and goodness, as well as his 'pleasing and delightful exterior.' They played piano duets, attended the opera and even shared singing lessons. Victoria's one criticism seems to have been of Albert's lack of stamina for late-night socialising. By the time Victoria and Albert met again in October 1839, these initial feelings of admiration had blossomed into love. Albert was 'perfection; perfection in every way.'

Five days after his arrival in England, Victoria proposed to him, and he accepted. Throughout their marriage, the intensity of their love seems never to have diminished. When Albert died in 1861, Victoria was dealt an emotional blow from which she never truly recovered. She had lost her 'guardian angel, the best of husbands and the most noble of men.'

Victoria and Albert had nine children, three of whom Victoria outlived. They were determined to educate all of their children and teach them important life skills, such as cooking, gardening and sewing. Imagery of their happy family life was shared widely with the public, most notably on Christmas cards. Family disputes arose (the future Edward VII's behaviour became a particular source of discord), but Victoria remained a devoted and loving mother. She encouraged strategic marriages for her children which spread her family's influence throughout the royal households of Europe.

Princess Louise (1848-1939) was Queen Victoria's sixth child. Princess Louise and her husband, the Marquis of Lorne, lived at Kensington Palace from 1873. Queen Victoria was delighted that one of her children should be living in her old home. Princess Louise was one of the few women sculptors of the 19th century and by the age of 20 she had exhibited at the Royal Academy. Almost immediately after her arrival at Kensington she built her first studio. Her most famous work, a marble statue of Queen Victoria at the time of her accession, stands outside the East Front of the palace.

Contact us

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