

# Tudor Revels

## Teacher Notes

**Length:** 90 minutes

### Meeting point:

Your presenter will meet you in **Great Hall**. Please arrive at least five minutes before your session is due to begin.

### About the session:

This English session allows KS2 pupils to explore how art and entertainment played a very important role within the Tudor court. Led by a costumed presenter, pupils are introduced to the varied literary heritage of this country through careful study of the works of John Skelton, who wrote many poems and plays (masques) for Henry VIII's pleasure. Pupils will explore and rehearse two masques written by Skelton to be performed in the Great Watching Chamber within Henry VIII's royal apartments.

Learning objectives:

- To interpret primary documents from Henry VIII's reign to gain an understanding of his rule;
- To understand what a masque is and how and why they were performed at the Tudor court, specifically looking at:
  - how poetry can be used to convey certain messages about a person;
  - images and symbols can be constructed to influence people's ideas, attitudes and beliefs;
- Perform a piece of contemporary Tudor poetry in a historic space.

### New National Curriculum at KS2:

#### English (across the key stage)

(Spoken language)

- Participate in role play and performances;
- Select and use appropriate registers for effective communication;
- Gain, maintain and monitor the interest of the listener(s);
- Speak audibly and fluently with an increasing command of Standard English;
- Ask relevant questions to extend their understanding and knowledge.
- Building vocabulary/developing a broader, deeper and richer vocabulary (to discuss abstract concepts)

#### English

(Reading)

- Listen to and discuss poetry;
- Preparing poems to read aloud and perform, showing understanding through intonation, tone, volume and action;
- Develop/maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of poetry, plays
- Identifying how language, structure and presentation contribute to meaning
- Ask questions to improve understanding;



- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

## History

- Extending chronological knowledge beyond 1066;
- Develop appropriate use of historical terms;
- Understand that a knowledge of the past is constructed from a range of sources.

## Preparation for your session:

This session particularly supports the teaching of poetry reading and comprehension and performance skills. Please be prepared for the class to be split quickly into two groups. One group will be given a self-guided resource in which to briefly explore an aspect of the Tudor palace. This should be led by the class teacher or another member of school teaching staff (groups will then swap around). You will be given more information by the presenter, but depending on your class size, expect the group to be divided accordingly:

Class size	Group 1	Group 2
18	18	(no 2 <sup>nd</sup> group)
19	19	(no 2 <sup>nd</sup> group)
20	20	(no 2 <sup>nd</sup> group)
21	13	8
22	12	10
23	13	10
24	14	10
25	15	10
26	14	12
27	15	12
28	16	12
29	15	14
30	16	14
31	17	14
32	18	14
33	17	16
34	18	16
35	18	17

## 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 session will take place partly on route and partly in a classroom within the palace.

