

A Palace Princess

Teacher Notes

Duration: 1 hour 15 minutes

Meeting Point: White Court

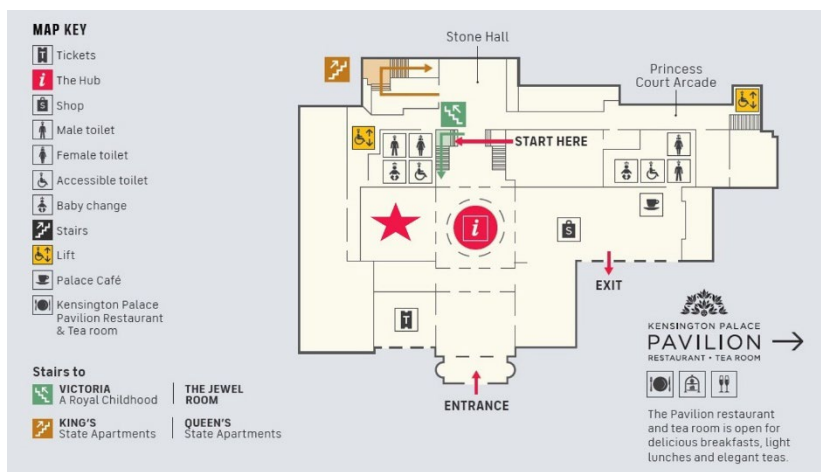
Your presenter will meet you and your group at **White Court (star on the map below)**. They will check with you how much time you may need for your students to use the toilet, have a snack or take any necessary medicine before the start of the session.

Please advise the presenter of any particular issues which you think it would be helpful for them to know about, e.g. any needs which members of the group may have in addition to those which you have told us about in the **SEND group pre-visit information form**. Also, you may wish to let us know of any issues which occurred on the journey which you feel could impact on students' ability to engage with the activities during the session.

We recommend that you arrive at the palace at the following times:

Session start	Arrival time
Session 1: 10:45	10:30
Session 2: 12:45	11:00

The session will take place both on the ground floor and upper floors of the palace. If there is anyone in your group who has difficulty using stairs, please inform the presenter who can show you the lift.





HISTORIC ROYAL PALACES

About the session

During this session students will use their senses and a range of everyday objects to help them understand the strict regime known as ‘The Kensington System’. They will learn about Victoria’s complex relationship with her mother and other members of the Palace and how these relationships shaped her childhood life.

During the session pupils will:

- A sensory story about Victoria’s childhood, the strict ‘Kensington System’ which she grew up in, the gardens where she spent her time and the animals that kept her company.
- Trying on Victorian costume and learning about when Victoria became Queen.
- A sensory tour around palace, exploring the rooms in which Princess Victoria spent her childhood, where she found out she was queen and held her first official meeting as monarch.
- Object handling, focusing on the toys and games that Victoria played with as a child.

National Curriculum links at KS1 and 2:

History

- To explore the lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria).
- To investigate significant historical events, people and places in their own locality.
- To identify similarities and differences between ways of life in different periods.

English: Spoken Language

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions to extend their understanding and knowledge.
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.



HISTORIC ROYAL PALACES

SEN P Scales

History

P1 (ii) Pupils show emerging awareness of activities and experiences.

- They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, catching the smell of old fabric or wooden artefacts] .
- They may give intermittent reactions [for example, sometimes becoming quiet or tense when going into an ancient building].

P2 (i) Pupils begin to respond consistently to familiar people, events and objects.

- They begin to show interest in people, events and objects [for example, tracking historical artefacts into or out of their field of awareness].
- They accept and engage in coactive exploration [for example, touching wood, stone or old brick structures during site visits].

P2 (ii) Pupils begin to be proactive in their interactions.

- They communicate consistent preferences and affective responses [for example, wanting to look at a particular photograph].
- They cooperate with shared exploration and supported participation [for example, when handling historical artefacts].

P3 (i) Pupils begin to communicate intentionally.

- They seek attention through eye contact, gesture or action.
- They explore materials in increasingly complex ways [for example, looking at, and touching, old objects].
- They observe the results of their own actions with interest [for example, when exploring an antique mechanical toy].

P3 (ii) Pupils use emerging conventional communication.

- They actively explore objects and events for more extended periods [for example, moving around a historical site].

P4 Pupils recognise themselves and other people in pictures of the recent past.

- They use single words, signs or symbols to confirm the function of everyday items from the past [for example, ‘cup’, ‘bed’, ‘house’].



HISTORIC ROYAL PALACES

P5 Pupils know they took part in past events and they listen and respond to familiar stories about their own past.

- With some prompting or support, they answer simple questions about historical artefacts and buildings [for example, identifying a bowl as being made out of wood].

P6 Pupils recognise and make comments about themselves and people they know in pictures of the more distant past.

- They begin to pick historical artefacts out from collections of items [for example, identifying old plates, items of clothing or hand tools].

P7 Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements.

- They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria [for example, old toys and new toys].

P8 Pupils indicate if personal events and objects belong in the past or present.

- They begin to use some common words, signs or symbols to indicate the passage of time [for example, now/then, today/yesterday].

Preparation for your session:

In order to help your students get the most out of this session, it would be helpful, where possible, to introduce pupils to some of the following subjects and concepts prior to their visit:

- An idea of who Queen Victoria was and where her life sits chronologically in relation to other time periods they have studied and the present day, perhaps through a picture timeline activity.
- An understanding of the length of time Victoria was queen. Look at photos of Queen Victoria throughout her life from a young princess to an old queen and make a picture timeline of her life. Students could discuss how her clothing and appearance changed during her reign. They could add simple words to the photos on the timeline to describe what she is doing, e.g. 'Enjoyed playing with her dog Dash' or 'Became queen' or 'Married Prince Albert.'
- An understanding of how our lives today are still influenced by the Victorians. Make a class exhibition of products from Victorian times. Include some tasting,



HISTORIC ROYAL PALACES

smells and sounds! E.g. Sunlight Soap, Rose's Lime Cordial, Cadbury's Cocoa. Pupils could listen to the sound of a steam train or an ocean liner.

- Use the Social Story to familiarise pupils with the building of Kensington Palace and some of the people and rooms they will see on their visit.
- Look at the visit photo tour at the end of these notes, to see some of the rooms, objects and outside spaces pupils will see during their visit.

During your session:

Please note that the 1:10 supervision ratio which we ask for throughout your visit to Kensington, 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. Please brief adults attending the session that they will be asked to help facilitate and guide the pupils throughout the session, especially with the practical elements. It would be helpful if the adults could support the presenter to encourage non-verbal pupils in particular to respond in the way most appropriate for them.

Props and resources used during the session include:

- Sensory tubes, e.g. lavender
- Bar of Pears soap
- Laminated visuals and words
- Soft toys
- Mirror
- Textured diary
- Selection of replica Victorian costume for trying on
- Magnifying glasses
- Selection of Victorian toys including cup and ball, marbles and thaumatropes
- Quill pen
- Feathers
- Peg dolls
- Tea set items
- Different fabrics for touching
- Diary
- Clock (from mantelpiece)
- Water spray bottle

Follow-up activities:

A visit to a historical site can be an excellent way to help stimulate student's imaginations in relation to a particular area of study. Below we have listed some ideas



HISTORIC ROYAL PALACES

that can be carried out in the classroom following your visit to Kensington Palace. We hope that these might offer some ways to help extend your students' learning and interest in the Victorians.

Ideas for Literacy

- Play some Victorian games, e. g. Happy Families, Snakes and Ladders, hopscotch etc. Make a class book with photographs and rules for different Victorian games or make a film with pupils explaining how to play or playing different games.
- Create a sensory memory trail of the visit, including photos and some of the pupils' personal experiences.

Ideas for History

- Do a quiz using photographs of some of the objects used in the session to recap what the objects were used for.
- Use photographs of objects from the session or simple objects, e.g. beads, a fan or soap to pack into a case for Princess Victoria to take with her to Buckingham Palace, when she becomes queen.

Ideas for DT/ Science

- Make a thaumatrope or spinning top.

<http://www.bbc.co.uk/history/handsonhistory/victorians.shtml>

Additional Resources

Queen Victoria's Family Tree

https://hrpprodsa.blob.core.windows.net/hrp-prod-container/11331/kensington_victoria_family_tree_2.pdf