

BUILD YOUR
OWN DISCOVERY

The Georgians at Kensington Palace

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.

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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.

www.waes.ac.uk

All images are from the HRP image library with the exception of the following:

Royal Collection Trust, page 15:

'Prince William is Christened', London Pictures Service, 1982 (cropped):
RCIN 2115649

'William and Mary Prince and Princess of Orange', John Clark, c. 1710-20
(cropped): RCIN 603187

'The Coronation of her Majesty Queen Victoria', P. G. R., 1838: RCIN 605572

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 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 stories of the Georgians at Kensington Palace by providing guidance and activities for groups to support their English language development.

'Build your own discovery' programme

'Build your own discovery' at Kensington Palace is an access scheme for the adult community groups and education providers based local to Kensington Palace, within the tri-borough of the Royal Borough of Kensington and Chelsea, Hammersmith and Fulham and the City of Westminster. In addition to providing free access to the palace, this programme aims to engage local adults with the stories, collections and historic spaces in ways that are meaningful and relevant to them. We do this by training up and supporting group leaders and adult learning tutors to lead visits for their groups.

Through this programme, we hope local community members gain a sense of ownership and belonging at the palace, especially those who might not normally visit the palace or see it as a place of interest for them.

'Build your own discovery' is a free programme. It consists of a one-day training for group leaders and adult learning tutors, free group visits, discount entry tickets and staff support to help groups leaders and tutors plan visits.

Training sessions are available twice a year (spring and autumn).

For more information, or to register your interest, email: learning.info@hrp.org.uk

How to use Historic Royal Palaces' ESOL resources

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

HRP's Learning & Engagement team worked in close partnership with Westminster Adult Education Service to design and test this ESOL resource. This resource contains a range of pre-visit, during visit and post-visit activities with accompanying tutor's 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

The Georgians at Kensington Palace

ESOL resource outline

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

The Georgians at Kensington Palace **Page 8**

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

Activities 1-7

There are seven activities aimed at introducing learners to Kensington Palace and the Georgians. 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.

Activity 1: **Getting to know Kensington Palace** **Page 11**

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

Activity 2: **King George I arrives in Great Britain** **Page 27**

Activity 2 introduces learners to George I through seven tasks. It can be used as a pre-visit or during visit activity to help learners relate to the King and reflect on their own stories.

Activity 3: **King George II and Queen Caroline, likes and dislikes** **Page 43**

Activity 3 introduces learners to George II and Queen Caroline through three tasks. It can be used as a pre-visit or during visit activity to help learners understand the personalities of these very different people.

Activity 4: **Exploring the King's Staircase** **Page 55**

Activity 4 is an onsite activity that includes three tasks and a homework extension. It aims to encourage learners to actively engage with the King's Staircase.

Activity 5: **Going to the Georgian court** **Page 65**

Activity 5 is an onsite activity that includes three tasks to encourage learners to actively engage in the historic spaces, but it can be modified to be a classroom activity.

Activity 6: **Reflecting on your palace visit** **Page 77**

Activity 6 is a post-visit activity that includes four tasks. It aims to encourage learners to reflect and share their visitor experience.

Activity 7: **Independent visit activity** **Page 88**

Activity 7 is a post-visit activity that includes four tasks. It aims to encourage learners to reflect and share their visitor experience.

Appendix: **Page 90**

Further reference material for tutors on the Georgians at Kensington Palace, including a room guide and character biographies.

Contact us **Back page**

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

The Georgians at Kensington Palace

In 1714, Queen Anne died without leaving an heir to the throne, ending the Stuart dynasty. On 1 August 1714, Georg Ludwig, the ruler of Hanover and the closest Protestant relative, became King George I of Great Britain. He was the first of four kings named George to rule Britain for the following 116 years.

This ESOL resource explores the lives and stories of George I, George II and his wife, Queen Caroline and their courts using the King's State Apartments at Kensington Palace. New to Britain, our Hanoverian monarchs sometimes struggled with British language, food, landscape and culture. However, they embraced the nation and their new home at Kensington Palace, helping enrich and shape our society, culture and traditions.



Kensington Palace from the south east circa date 1740-60, HRP05401

Kensington Palace and the Georges

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. The palace was built quickly and by 1714, George I found that it suffered from structural damage and was in need of major repairs. He took this opportunity to build and redecorate the state rooms to create grand interiors that would reflect his majestic tastes and impress his new British court.

Unfortunately for George I, he died in 1727, shortly after the renovations were completed, so never fully enjoyed his apartments. However, the King's State Apartments were much loved and used by his son, George II and Queen Caroline.

After the death of Queen Caroline in 1737, the glittering age of Kensington Palace came to an end with large parts of palace falling into disuse. George II died in 1760, leaving the palace as a home to minor royals.

George I, George II and Queen Caroline

George I (r. 1714-1727) was born in Hanover, Germany. Until becoming king at 54 years of age, he never visited Great Britain. George I was a shy man, which people often misinterpreted for rudeness. He struggled to learn to speak English well and often conversed with his ministers in French or Latin. George I missed his native Hanover and returned there frequently throughout his reign. This didn't make him very popular with his new subjects.

George I had a troubled personal life; he left his wife, Sophia Dorothea, imprisoned in Germany as she had been unfaithful. He prevented his young son Prince George Augustus (later George II) from ever seeing her again. The prince resented his father for this and as his reign continued, the relationship deteriorated into an open feud. George I made sure that his son had very little power of his own, deepening the Prince's resentment.

As Prince and Princess of Wales, George Augustus and Caroline were thrown out of the court of George I and even, for a time, kept from their own children. In retaliation, they set up their own rival court filled with opposition politicians.

When George I died in 1727, George II (r. 1727-1760) and Queen Caroline (r. 1727-1737) made Kensington Palace the glittering centre of court life where politicians, intellectuals and fashionable people vied for favour.

George II and Queen Caroline could not have been more different, but they made a good team, hosting lavish receptions and leading society with sparkle. Queen Caroline kept tigers in the gardens while the King remained content with snails and tortoises. George II loved all things military and was the last monarch to lead his troops into battle in 1743 at the Battle of Dettingen. Queen Caroline was glamorous and engaging. While the King was off campaigning, she reorganised the gardens, created a 'cabinet of curiosities' and discovered rare and precious treasures in secret closets.

George II had many mistresses, but was devoted to his wife and was devastated by her death in 1737. After Queen Caroline's death, the bright and fashionable crowd was gradually replaced by a homely, ageing court. Kensington Palace was by now half shut up.

Despite Kensington's decline, it remained one of George's favourite palaces right up until his death in 1760.



'George I (Georgius DG Mag Britannae)'
A portrait of King George I wearing armour and ermine



'King George II (1727-60) in profile, wearing armour'



Queen Caroline wearing coronation robes

Activity 1: **Tutor's notes**

Getting to know Kensington Palace

Activity 1: Tutor's notes

Getting to know Kensington Palace

Activity 1 includes four tasks and two extension activities 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 palace
- 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

Extension activity 1.1: Travelling to the palace

Task 1.4: Rules for visiting

Extension activity 1.2: Class survey

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
- Prince
- Princess

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

Show the timeline (page 20) and elicit the oldest date and the current date.

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

Ask learners to cut out the pictures of the royals and their names. In small groups, get them to match the pictures to the times.

Get feedback by nominating learners.

Learners can practise using the dates by conversing in pairs (e.g. Queen Victoria lived there in 1837).

Answers Task 1.1:

1689 - William III and Mary II

1702 - Queen Anne

1714 - George I

1727 - George II

1837 - Queen Victoria

1981 - Diana, Princess of Wales

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:

- Palace
- Gardens
- An Explainer
- Staircase
- Exhibit

Answers Task 1.2:

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

Task 1.3: Getting to the palace

Ask learners to 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 482 7777
6. Website, email, internet search tools

Extension activity 1.1: Travelling to the palace

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 to work 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.

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 two minutes. Ask learners to share one thing they can do and one thing that can't do at home or 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
- An 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 in the garden

You 'can' take photographs, but you 'can't' use flash

You 'can't' smoke in the palace.

You 'can't' video in the palace

You 'can't' touch the pictures

You 'can't' eat food and drink in the palace.

You 'can't' leave your children unattended in the garden.

- | | | | |
|------|------|------|-------|
| 1. T | 4. T | 7. T | 10. T |
| 2. F | 5. T | 8. T | 11. T |
| 3. F | 6. F | 9. T | 12. T |

Extension activity 1.2: Class survey

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

Learners can move around the class, ask and answer the questions with up to three other learners, using the multiple choice answers.

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




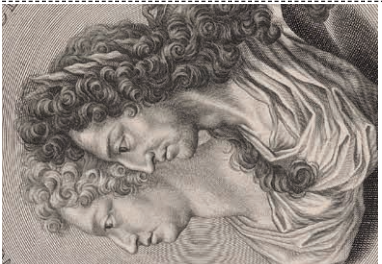

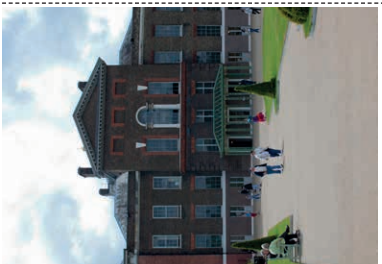

Questions:	Student 1	Student 2	Student 3
How would you like to travel to the palace?	<ul style="list-style-type: none">• on foot• by car• by bike• by taxi• by underground• other	<ul style="list-style-type: none">• on foot• by car• by bike• by taxi• by underground• other	<ul style="list-style-type: none">• 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

Activity 1:

Getting to know Kensington Palace

Task 1.1: Getting to know Kensington Palace

Put the people in the right place on the timeline.

1689	Place image & name here	1702	Place image & name here	1714	Place image & name here	1727	Place image & name here	1837	Place image & name here	1981	Place image & name here	Now	Place image & name here
	King George I		King George II		Diana, Princess of Wales		William III and Mary II		Queen Victoria		Kensington Palace		Queen Anne



Task 1.2: Things to see and do

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





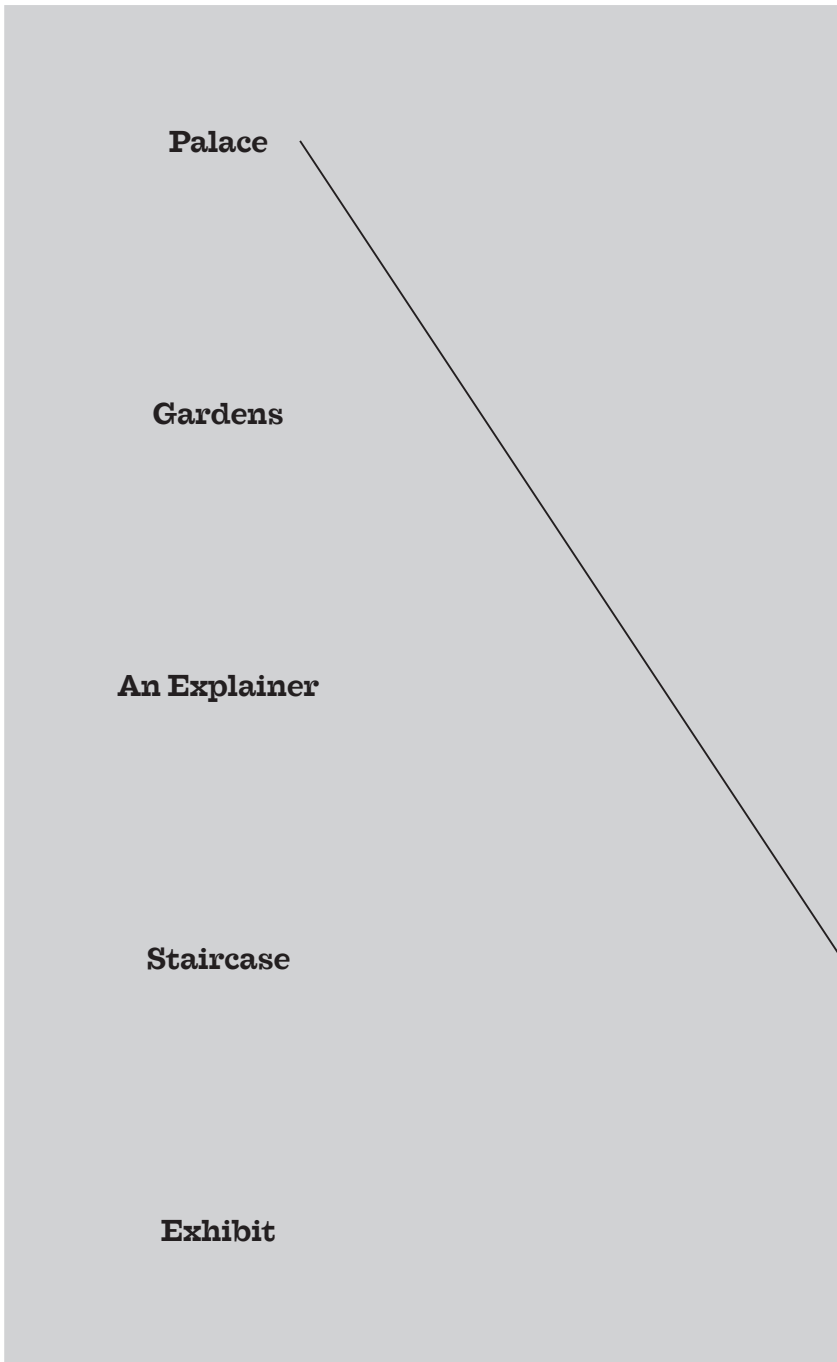
Palace

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 Queen's State Apartments are about William III, Mary II and Queen Anne. William and Mary built Kensington Palace in 1689.

In the King's State Apartments you can learn about George I, George II and Queen Caroline. There are eight 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. You can see some of her childhood toys, jewellery and dresses.

In the Piggott Galleries you can see the exhibition about fashion. There are some dresses worn by Diana, Princess of Wales.

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 Diana, Princess of Wales' 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.

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, 148, 390

High Street Kensington:
9, 10, 49, 52, 70, 453

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 4 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
--	------	-------

1. You **can** walk in the gardens.

2. You **can** leave your children unattended.

3. You **can** cycle here.

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

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

6. You **can** take pictures with flash.

7. You **can** buy alcohol.

8. You **can** drink tea and coffee.

9. You **can** eat hot food.

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

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

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

Check your answers with a partner.

Activity 2: **Tutor's notes**

King George I arrives in Great Britain

Activity 2: Tutor's notes

King George I arrives in Great Britain

Activity 2 introduces learners to George I through seven tasks. It can be used as a pre-visit or during visit activity to help learners relate to the king as they learn about his arrival and transition to life in Great Britain from Hanover. Learners are encouraged to reflect on their own personal stories to relate to George I in a more personal way.

Theme:

Introduction to King George I, connecting present to the past.

Aims:

- Introduce learners to the story of King George I and get them interested in his life at Kensington Palace
- Enable learners to talk about the past

Objectives:

Learners will:

- Talk about people's lives and things they did in the past
- Write about things that happened in the past
- Write simple text about people and their lives using past simple
- Read texts about people and lives in the past

Tasks:

Task 2.1: Discussion: your arrival to the UK

Task 2.2: Palace people

Task 2.3: Important things relating to George I

Task 2.4: George I as king

Task 2.5: Discussion: are you like George I?

Task 2.6: Making questions

Task 2.7: Writing: your arrival to the UK

Curriculum reference:

Lr/E2.2a, 2b, 2c, 2d; Sc/E2.2c, 2d, 3a, 3b: Listen for key personal information and grammatical detail; ask for factual information in the past about self and others; express statements of fact

Wt/E2.1a; Ws/E2.1a; Ww/E2.1a: Compose basic sentences; use basic adjectives in writing; spell key words correctly

Rt/E2.1a, 4a; Rs/E2.1b: Trace key events in texts; obtain information from texts and sentences

Note:

Activity 2 asks learners to reflect on their own experiences. This might be a sensitive topic for some to discuss. Monitor closely while questions are being asked in pairs. Be sure to take feedback from those comfortable with discussing the topic.

Task 2.1: Discussion: your arrival to the UK

This is a classroom discussion. There is no activity sheet for Task 2.1.

Write the following questions on a board:

- How did you feel?
- Was anything difficult?
- What did you like about the UK? What did you not like?

Pre-teach words like 'difficult' with synonyms (hard, not easy...):

Ask learners to think about when they came to the UK and discuss the questions with a partner for five minutes.

Take feedback from the group.

Task 2.2: Palace people

Show learners the pictures in Task 2.2.

Ask learners where they think the people in the picture come from. This can be done as an open class activity.

Alternatively get learners to discuss in groups and take feedback with more detailed answers, giving reasons for their answers. Elicit the use of 'because' to show a reason if you want to focus on this point, e.g. 'I think he is from Turkey because he is called Mehmet.'

Explain that they will check the answers later when they read about George I (Task 2.4).

N.B. Pre-teach the use of Roman numeral I to mean 'the first' at this stage.

Task 2.3: Important things relating to George I

Show the words in Task 2.3. Explain the meaning of the words and drill difficult pronunciation. Explain that these words are important to things in George I's life and will be useful to know when reading about him in Task 2.4.

Elicit group discussion: why do you think the words are important in George I's story?

Task 2.4: George I as king

Preparation: This activity requires preparation. Make copies of the 'Story of George I' below (one per learner) and cut-up the sentences into strips.

Ask learners to read about George I. After reading, they can check their answers from Task 2.2 and discuss the importance of the things from Task 2.3.

Pre-teach difficult verb phrases:

- Receive a letter
- Become king
- Decorate the rooms (in a house)

Give learners the pre-cut strips of sentences. Ask learners to read the sentences and put them in chronological order. Once learners have moved all the sentences, check as a class whether they are right. Use the text to compare against if necessary.

Learners read the text once more and answer the questions about it. There are two options for this exercise that can be used, depending on learners' ability:

- Multiple choice for learners who struggle with writing
- Write an answer for higher ability learners

Learners can check their answers together by asking one another the questions to practise the question form of the past simple.

The Story of George I



Before he came to England, George lived his whole life in Hanover.

George received a letter.

England wanted George to be the king.

George was nervous.

He didn't want to go but he knew that he had to.

He arrived in England in 1714.

George took 75 people with him to England.

George decorated all the rooms in Kensington Palace.

George liked England but he missed Hanover very much.

George visited Hanover.

George's son, George Augustus came to live in England too.
He came with his wife, Caroline.

George died in 1727.

Task 2.5: Discussion: Are you like George I?

This is a classroom discussion. There is no activity sheet for Task 2.5.

Ask learners to answer this question based on what they learned about George I:

- Are you similar to George I in any way?

If possible elicit some responses as an open class before learners discuss themselves, e.g. 'We both like eating roast beef...'

Take some feedback.

Task 2.6: Making questions

Explain that learners are going to ask and answer questions about when they came to the UK. Demonstrate that questions start with a capital letter (as all sentences do) and end with a question mark. Students can work in pairs to form the questions using the prompt words. Learners can add more questions at the bottom.

Learners take turns to ask a partner the questions and make notes on the right. Emphasise to the learners that they don't have to write full sentences. Learners can feed back to the class about a partner. Write up all answers. Monitor for correct use of the past simple.

Task 2.7: Writing: your arrival to the UK

Learners write about when they came to the UK. Encourage them to answer the questions about themselves and write full sentences.

Give 15 minutes and monitor for correct use of the past simple. Provide help with extra vocabulary if necessary, dictionaries, or encourage learners to use their smartphones to find words.

Activity 2:

King George I arrives in Great Britain

Task 2.2: Palace people

Discuss with a small group.

Look at the people. Where do you think they are from?



Mohammed, from King's Staircase, KP



Mustapha, from King's Staircase, KP



George I



George II

Task 2.3: Important things relating to George I

You are going to read about George I's life in Task 2.4. The words below are important in George I's story.

Hunting	Kensington Palace	A letter
Decorate	Music	King

Look at the words. Discuss with a partner. What do you think happened in George's life?

Task 2.4: George I as king

Read about King George I.

Before he came to England, George lived his whole life in Hanover in Germany. He liked listening to music, hunting and riding.

In 1714, George received a letter. The letter said that George's second cousin, Queen Anne of Great Britain, was dead. Great Britain needed a new king or queen. Queen Anne had many relatives but the country wanted George to be king.

George I was nervous. It was his first time in Great Britain. He couldn't speak English and didn't know the customs. He didn't want to go but he knew that he had to.

He arrived in England in 1714. George I took 75 people with him to England. He took Mohammed and Mustapha with him. They were his favourite members of staff and they were from Turkey. When he arrived at Kensington Palace, George I decorated all the rooms and made the palace look beautiful.

George I liked England. He liked eating roast beef with mustard. George I also missed Hanover very much. He visited Hanover every few years.

George I's son, George Augustus, came to live in England too. He came with his wife Caroline. Caroline was very smart and liked learning about science, art and philosophy.

George I was king for 13 years. He died in 1727 at the age of 77 and his son, George Augustus, became King George II of Great Britain.

Why are the words in in Task 2.3 important in George's story?

Your tutor will give you sentences. Put these in the correct order to match the story about King George I

Task 2.4: Answering questions from text (multiple choice)

Read the text again and circle the answer to the questions.

1. George I was from...

France

Germany

England

2. George I liked...

listening to music,
hunting and riding

eating cheese, listening
to music and singing

eating pasta, shopping
and going to the park

3. Before he came to England, George felt...

happy

excited

nervous

4. George I ...

didn't want to go
to England

wanted to go to England

5. George I arrived in England in...

1417

1147

1714

6. George I took...

2 people with him

24 people with him

75 people with him

7. When he arrived, George I...

decorated the palace

went to bed

read a book

8. George I liked....

reading books

eating roast beef
with mustard

dancing and singing

9. George I...

missed Hanover
very much

didn't miss Hanover

missed his mother

 **Task 2.4: Answering questions from text (write an answer)**

Read the text again and answer the questions:

1. Where was George I from? _____
2. What did he like doing? _____
3. How did George feel before he came to England? _____
4. Did he want to go to England? _____
5. When did he arrive? _____
6. How many people did he take with him to England? _____
7. What did George do when he arrived at Kensington Palace? _____
8. What did George like about England? _____
9. Did he miss his home country? _____

 **Task 2.6: Making questions**

Make the questions:

Questions:	Your partner's answers:
1. When / UK? / arrive / did / you / in / the	
2. How / feel? / you / did	
3. Who / you? / with / was	
4. love / doing / What / you / did / your / country? / in	
5. did / do / What / when / arrived / UK? / in / the / you / you	
6. Your own question	
7. Your own question	
8. Your own question	

Ask a partner the questions. Make notes in the space on the right.

 **Task 2.7: Writing: Your arrival to the UK**

Write about when you came to the UK. How did you feel? Who did you come with?

Activity 3: **Tutor's notes**

King George II and Queen Caroline,
likes and dislikes

Activity 3: Tutor's notes

King George II and Queen Caroline, likes and dislikes

Activity 3 introduces learners to King George II and Queen Caroline through three tasks. It can be used as a pre-visit or during visit activity to help learners understand the personalities of these very different people.

Theme:

Introduction to George II and Queen Caroline, exploring likes and dislikes.

Aims:

- To introduce learners to the story of George II and Queen Caroline and their lives at Kensington Palace

Objectives:

Learners will:

- Ask questions and talk about their feelings
- Write about their likes and dislikes

Tasks:

Task 3.1: Likes and dislikes

Task 3.2: Who said what?

Task 3.3: Writing: likes and dislikes

Curriculum reference:

Sc/E3.3b: Ask questions to obtain personal or factual information

Sd/E3.2a: Ask about people's feelings and opinions

Sd/E3.1c: Express feelings, likes and dislikes

Rt/E3.8a: Read words to obtain specific information

Sc/E3.1a: Use stress, intonation and pronunciation to be understood and to make meaning clear

Ws/E3.1a: Write using complex sentences

Ws/E3.2a: Use basic sentence grammar accurately

Task 3.1: Likes and dislikes

Ask learners to work in pairs or small groups to talk about things they like or don't like doing.

Ask them to write two examples of things they like or dislike.

Task 3.2: Who said what?

Preparation: This activity requires preparation. Copy and cut out the pictures and sentences on page 47. You will need one set for each pair of learners.

Task 3.2 helps learners understand the personalities of King George II and Queen Caroline. This will help set context for their visit to the King's State Apartments at Kensington Palace.

This exercise requires pre-teaching some vocabulary:

- military matters
- philosophers
- hot-tempered
- daily routine

Ask learners to read the text aloud. After reading, ask learners questions about the text to ensure they understand the different things George II and Queen Caroline liked or disliked.

Split learners into pairs. Give each pair a set of pre-cut sentences and pictures. Based on what learners read about George II and Queen Caroline's preferences, ask them to read the sentences out loud and match them with who they think said it.

Discuss the answers after everyone has completed the task.

Answers to Task 3.2:

Why are you drinking that chocolate? You're too fat already!	King George II
Don't be grumpy, darling. Come and hear some jokes while we have breakfast.	Queen Caroline
Where's my favourite painting gone now? Did you move it again?	King George II
While you were in Germany my favourite designer did some work in our garden.	Queen Caroline
What are you laughing at now?	King George II
Having a bath is good for you.	Queen Caroline
Stop reading. It's time for a game of cards.	King George II
This new book is so interesting and funny. Listen to this...	Queen Caroline
Why are the children wet again? One bath a year is enough.	King George II
It's a new idea to have regular baths. I like trying new ideas.	Queen Caroline
Is that a new lake in the garden? How much did it cost?	King George II
Do you like my new dancing slippers with red heels?	Queen Caroline
You're too big to dance! Why are you spending money on dancing slippers?	King George II
Oh, that horrible painting. I put it in a different room.	Queen Caroline
I can't find anything! Did you move things while I was in Germany?	King George II
I changed the rooms while you were away. I hope you like them.	Queen Caroline



King George II



Queen Caroline



Why are you drinking that chocolate? You're too fat already!

Don't be grumpy, darling. Come and hear some jokes while we have breakfast.

Where's my favourite painting gone now? Did you move it again?

While you were in Germany my favourite designer did some work in our garden.

What are you laughing at now?

Having a bath is good for you.

Stop reading. It's time for a game of cards.

This new book is so interesting and funny. Listen to this.....

Why are the children wet again? One bath a year is enough.

It's a new idea to have regular baths. I like trying new ideas.

Is that a new lake in the garden? How much did it cost?

Do you like my new dancing slippers with red heels?

You're too fat to dance! Why are you spending money on dancing slippers

Oh, that horrible painting. I put it in a different room.

I can't find anything! Did you move things while I was in Germany?

I changed the rooms while you were away. I hope you like them

Task 3.3: Writing: likes and dislikes

This could be done as homework and offers the learners an opportunity to develop their knowledge through online learning.

www.hrp.org.uk/KensingtonPalace/stories/palacepeople/QueenCaroline

Activity 3

King George II and Queen Caroline,
likes and dislikes

Task 3.1: Likes and dislikes

Work in pairs or small groups to talk about things you like or don't like doing. Ask each other questions.

Write at least two examples of what people like doing using two different constructions:

1. 'like' followed by verb+ing, e.g. I like reading / Amal likes cooking.
2. 'like' followed by noun, e.g. I like gardens because they are pretty.

Add in reason why using because.

Task 3.2: Who said what?

Read the text to learn more about King George II and Queen Caroline's likes and dislikes.

George II liked playing cards and chatting to his friends about military matters.

Queen Caroline liked reading books and talking to philosophers and other interesting people.

George II did not like changes in the palace.

Queen Caroline liked changing the furniture and pictures while her husband was away.

George II was grumpy and hot-tempered.

Queen Caroline was fat, funny and clever.

George II was not interested in science, or new ideas.

Queen Caroline believed in science and modern ideas.

George II liked a regular daily routine.

Queen Caroline loved shopping, especially buying clothes and books.

Your tutor will give you some sentences of likes and dislikes.

Now that you know some of King George II and Queen Caroline's likes and dislikes from the reading, work with a partner to match the sentences with the person who said it.

Take turns reading the statements aloud.

 **Task 3.3: Writing: likes and dislikes**

Write a short paragraph about either George II or Queen Caroline, using linking words (because, but, although).

Activity 4: **Tutor's notes**

Exploring the King's Staircase

Activity 4: Tutor's notes

Exploring the King's Staircase

Activity 4 is an onsite activity that includes three tasks and a homework extension. It aims to encourage learners to actively engage with the King's Staircase, one of the most interesting spaces in the King's State Apartments.

Theme:

Describing people and things in Kensington Palace including activities and clothes.

Aims:

- Introduce learners to the rooms and collections in Kensington Palace
- Generate an interest in the history of Kensington Palace and its inhabitants
- Encourage learners to develop their descriptive language

Objectives:

Learners will:

- Use prepositions of place to describe the location of things in a picture in speech
- Use the present continuous to describe actions and appearance of things in a picture in speech
- Pronounce a range of clothing vocabulary, physical appearance adjectives and colours to describe appearance

Tasks:

Pre-task activity: Introducing the King's Staircase

Task 4.1: On the King's Staircase

Task 4.2: Describe and find

Task 4.3: Find someone who...

Homework extension: Practice describing

Curriculum reference:

Sc/E2.3a, 3f: Express statements of fact; give a short description

Sc/E2.2f: Ask for a description

Rt/E3.4a: Extract main points and ideas from a text

Pre-task activity: Introducing the King's Staircase

This is an onsite activity.

Escort the class to the top of the King's Staircase and stand across from the painting on the landing. Explain to learners that the pictures are of people from King George I's court – his friends and servants. Ask learners if they recognise anyone from pre-visit activities (e.g. Mohammed and Mustapha).

If necessary, elicit prepositions and language for describing location, e.g. He's over there. He's next to the lady, behind the man, on the right...

Task 4.1: On the King's Staircase

Learners will work in groups to look for the people on the staircase. Once learners find the person, get them to put a tick in the box under the picture.

Learners can help each other by pointing and using the language covered in the pre-task activity. Alternatively, allow learners to describe the location using prepositions.

Once learners have located the people on the staircase, they read the texts and fill in the missing colours of the clothes and hair. Take feedback by getting learners to read the sentences out to the class.

Task 4.2: Describe and find

Get learners to practise the descriptive language by writing two or three sentences about someone in the King's Staircase. Elicit these lexical chunks: 'He/She is wearing a/an...; He/She is standing...; He/She has got...'. Ask them to describe their appearance and position in the room.

Learners will read out their sentences to the class and everyone can guess who the description is about.

This can be adjusted to a classroom activity by asking learners to describe another learner rather than a person in the King's Staircase.

Task 4.3: Find someone who...

Learners will work in groups of two or three people to explore the King's State Apartments. Together, they will find someone who is doing the actions or wearing the clothes described on the worksheet. These may be people in paintings, tapestries or sculptures.

Encourage learners to ask Explainers or volunteers to help them find someone who matches the description if they cannot find them on their own. Elicit appropriate language, e.g. 'Can you help me? I'm looking for...'

Learners fill out their sheets with any extra details, draw pictures and take photos of their findings. Remind learners that they can't use flash in the galleries when taking photos. Allow 30 minutes for this task, after which, the groups can share their findings with the class.

Activity 4

Exploring the King's Staircase

Task 4.1: On the King's Staircase

Find these people on the King's Staircase.

Put a tick ✓ in the box under the picture when you find the people.

Read about the people.

What colour are their clothes?

What colour is their hair?

Fill in the colours in the gaps in the text.



Peter the Wild Boy was from Germany. He lived in the woods. Peter was the King's 'royal pet'. He is wearing a _____ jacket. He has got curly _____ hair. He is holding some leaves.

Dr Arbuthnot was a writer. He was Peter's teacher. He is standing to the left of Peter. He is holding a walking stick and wearing a _____ jacket and a _____ hat. He has got long _____ hair.

I can see them!



Mrs Tempest made hats for Queen Caroline. She is very fashionable. She is wearing a _____ hood. She has got _____ hair. She is wearing a _____ bow in her hair.

I see her!



William Kent was a famous artist. He was very fat. He is leaning on the banister. He's wearing a _____ coat. His girlfriend was an actress. She is sitting next to him. She is whispering in his ear and she is holding a fan.

I can see them!



Mohammed was from Turkey. He was the King's favourite servant. Other people in the court were jealous of Mohammed because he was close to the King. He is leaning on the balcony and he is wearing a _____ jacket and a _____ cape. He is wearing a _____ hat.

I see him!



Mustapha was from Turkey. He was one of the King's favourite servants. He became a Christian and came to London when George I became king of Great Britain. He is wearing a _____ coat and a _____ hat. He has got a _____ beard.

I see him!

Images from King's Staircase, KP

 **Task 4.2: Describe and find**

Write three sentences about someone on the King's Staircase:

- What are they wearing?
- What are they doing?
- What do they look like?

Now describe them to a partner. Your partner must find the person in the painting.

 **Task 4.3: Find someone who...**

Walk around the King's State Apartments. Try to find someone who is doing all of these things. Draw a picture in the space on the right or take a photograph.

Find someone in the King's State Apartments who...

...is playing an instrument.

Take a picture or draw them here

What instrument is he or she playing?

What room is he or she in?

...is wearing a dress.

Take a picture or draw them here

What is his or her name?

What colour is the dress?

...is dancing.

Take a picture or draw them here

What room is he or she in?

What is he or she wearing?

...is having fun.

Take a picture or draw them here

What room is he or she in?

What is his or her name?

...is riding a horse.

Take a picture or draw them here

What is his or her name?

What room is he or she in?

Activity 5: **Tutor's notes**

Going to the Georgian court

Activity 5: Tutor's notes

Going to the Georgian court

Activity 5 is an onsite activity that includes three tasks to encourage learners to actively engage with each other in the Presence Chamber. It can be modified to be a classroom activity.

Theme:

Asking the King's favour in the Presence Chamber.

Aims:

- Raise awareness of polite conventions in the Georgian court

Objectives:

Learners will:

- Give instructions
- Use formal/informal language
- Ask and answer questions including permissions

Tasks:

Task 5.1: Georgian court manners

Task 5.2 Role play in the Royal Court

Task 5.3: Find out more

Extension activity 5.1: Discussing the handling collection

Curriculum reference:

Sc/E3.4: Give directions and instructions

Sc/E3.2: Use formal language and register when appropriate

Sc/E3.3: Ask for descriptions of people, places and things

Lr/E3.2: Listen for detail in a face-to-face situation or on the phone

Ws/E3.2: Use basic sentence grammar accurately

Sd/E3.1: Express views and opinions

Sd/E3.2: Understand the turn-taking process

Task 5.1: Georgian court manners

Tell learners that if they were visiting the palace in the time of King George I or King George II, it was very important for them to look and act the correct way. If they acted improperly, they would be thrown out of the palace. This task helps learners understand the rules, dress and manners needed for visiting the Georgian court.

Ask learners to match the nouns and verbs to the pictures. This will help with the task vocabulary. Task 5.1 prepares learners for Task 5.2: Role play in the Presence Chamber.

Ask learners to discuss what they think they 'can' and 'can't' do in the Georgian court. Go through one example together with the whole class, e.g. speak, 'I think you can speak to the king.'

Learners can read the rules to check if they were correct in their assumptions of 'can' and 'can't'.

Task 5.2: Role play in the Royal Court

This activity can work both onsite and in the classroom, building on the knowledge gained from Task 5.1 and using the list of rules for ladies and gentlemen.

If completing this task at Kensington Palace, classes may wish to role play in the Presence Chamber or King's Gallery depending on how large a space they require.

Learners are welcome to ask the Explainers for rules of etiquette for visiting the Georgian court. Is there anything missing from the list provided?

Task 5.3: Find out more

This exercise encourages learners to ask questions about King George II and Queen Caroline from Explainers and to listen and record answers. Explainers welcome people to ask them questions and are full of interesting information about the palace!

Extension activity 5.1: Discussing the handling collection

Group leaders and tutors who have completed the 'Build your own discovery' training programme are welcome to use Learning & Engagement's handling collection. Pre-booking is required to do this.

Activity 5

Going to the Georgian court

Task 5.1: Georgian court manners

It was very important for people visiting the palace to look the right way.

Match the words to the pictures of things people wore.



Wig (men's)



Dress



Feathers



Shoes



Jacket



Fan

It was very important for people visiting the palace to act the right way.

Match the verbs to the pictures.



Fold Your Arms



Bow



Ignore



Curtsey



Show Your Back



Speak

Practice the actions with a partner. One person does the action. The other must say the verb.

Discuss with your partner:

- Which actions do you think you can do in front of the king or queen?
- Which ones can't you do?

e.g. I think you can speak to the king.

Read the rules below and check if you were correct.

Advice and rules for ladies:	Advice and rules for gentlemen:
Wear a mantua dress	You have to bare your head in front of the king.
Wear your best jewels	Wear a wig.
Carry a fan	Wear an (embroidered) suit
You can't sit down	You should have a sword
You can't fold your arms	You can't ignore the king or queen
Before you leave, you have to curtsy three times, then back out of the room	You must bow to the king or queen
You can't show your back to the king or queen	You can't show your back to the king or queen
You can't go to the toilet unless the king or queen says you can!	
You can't ignore the king or queen	

Task 5.2: Role play in the Royal Court

You are going to pretend you are visiting King George II or Queen Caroline at Kensington Palace. Everyone has a role to play:

- Three learners will be people who want help from the king. They want the king to help them. They need to ask a favour.
- One learner will be either King George II or Queen Caroline. He or she will have to decide who they want to help.
- The rest of the class will be courtiers. They have the rules. They will help the king or queen choose who to help.

Roles for people who want help:

An inventor



You want some money to help build your new invention.

The invention stops smoke from chimneys. It is good for the environment!

You can help make London cleaner.

A lady



You want to work for the queen!

You are a lord's daughter.

You can sew and paint.

You can speak many languages and you are very clever.

You can play the viola very well!

A soldier



You want some money to help your family.

You were in the war with King George II.

You have only got one leg and you are injured and can't work.

An inventor

A lady

A soldier, The Soldier's Return

Decide what you will say to King George II or Queen Caroline to make a good impression.

- Introduce yourself by saying, 'I am...' and, 'I am from...'
- Say what you want, 'I would like...' or, 'Can I have... please?'
- Tell the king or queen what you can do by saying, 'I can...'

Remember the rules when you are talking to the king or queen in the palace! If King George II does not like you, he will turn his back or 'rump'.

 **Task 5.3: Find out more**

Find out two new facts about King George II or Queen Caroline by asking an Explainer.

Write them below.

Activity 6: **Tutor's notes**

Reflecting on your
Kensington Palace visit

Activity 6: Tutor's notes

Reflecting on your Kensington Palace visit

Activity 6 is a post-visit activity that includes four tasks. It aims to encourage learners to reflect and share their visitor experience.

Theme:

Discussing learners' 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 practice 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 6.1: What did you see?

Task 6.2: Using adjectives

Task 6.3: Palace favourites

Task 6.4: 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 6.1: 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 6.2: 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 6.3: Palace favourites

Ask learners to use any worksheets used during their palace visit and photos or sketches they took or drew to reflect on their experience.

Ask them to share their thoughts with other learners in small groups. Elicit feedback from 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 to ensure everyone understands each question. 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 to the writing task.

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?

After discussing their palace experience, learners can write their answers in the fill in the blank sentences.

Task 6.4: Postcard 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, 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 6

Reflecting on your
Kensington Palace visit

 **Task 6.1: What did you see?**

Look at the pictures. Can you remember the names?



What else can you see in the pictures?

 **Task 6.2: 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 palace?

 **Task 6.3: Palace favourites**

Show your pictures from your visit to your group.

Talk about your pictures:

- What did you like?
- What did you find interesting?



I like this because...

In your groups, 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? _____

 **Task 6.4: 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/> <hr/> <hr/>	<p>Address</p>  <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Activity 7

Independent visit activity

Activity 7 is for learners to use should they revisit the palace with their families on a follow-up visit.

Theme:

Post-visit activity for learners to do with friends and families.

Aims:

- Help learners introduce 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 friends and family on a follow up visit
- Familiarise friends and family with what they can see and do in the palace
- Be able to discuss rooms and objects in more detail with friends and family

Task 7.1: Palace cards

Preparation: This activity requires preparation. Copy and distribute Task 7.1 to each learner so that they can complete the activity on their own. If eligible, tutors are encouraged to request discount entry tickets to Kensington Palace after their group visit on behalf of their learners (eligibility restrictions apply).

Task 7.1: Palace cards

Preparation: Copy and cut up the cards below.

Give each person in your group a card. Choose a room in the palace to focus...
Choose a room in the palace to focus on with your friend or family member.

Ask everyone you are with to look around the room. Each person should write or draw an object that they think meets the description on the card. You may need to discuss the vocabulary (e.g. puzzling).

Remember to use pencil - not pen - to do this.

Ask everyone what they chose.

Ask them to share why they chose the things they did.

Remember, there is no wrong answer!



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:

The King's State Apartments, room by room

There are four visitor routes at Kensington Palace, each one exploring a different story of the palace's history. The King's State Apartments, whilst built for William III, are used to explore the stories of George I and George II. These are the grandest set of rooms in the palace.

The King's State Apartments are surprisingly empty because, unlike domestic rooms, they were used for audiences and meetings. Courtiers and visitors stood in the presence of Royalty so there was no need for the sorts of furniture you normally find in a home.



Stone Staircase



Privy Chamber

It may be useful to imagine these rooms filled with people – ladies in huge mantua dresses and gentlemen in well-tailored suits, all talking, laughing, whispering, bowing, curtsying, dancing and indulging in the pleasures of the Georgian court.

The King's Staircase is the first link to the circuit of rooms making up the King's State Apartments. This stunning staircase was painted by William Kent in 1724 and features paintings of real people who attended the court of King George I. This was the grand route that all the great and the good of Georgian London would have taken if they wanted to visit the King.

The Presence Chamber is where visitors would be ushered into to be in the presence of the King - he would sit on a throne as people bowed and curtsyed. Depending on how busy the palace is, this is a great space for learners to role play and practice their skills in asking and answering questions.

The Privy Chamber was one of Queen Caroline's favourite entertaining spaces. It was where she would have hosted salons to discuss scientific theories, literature and philosophy with great thinkers of the day. The busts around the room are some of the men who would have visited this room for that very purpose. There are also portraits on the walls of Charles I, his wife Henrietta Maria, Queen Mary II and Queen Anne. These are meant to support the Hanoverian legitimacy to the throne, proving the links between them and the Stuart monarchs that preceded them.

The Cupola Room is the most splendidly decorated room in the palace. This was the first room decorated by William Kent, for a mere £350! This spectacular room is meant to have the look of a baroque Roman palace. The huge star of the Order



Presence Chamber



King's Drawing Room



Cupola Room

of the Garter, the oldest English order of chivalry, was placed in the centre of the ceiling to send the message that even though he was German, King George I was the rightful British monarch!

The King's Drawing Room is the climax of the whole suite of rooms where courtiers would have come in search of power and patronage. They would spend their time gambling and gossiping. Visitors can also see George II's favourite painting 'Venus and Cupid' by Vasari, hanging on the wall. Queen Caroline tried to have the painting moved while her husband was away in Hanover, but when he returned he furiously insisted it be put back. It was promptly returned and continues to hang there today.

The Council Chamber was where monarchs would meet with their advisors, members of the Privy Council, to discuss government business. This room is now being used to display the types of fashion dress that people in the Georgian Court would have worn at Kensington Palace.

Queen Caroline's Closet is a small room that has been many things over the years, but in the 18th century Queen Caroline turned it into a small gallery to display a range of art, including sketches by the great Tudor artist Hans Holbein. Today you can see two of these sketches and a display of miniature portraits from the Georgian period relating to Queen Caroline.

The King's Gallery is the largest room in Kensington Palace. It houses beautiful works of art from the Royal Collection.

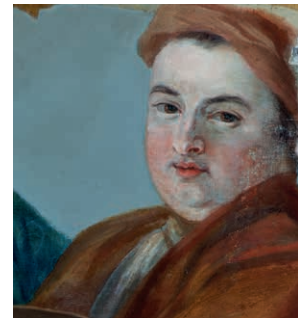


King's Gallery

Notable figures of the Georgian court

In addition to George I, George II and Queen Caroline, there are many people who helped shape Georgian society and played key roles in the history of Kensington Palace. Below are short introductions to some of the notable figures referred to in activities found in this resource.

William Kent (1685-1748) was a man of many talents. As well as an architect, interior designer and painter, he was also an innovative designer of furniture and particularly of gardens. Kent was introduced to George I just as the King was embarking on an ambitious plan to rebuild Kensington Palace's King's State Apartments. The King needed an artist to decorate his new Cupola Room. William Kent won the project after submitting the lowest estimate for the work and subsequently went on to decorate all the rooms within the King's Apartments and provided much inspiration for the layout of the gardens at Kensington. William Kent was also known as Kentino or the Signior to his many friends.



William Kent

Mohammed and Mustapha were two of George I's closest servants. Both originated from Turkey (Mustapha was captured in battle against the Ottoman Empire). They served the King in Hanover and traveled with him to Great Britain. Their high status within the court sparked jealousy from British noblemen, often fueling prejudices, unfounded gossip and rumours.



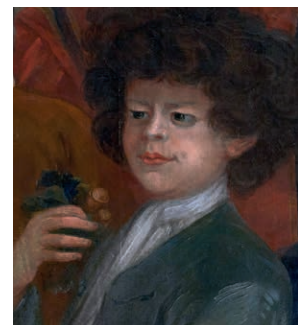
Mohammed

Peter the Wild Boy (c.1712-1785) was a teenage boy found naked and completely silent living in the woods near Hanover in summer 1725. At the time, people described Peter's actions as ape-like, walking on all fours and climbing trees at great speed. He was brought to London in the spring of 1726 and spent time at the courts of George I and the Prince and Princess of Wales, George Augustus and Caroline, for amusement. Peter became a celebrity in London. Daniel Defoe wrote a book about him, a wax figure of him was exhibited in the Strand and his portrait was included as one of the members of George I's court on the King's Staircase at Kensington Palace.



Mustapha

After George I's death 1727, Peter was passed into the care of a yeoman farmer in Hertfordshire who was awarded a pension to care for the boy. At this time, it was said Peter apparently understood what was said to him quite well but could only say the words 'Peter' and 'King George'. Peter was in the habit of wandering off and was fitted with a collar, which is still preserved in the collection of Berkhamstead Collegiate School.



Peter the Wild Boy

Peter's gravestone can still be seen in the churchyard of St Mary's Church, Northchurch in Hertfordshire.

Contact us

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