

# Self-led Resources Teacher Guide

- Refer to map overleaf
- Head towards Main entrance from Clore Learning Centre
- Ask a member of staff for directions if necessary
- Gather your students in Base Court
- Assign students their adults
- Read the character introduction to your students
- Head towards Anne Boleyn's Gateway




- Start the trail by walking up the steps signposted 'Henry VIII's Apartments' and walk into the Great Hall

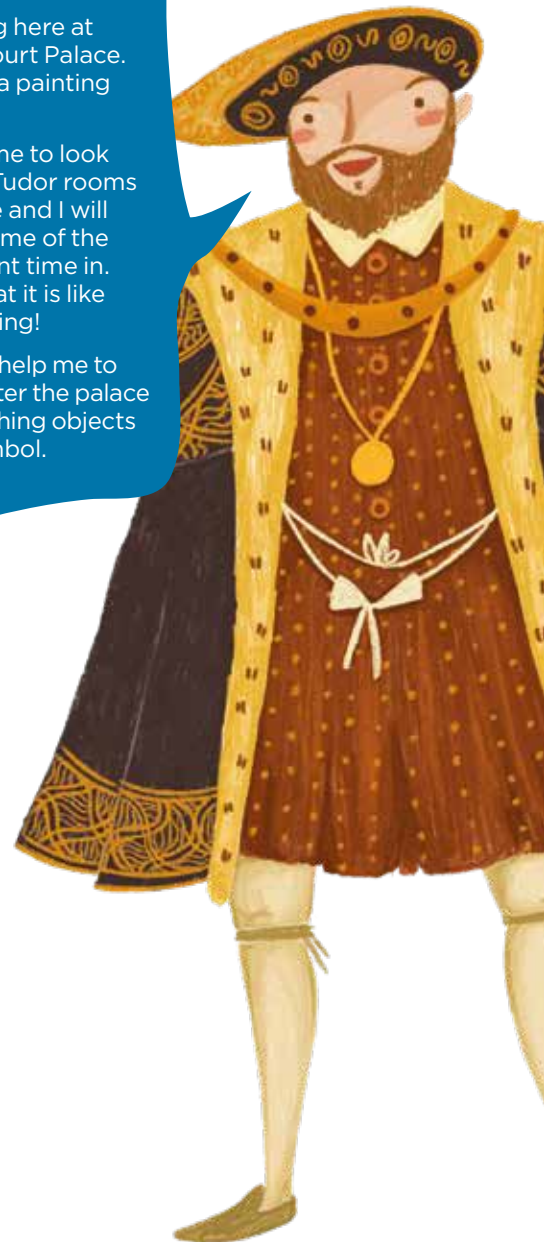
***The trail will take approximately 35-40 minutes***

## My name is King Henry VIII.

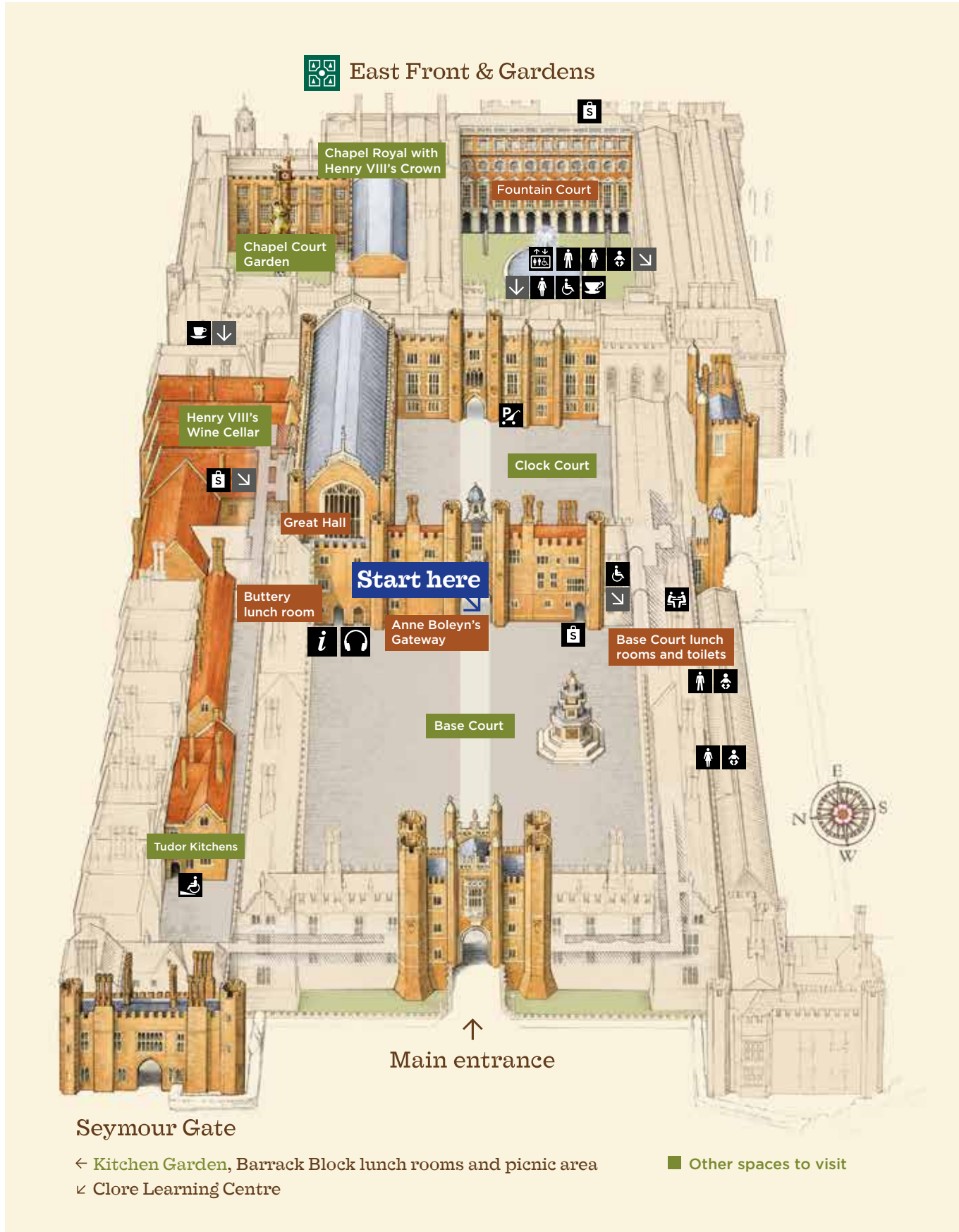
I am the King here at Hampton Court Palace. You will see a painting of me later.

Come with me to look around the Tudor rooms in the palace and I will show you some of the spaces I spent time in. Find out what it is like to be a the king!

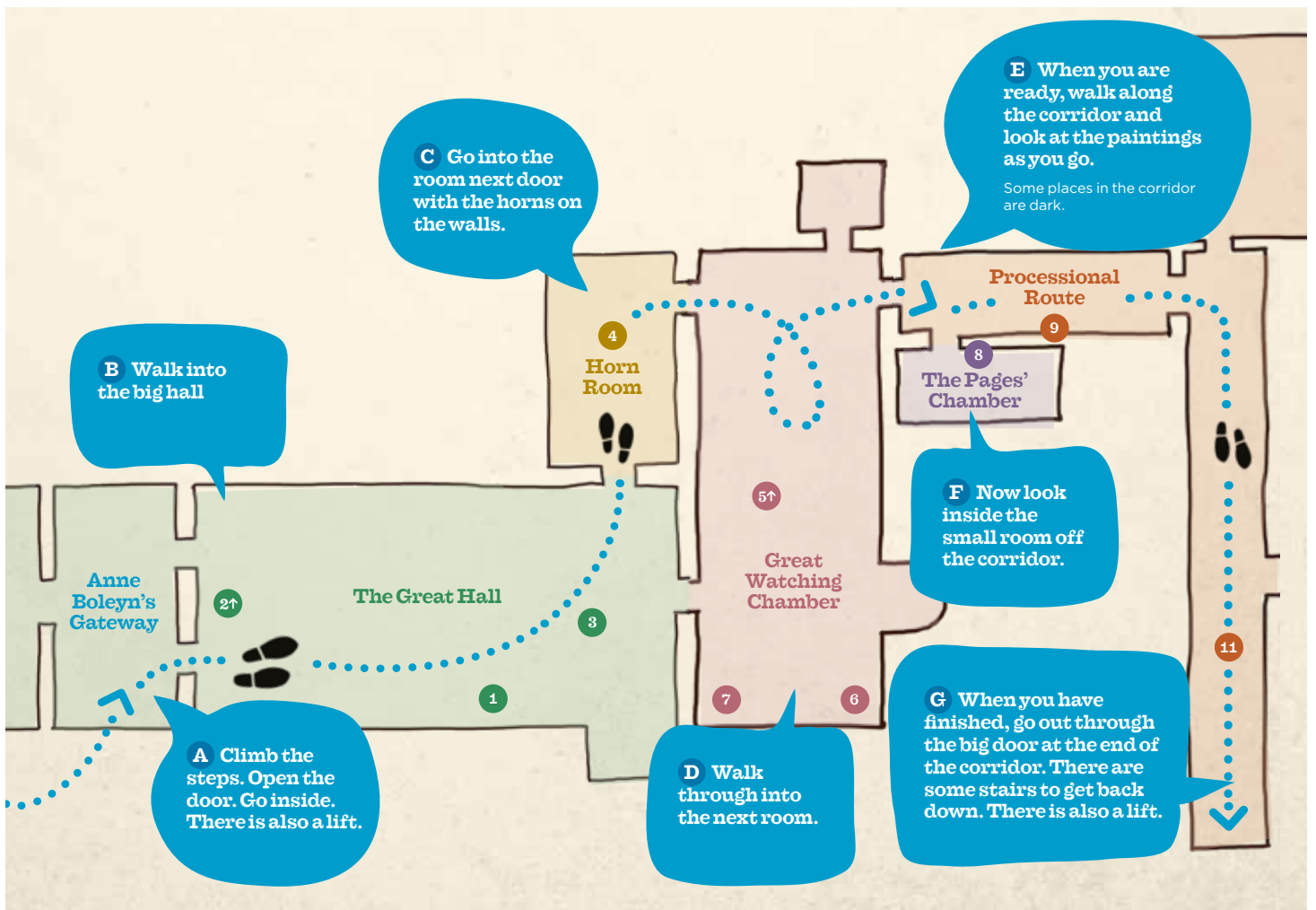
 Please help me to look after the palace by only touching objects with this symbol.



# Palace Map



# SEND Student Trail Map Locations



## Top Tips for exploring the Tudor Route

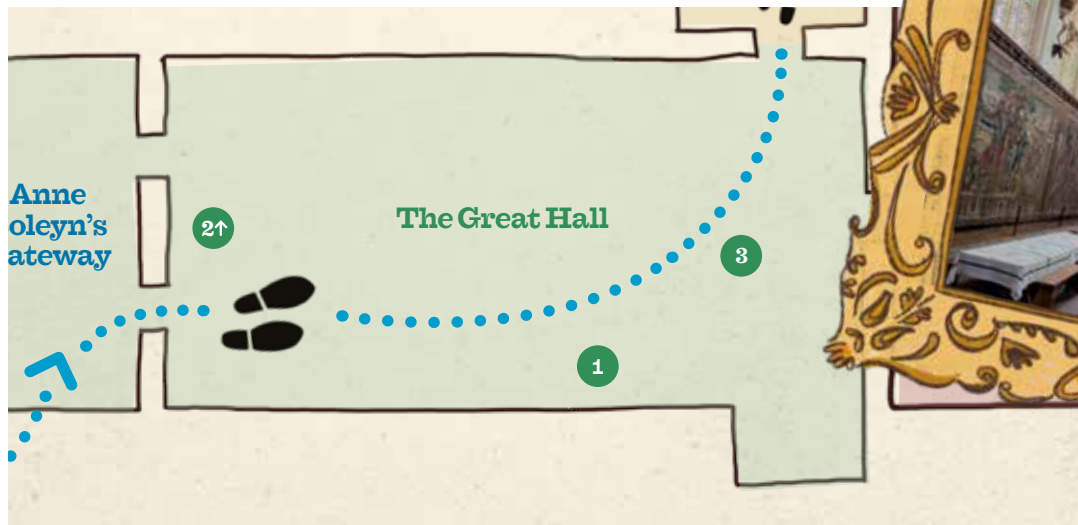
**Some of the rooms on the Tudor Route can get very busy with other members of the public! These top tips will help your students when exploring the palace.**

1. Make sure your students stay close to their adult whilst on the route. If possible, make sure all adults are familiar with the Teacher Guide in advance of the visit.
2. Try and find a quiet space when stopping to look at things on the route and try to avoid standing in front of doorways and at the top or bottom of steps.
3. If the students need a break, there are benches in some of the rooms they can sit on. The Great Hall has wooden benches they can sit down on next to the tables. The Great Watching Chamber has large cushions on floor they can sit on.
4. Be aware of uneven floor surfaces. Some of the floor surfaces outside in the courtyards such as the cobbles are bumpy underfoot.
5. Take photographs as you look around to aid with students' recollection of the visit for post visit work. *Please note photography is not allowed in the Chapel Royal.*
6. Encourage your students to look up - they will see more!
7. If you need further assistance while you are on the route, for example using the lift, please ask the State Apartment Warders for help.
8. Have fun exploring with your students!



# The Trail

## The Great Hall



**This room is used by my servants. They eat their meals and sleep in here. Sometimes we have parties in this room! Listen to the music playing. There are many expensive things in this room as I am very rich!**

### Practical information

The Great Hall can get very busy at times! As it is the largest room in the palace and has a lot in it you and your students will probably want to spend some time in here. The top table is popular with other visitors so you may have to look at other objects in the room first. If it is busy you can gather your students at the far end in the alcove by the stained glass window. They can look up at the ceiling there. If they want to sit down they can sit on the wooden benches by the tables. You could also sit down in the middle of the hall. Make sure that any other visitors can still pass either side of you.

### Sensory opportunities

- Listen to the sound of the Court music playing.
- Touch the pewter bowls on the top table.
- Sit on the chairs on the top table.
- Sit on the benches next to the tables.
- Look up the coloured glass in the windows.

#### 1 Tables with benches

**Look for the wooden benches.** My servants sit here to eat their meals. I do not eat in this room as I am too important! My favourite food is meat!

*Most of the servants sat on wooden benches at tables to eat.*

**Sit down on a bench.** My servants eat bread at this table. **Can you make an eating action with your hands?**



*Ask your students to sit on one of the benches. How does it feel? Servants would eat meat, fish, vegetables and bread. Ask your students to have a go at making an eating action with their hands.*



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#### 2 Stained glass window

**Look up and find the window with me in it.** I like to wear gold clothes and jewels.

*Ask your students to 'look up' to find the coloured glass window with the Henry VIII in it. Henry is wearing his two favourite colours - red and gold!*



#### 3 Top Table

**Find the table at the end of the hall.** My most important servants sit here!

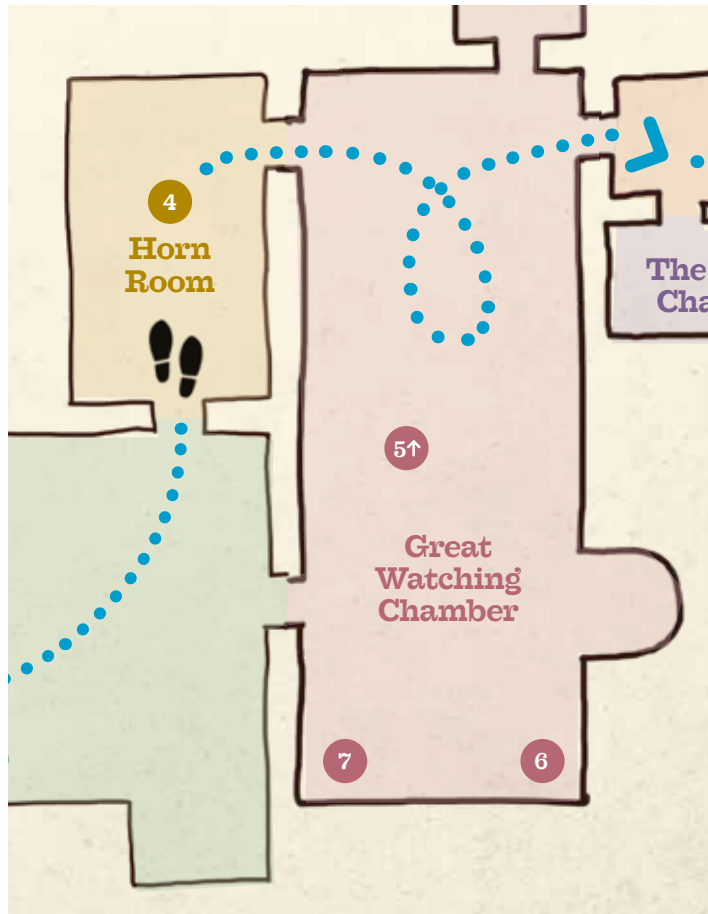
**Look for the silver bowls on the table.** I like things which are silver in colour.

*More important servants sat at this top table. They had chairs to sit whereas the servants sitting at the other tables had benches. Invite students to sit in one of the chairs.*

**Touch the silver bowls.** How do they feel?

*Do they like it? How do they feel? Do they prefer sitting on the chair or the wooden bench? Students can touch the silver coloured bowls on the table. How do the bowls look and feel? - shiny/cold/heavy/hard/smooth. They are made from a silver coloured metal called pewter.*

# Horn Room & The Great Watching Chamber



## Horn Room

I enjoy hunting in the park around the palace.

### Sensory opportunities

- Sit down on the wooden bench

### Practical information

Horn Place can be a quiet space to rest if your students need to sit down for a few minutes. There are some wooden benches by the wall. Some places in this room are dark.

## 4 Carved lion

🔍 Find the lion on the staircase.

👉 Can you stand proud like this lion? I like lions as they are very strong animals.

*There are a lot of lions in Hampton Court Palace! Henry VIII liked lions as they are very strong and powerful!*

👉 You can sit down on the wooden bench if you want a rest.



## The Great Watching Chamber

You can sit down on the cushions on the floor. Touch the floor. It is made from wood.

### Sensory opportunities

- Touch the floor
- Look in the mirror
- Look up at the ceiling

### Practical information

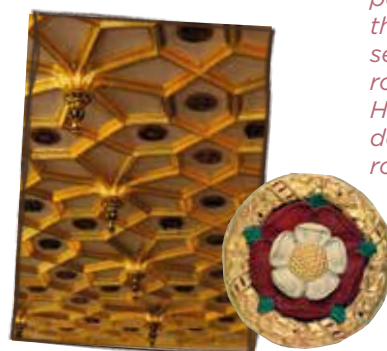
The Great Watching Chamber has some large cushions on the floor which your students can sit on or lie down on if they wish. They can also touch the wooden floor. Encourage them to look up in this room. The ceiling is very striking and they can use the rectangular mirror to look up at the ceiling.

## 5 The ceiling

🔍 Look up at the gold ceiling. There are lots of badges on it. Can you find the badge with the rose?

This is a special badge for my family.

*Ask your students to 'look up!' at the ceiling. How many different badges can they see? Can they find one with a rose on it? This is the Tudor Rose and was the special badge for Henry VIII's family, the Tudors.*



## 6 Stained glass window

🔍 Can you see the shield in this window with three lions on it? This is my special shield.

*Ask your students to look at the window and find the shield with the three lions. Do they remember seeing lions anywhere else in the palace? The lion was one of the king's special beasts. Can they find another one of the king's beasts in this window? The red dragon.*

## 7 Large wooden door

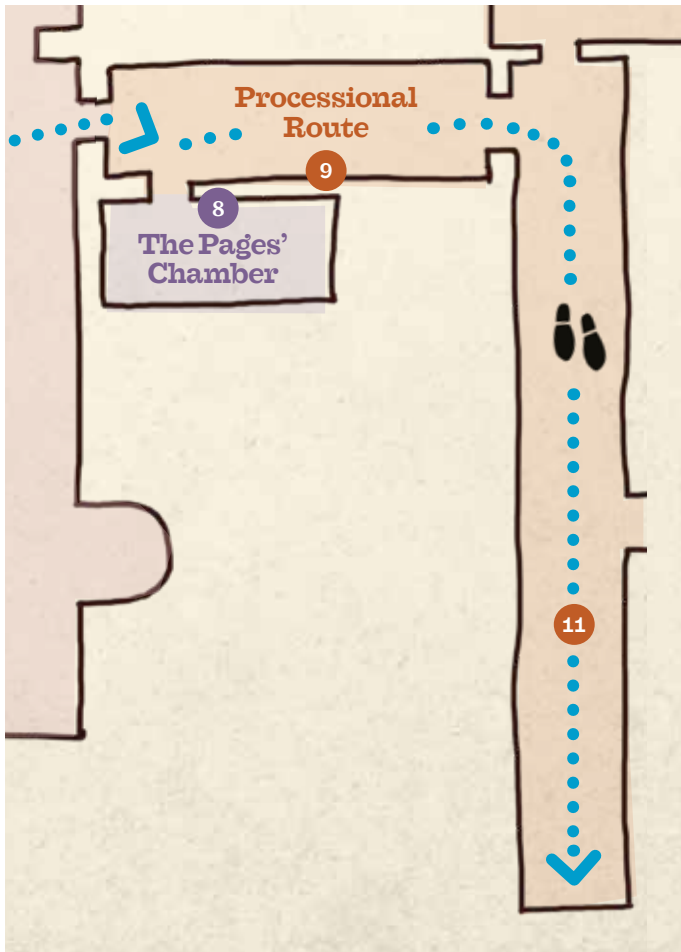
🔍 Can you see the large door in the corner?

My private rooms are through there. Sometimes I like to be in a quiet place away from lots of other people.

*Henry VIII's private rooms used to be behind this door. They are not there anymore. He had several rooms including a bathroom, bedroom and dining room. Henry's palace was very busy with lots of servants and visitors so Henry liked spend time with a small number of people in rooms away from the busy Great Hall. Henry's servants would wait in this room for a long time to see Henry come out through the door and walk through the room on his way to chapel.*



# Page's Chamber & Processional Route



## Processional Route

### Sensory opportunities

- Look at the paintings in the gallery
- Make a pose like Henry VIII
- Walk along like a king or queen
- Sit down on a bench
- Look for some keys in the Page's Chamber

### Practical information

The Processional Route can get very busy as other visitors may stop for a time when they are looking at the portraits. Ask your students to stand together as close as possible when you are looking at a painting and make sure there is space for other visitors to pass behind them. There are some wooden benches by the wall which they might like to sit on

if it is busy or to talk to them about the painting first. You may have to do the activities in a different order for this part of the trail map if it is particularly busy in one place.

### 9 Portrait of King Henry VIII

**Can you find the large painting of me?**  
I am wearing an expensive fur cloak and carrying a dagger. I look important in this painting!

*Ask your students to look at the painting of Henry VIII on their trail map. Can they find this painting in the gallery? Gather in front of the large painting of Henry VIII. How does Henry look in the painting? Important, like a king.*

### Can you stand tall like me?

*Ask your students if they can stand/sit up tall like King Henry. They can also walk like a king or queen. Remind them to walk slowly.*

## The Pages' Chamber

Some of my servants sleep in here. This room is dark inside. Listen for sounds in this room. If you are tired you can sit down on one of the wooden benches next to the wall.



*Ask our students to look around the room. How does it feel in the room? How did people light and heat the room? They had candles and a fire. Some of Henry's servants sleep and eat in here. Ask the students if they would like to sleep in this room?*

### 8 Keys

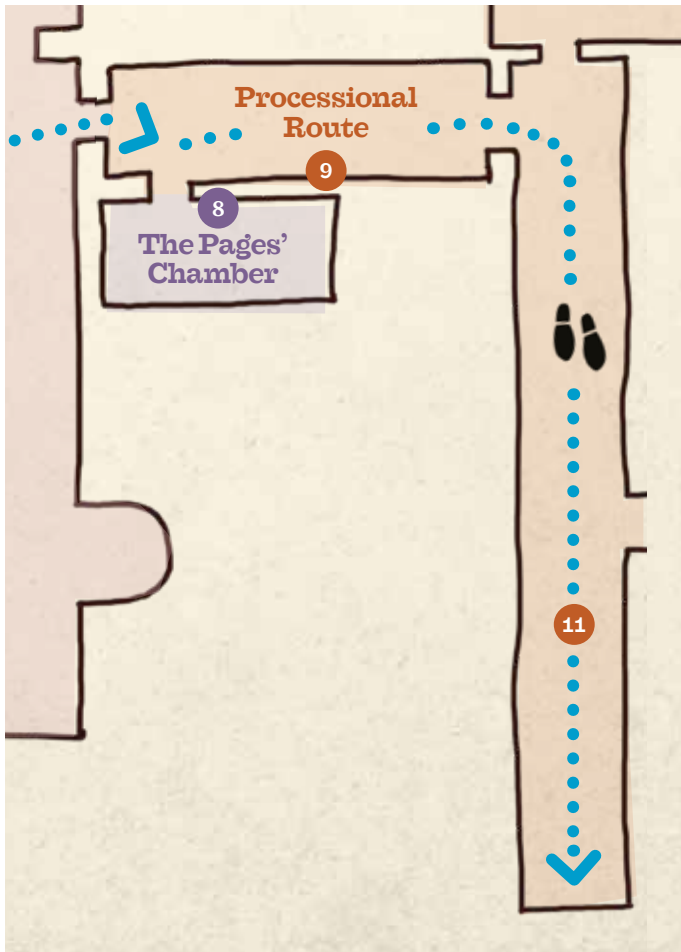
#### Can you find the keys on the small table?

There are a lot of expensive things in my palace. The keys lock the doors and keep my things safe.

**Can you make a key turning action with your hands?**



# Processional Route continued



## 10 The Family of Henry VIII portrait

**Find the painting of me with three of my children and one of my wives.** I have a very large family! In the centre is Henry VIII. On his right is his third wife Jane Seymour and on his left is his son Edward VI. On the right of Jane Seymour is Elizabeth I and on the left of Edward VI is Mary I.

*On the far right and far left are two of Henry's servants. They were called Will Somer and 'Jane the Fool.' They were both thought to be 'natural fools', people with learning disabilities. They both reflect the significant roles played by people with learning disabilities in the Tudor Court. They were believed to be closer to God and closer to the truth than other members of Court. They were well looked after and provided with fine clothes and good food. Depending on the learning needs and level of your students, you may wish to talk about Will and Jane or you may want to concentrate on Henry VIII and his son Edward VI.*



**Once your students have completed all of the activities on the trail map you can do this final discussion question.**

### What have you found out about Henry VIII?

You may prefer to leave the Tudor Route and find a quiet space outside in the gardens or under the colonnade in Clock Court to talk about what they have found out. (marked on your map.)

### Practical Information

When you have finished the trail map you can exit the Tudor Route via the exit at the end of the Gallery. You can walk down the Queen's Staircase to get back to Ground Level where you can turn right into Clock Court or left into Fountain Court. There is wooden handrail for your students to use as they descend the Queen's Staircase. The staircase is winding at the bottom so it can be tricky. If any of your students need to use the lift, please ask a member of staff for help.

If you want to explore other related areas of the palace please refer to the 'Other Spaces to Visit' page.



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# Other spaces to visit

**If you have time you might like to visit some of these additional spaces with your students. There are focus questions for each one. They all link to themes on the Student Trail map.**

## Tudor Kitchens

Some of the things to look out for in the Tudor kitchens are the foods the students thought about the servants eating in the Great Hall – fish, bread and meat. They will be able to spot each of these foods in the kitchens. They can look inside the larder in Fish Court where the fish were stored. There were no fridges then so it had to be a very cold place. Ask the students how they feel in Fish Court – cold!



## Henry's Wine Cellar

Henry VIII loved to drink wine with his meals! This cellar was where the wine was stored. Ask the students how they feel in Fish Court? What does it feel like inside? There are steps leading down into the cellar.

## Kitchen Garden

The Kitchen Garden produced fruit, vegetables and herbs for meals in the palace. One of Henry VIII's favourite fruits were strawberries! He also liked an herb called rosemary on his lamb. Ask your students if they can find either of these things in the garden. Can they find another fruit or vegetable which they like to eat?



## Chapel Royal and Henry VIII's Crown

In the Chapel Royal, off the Processional Route, there is a copy of Henry VIII's Crown of State. Henry VIII wore the original crown on special occasions. Ask your students what different colours they can see in the crown. Do they like the crown?

Men should remove their hats when entering and please note that no photography is allowed. Please also remind your students to be as quiet as possible.

## Clock Court and the Astronomical Clock

Ask your students to 'look up' at the clock. It was very high up so Henry VIII could see it clearly from his private apartments. It had information on it which was important for people living in the palace. There were no mobile phones or computers then so people had to use other ways to find out information. The clock told people the time, day and month of the year. It also had information about the times of the tide on the River Thames, for people who wanted to travel to London.

Can your students listen and hear the clock chiming?

## Chapel Court Garden

This garden is full of beasts which can be found in and around the palace. Ask your students to find some of the different beasts – the lion, the greyhound and the red dragon.

Discuss with your students if they can remember seeing any other lions or dragons on their visit today? They saw a carved lion in the Horn Room and saw a shield in the window of the Great Watching Chamber with three lions on it. In the same window there was a red dragon. The red dragon was used by all Tudor monarchs on their Coat of Arms. Your students might like to look at the large dragon on display in the Clore Learning Centre.



# Additional Information

**This is some general information to be aware of when visiting the palace with your students:**

## Costumed presenters

There are presenters in historical costume in and around the grounds of Hampton Court Palace. They interact with school children, families and other members of the public and their aim is to make the history of the palace come alive. They are in role as people who once lived at the palace. They may be performing in the Great Hall while you are there. Depending on the learning needs of your students, you may wish to explain who they are and what they are doing. Your students may ask you if the presenters are actual people from the past who are still alive.

## Use of audio and visual effects in the historic spaces

There are audio and visual effects in and around the palace. Some of the ones your students may encounter during their visit are in Base Court (there are sounds of horse hooves and voices.) There are also sounds of voices and projections used in the Tudor Kitchens and in Master Carpenter's Court. This might seem quite abstract for some students as it is not always obvious where the source of the sound is. The sounds and projections in the kitchens are used to illustrate the jobs people were doing in the spaces.

## Potential hazards

There are some things to be aware of when looking around the palace and the gardens. In the Tudor kitchens there is a large fire in the biggest kitchen at the furthest end of the kitchens. When it is lit there will always be a member of staff supervising it. Please make sure your students stay with their adult at a safe distance from the fire.

There are water features throughout the gardens. In the Kitchen Garden there is a small pond and in the formal gardens there are water fountains. Please make sure your students remain with their adult near these features.

## Suitable clothing

A visit to the Tudor Route and other associated spaces will involve being inside the palace and also outside in the courtyards and gardens. Please ensure your students have appropriate seasonable clothing and sensible footwear as many of the courtyard areas are uneven.

## Using the lift

There is a lift available for visitors located off Fountain Court. The lift is operated by a State Apartment Warder. Ask any staff member to access. Once on the first floor, ask the warder to direct you to the Great Hall to start the trail.

## Accessible toilets

Accessible toilets are located in the Clore Learning Centre, off Base Court and off Fountain Court.

# Back at School

## Great Hall

The Great Hall is the largest room at Hampton Court Palace. The length of the hall is around 32m (approximately the length of three double decker buses!)

The Great Hall is a sign of Henry VIII's power and wealth and has a lot of things in it which are gold and silver in colour as Henry VIII liked to show off to others! The decorations on the walls with pictures on are called tapestries. King Henry loved beautiful works of art.

The Great Hall was used as the staff canteen for 600 of Henry VIII's servants twice a day. Henry VIII enjoyed eating but he not did usually eat in this room. This room would have been very busy and noisy! Sometimes on special occasions there were parties in the Great Hall which King Henry would attend! There would be music and dancing at these parties. Henry would sometimes play instruments at the parties.

## Horn Room

Horn Room was built as a waiting place for servants to serve food directly from the kitchens to courtiers in the Great Hall and the Great Watching Chamber. There are a lot of horns on the walls in this room as King Henry enjoyed hunting in the park.

## Great Watching Chamber

The Great Watching Chamber was where the Royal Guards would 'watch' and control who was allowed to go into the King's State Apartments beyond the Great Hall.

The large wooden door in the corner of the room once led to Henry's private rooms where he ate, read, slept and entertained guests. Only important servants called courtiers were allowed into the Great Watching Chamber. It was important to be well dressed in the most expensive clothes you could afford. This room feels warmer than the Great Hall as it is further into the palace. Also, there are lots of lights in this room which makes it feel brighter.

## Processional Route

The Processional Route leads from the Great Watching Chamber to the Chapel Royal. Henry's courtiers would wait in line along the Route to see the king. He would walk this route on Sundays and special holy days and it would be the main occasion when Henry would be visible to his wider court.

## Page's Chamber

The Pages were essential in the daily running of Court life. They spend time in this room eating and sleeping, when they were not assisting the courtiers in the Great Watching Chamber. One of their important duties each morning was to make the fire each morning.

**Once your students have completed the activities on the trail you can do these discussion questions:**

**What have you found out about Henry VIII?**

**Would you have like to have been king?**

You may prefer to leave the Tudor Route and find a quiet space outside in the gardens or under the colonnade in Clock Court to talk about they have found out. (marked on your map.)

### Practical information

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