

# Self-led Resources Teacher Guide

**Please read this information page carefully before beginning the trail with children.**

## Where to begin

This trail map follows Henry VIII's Apartments and begins at Anne Boleyn's Gateway. To get here from the Clore Learning Centre walk towards the palace and enter through the Main Entrance. Walk through the large courtyard called Base Court and look for an archway with some stone steps leading up inside. The trail starts at the bottom of these steps. Please see the map to locate the Gateway.

Just before you enter Anne Boleyn's Gateway, please ask children to gather in Base Court, to the side of the archway where you should brief them. (If it is raining you can gather them under the archway. Please make sure they are standing with their backs to the wall, away from the bottom of the steps, as it can get very busy with other visitors here.)







# What to tell children

Ask children to unfold the trail sheet and read the welcome panel (or you read to them), introduced by an historical character called William Reskimer. The character will be the voice of the guide as they go through the rooms, giving them information as they go.


There are a range of different activities to help focus childrens' exploration.


**The different types of activities are:**

 **I spy:** looking for key objects in the rooms. There is a photograph or illustration to help with this.

 **Challenge:** using discussion and problem solving skills to answer questions.

 **Have a go:** being interactive in the space.

 **What do you think?** encouraging children to make choices and personal responses to objects and paintings.

Please also ensure the children and all adults also read the 'Top Tips' section on the back panel of the trail. This will give them guidance on the best ways to see things and keep safe as they look around. As there are a number of old and fragile objects on the Tudor route, please remind children to only touch objects with a Have a go icon. 

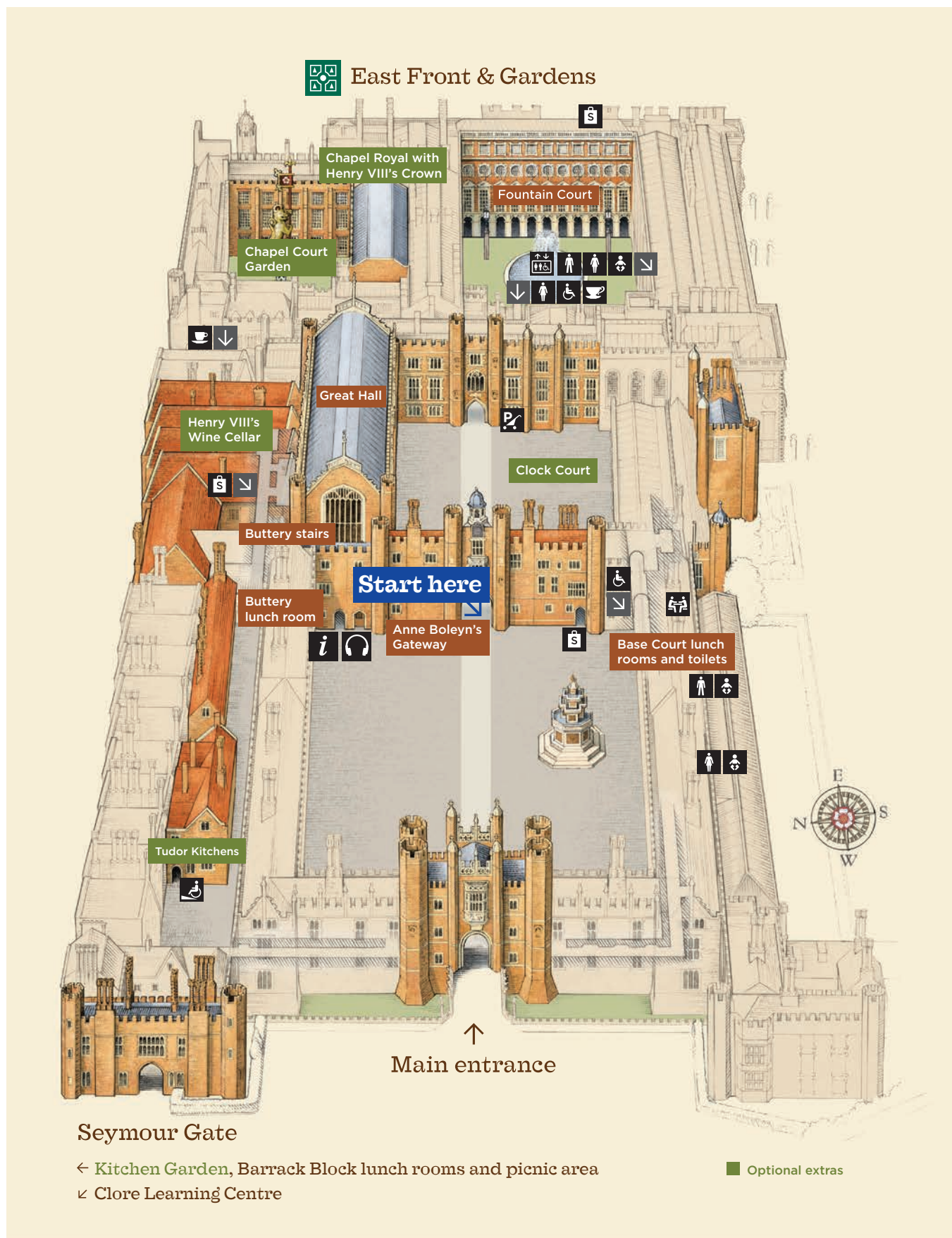
The trail will take approximately 45 minutes to complete.

## Supporting children with the trail

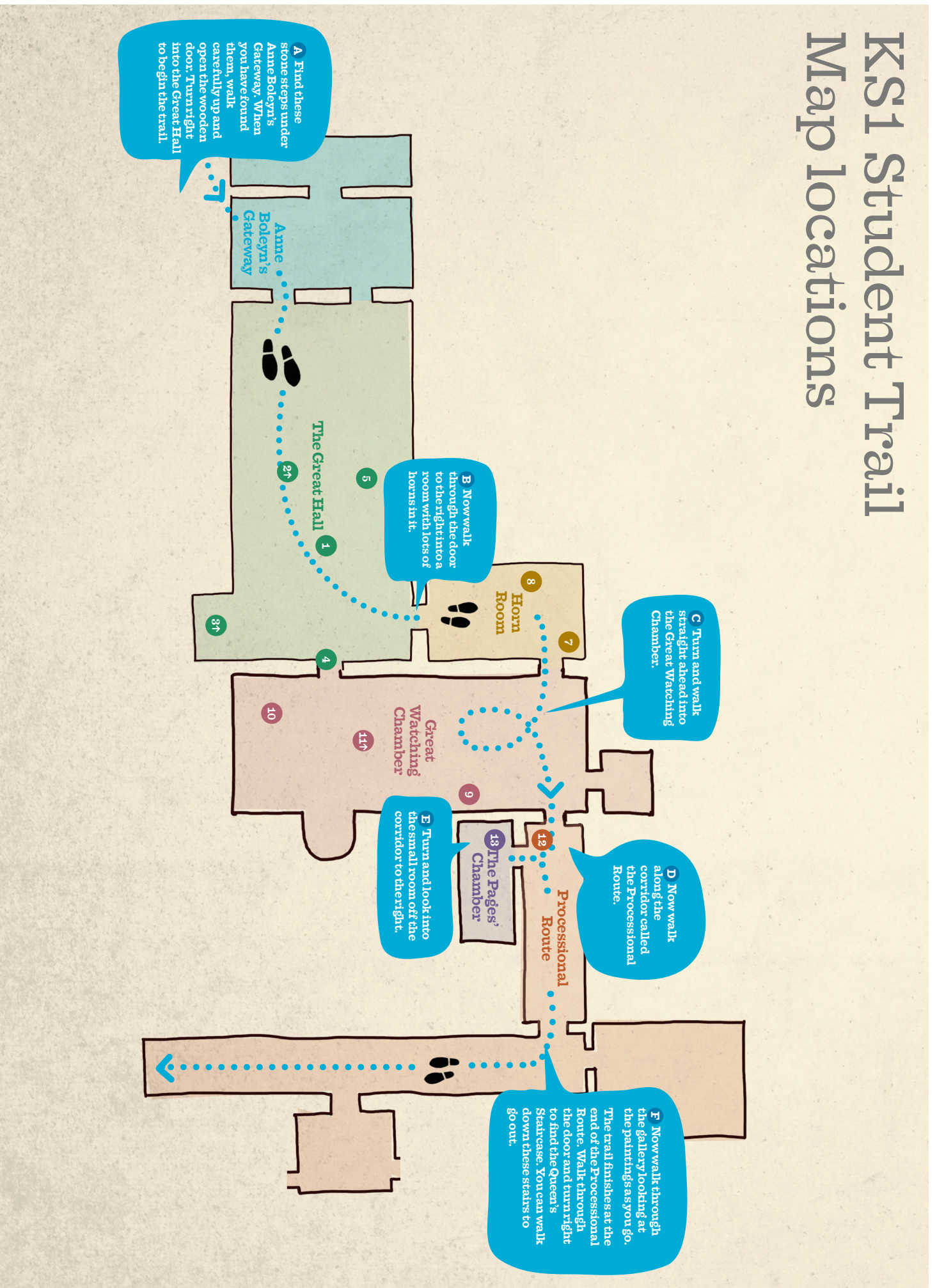
This is a discussion based trail. No pencils are needed! William Reskimer will give children a 'call to action' in the welcome. Their task will be to explore the rooms and find out as much as they can about life in the palace. When they have finished the trail they can decide whether they would like to live in the palace.

Please organise children into equal sized smaller groups and ask them to stay with their designated adult as they explore the route. The role of the adult is to help pace the children as they go round and facilitate discussion around the focus objects and activities. This Teacher Guide includes a copy of the Student Trail Map, enabling you to see the same map and activities as children, whilst also giving you some additional information. Each space on the trail is shown by a different colour on the map. The additional information is represented in this colour.

# Palace Map



# KS1 Student Trail Map Locations



# The Great Hall



Ask children to carefully touch one of the objects. How does it feel? It is made from a metal called pewter.

👂 Meals are served in here twice a day for 600 of the king's servants. They eat a lot of meat, bread and fish. I don't eat my meals in here. I will show you where I eat later!

💡 **What do you think the different objects might be used for?** A popular drink in the palace is wine. **Can you find something on the table which might contain wine?**



Now try sitting down at one of the tables with the wooden benches.

? **Would you like to eat in this room?**



## 2 The roof

👂 **Find a quiet space and look up at the roof.** Henry wanted the roof to be impressive so he asked for it to be painted bright blue!

👇 **What shape is the roof? Can you make the shape with your arms?** Now make the shape with a partner.

## 1 Top table

**Key object:** *More important servants sat at this top table. They had chairs whereas the less important servants further down the hall sat on benches. Ask children to sit in one of the chairs at the top table and then sit on one of the benches. Which one is more comfortable? Which table would they prefer to sit at and why?*

*The servants would eat meat which was roasted, boiled or made into pies. There would also be lots of bread and fish. They would drink beer or wine. Ask children to look at the different objects on the table and work out what they might have used for.*



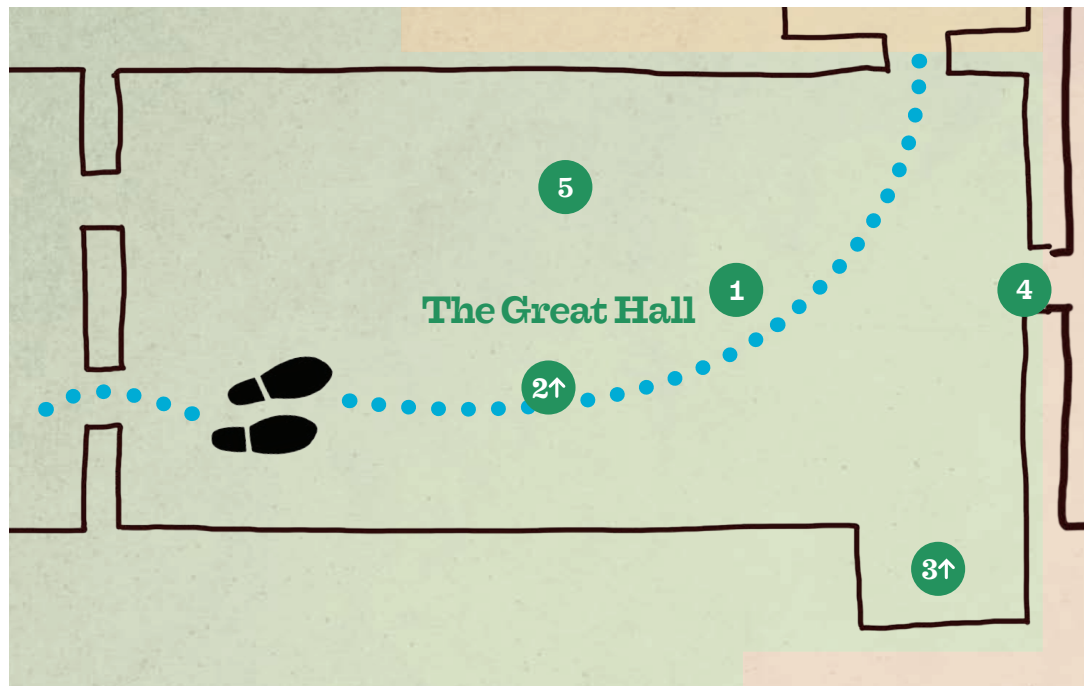
**The Great Hall was built by King Henry VIII to show how rich he is! Henry loves gold and silver colours as they look expensive.**

### 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 children 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 children 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.

# The Great Hall continued



The main forms of communication were through letters but most people in Tudor England could not write.

Therefore, the main way to communicate something was face to face. In the Great Hall the servants might be tempted to talk to each other about the king. The eavesdroppers were there to remind the servants that other people were listening to what they were saying and to be careful what they said. It was thought to be safest to see, hear and say nothing.

**🔍 Look up and find the carved wooden faces in the roof.** They are called Eavesdroppers. They are there to remind the servants not to say anything bad about the king as people might be listening!



### 3 The Stone Ceiling

Stand in the big space next to the big window, to the right of Top Table.

**🔍 Look up at the ceiling there.**

**👉 What shapes you can you see on the ceiling? Can you make the shapes with your fingers?**

### 4 Lions

**Key object:** Ask children to find the figure of the gold lion leading into the Horn Room. There are lions all around Hampton Court Palace both inside the palace and in the gardens. Ask children work in pairs and think of some words they might use to describe a lion – strong, big, golden, powerful, fierce, has a loud roar, like a king (royal.) Henry VIII has a lion on his special symbol called a Coat of Arms. Ask them to suggest why there might be a lion on it.

**🔍 Find the figure of the gold lion across the top of the door leading to the Great Watching Chamber.**



There are a lot of lions in this palace!

There is a lion on the king's special symbol called his Coat of Arms. Henry likes lions as they are a symbol of strength.

**💡 Why do you think Henry likes to have lots of lions in his palace?**

**👉 How many lions can you spot around this room?** Walk slowly around the room and count them as you go.

### 5 Eavesdroppers

**Key object:** Ask children to look up and spot the wooden carved figures in roof. Explain that in Tudor times they did not have all the forms of communication we have today such as mobile phones and computers.

**💡 How many Eavesdroppers can you find?**

### 6 Your Choice

**Key object:** Ask children to discuss with a partner which is their favourite object in this room. If there is time they can share their idea with the rest of the group and talk about why they like it best.

**❓ Can you find your favourite object in this room? Why do you like it best?**



# Horn Room & The Great Watching Chamber

## Horn Room

This room is where the servants bring the food up from the kitchens into the Great Hall and the Great Watching Chamber above.

### Practical information

Horn Place can be a quiet space to rest if children need to sit down for a few minutes. There are some wooden benches by the wall.

## 7 Painting of Elizabeth I's porter

**Key object:** *There were many different jobs in the palace. Ask children to look at the painting of the giant man. What is he armed with? He has a sword and his job as a porter is to guard the palace. Other porters had the job of collecting things such as candles and returning them to the store each morning.*

Working in a palace like this can be very hard work!

**Q Stand in front of the painting of Elizabeth I's porter.** He is very tall and strong. His job is to carry things around the palace. This painting shows the actual size of the man.

**R Stand up very straight and see if you can stand as tall as him!**



## 8 Lion on the staircase

**Q Can you spot the carved lion at the top of the staircase?**

**R Look at the lion's claw. Can you make a claw with your hand?**



## The Great Watching Chamber

In this room more important servants wait for a long time to speak to the king. The king walks through the large wooden door in the corner when he walks through this room to chapel. I am only allowed in this room to serve my master. Find one of the large cushions on the floor and sit down.

### Practical information

The Great Watching Chamber has some large cushions on the floor which children can sit on if they wish. There are also some chairs and tables with Tudor games they can try if it not busy with other visitors. 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.

## 9 Triumphs of Petrarchapestries

**Key object:** *Ask children to look at the tapestry with the elephant on it. Henry VIII had over 2,000 tapestries in his collection! They showed others how rich he was as the tapestries were made from silk and gold thread and were very expensive. Each tapestry tells a story and many of them have different animals and beasts from the stories. Ask children if they know of any stories with elephants in them?*



**Q Can you spot it on the ceiling too? What special badge would you choose as a symbol for your family?**

## 11 The ceiling

**Q Look down into the large gold mirror with the gold frame. What can you see?**

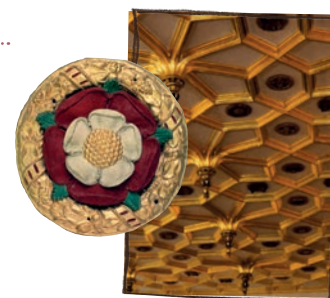
This room was built for the king's third wife Jane Seymour. Her special badge is of a beautiful bird called a phoenix and a castle. **Can you find it on the ceiling?**

**Q You have already found lots of lions around the palace. Look at the tapestries in this room.** They have different animals and beasts on them. Each tapestry tells a story.

**Q Look for a large animal with a trunk on one of the tapestries. What other animals can you find? Can you make an elephant's trunk with your arm?**

## 10 Tudor Rose

**Q Look at the coloured stained glass window. Can you find the badge of the Tudor Rose? It is red and white in colour. It is the special badge for the king's family called the Tudors.**



# Processional Route & Page's Chamber



## Processional Route

The king himself walks along here on his way to chapel.

### 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 children 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.

## 12 Portrait of William Reskimer

**Now find the portrait of me William Reskimer.** My job is as a Page in the king's Chamber. I serve my master as he waits to see the king.

**Key object:** This is a portrait of the character who is the voice of the trail map - William Reskimer. William had to work hard as a Page in the King's Chamber. He was very good at his job and during his time working at the palace he was given a more important job as a Gentleman Usher. This job was a bit like a butler and meant he was given food and wages in return for his work.

## The Pages' Chamber

One of their important duties was to make the fire each morning.

## 13 Sack

This is where I spend my time when I am not serving my master. I eat and sleep in here.

**Can you find the sack I sleep on?** I share the room with other pages and we eat at the table.

**Can you find something in this room which helps me to keep warm? Would you like to sleep in this room? Why?**





# Additional Spaces to visit/or explore

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

## Tudor kitchens

Ask the children to look out for some of the foods that the king's servants ate in the Great Hall - these include 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 children how they feel in Fish Court - cold!

## Henry's Wine Cellar

One of the most popular drinks in the Tudor Court was wine! The wine in the Cellar was poured from the barrels into jugs which were served on the table. Ask children to recall the wine flagons they saw in the Great Hall. Remind them that the wine had to be carried all the way from the Cellar up the stairs to the Great Hall and Great Watching Chamber!



## 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 children 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

Off the Processional Route in the Chapel Royal is a copy of Henry VIII's Crown of State. Henry VIII wore the original crown on special occasions. Ask children what different colours they can see in the crown. Do they like the crown? Please remember no photography in this space and remind children to be as quiet as possible. Men should remove their hats when entering and please note that no photography is allowed.

## Clock Court and the Astronomical Clock

Ask children 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.

Ask children what people would have used to have travelled on the river - boats. There were no cars, buses or trains in Tudor times! Also, much of the produce being brought to the palace was transported by boat. Can the children think of other ways produce might have been brought here? By horse and cart. Children might like to see the cart in Master Carpenter's Court.

## Chapel Court Garden

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

Discuss with children if they can remember seeing any other dragons on their visit today? Did they see any in the Great Hall or Great Watching Chamber? The red dragon was used by all Tudor monarchs on their Coat of Arms. Children might like to look at the large dragon on display in the Clore Learning Centre.

# Back at School

## Great Hall

### Useful to know

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 height of the hall is around 18m (approximately the height of 18 female lions standing on top of each other!)

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! In Tudor times the Great Hall would not have looked the same colour as it does now. The roof would have been a bright blue colour.

The Great Hall was used as the staff canteen for 600 of Henry VIII's less important servants twice a day. Each meal had two courses served in messes. These were portions that were shared between four people.

### Post-visit Student Discussion

Ask children to recall being in the Great Hall. What features can they remember from the space? The Great Hall was like a staff canteen or dining room for Henry VIII's servants. Ask them to compare it to their school dining room. How does it look similar or different? Which one would they prefer to eat in and why?

## Horn Room

### Useful to know

Horn Place 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.

### Post-visit Student Discussion

Ask children to recall the table they saw at the bottom of the stairs and the things on the table. What might it have been like to have carried all these things from the kitchens and up the stairs to the Great Hall?

## Great Watching Chamber

### Useful to Know

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.

### Post-visit Student Discussion

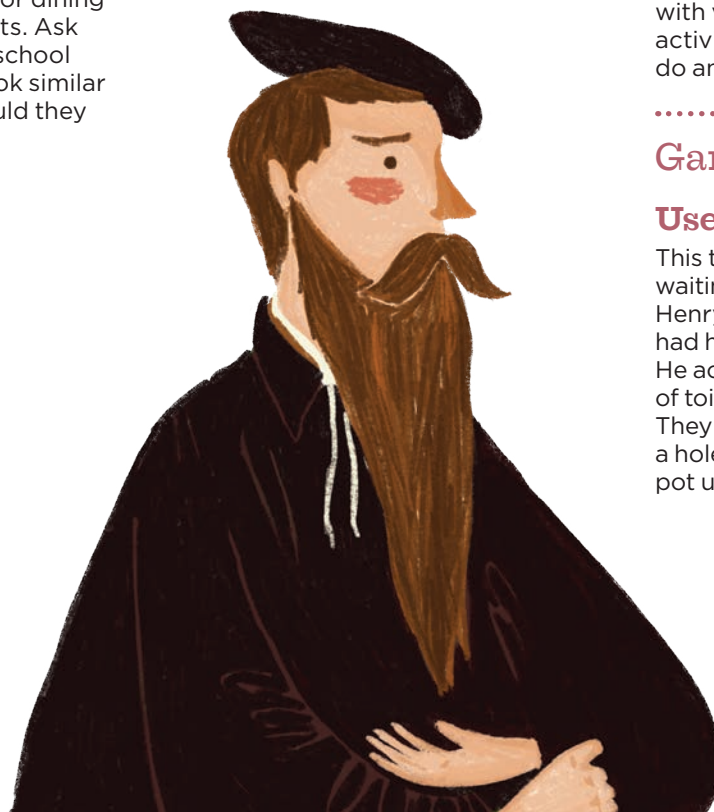
Courtiers would often spend hours waiting for Henry VIII to pass through the Great Watching Chamber on his way to chapel.

Ask children to discuss what they think courtiers did in here to pass the time? Can they recall any activities they saw in the room? Some of the activities include: eating, drinking, talking to others, playing games, sleeping, playing music, writing petitions for the king, being seen by others at Court, waiting for news from the king and meeting with visitors to Court. Which of these activities would they have preferred to do and why?

## Garderobe

### Useful to Know

This toilet was used by courtiers waiting in the Great Watching Chamber. Henry VIII did not use this toilet as he had his own toilet in his private rooms. He actually had a large collection of toilets, known as 'close stools.' They looked like padded stool with a hole in the middle and a chamber pot underneath.





## Back at School continued

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### Processional Route

#### Useful to know

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.

#### Post-visit Student Discussion

Ask children to recall the paintings they saw on this Route. Do they remember the smartly dressed courtiers in fine clothes? Can they remember seeing the portrait of Henry VIII? Can they describe the types of clothes worn by wealthy courtiers? What types of materials were they wearing? *Expensive materials such as silk, velvet, feathers and fur.* What colours were their clothes? *Red, black and gold.* Were they wearing any jewellery?

### Page's Chamber

#### Useful to know

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 was to make the fire each morning.

#### Post-visit Student Discussion

Ask children to recall what it was like inside the Page's Chamber. What might it have been like to have spent time in this room? They could make a comparison with the Great Hall or Great Watching Chamber. What similarities and differences are there? Did they spot the large keys on the table? Why do they think it would have been important to lock some things away in the palace?

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**Ask children to think about what they have found out about life in the palace, during their visit to the Tudor Route.**

**In pairs ask them to discuss whether they would like to live here and why?**



