

# Self-led Resources Teacher Guide

## How to use the Early Years Trail map

The aim of the Early Years Trail map is to support teachers and other assisting adults on a self-guided visit to Hampton Court Palace.

There are three suggested routes which you can explore with your children.


Each route is marked on a map with key practical information such as toilets and seating. The routes on the trail map are:


- **Kitchen Garden** – growing food for the King
- **Henry VIII's Kitchens** – cooking food for the King
- **Henry VIII's Apartments** – looking after the Palace for the King




## How to use the Early Years Trail map continued

The trail map uses a set of different activities which incorporate a variety of learning styles and skills. You can do as many or as few activities as you like and you can adapt the activities to best suit your children. The three key activity areas are:

 **I spy:** looking for objects, people or plants in the rooms and spaces. There is a photo or illustration to help with this.

 **Have a go:** using role play and games

 **What do you think?** using speaking and listening activities to encourage the children to make choices and personal responses to objects, paintings and plants.

Hampton Court Palace is a 500 year old Palace with a rich history and over 1000 rooms! If possible try and visit Hampton Court Palace before you bring your children to familiarise yourself with the rooms and spaces you will be visiting.

### Early Years Foundation Stage links

A self-guided visit to Hampton Court Palace can support your children to:

- Understand instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences
- Connect ideas and events
- Move confidently in a range of ways, safely negotiating space
- Develop confidence in trying out new activities

### Learning aims

The Early Years Trail Map is designed to help focus your children as they explore Hampton Court Palace. The Early Years Trail Map will help students to:

- Investigate key rooms and spaces at Hampton Court Palace
- Make comparisons between objects, materials and living things
- Be imaginative
- Develop confidence in an unfamiliar place

## How to use the Early Years Trail map continued

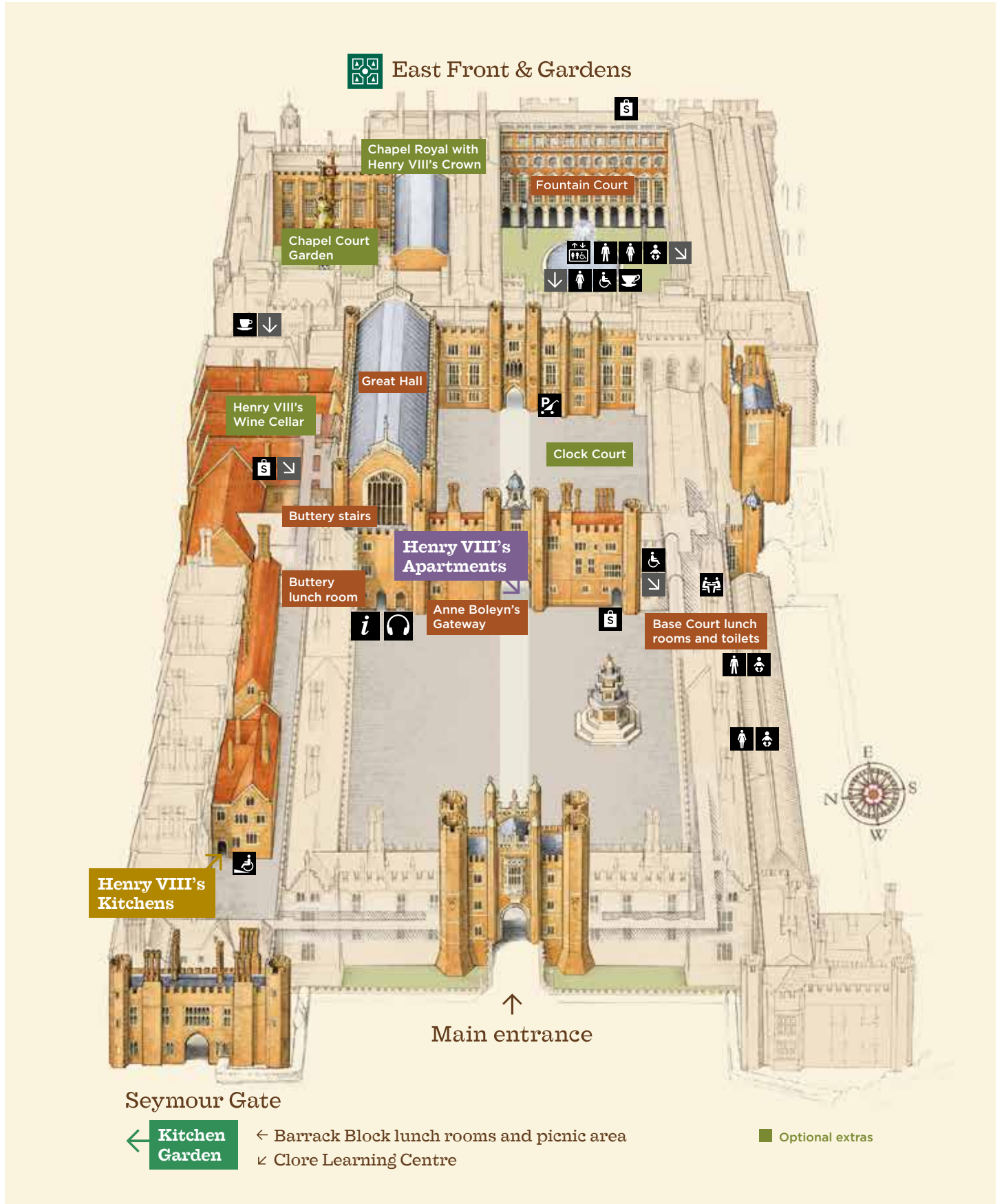
### Top Tips for exploring Hampton Court Palace

**Some of the spaces and rooms at Hampton Court Palace, especially Henry VIII's Apartments, can get very busy with other members of the public. These top tips will help your children when exploring the Palace and the gardens.**

1. Organise your children into small groups with an assisting adult with each group. If possible, make sure all adults are familiar with the Trail Map in advance of the visit.
2. Use the suggested 'pause points' to stop or sit down or try to find a quiet space when stopping to look at things inside the palace. Try to avoid standing in front of doorways and at the top or bottom of steps.
3. If the children need a break, there are benches in the gardens and some of the rooms they can sit on. The Great Watching Chamber has large cushions they can sit on.
4. Do not allow the children to run inside the Palace at any time. Some of the floor surfaces outside in the courtyards such as the cobbles are uneven and inside some surfaces such as the Garderobe floor are hard. The Kitchen Garden is a more flexible space where children can move around more freely.
5. Take photographs as you look around to aid with children's recollection of the visit for post visit work. *Please note photography is not allowed in the Chapel Royal.*
6. Encourage your children to look up – they will see more!
7. If you need further assistance while you are at the Palace please ask the State Apartment Warders for help.
8. Have fun exploring with your children!

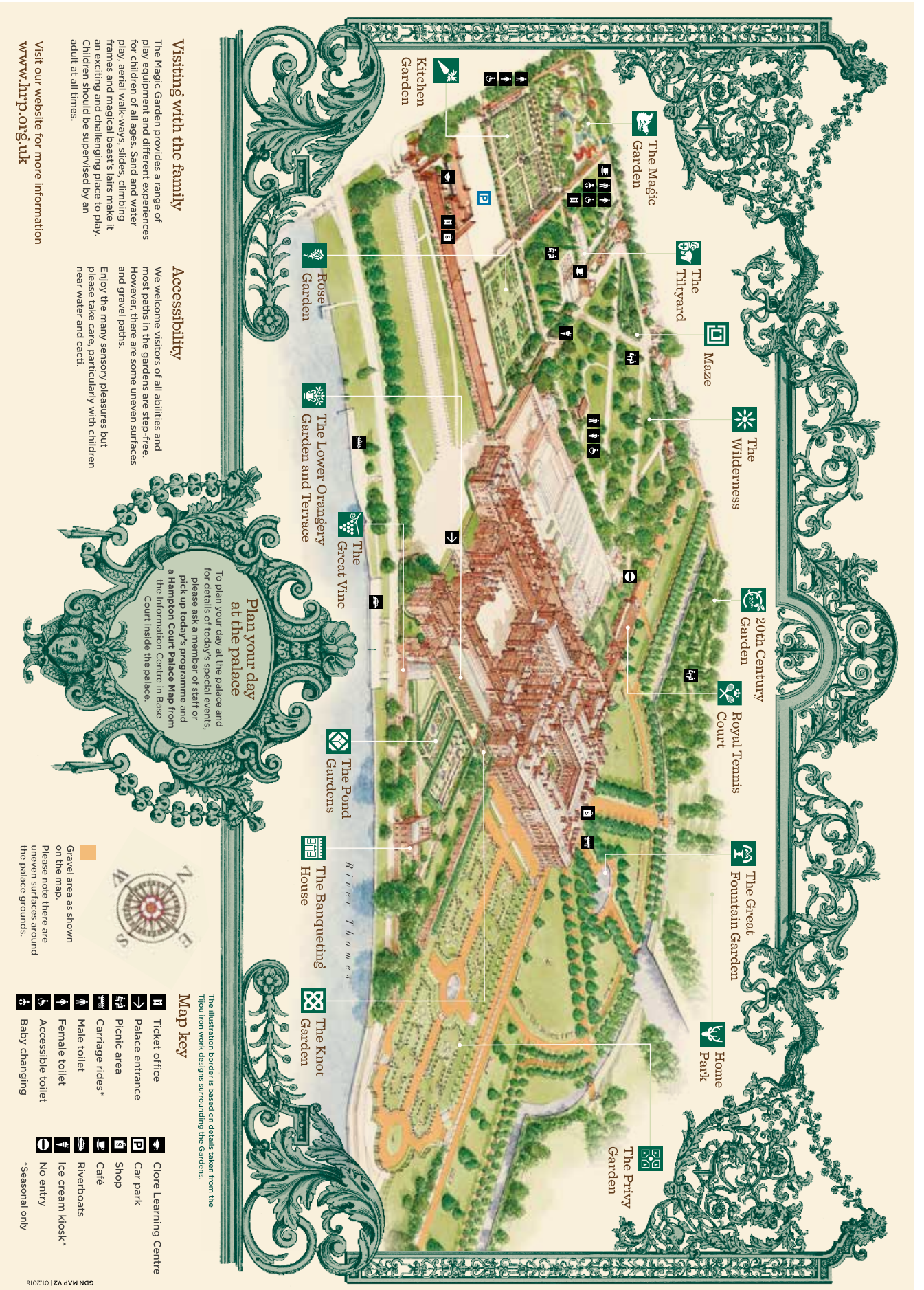


# Palace Map





# Gardens Map



### Visiting with the family

The Magic Garden provides a range of play equipment and different experiences for children of all ages. Sand and water play, aerial walk-ways, slides, climbing frames and magical beast's lairs make it an exciting and challenging place to play. Children should be supervised by an adult at all times.

visit our website for more information  
[www.hrp.org.uk](http://www.hrp.org.uk)

### Accessibility

We welcome visitors of all abilities and most paths in the gardens are step-free. However, there are some uneven surfaces and gravel paths.  
 Enjoy the many sensory pleasures but please take care, particularly with children near water and cacti.

### Plan your day at the palace

To plan your day at the palace and for details of today's special events, please ask a member of staff or pick up today's programme and a Hampton Court Palace Map from the Information Centre in Base Court inside the palace.



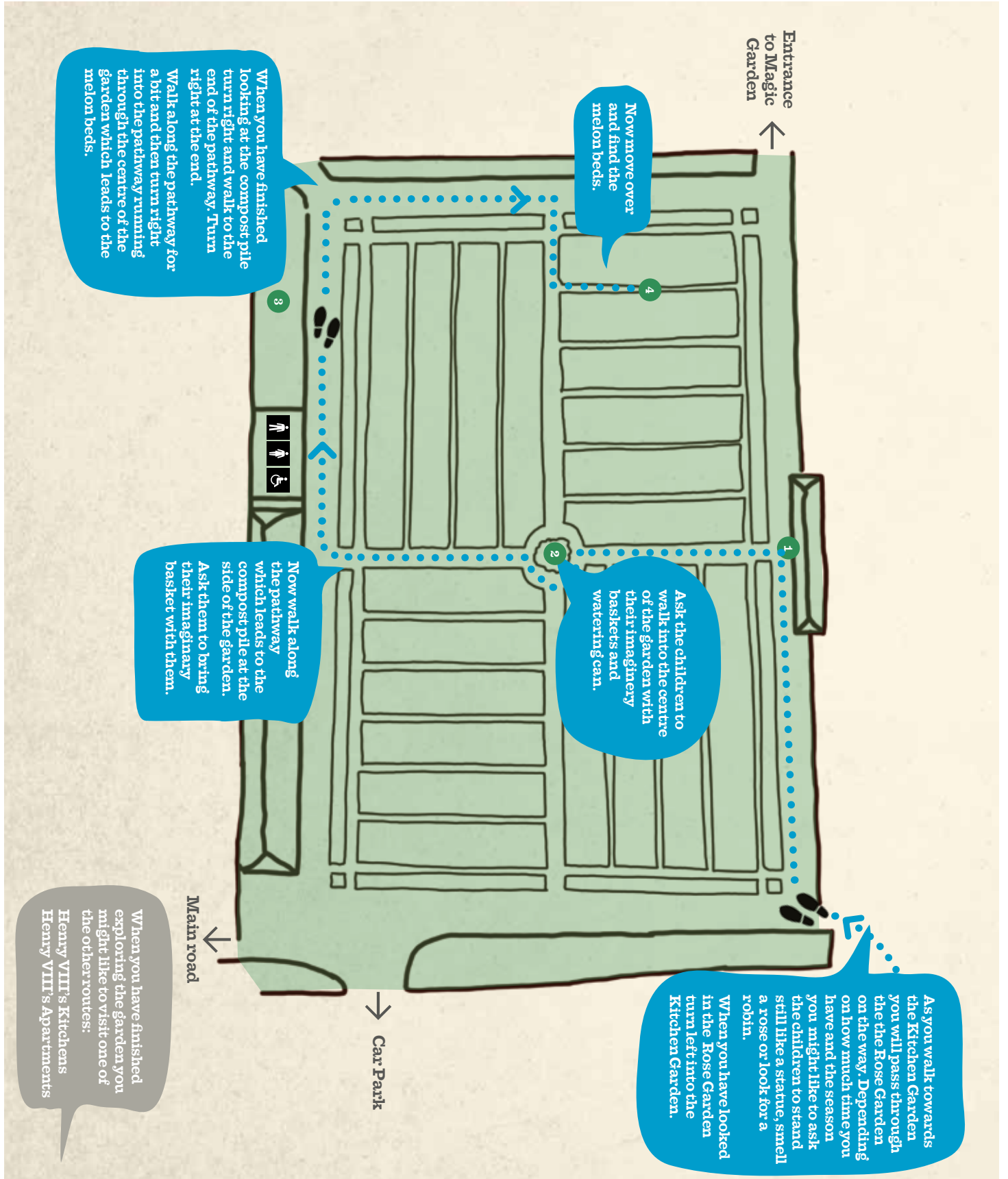
Gravel area as shown on the map. Please note there are uneven surfaces around the palace grounds.

### Map key

- Ticket office
- Palace entrance
- Picnic area
- Carriage rides\*
- Male toilet
- Female toilet
- Accessible toilet
- Baby changing
- Close Learning Centre
- Car park
- Shop
- Café
- Riverboats
- Ice cream kiosk\*
- No entry
- \*Seasonal only

The illustration border is based on details taken from the Tlön iron work designs surrounding the Gardens.

# Student Trail Map locations: Kitchen Garden





# Kitchen Garden



**The Kitchen Garden provided fresh fruit, vegetables and herbs for the royal kitchens.**

## Practical information

The Kitchen Garden is located near the Rose Garden and Tiltyard. There is also an entrance point from the main road. Please note the gate on this entrance is open during the day. Please ensure that adults are aware of the busy road beyond and supervise children in this space.

### Things to be aware of:

There is a small uncovered pond at the far corner of the garden, by the entrance to the Magic Garden.

There are benches around the sides of the garden, in the centre and under a covered area on one side of the garden (see map on page 06).

The nearest toilets are located to the side of the garden parallel to the main road (see map on page 06).

The walkways are narrow and are often blocked at one end to protect plants. We suggest splitting the class into smaller groups.

***The Kitchen Garden will take around 30-40 mins to visit.***

## 1 Benches under covered area

**Ask the children to sit down and look out at the garden.**

A long time ago there lived a king here at the Palace called King Henry. He liked to eat lots of food including fruits and vegetables! Explain there are lots of fruits, vegetables and herbs growing in this garden.

We are going to explore the garden to see what is growing here today and imagine we are growing some vegetables for the King.

**As well as fruit and vegetables what else might we see?** Birds, spiders, worms, ants, caterpillars, butterflies, bees.

**Can we see any people working in the garden?**

They are called gardeners and their job is to look after the garden. Show the drawing of the gardener. **What do they need to do their job?** Let's look in the window of the Gardener's Pot Store to find out.

🪴 seeds, pots, labels, trowels, baskets, watering can.

👉 **Show the children the picture of the gardener's basket.** Tell them they are going to imagine they are gardeners and collect the things they need. You can show them the pictures and they can use role play actions to fill their baskets.

## Songs/Rhymes

*Two Little Dickie Birds*  
*Incy Wincy Spider*

## Books

*Peep Inside the Garden*



## Kitchen Garden continued



### 2 Seating area in the centre

Ask the children to sit down on the benches in the middle of the garden.

Ask them to look out over the garden from where they are sitting. Can they see some different things in this part of the garden?

Can they listen for the sound of birds?

👉 Play a game of I Spy Colours.

#### Songs/Rhymes

*Here we go round the Mulberry Bush (the children can use move around the tree whilst singing the song)*

#### Games

*I Spy Colours*

### 3 Compost pile

Ask the children to stand in front of the compost pile.

Show them the illustration of the compost pile.

#### 🔍 The compost pile

Gardeners put compost on plants to help them to grow.

❓ **What is in the compost pile?** Scraps of food and grass cuttings.

Worms are in the compost pile. Worms eat through everything in the pile and mix it up to help it turn into compost.

👉 **Can you make a wriggling worm with your finger?**

#### Songs/Rhymes

*There's a worm at the bottom of my garden*

### 4 Rosemary bush and melon beds

Before you reach the melon beds there is a herb with dark green leaves. This is called Rosemary.

Show the illustration to the children. **Who can find it?**

#### 🔍 Rosemary.

Rosemary was one of the King's favourite herbs! He liked to eat it on his meat.

**Tell the children they can carefully smell the Rosemary.** Remind them not to pick or eat it!

❓ **What does it smell like? Who likes/dislikes the smell? Ask the children to gather round one of the melon beds in small groups.** Tell them we are going to be gardeners and plant some vegetables for the King.

❓ **Do they know the names of any vegetables? What vegetable would they choose to grow for the king?**





## Kitchen Garden continued



👉 The melon beds are used to keep the seeds warm.

**We are going to use actions to plant our seeds in the beds. Ask the children to use their imaginary trowels to make a hole in the soil, scatter their seeds in the hole and then cover it cover.**

❓ **What will our seeds need to grow?**

*Water* – use watering can actions

*Sunshine* – use hands to make sunshine

👉 **Can you use your bodies to make the shapes of the seeds growing into a plant?**

**Can you pick the vegetables and put them into your basket?**

**Songs/Rhymes**  
*Mary Mary*

### 6 Taking it further

**Wet weather option:**  
*benches under covered area.*

**Ask the children to sit on or around the benches.**

#### Mathematics

Can they find three different sized objects in the garden?

One small, one medium and one large?

Can they count how many pots they can see?

#### Storytime

You might like to read a story to the children before they leave the garden.

#### *The Hungry Caterpillar*

You can discuss if they saw any of the things in the story during their visit to the garden.

#### *Rosie's Walk*

You can recall their walk around the garden using some of the prepositions from the book.

#### *Peter Rabbit*

You can discuss if they saw any of the things in the story during their visit to the garden.



### Gardener's Cart

#### 🔍 The Gardener's Cart

The cart moves around the garden. **Can you spot where it is today?** Each week there is a special fruit, vegetable or herb inside the cart.

👉 **Can you find something inside? Can you touch and smell it?**

❓ If the gardener is there the children might like to ask him or her a question about the garden.

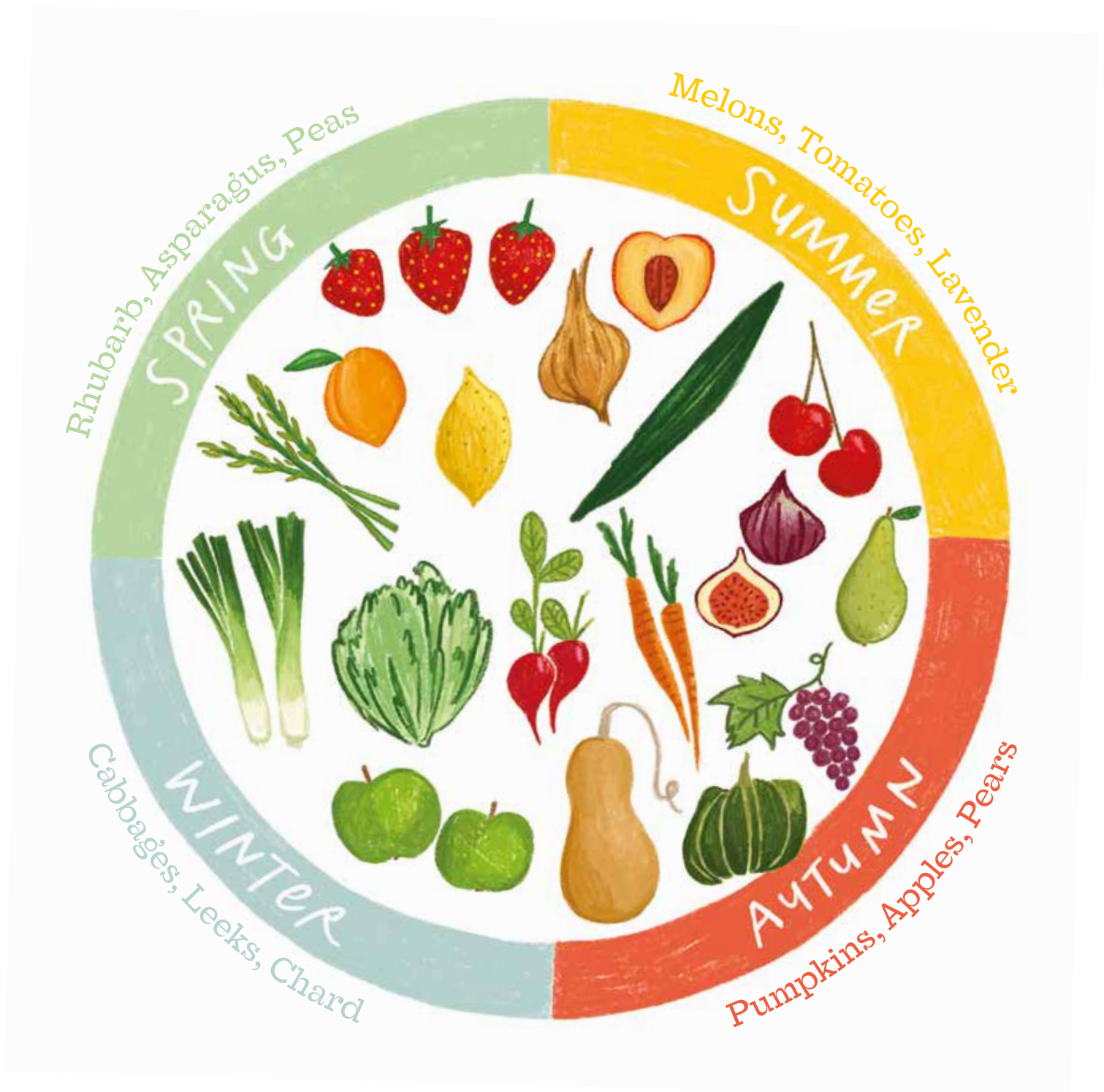
**What question would you like to ask the gardener?**

You can also show the children the seasonal circle of fruit and veg and they can try and find one of the things on it.

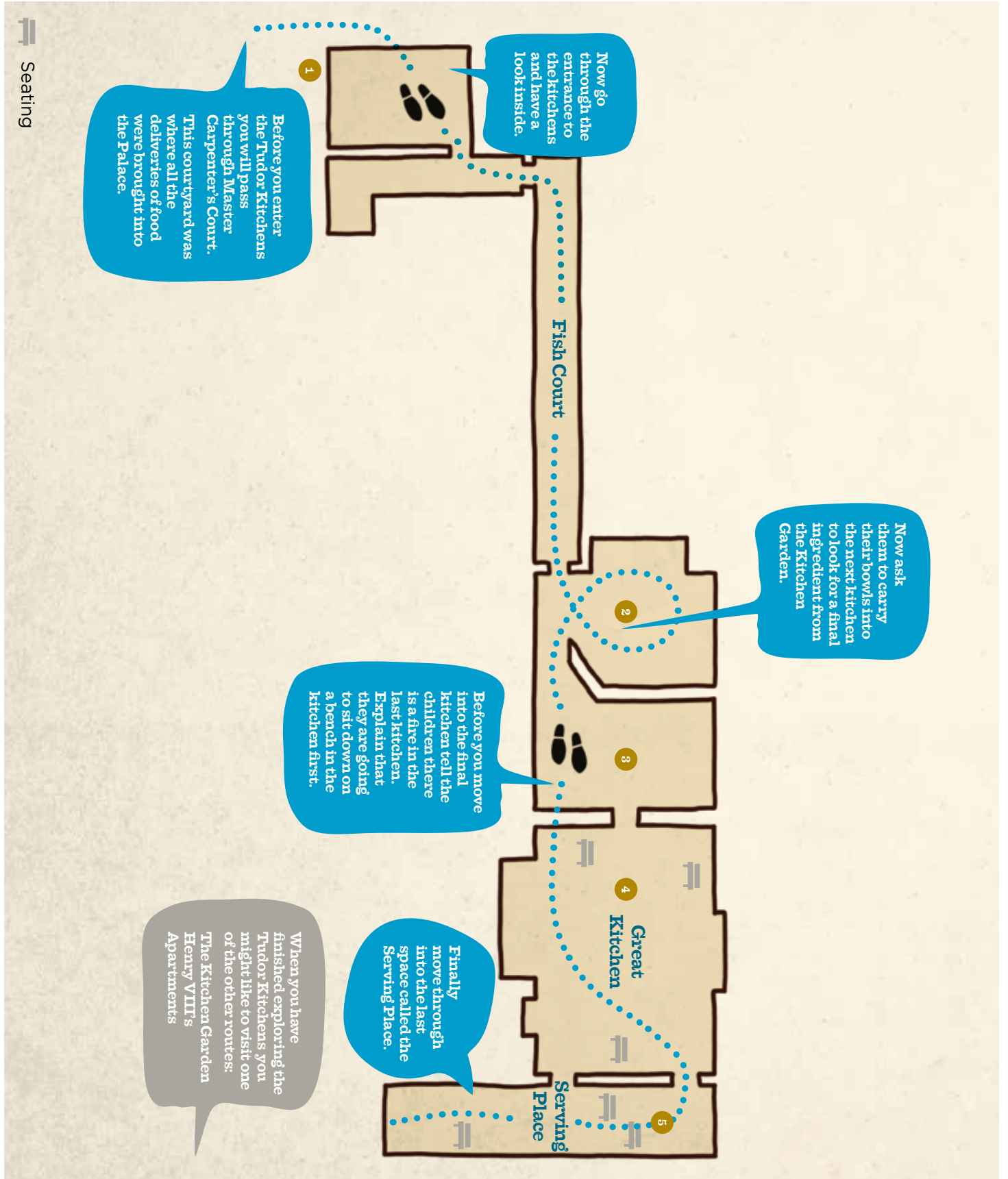


# What can you see growing?

Write your answers here.



# Student Trail Map locations: Henry VIII's Kitchens





# Henry VIII's Kitchens



**The Tudor Kitchens was where food was prepared and cooked for 600 of King Henry's servants twice a day**

## Practical Information

The Tudor Kitchens are located off Master Carpenter's Court.

To get to Master Carpenter's Court walk through Base Court and turn left and walk through a passageway until you reach Master Carpenter's Court.

### Things to be aware of:

There is use of audio effects in Base Court, there is the sound of horses' hooves and peoples' voices.

There are some projections used in the kitchens to show the jobs people were doing in the spaces.

The passageway leading from Base Court to Master Carpenter's Court and Fish Court can feel dark and cold at certain times of the day and in the winter months.

There are benches by the wall in Master Carpenter's Court and the kitchen with the fire (see map on page 11).

There are 5 rooms on the route, two smaller rooms and three larger kitchens to explore in more detail.

There is a large open fire in the third kitchen. This will be staffed at all times.

The nearest toilets are located off Base Court (see palace map on page 04)

***The Tudor Kitchens will take around 30 minutes to visit.***

## 1 Benches in Master Carpenter's Court

**Ask the children to sit down on and around the benches.**

A long time ago there lived a King here at the Palace called King Henry.

Explain that this was the place where food was brought into the Palace.

King Henry had a lot of servants and they ate a lot of food. King Henry also liked eating lots of different foods!

We are going to explore the kitchens to see what foods used to be cooked here and imagine we are preparing some food for the King.



## Henry VIII's Kitchens continued

### What can we see in the courtyard that was used to carry food?

🔍 **A cart.** Show the picture of the horse and cart.

👉 **Ask the children to have a look at the sacks on the ground next to the carts. Can they imagine they have to lift one from the cart and put it on the ground?** This was the job of the King's servants at the Palace.

🔍 **Ask the children to find a barrel and stand next to it.**

❓ **Ask the children who is taller? Them or the barrel?**

### Songs/Rhymes

*Horsey Horsey*

### Games

*I Spy Shapes*

(the children can do actions and sounds for horses and wheels)

## 2 Kitchen with large table

Depending on how busy it is you may want to pause briefly in the first kitchen, called the Boiling House.

The children can listen to the sound of the water boiling in this room. In the far corner there are some steps which lead up to to a cooking pot but you may prefer to bypass this and walk through to the next courtyard called Fish Court.

**As the children walk though Fish Court they can have a look at the larder on the right where food was stored in big barrels.** When you get to the end of Fish Court you will be in the first of the large kitchens.

🔍 **Ask the children to walk through until they see some pies on a table outside the first kitchen.**

### Mathematics

Count the pies on the table

**Ask the children to sit down on and around the bench next to the fireplace.** Tell the children the King's chefs used to prepare food in this room.

**Tell them they are going to be cooks and prepare some soup for the King. What did chefs use to do their job?**



🔍 **Baskets** to store the food.  
**Chopping boards** to cut the ingredients

**Bowls** to mix the food in

👉 **Ask the children to do an action for each of the objects.**

**Baskets** (lifting out the food)

**Chopping boards** (cutting)

**Bowls** (mixing) Tasting!

❓ **Ask the children what they need to do next?**

They need to heat their food to cook it.

👉 **Ask the children to stand in the empty space where the fireplace is. Can they make their body into a flame shape and dance like a flame?**

### Songs/Rhymes

*Five currant buns*





## Henry VIII's Kitchens continued

### 3 Kitchen with vegetables and spices table

Ask the children to have a look at the table with the vegetables and spices on.

#### 🔍 Lemons Onions Carrots

🔍 **Ask the children to choose an ingredient from the table to add to their soup.**

👉 Now they can cook their soup in one of the boiling pots. Once it's cooked they can pour it into a bowl and have a taste. **Ask them to carry it with them into the final kitchen.**

#### Songs/Rhymes

*Pease Porridge hot*

#### Games

*Shopping game*

Use the produce on the table to play the game. One child chooses something from the table saying, "I went shopping and bought a ....." The next child continues and names the first child's item and then adds another. Continue until everyone has had a go.



### 4 Kitchen with the fire

**Ask the children to sit on and around the bench next the wall. Ask them what can they see? What can they smell? What can they hear?**

Tell them the fire was used to cook the meat in King Henry's Palace. He liked to eat a lot of meat!

#### 🔍 The fire

Before moving over to look at the fire tell the children it is very hot and they must not stand too near or touch it.

🔍 If the member of the kitchen staff is free the children might like to ask him or her a question about cooking. **What question would you like to ask the cook?**

👉 Next move over to look at the table with the big plates and candlesticks on it.

Tell the children they can touch the metal bowls. **How do they feel?**

### 5 Serving Place

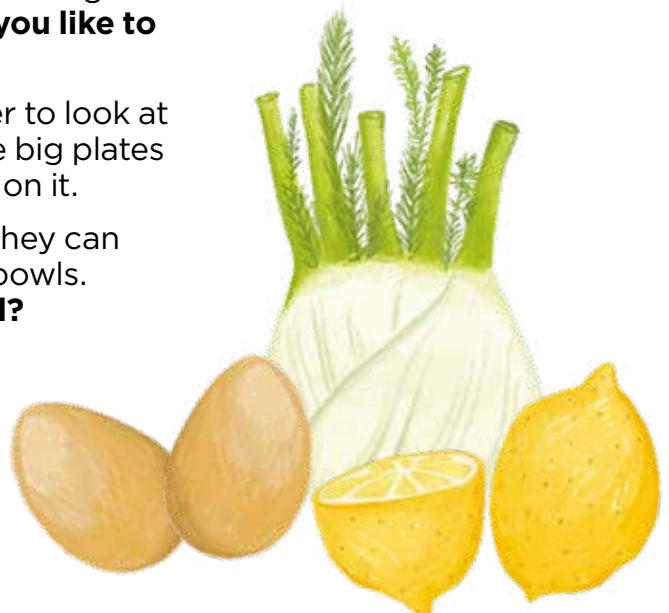
Explain this was where the food was checked before it was carried into the Great Hall.

👉 **Ask the children to do a final tasting of their food and put it on the serving hatch.**

**Ask the children to look at the room on the right with all the bowls and plates.**

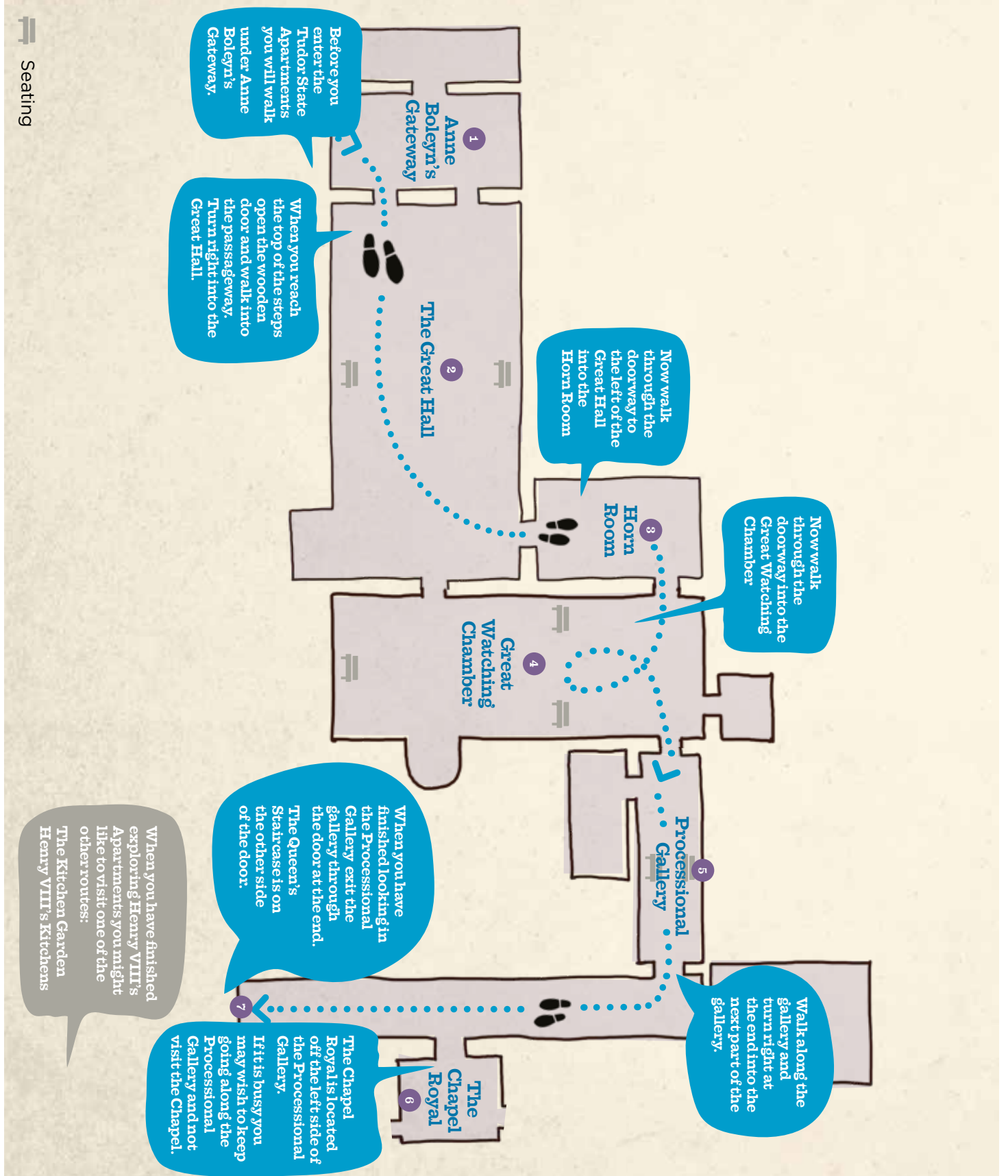
#### 🔍 Bowls and plates

🔍 **Do you think there were a lot of people living in King Henry's Palace? Why?**





# Student Trail Map locations: Henry VIII's Apartments



# Henry VIII's Apartments

**Henry VIII's Apartments were where he and his courtiers and servants ate, slept and spent time.**

## Practical Information

The Tudor State Apartments are located up the stone steps leading up from Anne Boleyn's Gateway.

There is a handrail on either side of the staircase and at the top of the staircase is a large wooden door which opens inwards into the Great Hall.

### Things to be aware of:

- The door leading into the Great Hall is very heavy and will need an adult to open and close it.
- Some parts of the Route, particularly the Processional Gallery, can become very busy with other visitors.
- The Chapel Royal is a quiet, reflective space and no photography is allowed inside.
- There are benches in the Great Hall and the Processional Gallery and cushions in the Great Watching Chamber to sit on (see map on page 15).
- The nearest toilets are located off Base Court (see palace map on page 04)

**The Tudor State Apartments will take around 30-40 minutes to visit.**



## 1 Anne Boleyn's Gateway

Ask the children to gather together away from the staircase and next to the wall. Ask them to look up at the roof of the gateway.

### 🕒 Can they see rose in the middle?

Now walk slowly up the stone steps.

### Mathematics

Count the steps as you walk up.

## 2 The Great Hall

**Ask the children to sit down on the floor in front of the tapestries on the left hand side of the doorway into the Great Hall (see map on page 15).**

A long time ago there lived a king here at the Palace called King Henry.

Explain that King Henry had a lot of servants and this was one of the rooms they ate, slept and spent time in.

We are going to explore this room and some other rooms in the Palace.

On special occasions King Henry ate in the Great Hall.

Tell the children they are going to make the Palace ready for the King. First we need to clean it!



## Henry VIII's Apartments continued

**👉 Can the children perform an action for each of the following?**

- Sweeping the floor
- Polishing the floor
- Dusting the wooden screen

King Henry loved silver and gold and he liked everything to be shiny!

**🔍 Can you see some shiny things on a table?** Bowls on the top table.

**Ask the children to move over to the top table and look at the things on it.**

**❓ Do they know what the things are. Do they use anything similar at home?**

**👉 Can they carefully touch one of the bowls, how does it feel?**

**Can they perform an action for each of the following?**

- Putting a cloth on the table
- Polishing the bowls
- Pouring the drinks

**What else do we need to do to get the room ready?** Put wood on the fire and light it.

**👉 Can they perform an action for carrying wood and putting it on the fire and lighting it?**

King Henry liked listening to music and playing instruments. Listen to the music playing in the hall.

King Henry had lots of musical instruments including trumpets and drums.

**👉 Can they perform an action for playing the trumpet and the drums?**

King Henry also enjoyed dancing. **Ask the children to find a partner and do a dance.**

There are lots of people who look after the Palace today. Some of them are in this room. They are wearing a red uniform.

**🔍 State Apartment Warder**

**❓ What question would you like to ask the warder?**

**Ask the children to sit down on one of the benches in the hall and look up.** Can they see the arched roof.

**👉 Can they make the arch shape with their hands? Can they stand up and make the arch shape with their bodies? Ask them to find a partner and make the same shape.**

**Mathematics**

Can they find any other shapes in the Great Hall?

**Songs/Rhymes**

*Sleeping Lions*  
*Great Hall rhyme game*

### 3 Horn Room

**Ask the children to sit down on the benches.**

**🔍 What can they see in this room?**

King Henry liked lions as they are very powerful and strong.

**👉 Can they roar like a lion?**

This room was where food was carried from the kitchens up the stairs to the Great Hall.

**👉 Can they pretend that they are carrying the food upstairs on a plate to the door of the horn room?**

**Songs/Rhymes**

*Jelly on a plate*

### 4 Great Watching Chamber

**Ask the children to sit down on the cushions on the floor.**

This room was where Henry's servants would wait to see the King. Sometimes they would wait a long time to see him! They would play games in this room to pass the time.

**❓ Play a game of I Spy Colours**





## Henry VIII's Apartments continued



### 5 Processional Gallery

Walk slowly through the Gallery and sit down on and around the bench near the painting of Henry VIII. Explain to the children that Henry loved paintings and so there are lots of paintings in the Palace. He especially liked to see paintings of himself!

**🔍 Ask the children to look for a painting of Henry VIII.**

**❓ How does King Henry look in this painting?**

**👉 Ask the children to stand like King Henry in the painting.**

**🔍** There are other paintings in the gallery with Henry in them. **Can they find them?**

### 6 Chapel Royal

#### Optional pause point

**If it is busy you may wish to keep going along the Processional Gallery and not visit the Chapel.**

Tell the children that Henry VIII had a special crown as he was the King. The crown is inside the Chapel and they need to very quiet inside.

Walk through into the Chapel.

**🔍 What can they see on the ceiling of the Chapel? Stars.**

Walk through until you see the crown inside the case.

**🔍 Henry VIII's Crown.**

**❓ What colours can they see on the crown?**

### 7 Queen's Staircase

**Ask the children to gather near the wall on the landing area.** Explain this is a special staircase which was built for Queen Caroline who lived here at the Palace a long time ago.

**Ask the children to look up and on the walls.**

**🔍 What can they see? Lions and unicorns**

Queen Caroline used to walk

up and down this staircase. She would walk slowly and carefully.

**Ask the children to hold onto the handrail and walk down the stairs like a queen or king.**

Listen to the music as you walk down.

**When the children have walked down the stairs ask them to gather in the corner in the stairwell.**

**🔍 What can they see above them? A lantern.** Ask them to look for their shadow on the ground.

**👉 Ask the children if they can make a crown shape shadow on their head.**



# 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. 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.