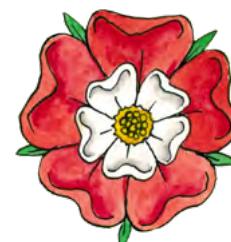
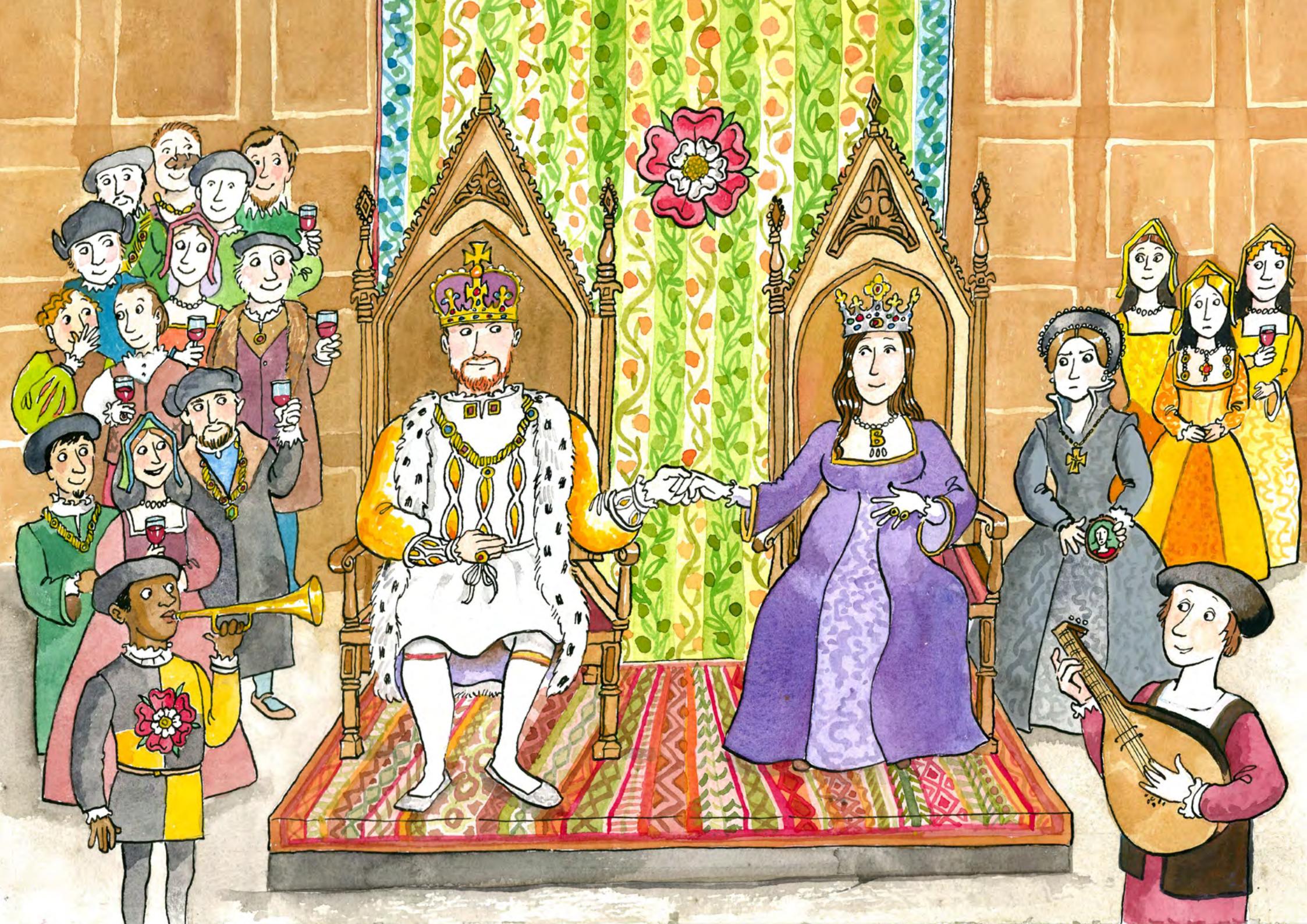




Elizabeth Tudor

A wordless story
Illustrated by Charlotte Firmin

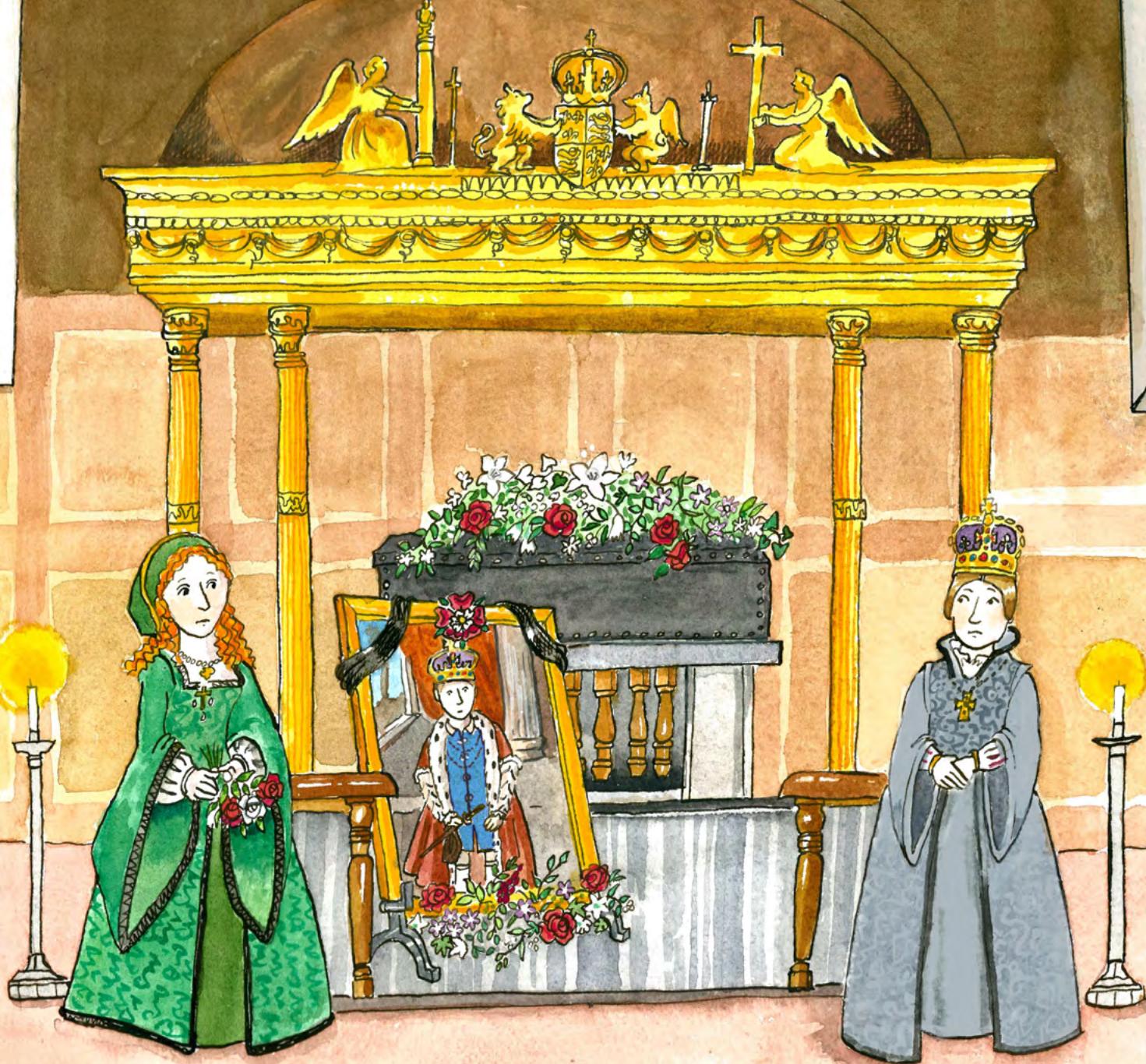








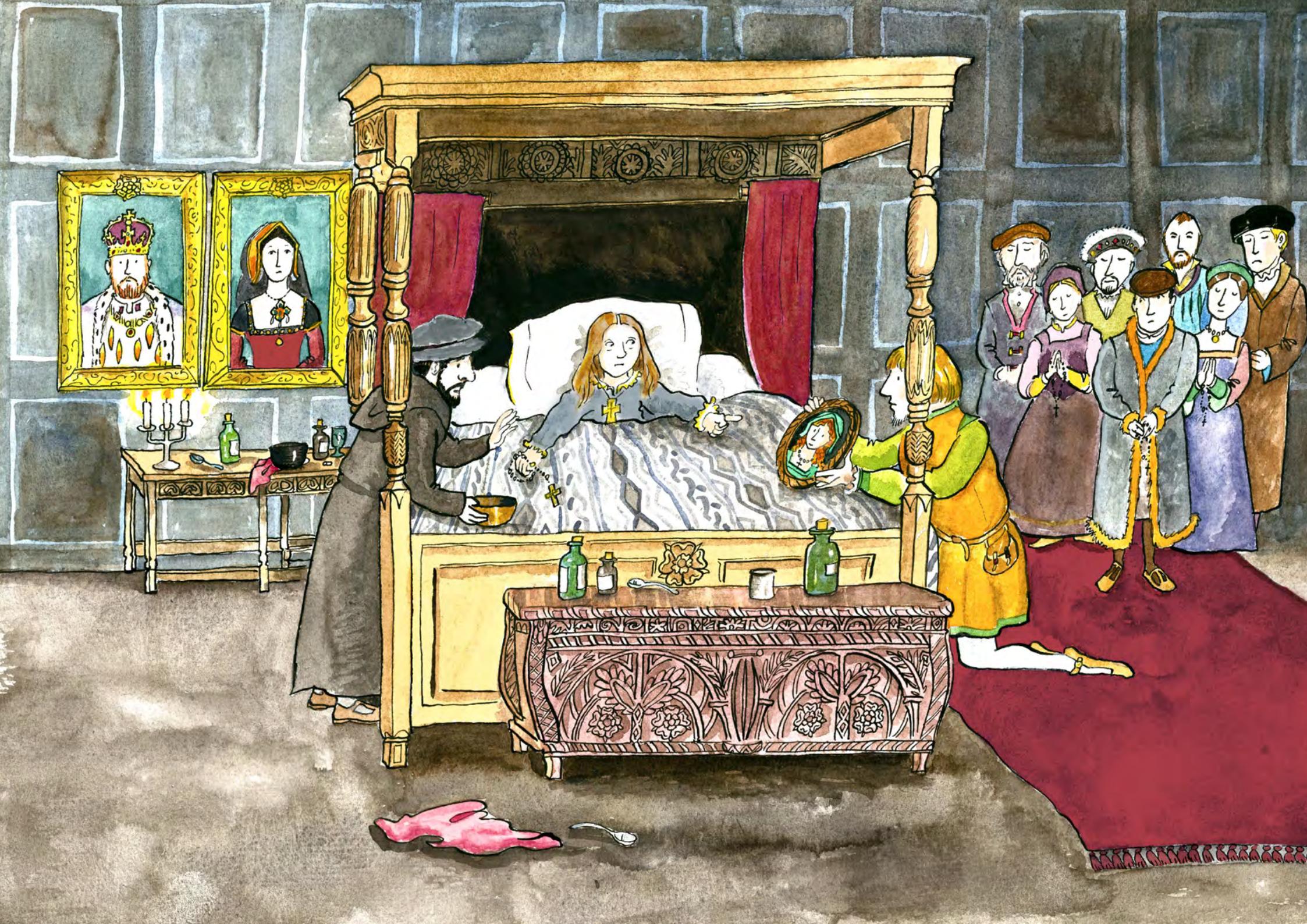
















Introduction

This is a true story from British history told entirely with pictures. There are no printed words.

This story has been developed for students aged 12-19 years who may engage more easily with pictures than text. It can also be used with mainstream classes or students with English as an Additional Language (EAL) to build oracy and critical thinking skills, and to support historical enquiry.

Elizabeth Tudor is the first in a series of wordless stories for schools developed by Historic Royal Palaces (HRP) through co-creative partnerships with schools. HRP's wordless stories support the teaching of History for SEND, Primary and Secondary, by making notable people and events from the past more accessible, current and relatable.

Elizabeth Tudor focuses on formative events during Elizabeth I's childhood and youth before she becomes queen, including losing her mother aged two. This story is a tool to encourage exploration of themes and concepts that resonate for young people, including: loss, fear, isolation, responsibility, loyalty, trust, inner resilience and standing up for one's principles.

Each wordless story is connected with palaces that HRP looks after. The story can be used as a pre- or post-visit resource for students experiencing in person places where some of the story's events actually took place.



qrco.de/wordless

For detailed reading guidance and question lists, as well as teaching resources to support wordless stories in the classroom, please visit hrp.org.uk/schools/wordless-stories or scan the QR code.

How to read this story

Students 'read' a wordless story by making personal meaning from the pictures.

A Supporter leads each session using a series of open questions that encourage students to read the story out loud in their own words.

Students' personal interpretations of a picture are never wrong. Encourage them to share their thinking, even if their reading of a picture is very different to what happened in history. Use their interpretation to encourage deeper discussion about choices the character may have in that picture and what the consequences might be if they make a different choice.

Some students may be unable to follow a story but may respond to particular pictures. Try using sensory items related to the picture to encourage engagement.

Set up options:

- One reader + Supporter
- Small group + Supporter
- Independent reader (no Supporter)

Examples of questions:

- I wonder where this is?
- I wonder who that is?
- I wonder what is happening?
- I wonder how he/she/they are feeling right now?
Why do you think that?
- I wonder what they'll do next? Why do you think that?

Pace

Read the pages in order. Students can take turns reading aloud.

Read at a moderate pace. For the best learning outcome, students should feel relaxed and comfortable during each reading session.

Read as few/many pages in one session as suits your students' comfort and ability level. Give each page the time it needs.

Acknowledgements

This wordless story was co-created in close partnership with staff and students at the following special schools:

- Beatrice Tate School
- Ian Mikardo School
- Spa School Bermondsey
- St Marylebone Bridge School

These schools provide for students with moderate to severe learning disabilities, and/or Social, Emotional and Mental Health (SEMH) challenges.

Historic Royal Palaces would like to thank these partner schools for their enthusiasm and commitment to developing the story's key themes and shaping its illustrations through in-person testing with their students.

The concept for HRP's wordless history stories is based on the pioneering work of Books Beyond Words, who develop wordless books to help people with learning disabilities understand the world around them and participate in decisions about their own lives.

Booksbeyondwords.co.uk



qrco.de/beyond-words

The illustrator

Charlotte Firmin was born in London. She is the daughter of Peter Firmin, the creator of classic children's TV programmes *Bagpuss* and *The Clangers*. Her parents named her after author Charlotte Bronte (she also has a sister named Emily).

During her 50-year career, Charlotte has illustrated over 30 children's books, including *I'm Going on a Dragon Hunt* (author Maurice Jones) and *Ghost Town* (author Terry Deary).

To support children's mental health during and after the coronavirus pandemic of 2020-22, Charlotte illustrated wordless stories *Lenny and Lily in Lockdown* and *Lenny and Lily Return to School* for specialist SEN publisher Books Beyond Words.

Charlotte has used her artistic talent to support community projects for foodbank users, people with dementia, fathers in prison, minority groups, refugees and homeless people. She has also led drawing workshops for school children all over the country.

Charlotte lives and draws in Kent and enjoys spending time with her grandchildren.



